

# Galt Joint Union Elementary School District Board of Education

*"Building a Bright Future for All Learners"*

## Regular Board Meeting

February 15, 2023

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/83841955566>

Or One tap mobile :

US: +16694449171,,83841955566# or

+16699006833,,83841955566#

Webinar ID: 838 4195 5566

Or telephone: 408-638-0968

# AGENDA

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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.
- Public comment via Zoom teleconference by notifying the board meeting assistant through the chatbox feature in Zoom (please include agenda item topic) or by using the raised hand feature in Zoom during the agenda item to be addressed. You will be identified by your Display Name in Zoom when called upon to speak.
- 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](mailto: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.

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Board of Education Meetings are recorded.

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**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. STUDENT MATTER, Education Code §48918
  1. Student Expulsion No. 22/23-01
  2. Student Expulsion No. 22/23-02
  3. Student Expulsion No. 22/23-05
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees

3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

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

**D. Board Meeting Protocol**

**E. Public Comments** for topics not on the agenda

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

**F. Presentation/Recognition**

1. Marengo Ranch Elementary School Choir
2. Marengo Ranch and Valley Oaks Elementary Spelling Bee Winners

**G. Communication**

1. Sacramento County Office of Education (SCOE): 2022-2023 First Period 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.*

2. Governor's Proposals for the 2023-24 State Budget and K-12 Education
3. Transportation Services
4. Measures of Academic Progress (MAP) Data

LCAP GOAL 2

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

**I. Routine Matters/New Business**

**212.413** Consent Calendar

a. Approval of the Agenda

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.

MOTION

b. Minutes

- January 18, 2023 Regular Board Meeting
- January 25, 2023 Special Board Meeting and Study Session

c. Payment of Warrants

- Vendor Warrants: 23392796-23392853; 23394159-23394210
- Payroll Warrants: 1/31/23; 1/13/23

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

e. Donations

<b>212.414</b>	Consent Calendar (Continued) – Items Removed for Later Consideration	MOTION
<b>212.415</b>	Board Action Regarding Student Expulsion No. 22/23-01	MOTION
<b>212.416</b>	Board Action Regarding Student Expulsion No. 22/23-02	MOTION
<b>212.417</b>	Board Action Regarding Student Expulsion No. 22/23-05	
<b>212.418</b>	Board Consideration of Approval of 2022-23 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
<b>212.419</b>	Board Consideration of Approval of Resolution No. 9 – Resolution To Reduce Or Discontinue Particular Kinds Of Services (Certificated Layoff)	MOTION
<b>212.420</b>	Board Consideration of Approval of Resolution No. 10 – Resolution To Reduce Particular Kinds Of Service And Abolish Classified Positions Due To Lack Of Work Or Lack Of Funds	MOTION
<b>212.421</b>	Board Consideration of Approval of Agreement Between Galt Elementary Faculty Association and Galt Joint Union Elementary School District Regarding Article V, Hours and Article XIII, Class Size	MOTION
<b>212.422</b>	Board Consideration of Approval of General Education Teacher Job Description	MOTION
<b>212.423</b>	Board Consideration of Approval of Arts, Music, and Instructional Materials Discretionary Block Grant Plan	MOTION
<b>212.424</b>	Board Consideration of Approval of 2023-24 E-rate Service Provider	MOTION
<b>212.425</b>	Board Consideration of Approval to Dispose of Surplus Vehicle Through a Public Auction	MOTION
<b>212.426</b>	Board Consideration of Approval of the Following Board Policies, Administrative Regulations, and Bylaw	MOTION

Superintendent

1. BP/AR 5131.7 – Weapons and Dangerous Instruments
2. BB 9323 – Meeting Conduct

Educational Services

3. BP/AR 0430 – Comprehensive Local Plan for Special Education
4. AR 5141.3 Health Examinations
5. BP/AR 5148.2 Before/After School Programs
6. BP/AR 5148.3 Preschool/Early Childhood Education

**212.427** Board Consideration of 2023 CSBA Delegate Assembly Ballot Sub-Region 6B (Sacramento County) MOTION

**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**

**L. Adjournment**

The next regular/organizational meeting of the GJUESD Board of Education: March 15, 2023

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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



Revised February 9, 2022

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 via Zoom teleconference, notify the board meeting assistant through the chatbox feature in Zoom (please include agenda item topic) or by using the raised hand feature in Zoom during the agenda item to be addressed. You will be identified by your Display Name in Zoom when called upon to speak.
5. 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](mailto: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

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: Presentation/Recognition</b>
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> <b>Information Item:</b> XX
<p><b>1. Marengo Ranch Elementary School Choir</b></p> <p><b>2. Marengo Ranch and Valley Oaks Elementary Spelling Bee Winners</b></p> <p>In December 2022, Valley Oaks Elementary and Marengo Ranch Elementary held their annual Spelling Bee.</p> <ul style="list-style-type: none"><li>★ Marengo Ranch Elementary Spelling Bee Winner - Levi Peterson, 5th Grade</li><li>★ Valley Oaks Elementary Spelling Bee Winner - Marco Gonzalez, 6th Grade</li></ul>	



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item:</b> Communication
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> <b>Information Item:</b> XX

1. Sacramento County Office of Education (SCOE): 2022-2023 First Period Interim Report



David W. Gordon  
Superintendent

January 16, 2023

**Board of Education**

Paul A. Keefer, MBA, Ed.D.  
President

Heather Davis  
Vice President

Joanne Ahola

O. Alfred Brown, Sr.

Mariana Corona Sabeniano

Harold Fong, MSW

Bina Lefkovitz

(916) 228-2500

www.scoe.net

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

**SUBJECT: 2022-2023 First Period 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% reserve requirement for the current fiscal year and two subsequent fiscal years. We concur with the district's **positive** certification with the following comment:

- The multi-year projections provided indicate that the Unrestricted General Fund balance will decrease by \$165,559 in 2022-2023, increase by \$1,728,438 in 2023-2024, and increase by \$2,607,397 in 2024-2025.
- It is noted that Certificated salary negotiations were recently settled. Classified salary negotiation settlements are in process. The costs associated with both settlements will be included in the district's Second Period Interim Report.

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 at (916) 228-2294.

Sincerely,

David W. Gordon  
Sacramento County Superintendent of Schools

DWG/NS/sl

CC: Wesley Cagle, Board President, GJUESD  
Nicole Lorenz, 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

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: Reports</b>
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> <b>Information Item:</b> 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 Proposals for the 2023-24 State Budget and K-12 Education
2. Transportation Services
3. Measures of Academic Progress (MAP) Data

### **LCAP GOAL 2**

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

### **OTHER REPORTS**



## 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 Proposals for the 2023-24 State Budget and K-12 Education

*Nicole Lorenz, Chief Business Official*

### 2. Transportation Services

*Nicole Lorenz, Chief Business Official*

### 3. Measures of Academic Progress (MAP) Data

*Claudia Del Toro-Anguiano, Curriculum Director*

Last month, Measures of Academic Progress (MAP) was administered to all first - eighth grade students in the areas of reading and mathematics. Our Local Control Accountability Plan (LCAP) includes Goal #1: Engaging learners through a focus on equity, access and academic rigor with inclusive practices in a variety of environments. As part of Goal #1, a MAP local action includes the increase of 5% of the number of students who meet/exceed the 60th percentile in both reading and mathematics from winter 2022 to winter 2023.

Data results indicate gains in both reading and math. In the area of reading, Grade 3 and Grade 5 met or exceeded the 5% winter-winter target. In the area of mathematics, Grade 2, Grade 3, Grade 7 and Grade 8 met or exceeded the winter-winter target. Further analysis will need to be conducted to identify the degree of effectiveness of the various professional development opportunities offered, the impact of the improvement cycles as well as the level of alignment of the instructional content and teaching methods to the assessment results. The instructional implications will be shared and discussed with each administrative team at the end of this month.

Included you will find data sets at the district level as well as data sets for each individual school.

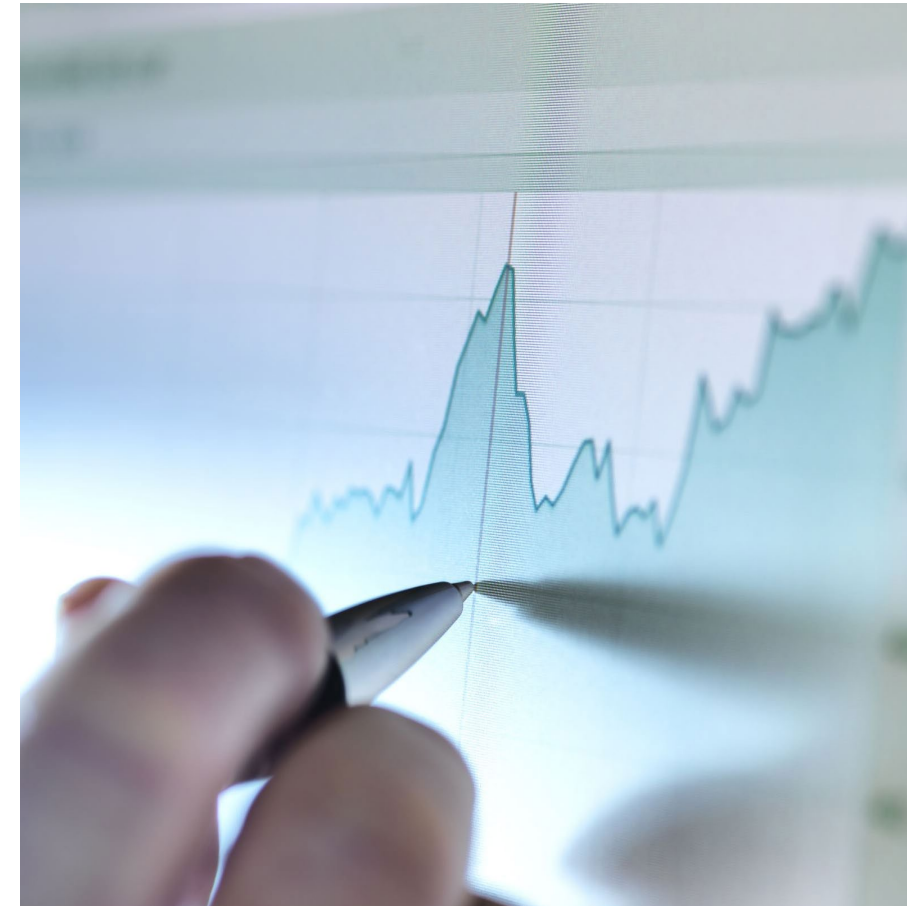
# Governor's Proposals for the 2023-24 State Budget and K-12 Education

School  
Services  
of California  
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# Overview of the State Budget and the State Economy

# State Budget and Economy

- Persistent inflation, rising interest rates, lingering supply chain issues and the struggling stock market continue to stifle growth both nationally and for the state of California
- Most economists believe that a mild recession will occur in 2023 or 2024
- The state's revenue outlook is substantially different than the prior two years
- The Governor's Budget forecasts General Fund revenues that are \$29.5 billion lower than at the 2022-23 Enacted Budget
  - An estimated gap of \$22.5 billion in the state's General Fund for the 2023-24 fiscal year
- Through funding delays, reduction and pullbacks, fund shifts, trigger reductions and borrowing, Governor Gavin Newsom was able to keep the state's significant reserves intact
- The Governor's revenue forecast assumes slower economic growth, but not a recession, which comes with elevated risks



# General Fund Budget Summary

2023-24 Governor's Budget in millions		
	2022-23	2023-24
<b>Prior-Year Balance</b>	\$52,713	\$21,521
Revenues and Transfers	\$208,884	\$210,174
<b>Total Resources Available</b>	<b>\$261,597</b>	<b>\$231,695</b>
Non-Proposition 98 Expenditures	\$160,973	\$143,060
Proposition 98 Expenditures	\$79,103	\$80,554
<b>Total Expenditures</b>	<b>\$240,076</b>	<b>\$223,614</b>
<b>Fund Balance</b>	<b>\$21,521</b>	<b>\$8,081</b>
Reserve for Liquidation of Encumbrances	\$4,276	\$4,276
Special Fund for Economic Uncertainties	\$17,245	\$3,805
<b>Public School System Stabilization Account</b>	<b>\$8,108</b>	<b>\$8,473</b>
<b>Safety Net Reserve</b>	<b>\$900</b>	<b>\$900</b>
<b>Budget Stabilization Account/Rainy Day Fund</b>	<b>\$21,487</b>	<b>\$22,398</b>

Source: Governor's Budget Summary, page 10

# Proposition 98 and Education Funding

# Proposition 98 and the Education Budget

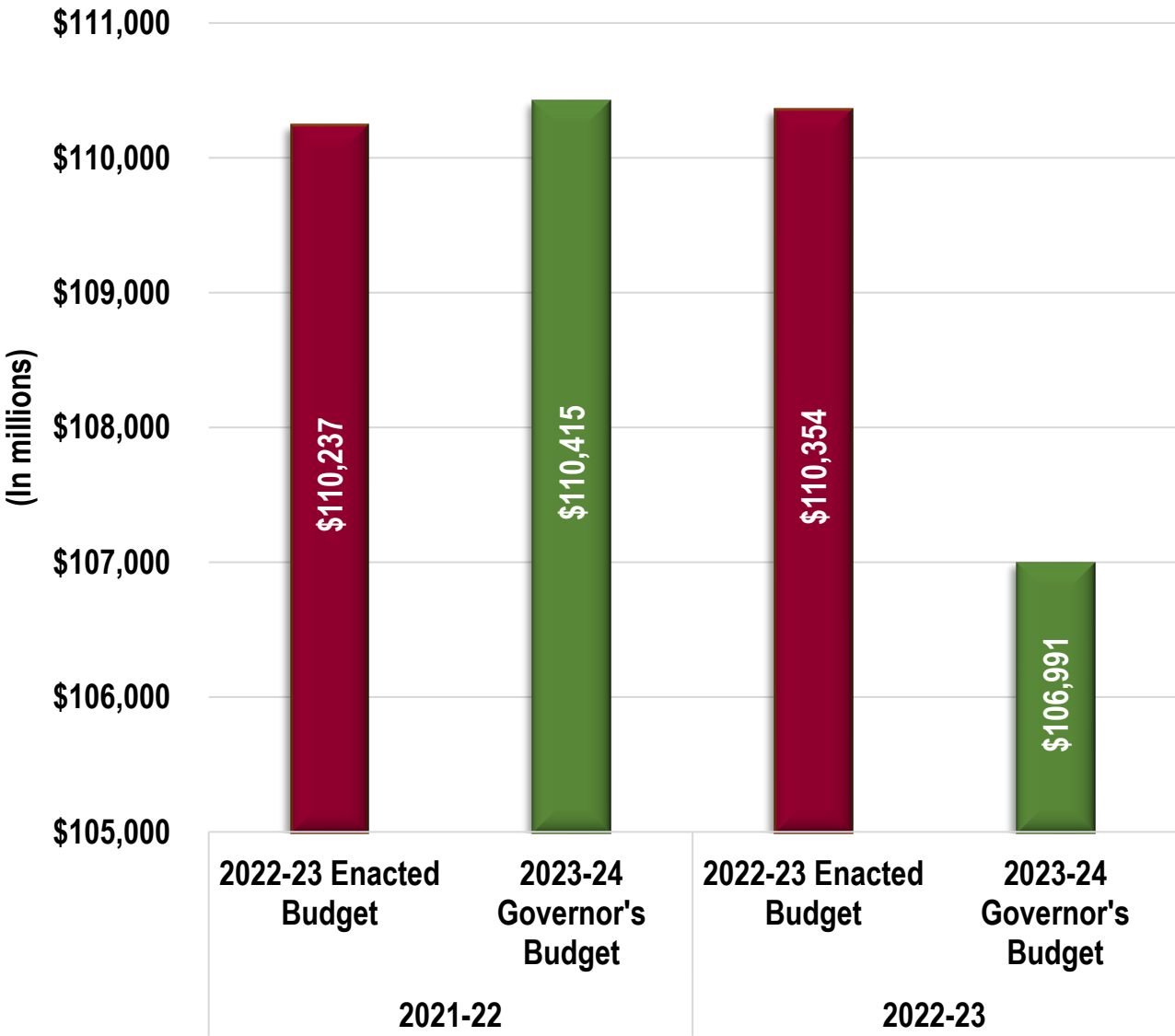
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- **Proposition 98 resources grow leaner in the Governor's Budget, as do the proposed investments for K-12 schools and community colleges**
  - **Maintaining the purchasing power of the Local Control Funding Formula (LCFF) takes center stage with the cost-of-living adjustment (COLA)**
  - **Governor Newsom remains committed to key priorities in transitional kindergarten (TK) and expanded learning**
  - **For education, Governor Newsom proposes a State Budget to preserve investments made during the boom years and the number of major changes for 2023-24 can be counted on one hand**
  - **As bare bones as it is, the Governor's Budget is precariously balanced and a change in the economic forecast could require more difficult decisions at the May Revision**

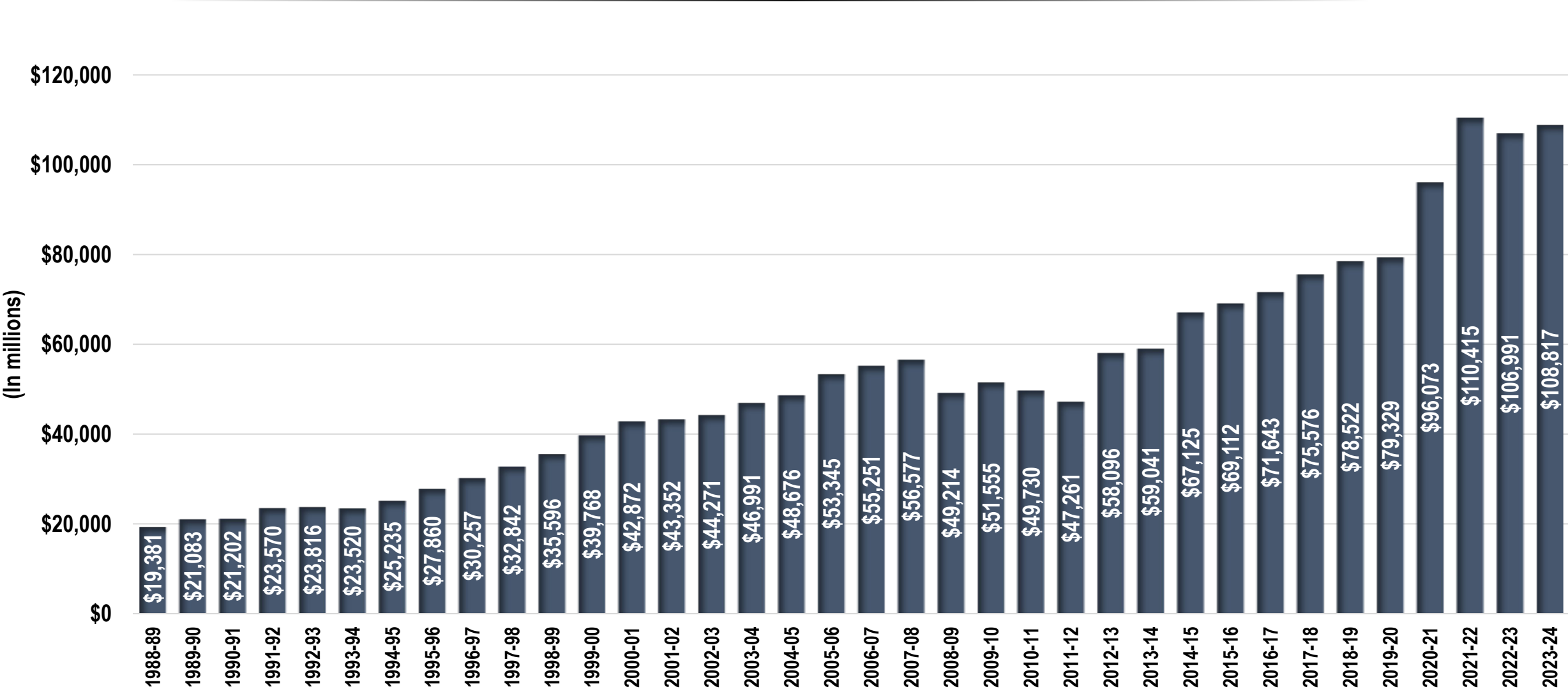


# Proposition 98 Adjustments

- Recall that the Governor's Budget includes a three-year period
- Each year, the Proposition 98 minimum guarantee for the two prior fiscal years is revised to reflect updated state revenues
- The Governor's Budget:
  - Increases funding in 2021-22 by approximately \$200 million
  - Reduces funding in 2022-23 by approximately \$3.4 billion

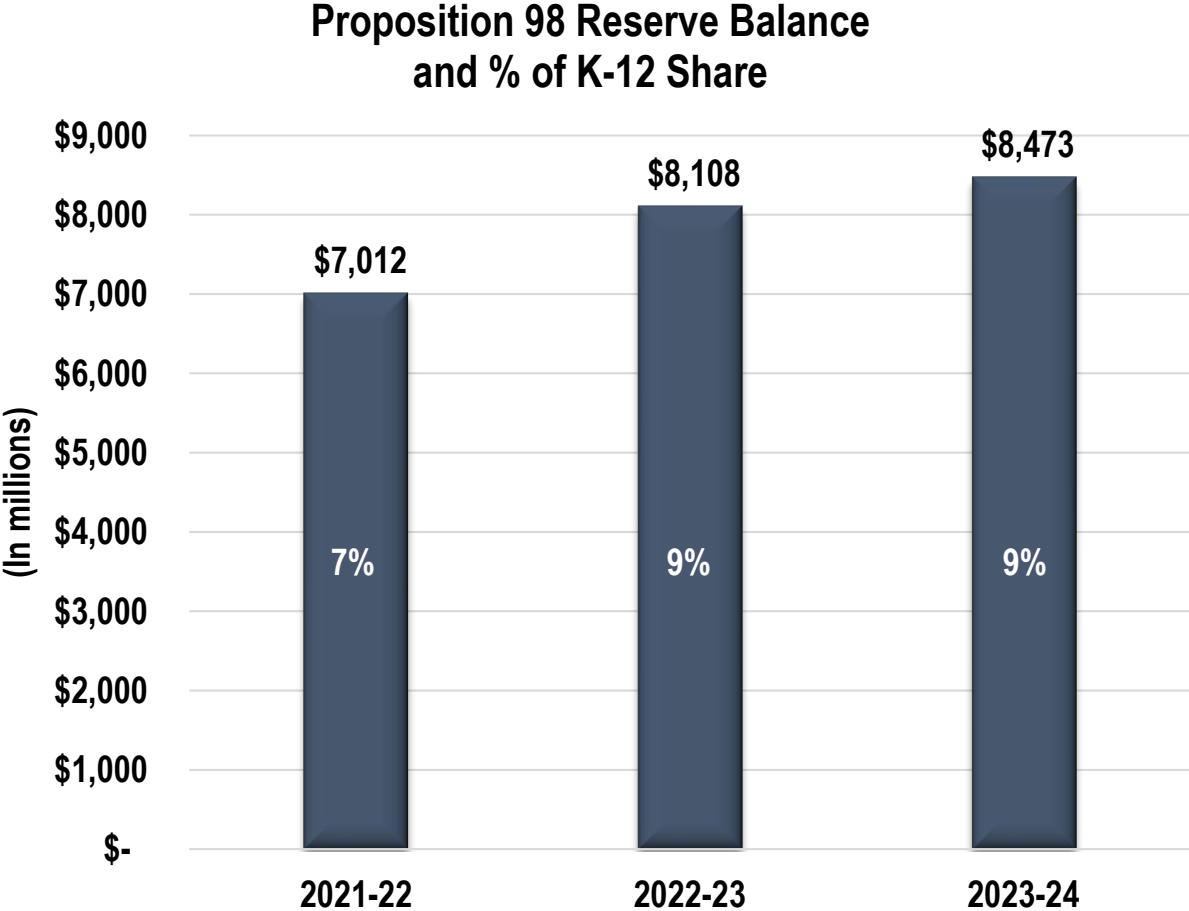


# Proposition 98 Minimum Guarantee



# Local Reserve Cap

- Education Code limits local school district reserves<sup>1</sup> to 10% when certain conditions are met
  - The Proposition 98 reserve balance is greater than 3% of K-12's portion of the minimum guarantee
  - Applies only to non-basic aid school districts with average daily attendance (ADA) greater than 2,500
- The account balance continues to exceed the 3% trigger
- Cap remains operative in 2023-24



<sup>1</sup>The reserve cap is based on assigned and unassigned ending fund balances of the General Fund and Special Reserve for Other than Capital Outlay Fund

# 2023-24 LCFF Funding Factors

Grade Span	TK	K-3	4-6	7-8	9-12
2022-23 Base Grant per ADA	\$9,166	\$9,166	\$9,304	\$9,580	\$11,102
8.13% COLA	\$745	\$745	\$756	\$779	\$903
2023-24 Base Grant per ADA	\$9,911	\$9,911	\$10,060	\$10,359	\$12,005
Grade Span Adjustment	\$1,031	\$1,031	–	–	\$312
TK add-on (inclusive of COLA)	\$3,042	–	–	–	–
2023-24 Adjusted Base Grant per ADA	\$13,984	\$10,942	\$10,060	\$10,359	\$12,317

Supplemental and Concentration Grant add-ons vary by LEA and are in addition to the Base Grant

# SSC Financial Projection Dashboard

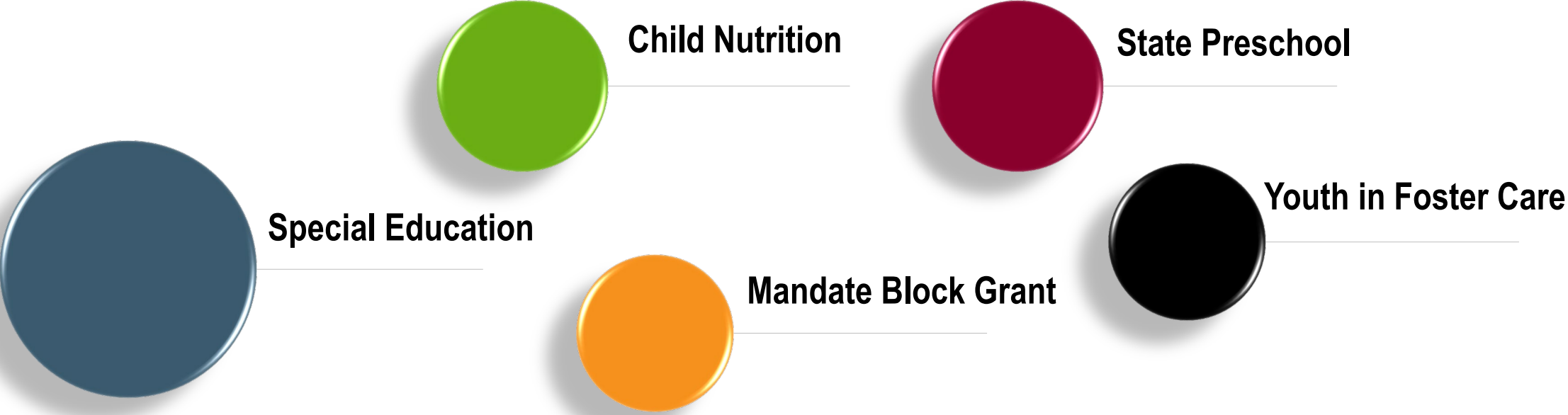
Planning Factors						
		2022-23	2023-24	2024-25	2025-26	2026-27
DOF <sup>1</sup> Planning COLA		6.56%	8.13%	3.54%	3.31%	3.23%
California CPI <sup>2</sup>		6.00%	3.44%	2.77%	2.49%	2.74%
Unemployment Insurance		0.50%	0.20%	0.20%	0.20%	0.20%
California Lottery	Unrestricted per ADA	\$170	\$170	\$170	\$170	\$170
	Restricted per ADA	\$67	\$67	\$67	\$67	\$67
Mandate Block Grant (District)	Grades K-8 per ADA	\$34.94	\$37.78	\$39.12	\$40.41	\$41.72
	Grades 9-12 per ADA	\$67.31	\$72.78	\$75.36	\$77.85	\$80.36
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$18.34	\$19.83	\$20.53	\$21.21	\$21.90
	Grades 9-12 per ADA	\$50.98	\$55.12	\$57.07	\$58.96	\$60.86

<sup>1</sup>Department of Finance (DOF)

<sup>2</sup>Consumer Price Index (CPI)

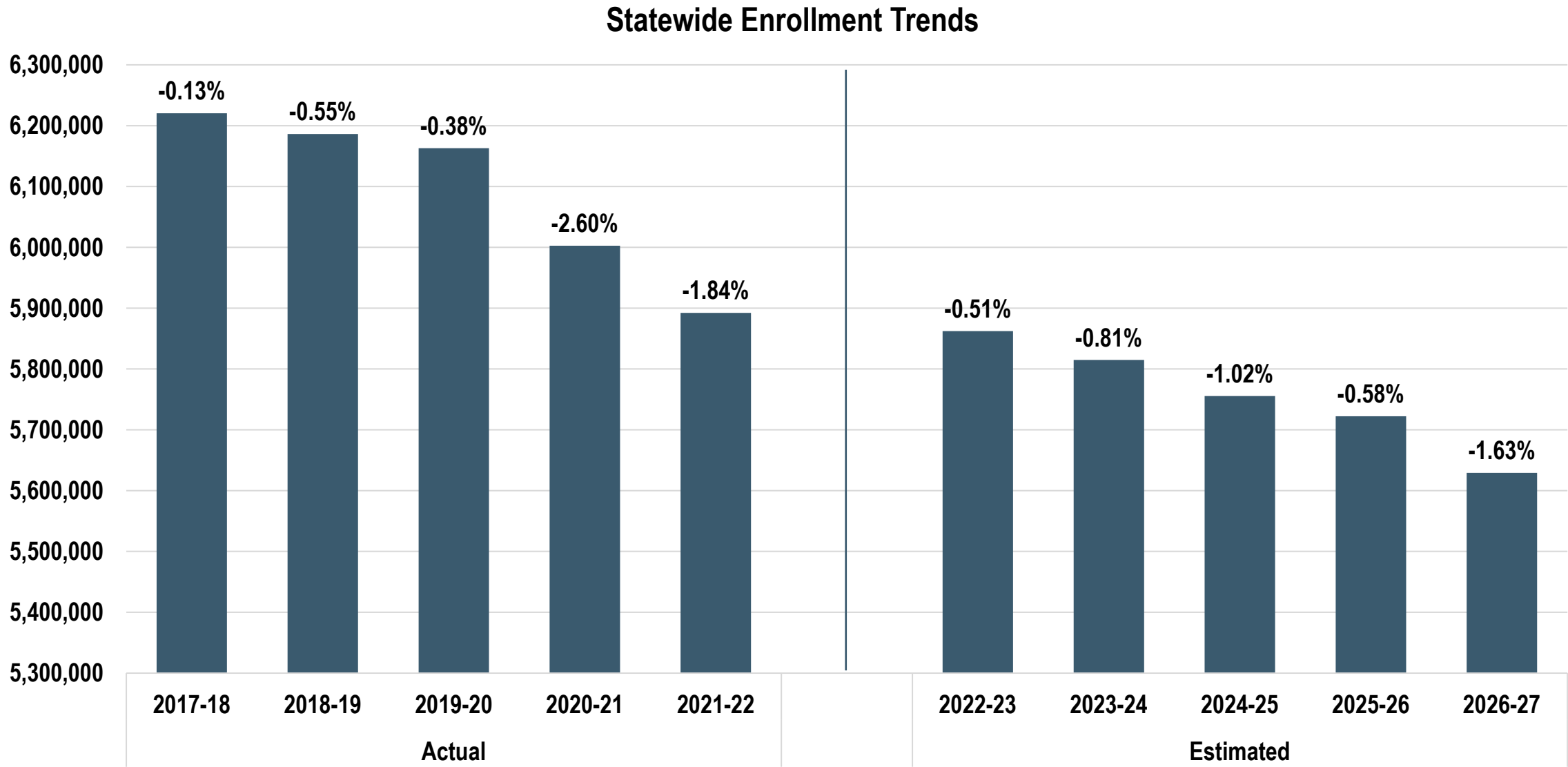
# Categorical Program COLA

The Governor's Budget includes an additional amounts in Proposition 98 funding for a 8.13% COLA for multiple programs outside of the LCFF



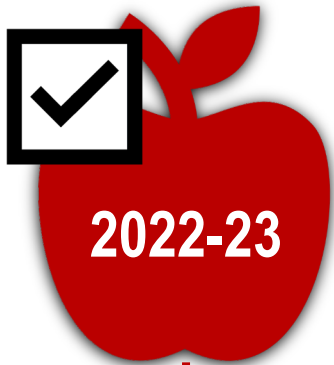
# **The Proposed State Budget and Local Agency Impacts**

# Statewide Enrollment Trends—Ongoing Enrollment Loss





# Universal Transitional Kindergarten Implementation



2022-23



2023-24



2024-25



2025-26

Offer TK to four-year-olds whose fifth birthday occurs between September 2 and February 2; inclusive

2023-24

Offer TK to four-year-olds whose fifth birthday occurs between September 2 and April 2; inclusive

Offer TK to four-year-olds whose fifth birthday occurs between September 2 and June 2; inclusive

Offer TK to four-year-olds whose fourth birthday occurs by September 1; inclusive

- The Governor continues to prioritize implementation of universal transitional kindergarten (UTK)
- The Governor’s Budget provides an additional investment of \$690 million ongoing General Fund to implement second year of UTK expansion
- Statute includes a provision for a 10:1 ratio starting in 2023-24, but this is subject to funding specifically for this purpose, and Governor’s Budget does not include funding to further reduce the ratio

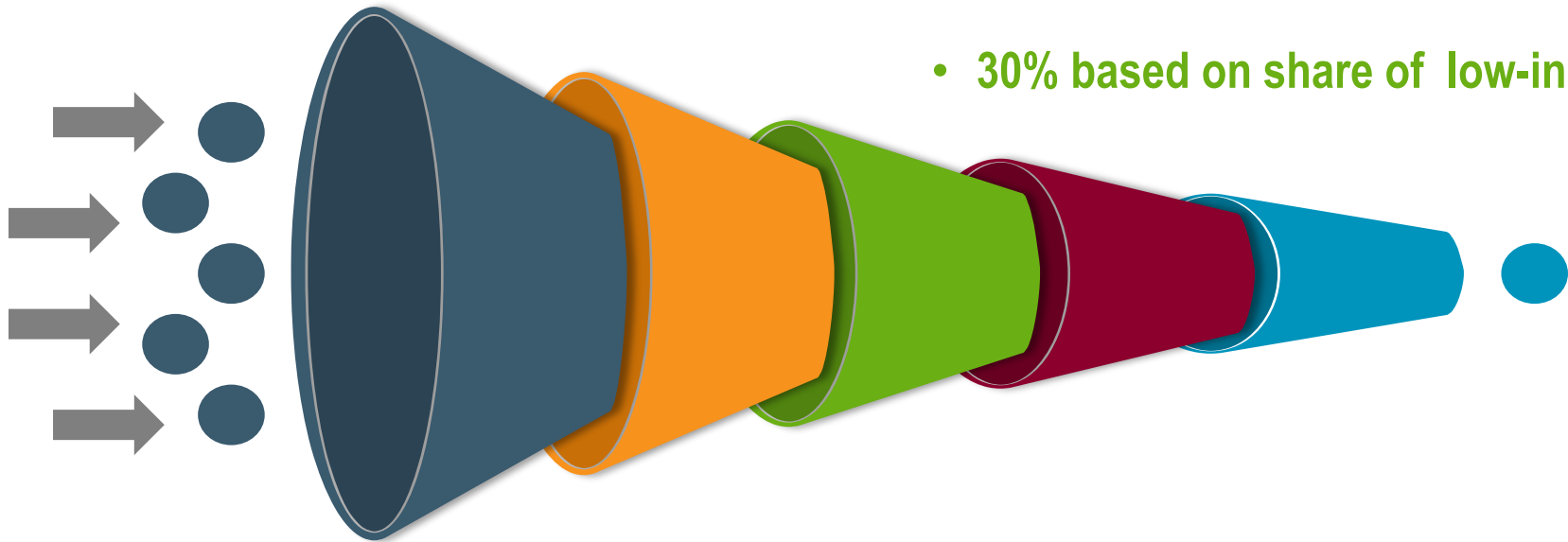
# Proposition 28: Arts and Music in Schools—Funding Guarantee and Accountability Act

**Beginning with the 2023-24 fiscal year, requires the state to provide additional, dedicated funding originating outside of Proposition 98 for arts and music education**

Estimated to increase state costs by nearly \$1 billion in 2023-24

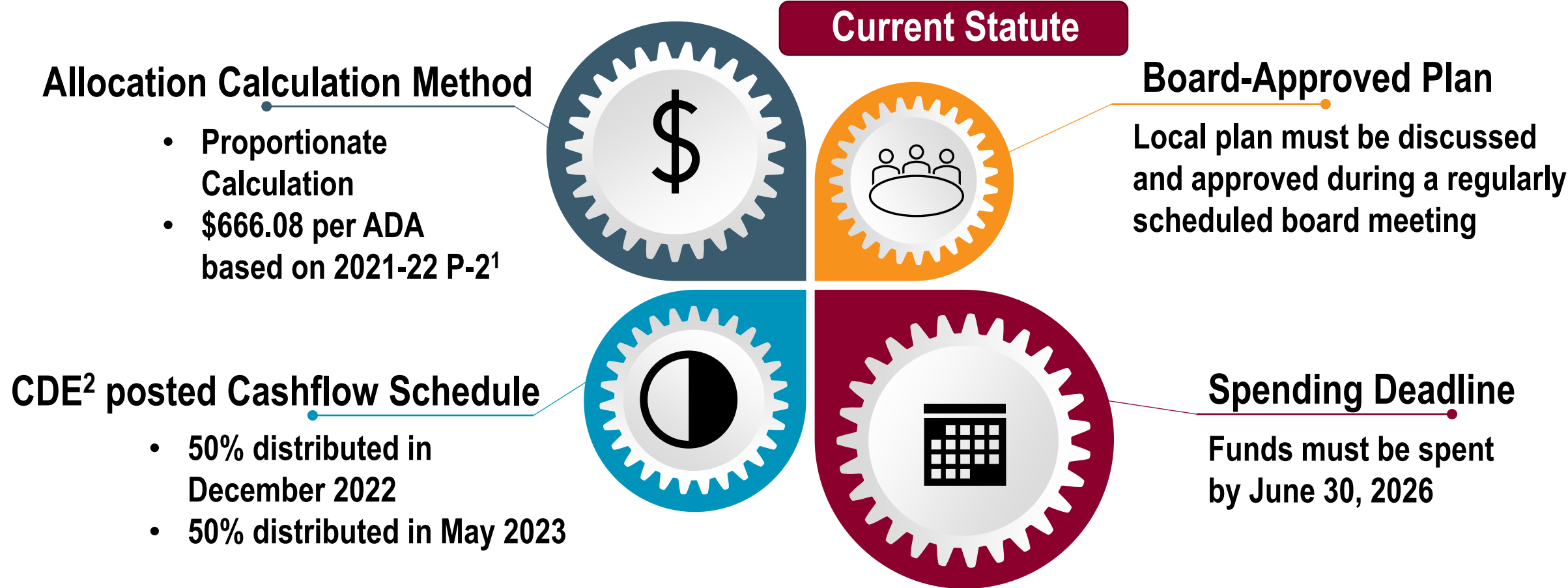
- Funds distributed to LEAs:
- 70% based on share of statewide enrollment in preschool through grade 12
  - 30% based on share of low-income students

The annual amount is equal to 1% of the prior-year Proposition 98 minimum guarantee



# Arts, Music, and Instructional Material Block Grant—Proposed Funding Reduction

The Governor’s Budget proposes a \$1.2 billion reduction in the \$3.5 billion one-time funding provided in the 2022-23 Enacted Budget package, bringing the appropriation down to \$2.3 billion



<sup>1</sup>Second Principal Apportionment; <sup>2</sup>California Department of Education

# Employer Contribution Rates

The Governor does not include any new funding towards Retirement System relief for LEAs

Year	Prior Projections per SSC Dartboard	Projected Rates per Most Recent CalPERS Actuarial Report <sup>1</sup>
2022-23	25.37%	25.37%
2023-24	25.20%	27.00%
2024-25	24.60%	28.10%
2025-26	23.70%	28.80%

Effective Date	CalSTRS Funding Plan Increases	
	Rate	Year-over-year change
July 1, 2013	8.25%	No increase since 1986
July 1, 2014	8.88%	0.63%
July 1, 2015	10.73%	1.85%
July 1, 2016	12.58%	1.85%
July 1, 2017	14.43%	1.85%
July 1, 2018	16.28%	1.85%
July 1, 2019	17.10%	0.82%
July 1, 2020	16.15%	-0.95%
July 1, 2021	16.92%	0.77%
July 1, 2022	19.10%	2.18%
July 1, 2023	19.10%	0%
July 1, 2024	19.10%	0%
July 1, 2025	19.10%	0%

<sup>1</sup>Projected rates reflect an investment loss for 2021-22 based on preliminary investment returns, as well as an anticipated decrease in normal cost due to new hires entering lower cost benefit tiers

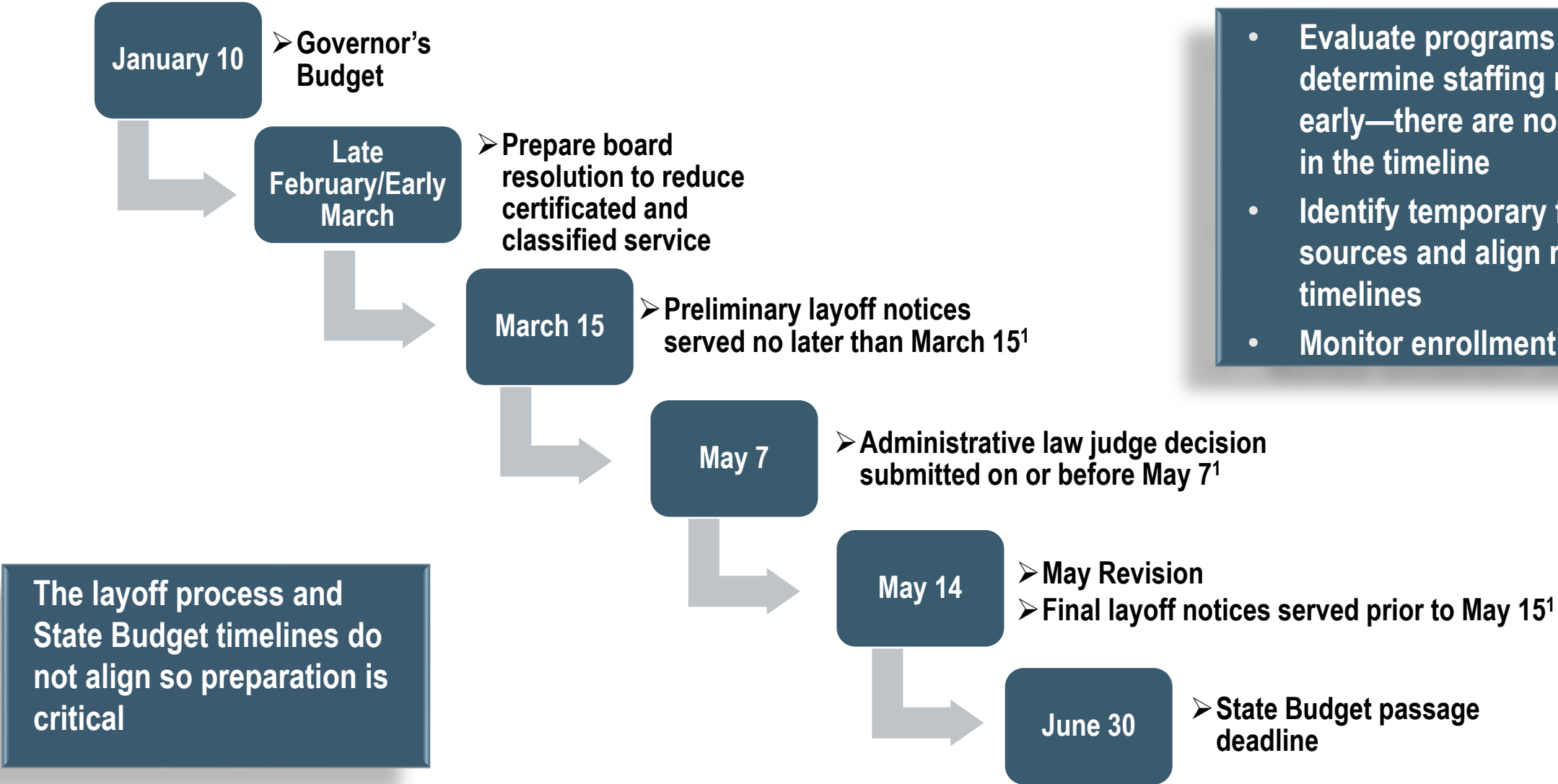
# Minimum Wage Increases—Future Forecast

- Below is a table illustrating minimum wage on an hourly, weekly, monthly, and annual basis
- Based on inflation, SSC staff project that starting in 2024, the minimum wage will continue to increase by the maximum amount allowed by law through 2028

Minimum Wage	Effective Date: > 25 Employees	Effective Date: ≤ 25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$14.00/hour	January 1, 2021	January 1, 2022	\$1,120	\$4,853	\$58,240
\$15.00/hour	January 1, 2022	N/A	\$1,200	\$5,200	\$62,400
\$15.50/hour	January 1, 2023		\$1,240	\$5,373	\$64,480
\$16.00/hour	January 1, 2024		\$1,280	\$5,547	\$66,560
\$16.40/hour	January 1, 2025		\$1,312	\$5,685	\$68,224
\$16.80/hour	January 1, 2026		\$1,344	\$5,824	\$69,888
\$17.20/hour	January 1, 2027		\$1,376	\$5,963	\$71,552
\$17.60/hour	January 1, 2028		\$1,408	\$6,101	\$73,216

Note: Employers should review city or county ordinances to determine if any local minimum wage standards apply

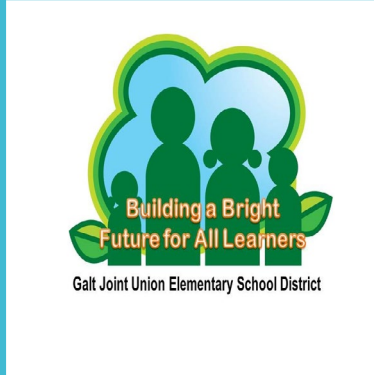
# Certificated and Classified Layoffs and State Budget Timelines



<sup>1</sup>Statutory deadlines per Education Code Sections 44949, 44955, and 45117

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

Thank you



# Transportation Update

February 15, 2023





# Our Team

## Office Staff

- 1 Transportation Clerk - Liz Sailors
- 1 Dispatcher AM - Ashley Beckwith
- 1 Driver Instructor/Dispatch PM - Lisa Mestayer
- 1 Supervisor - Michelle Trujillo

## Bus Drivers

- 7 Elementary - Lynette, Tammy, Joyce, Alexis, Theresa, Geraldo, Daryl
- 5 High School - Jim, John, Wylena, Maria, Blanca
- 1 Substitute - Christina

## Bus Monitors

- 2 Elementary - Rick, Jodi
- 2 High School - Rose, Sandra

## Vehicle Maintenance

- 1 Elementary - Josh Little
- 1 High School - Terry Swank

# Driver Staffing Shortages

- 1 Driver position available on Edjoin for both districts
- Bus Driver Trainee positions available on Edjoin
- Sub Drivers needed

# Students and Routes

## Elementary

### Routes

- 4 General Education
- 2 Special Needs

## High School

### Routes

- 4 General Education
- 2 Special Needs

**Combined**  
**12 Routes**

# Annual Mileage

	Elementary		High School
<b>16-17</b>	117,109	<b>16-17</b>	194,625
<b>17-18</b>	103,316	<b>17-18</b>	173,786
<b>18-19</b>	105,464	<b>18-19</b>	172,581
<b>19-20</b>	66,253	<b>19-20</b>	129,111
<b>20-21</b>	71,652	<b>20-21</b>	118,062
<b>21-22</b>	81,338	<b>21-22</b>	129,693

**Annual Mileage has decreases with declining enrollment**

# Traversa Student Transportation Software Implementation

- Tablets have been installed in the buses
- Scheduling refresher training for drivers and staff
- Advance Trips software program training is set for March 2023 with office staff
- This software allows the trip request process to run more efficiently between the department and sites. Creating blackout dates and times to manage the number of trips done in one day. Schools and teachers can track the status of their trip requests to see where it is in the approval process.
- 2023 -2024 school year, all field trips shall be requested using Traversa Advanced Trips software program. This includes all modes of transportation: school bus, SPAB (charter) and district and rental vehicles. Training will be provided for each school site.



# Electric Bus Project

In 2020-21, both districts were approved for grants from 2 State agencies to purchase 1 electric bus and charging station each.

- Buses were ordered with The Lion Electric June 1, 2021, but production issues resulted in a new model being ordered July 1, 2022. One bus is currently in production, lead time is not known at this time.
- Charging station infrastructure installation is separate and involves collaboration with SMUD and the install vendor.
- Currently working with SMUD to upgrade power capacity needed to power the charging stations. Supply chain issues have a key component delayed to September potentially.



## In -Service Meetings

## Staff meetings

In- Service Meetings will be held on the 3rd Tuesday of each month @ 9:00 am - held in the training room.

Staff meetings are held each Monday at 10:15 am to discuss any issues and/or concerns for the week.

# School Buses: Reduced Visibility VC 34501.6



## Safe Bus Operations for upcoming Winter Weather

California mandates the Governing Board of any district that provides student transportation to adopt procedures that limit bus operation when atmospheric conditions reduce visibility, as described below, and that give drivers of student activity buses discretionary authority to discontinue operation when it is unsafe.

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service.

Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility.

### **Incident Weather Evaluation Process for Cancelling Buses**

There may be times during the school year where it may be necessary to cancel student transportation services due to adverse weather conditions. The safety of students is always the first consideration when deciding to cancel buses.

- Local Dispatcher/ Drivers will: Survey a sample of roads in different areas of the region to assess driving conditions prior to 5:30 AM when adverse conditions are anticipated.
- Discuss current road conditions and the impact of forecasted conditions on roads during bus service times.
- Supervisor and or AM dispatcher make a collective recommendation or decision and communicate with High School and Elementary CBO and Superintendent.
- Post to Parentsquare/Blackboard as soon as possible of any routes or stops not being serviced due to road conditions.



# Measures of Academic Progress

Winter 2022 to Winter 2023 Cohorts

Board Report

**Key question:** To what degree did our district meet the LCAP goal of demonstrating a 5% growth on both MAP Reading and Math when analyzing cohort results from winter 2022 to winter 2023?

## District

READING			
	Winter 2022	Winter 2023	Change
Grade 1	34%		
Grade 2	42%	34%	0
Grade 3	46%	53%	+11
Grade 4	34%	37%	-9
Grade 5	46%	39%	+5
Grade 6	41%	45%	-1
Grade 7	41%	42%	+1
Grade 8		41%	0

MATH			
	Winter 2022	Winter 2023	Change
Grade 1	25%		
Grade 2	40%	40%	+15
Grade 3	42%	47%	+7
Grade 4	31%	36%	-6
Grade 5	32%	27%	-4
Grade 6	29%	32%	0
Grade 7	35%	34%	+5
Grade 8		43%	+8

## Greer Elementary

READING			
	Winter 2022	Winter 2023	Change
Grade 1	36%		
Grade 2	41%	32%	-4
Grade 3	44%	54%	+13
Grade 4	33%	41%	-3
Grade 5	54%	31%	-2
Grade 6		51%	-3

MATH			
	Winter 2022	Winter 2023	Change
Grade 1	29%		
Grade 2	39%	34%	+5
Grade 3	38%	41%	+2
Grade 4	34%	49%	+11
Grade 5	40%	24%	-10
Grade 6		33%	-7

### Lake Canyon Elementary

READING			
	Winter 2022	Winter 2023	Change
Grade 1	24%		
Grade 2	35%	23%	-1
Grade 3	50%	49%	+14
Grade 4	40%	43%	-7
Grade 5	45%	51%	+11
Grade 6		47%	+2

MATH			
	Winter 2022	Winter 2023	Change
Grade 1	19%		
Grade 2	48%	29%	+10
Grade 3	42%	40%	-8
Grade 4	36%	51%	+9
Grade 5	40%	37%	+1
Grade 6		43%	+3

### Marengo Ranch Elementary

READING			
	Winter 2022	Winter 2023	Change
Grade 1	33%		
Grade 2	39%	37%	+4
Grade 3	53%	64%	+25
Grade 4	41%	36%	-17
Grade 5	47%	52%	+11
Grade 6		47%	0

MATH			
	Winter 2022	Winter 2023	Change
Grade 1	20%		
Grade 2	30%	43%	+23
Grade 3	53%	52%	+22
Grade 4	37%	34%	-19
Grade 5	34%	42%	+5
Grade 6		29%	-5

### River Oaks Elementary

READING			
	Winter 2022	Winter 2023	Change
Grade 1	52%		
Grade 2	52%	45%	-7
Grade 3	63%	56%	+4
Grade 4	47%	35%	-28
Grade 5	40%	37%	-10
Grade 6		48%	+8

MATH			
	Winter 2022	Winter 2023	Change
Grade 1	39%		
Grade 2	49%	51%	+12
Grade 3	44%	65%	+16
Grade 4	30%	23%	-21
Grade 5	38%	22%	-8
Grade 6		30%	-8

### Valley Oaks Elementary

READING			
	Winter 2022	Winter 2023	Change
Grade 1	26%		
Grade 2	28%	31%	+5
Grade 3	38%	43%	+15
Grade 4	18%	26%	-12
Grade 5	33%	23%	+5
Grade 6		36%	+3

MATH			
	Winter 2022	Winter 2023	Change
Grade 1	20%		
Grade 2	26%	40%	+20
Grade 3	31%	35%	+9
Grade 4	16%	20%	-11
Grade 5	14%	10%	-6
Grade 6		24%	+10

### McCaffrey Middle

READING			
	Winter 2022	Winter 2023	Change
Grade 6	41%		
Grade 7	41%	42%	+1
Grade 8		41%	0

MATH			
	Winter 2022	Winter 2023	Change
Grade 6	29%		
Grade 7	35%	34%	+5
Grade 8		43%	+8



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.413</b> Board Consideration of Approval of Consent Calendar
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>
<p>a. Approval of the Agenda</p> <p>b. Minutes</p> <ul style="list-style-type: none"><li>▪ January 18, 2023 Regular Board Meeting</li><li>▪ January 25, 2023 Special Board Meeting and Study Session</li></ul> <p>c. Payment of Warrants</p> <ul style="list-style-type: none"><li>▪ Vendor Warrants: 23392796-23392853; 23394159-23394210</li><li>▪ Payroll Warrants: 1/31/23; 1/13/23</li></ul> <p>d. Personnel</p> <ul style="list-style-type: none"><li>▪ Resignations/Retirements</li><li>▪ Leave of Absence Requests</li><li>▪ New Hires/Reclassifications</li></ul> <p>e. Donations</p>	

# Galt Joint Union Elementary School District Board of Education Minutes

**Regular Board Meeting  
January 18, 2023**

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

**Zoom Meeting ID:  
87142245065**

## **Board Members Present**

Wesley Cagle  
Traci Skinner  
Casey Raboy  
Annette Kunze  
Katherine Harper

## **Administrators Present**

Lois Yount  
Nicole Lorenz  
Claudia Del Toro-Anguiano  
Ellen Morris  
Laura Papineau  
Donna Mayo-Whitlock

- A. 6:00 p.m. – Closed Session Location:** Galt City Hall Conference Room  
Present for closed session, Traci Skinner, Casey Raboy, Annette Kunze, Katherine Harper, Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano and Donna Mayo-Whitlock. Wesley Cagle entered closed session at 6:50 p.m.
- B. Closed Session was called to order at 6:00 p.m.** by Traci Skinner to discuss the following item:
1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Lois Yount, Nicole Lorenz, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock
    - Employee Agency: (GEFA) Galt Elementary Faculty Association
    - Employee Agency: (CSEA) California School Employee Association
    - Non-Represented Employees
    - Superintendent
- C. Closed Session Adjourned at 7:10 p.m.** Wesley Cagle announced no action was taken in closed session. The open session was called to order at 7:14 p.m., followed by the flag salute.
- D.** Lois Yount, Superintendent, shared the **Board Meeting Protocol**
- E. Public Comments** for topics not on the agenda
1. Sheetal Pal addressed the Board regarding supplanting the Teacher On Special Assignment (TOSA) positions with intervention teacher positions.
  2. Erin Mundy-McCook addressed the Board to recommend that the District hire intervention teachers at each site whose job is to work directly with students.
- F. 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. Teacher On Special Assignment (TOSA)

Claudia Del Toro-Anguiano, Curriculum Director, reported on the responsibilities and services provided by TOSAs. She indicated they support the following key focus areas for the District:

- Multi-Tier Systems of Support (MTSS)
- Home Study Program
- Data Reports, Illuminate-Assessment Platform & Synergy
- Beyond Student Support Team (SST) & Expanded Day After School Programs

Ms. Del Toro-Anguiano highlighted a few of the tasks the TOSAs have completed this year:

- Provide training and support to new teachers
- Presented professional learning opportunities as part of Menu Tuesdays
- Designed assessments in the Illuminate platform
- Plan and facilitate academic conferences at Greer for 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades
- Provide SIPPS training to instructional assistants at all schools
- Participated in MTSS/SST meetings to support a smooth process
- Developed and designed training for new substitute teachers, which included visiting classrooms and guidance on expectations
- Provide new teachers with an analysis of student work and the instructional implications
- Provide guidance and assistance on effective strategies for English Learners

Ms. Del Toro-Anguiano shared a service menu prepared by TOSAs. The menu gives teachers and administration a glimpse of the type of support they can provide if requested. She also shared a copy of the January Literacy News that TOSAs provided on literacy strategies.

Annette Kunze asked for clarification on some of the acronyms used throughout this report.

Donna Whitlock, Educational Services Director, provided an overview of the Multi-Tier Systems of Support (MTSS) system, Student Success Teams (SST) and Bright Future Learning Academy (BFLA).

Lois Yount indicated the acronyms would be spelled out in future reports.

## 2. Arts, Music, and Instructional Materials Discretionary Block Grant and Proposition 28

Nicole Lorenz, Chief Business Official, reported. She described the differences between the Arts, Music, Instructional Materials Discretionary Block Grant and Proposition 28 – additional funding for arts education in public schools.

Proposition 28 passed in November 2022. Ms. Lorenz highlighted the following areas:

- Allowable uses
- Duration
- Allocation amount
- Allocation basis
- Plan for reporting requirements
- Planned areas of expenditures

She said the overall difference is the Arts, Music, and Instructional materials Discretionary Block Grant can be used for multiple areas, and funding is allocated on the prior year's average daily attendance, whereas Proposition 28 funds are specifically for arts education and funding is based on student enrollment and the number of low-income students who qualify for National School Lunch Program.

Ms. Lorenz added that the Arts, Music, and Instructional Materials Discretionary Block Grant plan needs to be approved by the Board of Education. A plan will be brought to the Board for consideration in February or March. The District needs to develop a plan for Proposition 28 funding use. However, it does not require Board approval.

#### OTHER REPORTS

##### 1. 2023-2024 School Registration

Lois Yount reported registration for the 2023-2024 school year opens next week, Tuesday, January 24, 2023. She stated that current Transitional Kindergarten (TK) students do not need to register for kindergarten. They will automatically be enrolled at their home school and current sixth graders will automatically be enrolled at Robert L. McCaffrey Middle School. Ms. Yount added that families could register online or at any school site and the district office.

Donna Whitlock stated her department is in the process of confirming enrollment in the Bright Future Learning Academy and the Dual Language Immersion (DLI) Program. She indicated the District hopes to grow the DLI program and will promote it in District newsletters, website, meetings and events.

##### 2. Williams Uniform Complaint Process (UCP) Quarter 2 Report

Lois Yount reported no complaints.

#### **G. Routine Matters/New Business**

**212.400** Lois Yount highlighted the reassignment of Elaine Trull from teacher to Assistant Principal/Teacher On Special Assignment (TOSA).

Annette Kunze made a motion to approve the Consent Calendar, seconded by Katherine Harper and unanimously carried.

- a. Approval of the Agenda
- b. Minutes
  - December 14, 2022 Annual Organizational Board Meeting
  - January 4, 2023 Special Board Meeting
- c. Payment of Warrants
  - Vendor Warrants: 23386647-23386702; 23388313-23388390; 23388801-23388822; 23390014-23390103; 23391107-23391134;

**Consent  
Calendar**

- Payroll Warrants: 1/10/23

d. Personnel

<b>Resignations/Retirees</b>			
Name	Position	Effective Date	Site
Espinoza, Vanessa	Instructional Assistant, Expanded Learning	12/16/22	Valley Oaks

<b>Leave of Absence Requests</b>			
Name	Position	Effective Date	Site
Dominguez Arteaga, Brianda	Bilingual Instructional Assistant	1/5/23	McCaffrey Middle
Gray, Jennifer	Yard Supervisor	12/5/22	McCaffrey Middle
Kearney, Daryl	Bus Driver	1/6/23	Transportation
Mobley, Michelle	Teacher	1/9/23	Lake Canyon
Mendoza, Karla	Instructional Assistant, Special Education	1/3/23	Fairsite Preschool

<b>New Hires/Reclassifications/Status Changes</b>		
Name	Position	Site
Andrade, Yelitza	Bilingual Instructional Assistant	Fairsite Preschool
Ma, Sydney (Status Change)	Instructional Assistant, Special Education	Fairsite Preschool
Nieto, Jacqueline	Bilingual Instructional Assistant, Expanded Learning	Vernon E. Greer
Purcell, Jillian	Instructional Assistant, Special Education	Valley Oaks
Roberts, Nicole	Teacher	Valley Oaks
Rubio, Maria	Certificated Substitute	N/A
Sahota, Neelam	Certificated Substitute	N/A
Torres, Liliana	Certificated Substitute	N/A
Trull, Elaine	Assistant Principal/Teacher on Special Assignment	District Office
Velasquez, Guadalupe	Certificated Substitute	N/A

e. ACCO Engineered Systems Early AC Unit Release Proposal for Valley Oaks New Class Building

**212.401** Consent Calendar (Continued) – Items Removed for Later Consideration

**CC Items Removed**

**212.402** Board Consideration of Approval of Collective Bargaining Agreement Between California School Employees Association and its Galt Chapter #362 (CSEA) and Galt Joint Union Elementary School District for the Period Beginning July 1, 2022, and Ending June 30, 2023.

**CSEA TA**



Annette Kunze stated that it would be helpful to see the compensation trends over time to make the global impact more apparent when the Board makes compensation decisions.

Katherine Harper made a motion to approve the Collective Bargaining Agreement Between California School Employees Association and its Galt Chapter #362 (CSEA) and Galt Joint Union Elementary School District for the Period Beginning July 1, 2022, and Ending June 30, 2023 seconded by Casey Raboy and unanimously carried.

**212.403** Traci Skinner made a motion to approve the Collective Bargaining Agreement Between Unrepresented and Galt Joint Union Elementary School District for the Period Beginning July 1, 2022 and Ending June 30, 2023, seconded by Annette Kunze and unanimously carried. **Unrepresented TA**

**212.404** Casey Raboy made a motion to approve the 2023-24 School Calendar, seconded by Katherine Harper and unanimously carried. **School Calendar**

**212.405** Board Consideration of Approval of Job Description for Alternative Education Teacher. **Job Desc Alt Ed Teacher**

Katherine Harper asked if creating this position would displace services to any students currently using the alternative center.

Donna Whitlock said it might affect in-house suspensions as this new position would serve a self-contained classroom, helping students at risk of expulsion or failing. However, in-house suspensions could be redesigned by the school administration.

Annette Kunze made a motion to approve the Job Description for Alternative Education Teacher, seconded by Traci Skinner and unanimously carried.

**212.406** Katherine Harper made a motion to approve the Revised Job Description for School Counselor, seconded by Annette Kunze and unanimously carried. **Job Desc School Counselor**

**212.407** Traci Skinner made a motion to approve the California Department of Education (CDE) Early Education Division (EED) Emergency Closure Request Form, seconded by Casey Raboy and unanimously carried. **CDE EED Emergency Closure Form**

**212.408** Casey Raboy made a motion to approve the California Department of Education (CDE) Request for Allowance of Attendance Due to Emergency Conditions Form J-13A, seconded by Annette Kunze and unanimously carried. **CDE Form J-13A**

**212.409** A First Reading of the Following Board Policies, Administrative Regulations, and Bylaw was held. **FIRST READING**

There were no suggested changes.

Annette Kunze addressed AR 5141.3 Health Examinations. She suggested all parents/guardians receive the annual parent/guardian notification regarding Type 1 Diabetes and Type 2 Diabetes multiple times throughout the school year through various avenues.

Superintendent

1. BP/AR 5131.7 – Weapons and Dangerous Instruments
2. BB 9323 – Meeting Conduct

Educational Services

3. BP/AR 0430 – Comprehensive Local Plan for Special Education
4. AR 5141.3 Health Examinations
5. BP/AR 5148.2 Before/After School Programs
6. BP/AR 5148.3 Preschool/Early Childhood Education

**H. Public Comments**

There were no public comments at this point in the meeting,

**I. Pending Agenda Items**

Wesley Cagle requested to recognize the spelling bee contestants at a future board meeting. He indicated his goal as the board president is to invite more students to the board meetings.

**J. Adjournment 8:48 p.m.**

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*Casey Raboy, Clerk*

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*Date*

# Galt Joint Union Elementary School District Board of Education Minutes

Special Board Meeting and Study Session  
January 25, 2023

Galt Joint Union Elementary School District Office  
1018 C Street, Galt, CA 95632

Remote Via Zoom:  
Webinar ID: 898 6218 5038

## Board Members Present

Wesley Cagle  
Traci Skinner  
Casey Raboy  
Annette Kunze  
Katherine Harper

## Administrators Present

Lois Yount  
Nicole Lorenz  
Claudia Del Toro-Anguiano  
Kuljeet Nijjar  
Judith Hayes  
Carlos Castillo  
David Nelson  
Jennifer Porter  
Stephanie Simonich  
Tina Homdus

- A. 6:00 p.m. – Closed Session Location:** Galt Joint Union Elementary School District Conference Room  
Present for closed session: Wesley Cagle, Traci Skinner, Casey Raboy, Annette Kunze, Katherine Harper, Lois Yount and Claudia Del Toro-Anguiano.
- B. Closed Session was called to order at 6:06 p.m.** by Wesley Cagle to discuss the following items:
1. STUDENT MATTER, Education Code §48918
    1. Student Expulsion No. 22/23-03
    2. Student Expulsion No. 22/23-04
- C. Closed Session Adjourned at 6:26 p.m.** The open session was called to order at 6:30 p.m. followed by the flag salute. Wesley Cagle announced that no action was taken in closed session.
- D.** Lois Yount, Superintendent, shared the **Board Meeting Protocol**
- E. Public Comments** for topics not on the agenda  
There were no public comments.
- F. New Business**
- 212.410** Traci Skinner made a motion to uphold Student Expulsion No. 22/23-03, seconded by Casey Raboy and unanimously carried.
- 212.411** Katherine Harper made a motion to uphold Student Expulsion No. 22/23-04, seconded by Casey Raboy and unanimously carried.
- 212.412** Board Consideration of Approval of 2021-22 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

Lois Yount reported the SARC's reflect the required accountability reporting for 2019-20, 2021-22, and 2022-23. Most of the data included in the SARC's are populated by the California Department of Education (CDE). The following sections of the SARC's are not available at this time:

- Tables 6 and 7 – Teacher Preparation and Placement
- Table 8 – Teacher Without Credentials and Misassignments
- Table 9 – Credentialed Teachers Assigned Out-of-Field
- Table 10 – Class Assignments

Ms. Yount indicated the CDE anticipates that the 2021-22 school year data for the above tables will be available after the February 1 posting due date. Additionally, the CDE data populated in the "Elementary Average Class Size and Class Size Distribution" field for the 2019-20 & 2020-21 school years is inaccurate. This has been corrected for the 2021-22 school year.

Traci Skinner made a motion to approve 2021-22 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 and unanimously carried.

## **G. Governance Team Development**

Chris Keiner, Attorney At Law, Dannis Woliver Kelley, presented The Brown Act: What Every Board Member Should Know. He highlighted the following areas:

- Intent of the Brown Act
- Applicability
- What is/is not a Meeting
- Common Patterns
- Permitted Communications
- Social Media
- Meetings – Public Rights
- Closed Session
- Confidentiality of Closed Session
- Violations

Board members sought guidance on how to respond to public communications so that the public feels they are being heard by the board member or members they are reaching out to. Mr. Keiner said it should be determined what kind of communication it is. Example, if it is a complaint, it should go through the complaint process. If it is a personnel matter, it should be referred to the superintendent.

The Board came to a consensus that communications sent to all five board members would receive a response from the Board President. This does not prevent any Individual Board member from responding separately, acknowledging receipt of the communication.

Chris Keiner and the Board discussed social media use and what is prohibited and what is not. Specifically, a board member shall not respond directly to any communication regarding a matter that

is within the subject matter jurisdiction of the Board that is made, posted, or shared by any other member. However, board members may answer questions from the public, provide information to the public, or solicit information from the public regarding a matter that is within the subject matter jurisdiction of the Board. Additionally, Board members may not use a social media platform to discuss among themselves any subject matter that is within the subject matter jurisdiction of the Board.

Annette Kunze stated that Assembly Bill 992 does not prevent two Board Members from communicating with each other on a “closed” social media platform.

Chris Keiner said that according to AB992, a board member may not respond directly to any social media communication made, posted, or shared by a fellow board member on an issue that is within the subject matter jurisdiction of their board. [AB 992 amends the Brown Act’s prohibition of serial meetings to permit certain social media communications. Under the revised law, board members may communicate with their communities via social media but may not communicate directly with other members of their board on any issue of board business. Even “liking” another board member’s post has the potential to create a violation of the Brown Act.]

Ms. Kunze indicated AB992 defines social media broadly as an online service that is open and “accessible” to the public free of charge and from which a member of the public may not be blocked from participating. She interprets that to mean “closed” social media groups that only allow participation through a moderator do not fall under AB992.

Mr. Keiner emphasized that any matter that could be considered the business of the Board should not be discussed between board members on any social media platform as it could be viewed as reaching a consensus.

Lois Yount reviewed governance resources. She highlighted the following:

- CSBA: Professional Governance Standards
  - The Individual Trustee
    - Keeps learning and achievement for all students as the primary focus.
    - Values, supports and advocates for public education.
    - Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
    - Keeps confidential matters confidential.
    - Understands that authority rests with the board as a whole and not with individuals.
- The Governance Core by Davis Campbell & Michael Fullan
  - Separating Politics
    - Make a distinction between politics and governance.
    - Transition from campaigning to governing.
    - Governance differs from administration or curriculum and instruction.
- CSBA: What It Takes To Lead and Governing to Achieve
  - Board members shared their values and why they chose to become board members.
- CSBA: Governance Best Practices
  - Safety Is A Priority

- While we want constituents to be free to voice their opinions in accordance with board rules, board members must recognize they have an obligation to keep those in attendance, including fellow board members, staff and others safe.
- The Public Has The Right To Free Speech
  - Free speech and the ability of community members to address their elected board members are critical to the success of any democratic government.

Nicole Lorenz, Chief Business Official, reviewed the budget reporting cycle. The reporting periods cover July 1 through October 31 for the First Interim and July 1 through January 31 for the Second Interim. The District is required to adopt a budget by July 1 each year.

Nicole Lorenz reviewed the Local Control Funding Formula (LCFF). She indicated the LCFF is based on two principles to 1) provide resources more equitably to students with learning and socio-economic barriers, and 2) provide greater flexibility for educators to serve and respond to their students’ needs.

She indicated the LCFF provides the following:

- Base Grant: for each student
- Supplemental Grant: provided to school districts based on how many low-income English-learners and foster youth they serve.
- Concentration Grant: provided to school districts where at least 55 percent of students are high-need.

Lois Yount reported that the District is approaching the third year of a three-year LCAP cycle. She indicated that the District has two main goals:

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

Ms. Yount said each Goal remains the same throughout the LCAP cycle. However, the action items may be refined based on feedback from educational partners.

Ms. Yount stated the District has been identified for Differentiated Assistance from the Sacramento County Office of Education (SCOE) for the following student groups and indicators:

1. Students with Disabilities (SWD): Academics, Chronic Absenteeism
2. Homeless: Academics, Chronic Absenteeism

Ms. Yount said the District is identified for DA when a student group fares “Very Low” or, in some cases, “Very High” in two or more areas. This information will be shared with educational partners and updated data will be reported in April 2023.

Ms. Yount reviewed the LCAP and Board members asked some clarifying questions.

Ms. Yount shared the GJUESD testing schedule for 2022-2023.

Casey Raboy asked if MAP results can be added to the parent portal in Synergy?

Ms. Yount said she would look into it.

Katherine Harper asked for clarification on GATE definition and services.

Ms. Del Toro-Anquiano, Curriculum Director, stated that the District is working on a plan for this student group. Currently, administrators are encouraged to cluster these students to assist with differentiated instruction. She indicated the District recognizes these students need something different, not necessarily more of the same.

Attachments:

1. The Brown Act: What Every Board Member Should Know
2. CSBA: Professional Governance Standards
3. Overview of The Governance Core by Davis Campbell & Michael Fullan
4. CSBA: What It Takes To Lead
5. CSBA: Governing to Achieve
6. CSBA: Governance Best Practices Guide
7. School Funding
8. CSBA: FactSheet on Local Control and Accountability Plans (LCAP)
9. Summary of Local Control Accountability Plan (LCAP): May 25, 2022
10. Local Control Accountability Plan (LCAP)
11. 2022-23 GJUESD Testing Schedule

**H. Pending Agenda Items**

**I. Adjournment 8:32 p.m.**

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*Casey Raboy, Clerk*

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*Date*



## CONSENT CALENDAR

### Human Resources

Recommend approval of the following:

<b>Resignations/Retirees</b>			
Name	Position	Effective Date	Site
Duran, David	Yard Supervisor	01/20/23	Marengo Ranch
Kluender, Karen	Food & Nutrition Assistant 2	02/03/23	Vernon E. Greer
Silveria, Kimberlee (Retirement 21 years)	Teacher	06/01/23	Vernon E. Greer
Solda, Patricia (Retirement 18 years)	Teacher	06/01/23	McCaffrey Middle

<b>Leave of Absence Requests</b>			
Name	Position	Effective Date	Site
Freedman, Heidi	Teacher	01/03/23	McCaffrey Middle
Gribnau, Linda	Instructional Assistant	02/14/23	Lake Canyon
Imel, Breanne	Teacher	02/18/23	Marengo Ranch
Torres, Vanessa	Bright Future Learning Center Tech	01/30/23	Valley Oaks
Trujillo, Michelle	Transportation Supervisor	01/18/23	Transportation
Zamora, Leticia	Teacher	01/10/23	Valley Oaks

<b>New Hires/Reclassifications/Status Changes</b>			
Name	Position	Effective Date	Site
Ayala, Carolina	Certificated Substitute		N/A
Bean, Ashley	Certificated Substitute		N/A
Bradley, Mckenzie	Instructional Assistant		Marengo Ranch
Cavanaugh, Penny	Classified Substitute		N/A
Doberneck, Tuesday	Instructional Assistant, Expanded Learning		Valley Oaks
Evans, Riley	Classified Substitute		N/A
Farren, Dereck	Classified Substitute		N/A
Guillen Madera, Karla	Instructional Assistant, Expanded Learning		Lake Canyon
Heidrich, Saber	Certificated Substitute		N/A
Little, Ryan	Classified Substitute		N/A
Schrader, Claudia	Short Term Instructional Assistant		Roving
Taylor, Cheryl	Yard Supervisor		McCaffrey Middle
Woznick, Scott	Certificated Substitute		N/A
Young, Jacqueline	Yard Supervisor		Valley Oaks





## CONSENT CALENDAR

Donations

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### River Oaks

- River Oaks PTA donated \$2007.47 for site use

### Valley Oaks

- El Rodeo donated \$125.00 for site use



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

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.414</b> Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>

The Board will have the opportunity to address any items that are moved from the consent calendar.



## 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

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.415</b> Board Action Regarding Student Expulsion No. 22/23-01
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>



## 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

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.416</b> Board Action Regarding Student Expulsion No. 22/23-02
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.417</b> Board Action Regarding Student Expulsion No. 22/23-05
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.418</b> Board Consideration of Approval of 2022-23 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
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>

Board Policy 0450 and Education Code 32280–32289.5 provide the district and schools direction to develop comprehensive school safety plans under guidelines provided by the California Department of Education. 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.

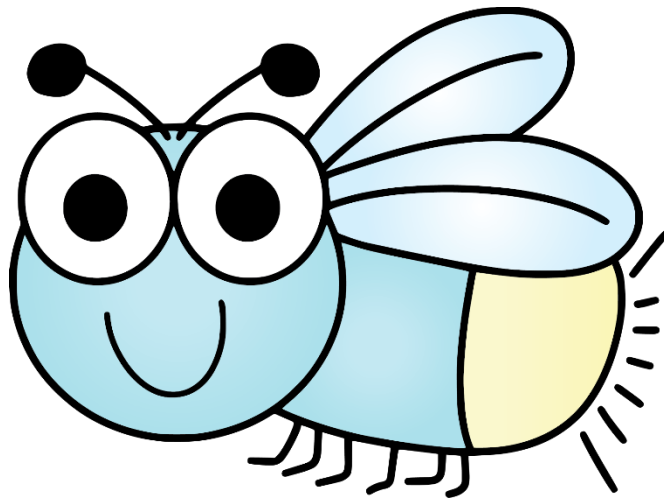


Galt Joint Union Elementary School District

# Galt Joint Union Elementary School District

## Fairsite Elementary School

### *2022-2023 Comprehensive School Safety Plan*



Approved by the School Site Council: 03/3/2023

Approved by the Board of Education: \_\_\_\_\_

# Table of Contents

## Assuring Each Student a Safe Physical Environment

Page

✓	Assessment of Current Status of School Safety	3
✓	Suspension/Expulsion	3
✓	Strategies for Providing/Maintaining a Safe School Environment	3
✓	Preventative School Measures	3
✓	CalSCHLS & District Parent Surveys	5
✓	Child Abuse Reporting Procedures	7
✓	Important Phone Numbers	8
✓	Student Behavior Standards	8
✓	Notifying Teachers of Dangerous Students	9
✓	Preventing Discrimination and Harassment	9
✓	Dress Code	11
✓	Bullying/Cyberbullying	12
✓	School Rules	13
✓	Safety To and From School	14
✓	Dealing with Hate Crimes	15
✓	Collaborative Relationships Among City, County and Community Agencies	15
✓	Pandemic Flu Response, Surveillance and Reporting	16



## **Assessment of Current Status of School Safety/ Discipline**

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, Parent & Child playgroups, First 5 School Readiness and Migrant Education services.

Student safety is a priority at Fairsite Elementary and Early Learning Center. All gates remain locked throughout the school day; opened 10 mins prior to class dismissal. Since the school office is located in the center of the school, visitors are required to enter the campus through Gate 4 which is located in the hallway between the School Readiness Center and the Health Office. All visitors are required to check in at the office and wear a visitor badge while on campus. Since parents are required to walk their children to class, they are on campus before school to monitor student safety traveling to and from campus and while they wait for the teachers to open the classroom doors. School employees are required to wear picture identification badges

## **Site Suspension and Expulsion Data**

There is no suspension or expulsion data to report for 2021-2022

## **Strategies for Providing and Maintaining a Safe School Environment**

Fairsite School provides a variety of opportunities for students that promote a positive and engaging learning environment. These opportunities include: Assemblies, Yoga classes, Family Fridays, field trips and an after school expanded learning program. At the beginning of the year parents attend an orientation meeting and are provided with a school handbook that reviews all school procedures and rules.

A proactive approach to provide a nurturing and safe early learning environment is taken school wide. "Second Step", a program designed to help students with their social, emotional and decision-making skills, has been implemented in both Preschool and TK. Communication is a priority and methods to keep parents/guardians informed include Class Dojo, Blackboard emails, monthly class and school newsletters.

The district takes great effort to ensure that Fairsite is clean, safe, and functional. To assist with this, the district provides a full-time and 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. During the 2021-22 school year, renovations commenced to address much needed repair to exterior issues, indoor lighting and carpeting, landscaping and H-VAC. Renovations and repairs continue during the summer months

## **Preventative Measures**

### **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 has observed our lockdown drills during the school year to provide support and feedback.

## **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 outside of the classroom
- 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

## **District guidelines when all administrators are off campus.**

1. Notify staff that administration will not be on campus
2. Notify staff who the Teacher In Charge (TIC) will be, if the Preschool Site Director is not available. When possible, the TIC should have an administrative credential.
3. Staff should know the steps they would take to reach the TIC or Preschool Director in an emergency or for a discipline issue.
4. The TIC should have access to a master key and possibly a radio.
5. The TIC should know site and office Lockdown Procedures.
6. The office staff should know how to reach the TIC at all times.
7. The TIC should know to call the district office for support, as needed.
8. District office and superintendent should know when all administrators are off campus.

## **Funding**

Available sources of funding are targeted to address school safety issues. We use funding from the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, provide comprehensive student mental health services, and/or respond to crises.

## **Professional Development Activities**

All school staff receive appropriate professional development on the implementation of the Fairsite Elementary School Comprehensive Safety Plan. This training includes:

- Safe school strategies
- School discipline policies
- Child abuse reporting
- Crisis response training
- Recognition of student mental health issues designated to determine an appropriate first response.

## **Parent Involvement**

Parental involvement is increased by promoting events such as Orientation Night, Back to School Night, Family Math Night, Literacy events, Open House, Día del Niño, Fall Festival, and other events. Parents are

an integral part of the Parent Advisory Committee and the newly formed School Site Council. They are encouraged to volunteer on campus and in classrooms. Additionally, a monthly wellness class and parenting education classes are offered through the School Readiness Center. The School Readiness Center is a resource center for parents and caregivers and is staffed by a team of Bilingual Community Outreach Assistants who support not only parents/caregivers at Fairsite but families across the district through translating, interpreting at meetings and attending school and district events.

**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

**2021-2022 CalSCHLS Preschool Parent Survey**

*Average percent of respondents reporting “Strongly agree.”*

Parental Involvement	%
Promotion of parental involvement	50%
Parental involvement in school	50%
School encourages me to be an active partner	67%
School actively seeks the input of parents	50%
Parents feel welcome to participate at this school	17%
Student learning environment	57%
School is a safe place for my child	50%
School motivates students to learn	50%
School has adults who really care about students	67%
Opportunities for meaningful student participation	50%
Communication with parents about school	58%
Teachers responsive to child’s social and emotional needs	100%
School provides parents with advice and resources to support my child’s social and	83%

emotional needs	
<b>Fairness, Rule Clarity, and Respect for Diversity</b>	
School enforces school rules equally	83%
School treats all students with respect	83%
School promotes respect of cultural beliefs/practices	50%
<b>Facilities</b>	
School has clean and well-maintained facilities/properties	33%

### 2022-2023 Fall GJUESD- District Parent and Staff Survey

Parent Survey: 43	%
Parents feel welcome at this school	Strongly Agree 72%/ Agree 21%
Teachers communicate with parents about student' progress in school	Strongly Agree 35%/ Agree 49%
This school treats all students with respect	Strongly Agree 67%/Agree 26%
This school motivates students to learn	Strongly Agree 67% / Agree 23%
This school has adults who really care about students	Strongly Agree 74% / Agree 19 %
This school encourages students to care about how others feel	Strongly Agree 58% /Agree 30%
This school is a safe place for my child	Strongly Agree 61% / Agree 35%
This school enforces rules equally for all students.	Strongly Agree 56%/ Agree 30 %
My child's teachers are responsive to my child's social and emotional needs.	Strongly Agree 53% /Agree 33%
This school is clean and well maintained.	Strongly Agree 58% / Agree 33%

<b>Staff Survey: 36</b>	
This school is a supportive and inviting place for students to learn	Strongly Agree 53% / Agree 42 %
This school motivates students to learn	Strongly Agree 47% / Agree 53 %
This school is a safe place for students	Strongly Agree 54% / Agree 40%
This school is a supportive and inviting place for staff to work	Strongly Agree 19.% / Agree 53%
This school promotes trust and collegiality among staff	Strongly Agree 14% / Agree 50%

Adults who work at this school feel a responsibility to improve the school	Strongly Agree 19.% / Agree 53 %
This school is clean and well-maintained	Strongly Agree 14% / Agree 39%
Adults who work at this school really care about students	Strongly Agree 46% / Agree 49%
Parents feel welcome to participate at this school	Strongly Agree 36% / Agree 47 %
This school helps students resolve conflicts with one another	Strongly Agree 28% / Agree 58%

## Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all new teacher orientation materials and is reinforced during each school year by site administrators. All GJUESD staff are also required to complete the Mandated Reporting training before October 31<sup>st</sup> of each year.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business” ... The responsibility to report is not optional; it is mandatory.

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency. Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are appraised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

## Important Phone Numbers

Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff's Department	(916) 874-5115
San Joaquin County Sheriff's Department	(209) 468-4400

## Behavior Standards

Behavior standards are included in the District's "Parent Information Guide" and in the Fairsite parent handbook which is distributed to all families the first week of each school year.

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 parent 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.

### **The specific information regarding mandatory suspension and expulsion:**

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

- 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.
- 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 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

If the Governing Board finds that one of the above acts occurred, it must expel the student. Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2. The *Parent Information Guide* provides parents and staff with a clear understanding of our

behavior standards and reinforces consistent consequences throughout the District.

## **Notifying Teachers of Dangerous Students**

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:

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

## **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful:

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations.
- The key components of those policies are outlined below.

### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - a. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - b. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - c. The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - d. The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - e. Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

### **Harassment:**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the



Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading description
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive object

## **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### **District Dress Code**

- Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.
- Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward (each school may have its own rules).
- Shirts, blouses, and tops shall be long enough to tuck into the waistband.
- Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.
- Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.
- All undergarments must be covered at all times.
- Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.
- The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:
  - Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
  - Any item that displays or encourages gang-related affiliation
  - Any item with suggestive pictures or writing
- The following items of clothing are also prohibited at school:
- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half

shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs (stomach)

- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.
- Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

## **Bullying/Cyberbullying:**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff; including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.

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

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying 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 in accordance with district policies and regulations. 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.

## Fairsite School Rules



### 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.

At Fairsite Elementary, helping children learn to get along with others is an important part of our curriculum. Our behavior rules are simple and child-centered. 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.

Each classroom teacher implements their own classroom management system aligned with following guidelines:

- ◆ Emphasize paying attention to good behavior and recognizing it in positive ways, i.e. praise, stickers, special activity, etc.
- ◆ Patience and showing the students how to do things and encourage them to manage on their own.
- ◆ Not pressuring or making the students do more than they are capable of.
- ◆ Recognize the student's feelings, but explaining why they cannot exhibit the behavior again.
- ◆ "Redirecting" the child to another activity or outlet.
- ◆ Disruptive children may be withdrawn or separated from the class by a staff member. The child may return to group activities when he/she is able to act according to preschool expectations. The duration of the time outside the classroom shall be no longer than 10 minutes. If after the time spent in the office the child is still unable to participate in the classroom activities, a parent or guardian will be called to pick up the child.

The PreKindergarten experience recognizes that the primary responsibility for teaching a child acceptable behavior belongs to the parent. Parents are notified if their child has any behavior problems while at school.

The transition from the home environment to a school experience may be difficult for some children. If a child is struggling with adjusting to the new preschool environment, a Parent Conference and/or Student Success Team (SST) meeting will be scheduled to explore additional ways to create a successful preschool experience.

## ***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

We will work together to encourage your child to make appropriate choices and follow classroom 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.

## **Safety To and From School**

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 web site at:

<http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to***

## ***Schools.***

### **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: 1) disability, 2)gender, 3) nationality, 4) race or ethnicity, 5) religion, 6) sexual orientation, or 7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly length and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

### **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.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## **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**

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 reported 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 reported in the community (10% or greater school absenteeism due to flu-like illness).

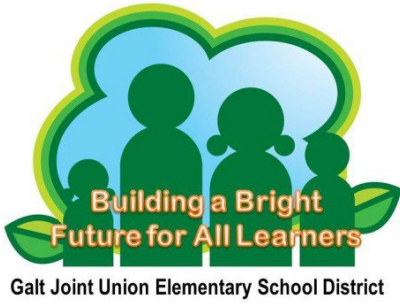
- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

### **Influenza Case Definition**

The Centers for Disease Control and Prevention 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.



**Galt Joint Union Elementary School District**

**2022-2023**  
**Comprehensive Safety Plan**

**Lake Canyon Elementary**  
**School**

Approved by the School Site Council on October 25, 2022

Approved by the Board of Education on \_\_\_\_\_



# Table of Contents

## Assuring Each Student, a Safe Physical Environment

Page

✓	<b>Assessment of Current Status of School Crime/Campus Security</b>	<b>3</b>
✓	<b>Strategies for Providing/Maintaining a Safe School Environment</b>	<b>4</b>
✓	<b>Child Abuse Reporting Procedures</b>	<b>5</b>
✓	<b>Counseling and Wellness/Important Phone Numbers</b>	<b>6</b>
✓	<b>Student Behavior Standards/ Suspension/Expulsion</b>	<b>7</b>
✓	<b>Mandatory Suspension and Expulsion/Notifying Teachers of Dangerous Students</b>	<b>8</b>
✓	<b>Preventing Discrimination and Harassment</b>	<b>9</b>
✓	<b>Dress Code</b>	<b>12</b>
✓	<b>Bullying/Cyberbullying</b>	<b>13</b>
✓	<b>School Rules</b>	<b>14</b>
✓	<b>Role of the School Social Worker/Second Step Program</b>	<b>17</b>
✓	<b>California Healthy Kids Survey</b>	<b>18</b>
✓	<b>Safety To and From School</b>	<b>19</b>
✓	<b>Dealing with Hate Crimes</b>	<b>19</b>
✓	<b>Collaborative Relationships Among City, County and Community Agencies</b>	<b>20</b>
✓	<b>Prevention and Intervention Strategies</b>	<b>21</b>
✓	<b>Pandemic Flu Response</b>	<b>21</b>
✓	<b>Surveillance and Reporting</b>	<b>22</b>

✓ = Mandatory

## Assessment of Current Status of School Crime



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.

## Strategies for Providing/Maintaining a Safe School Environment

Supervision of students is extremely important to us at Lake Canyon Elementary. We employ 7 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.

### **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

## **Funding**

Available sources are being targeted to address school safety issues such as the Local Control Funding Formula (LCFF). Lake Canyon also regularly investigates and implements additional state or federal funding to improve school climate, respond to crisis, improve classroom management, and provide comprehensive student mental health services.

## **Professional Development Activities**

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response. In addition, all school staff received trauma informed response and intervention training, restorative practice training, and ongoing Fred Jones-based classroom behavior management training.

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the

injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.

- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

## **Counseling and Wellness Services**

- Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for different types of student support).
- Lake Canyon has designated a trained person on our site to handle referrals (related to student physical and mental health) to collaborative district and community partners.

## **Important Phone Numbers**

Sacramento County Child Protective Services .....(916) 875-5437

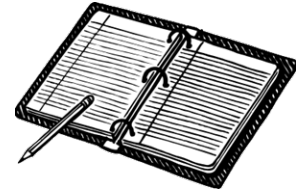
San Joaquin County Child Protective Services .....(209) 468-1333

Galt Police Department.....(209) 366-7000

Sacramento County Sheriff’s Department.....(916) 874-5115

San Joaquin County Sheriff’s Department... .....(209) 468-4400

# 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.

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.

The specific information regarding mandatory suspension and expulsion:

## Suspension Data

2018-19	2019-20	2020-21	2021-22
1	0	0	3

## Expulsion Data

2018-19	2019-20	2020-21	2021-22
0	0	0	0

## Mandatory Suspension and Expulsion

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

- 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.
- 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 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

**If the governing board finds that one of the above acts occurred, it must expel the student.**

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

## Notifying Teachers of Dangerous Students

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 Ed. Code must be received in

confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations
- 

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a



log of complaints received, providing each with a code number and a date stamp.

- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

**Harassment:**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the

principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

# Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

## District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by- case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

## **Bullying/Cyberbullying:**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.

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

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying 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 in accordance with district policies and regulations. 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.

## 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 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

COUGAR	Classroom	Cafeteria	Restroom	Playground	Walkway	Library
<b>P</b> <b>Pride</b>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Always give your best effort</li> <li>Be an active participant</li> <li>Arrive on time</li> <li>Stay on task</li> <li>Remove hat indoors</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Sit at House table</li> <li>Get all things needed the first time through the line</li> <li>Remove hat indoors</li> </ul>	<ul style="list-style-type: none"> <li>Return to class promptly</li> <li>Clean up after yourself</li> <li>Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Play with everyone</li> <li>Take care of yourself</li> <li>Resolve your own conflicts</li> <li>Remove hats for pledge</li> </ul>	<ul style="list-style-type: none"> <li>Return to class promptly</li> <li>Be respectful of classrooms working</li> <li>Keep the walkways clean</li> </ul>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Always give your best effort</li> <li>Stay on task</li> <li>Remove hat indoors</li> </ul>
<b>A</b> <b>Attitude</b>	<ul style="list-style-type: none"> <li>Respect differences</li> <li>Follow directions</li> <li>Wait to be called on</li> <li>Treat others the way you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>Use a peaceful voice</li> <li>Use good table manners</li> <li>Say "Please" and "Thank You"</li> </ul>	<ul style="list-style-type: none"> <li>Allow for privacy of each person</li> <li>Use a quiet voice</li> <li>No playing with water, soap, or supplies</li> </ul>	<ul style="list-style-type: none"> <li>Use positive and appropriate language</li> <li>Invite others to join in</li> <li>Read rules before a game</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly so others can continue learning</li> <li>Smile and be courteous to people you meet in walkway</li> </ul>	<ul style="list-style-type: none"> <li>Respect differences</li> <li>Follow directions</li> <li>Treat books with care</li> </ul>
<b>W</b> <b>WISE CHOICES</b>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Do your job</li> <li>Be honest</li> <li>Respect other's things</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices</li> <li>Use time to eat wisely</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Return to class promptly</li> <li>Use water &amp; supplies wisely</li> </ul>	<ul style="list-style-type: none"> <li>Learn new games and activities</li> <li>Take a knee when the bell rings</li> <li>Use restroom &amp; fountains during</li> </ul>	<ul style="list-style-type: none"> <li>Take care of yourself</li> <li>Move quietly</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Be honest</li> <li>Respect other's things</li> <li>Report any damage you find in a book</li> </ul>
<b>S</b> <b>Safety</b>	<ul style="list-style-type: none"> <li>Maintain personal space</li> <li>Use materials appropriately</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Walk in line</li> <li>Place all trash in the proper cans</li> <li>Stay seated until dismissed</li> <li>No wandering around</li> </ul>	<ul style="list-style-type: none"> <li>No food inside</li> <li>Keep hands, feet, and other objects to yourself</li> <li>Wash hands with soap &amp; water</li> <li>Report problems to the nearest adult</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Stay in approved areas</li> <li>Keep hands &amp; feet to yourself</li> <li>Report problems and injuries to the nearest adult</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands to yourself</li> <li>Travel on the right</li> <li>Maintain personal space</li> <li>Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>Maintain personal space</li> <li>Use materials appropriately</li> <li>Walk</li> <li>Use a quiet voice</li> </ul>

## Positive School Culture and Climate

**Lake Canyon's Essential 33 and House System**-The goal of the Lake Canyon Essential 33 and House System is to strengthen our implementation of a supportive and engaging environment. Through the implementation of Lake Canyon's Essential 33 and the House System there will be constant encouragement for students to do their best. The positive attitudes of students toward one another and toward the school will continue to increase.

Planned benefits to students:

- Being a part of a smaller community helps students acclimate quickly to their school environment and experience an immediate sense of belonging.
- Students have a team of caring faculty/staff mentors.
- It allows students to have an opportunity to interact with students from all grade levels.
- It increases opportunities for student leadership.
- It reinforces our campus essentials and expectations

- It can be a source of positive peer-pressure and motivation that can have a positive effect in the classroom.
- At weekly rallies, students will have opportunities to enjoy creative expression, physical activity, and social engagement. Music and chants are extensively used to support expression and engagement.
- Studies show that schools with House systems have happier, more engaged students and have more school spirit than they did before a House system was implemented.



**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.

## Role of the School Social Worker

The School Social Worker provides district-wide support for families and students determined to be “at-risk”. The Social Worker provides service including, but not limited to home visits, conferencing, classroom presentations, individual and group counseling, parent education and staff in-service. The School Social Worker is supervised by the site administrator or the Director of Educational Services.

### Implementing the *Second Step* Program

- Second Step is the district-wide SEL curriculum.
- It is a universal, research-based, classroom curriculum.
- Its lessons are developmentally appropriate and sequential.
- It teaches students skills to support school success.

The role of the social worker with this program is to schedule and teach lessons in classrooms, give guidance and support to teachers as they reinforce *Second Step* lesson skills and concepts daily. School social workers will coordinate the program implementation and provide classroom teacher with the needed materials.

The role of the teacher is to attend and participate in lessons, reinforce skills and



concepts daily. Communicate successes and challenges to the social worker as well as administer pre- and post-tests provided by the social worker. When a teacher is comfortable with the *Second Step* program he/she may opt to take over the instruction

## California Healthy Kids Survey

In 2022 the 5<sup>th</sup> and 6<sup>th</sup> grade students 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. Listed below are the results:

Key Indicators of School Climate and Student Well-Being: **Grade 5/Grade 6 (Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”)**

	%	%
<b><u>Social Engagement and Supports</u></b>		
School connectedness	67	75
Academic motivation	68	78
Caring adults in school	62	79
High expectations-adults in school	81	91
Meaningful participation	30	52
Facilities upkeep	76	82
Parent involvement in schooling	79	77
Social and emotional learning supports	69	76
Anti-bullying climate	65	69
<b><u>School Safety</u></b>		
Feel safe at school	70	79
Saw a weapon at school	12	11
<b><u>School Disciplinary Environment</u></b>		
Rule clarity	68	76
Students well behaved	35	34
Students treated fairly when break rules	41	69
Students treated with respect	74	75
<b><u>Substance Abuse</u></b>		
Alcohol or drug use	9	41
Marijuana use	0	0
Cigarette use	0	0
Vaping	0	0
<b><u>Mental Health</u></b>		
Vaping	24	24
Wellness	56	76

## Safety To and From School

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.

### Crossing Guards

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### Safest Route to School

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

## Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple

concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

## **Collaborative Relationships Among City, County, and Community Agencies**

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.

## **Prevention and Intervention Strategies**

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

### **Second Step Curriculum/Lake Canyon House System**

The Lake Canyon House System and the use of character curriculum, such as the Second Step curriculum, is designed to build students' social emotional well-being. It includes materials and training on four key components:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## 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 reported 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 reported in the community (10% or greater school absenteeism due to flu-like illness).

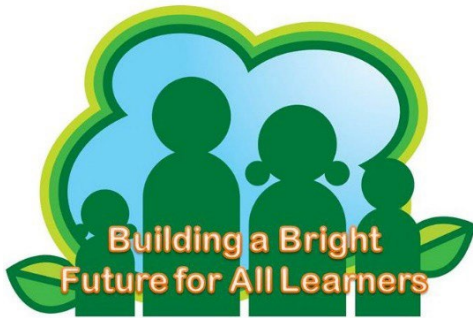
- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

### **Influenza Case Definition**

The Centers for Disease Control and Prevention 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.



Galt Joint Union Elementary School District

**Galt Joint Union Elementary School District**

**Marengo Ranch Elementary School**

**2022-2023 Comprehensive Safety Plan**

Approved by the School Site Council on February 6, 2023

Approved by the Board of Education on \_\_\_\_\_

## Table of Contents

	Page
✓ <b>Assessment of Current Status of School Crime/Campus Security</b>	<b>3</b>
✓ <b>Suspension and Expulsion Data</b>	<b>3</b>
✓ <b>Strategies for Providing/Maintaining a Safe School Environment</b>	<b>3</b>
✓ <b>CalSCHLS Student Survey</b>	<b>4</b>
✓ <b>Child Abuse Reporting Procedures, Important Phone Numbers</b>	<b>7</b>
✓ <b>Counseling and Wellness</b>	<b>8</b>
✓ <b>Student Behavior Standards</b>	<b>8</b>
✓ <b>Notifying Teachers of Dangerous Students,</b>	<b>9</b>
✓ <b>Preventing Discrimination and Harassment</b>	<b>9</b>
✓ <b>Dress Code</b>	<b>11</b>
✓ <b>Bullying/Cyberbullying</b>	<b>13</b>
✓ <b>School Rules</b>	<b>14</b>
✓ <b>Safety To and From School</b>	<b>14</b>
✓ <b>Dealing with Hate Crimes</b>	<b>15</b>
✓ <b>Collaborative Relationships Among City, County and Community Agencies</b>	<b>16</b>
✓ <b>Prevention and Intervention Strategies</b>	<b>16</b>
✓ <b>Caring School Community</b>	<b>16</b>
✓ <b>Pandemic Flu Response</b>	<b>17</b>
✓ <b>Surveillance/Reporting</b>	<b>18</b>

✓= Mandatory



### **Assessment of Current Status of School Crime**

The crime rate at Marengo Ranch Elementary continues to be low. Fencing around the campus and security cameras are in place.

Access to the school campus during the day is restricted to the school office as a main entry point. Procedures are in place to address visitors on campus with specific sign-in protocols.

### **Suspension Data**

<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
3	7	0	12

### **Expulsion Data**

<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
0	0	0	0

### **Strategies for Providing/Maintaining a Safe School Environment**

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.

### **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

### **CalSCHLS Student Survey**

In the 2021-22 school year, 38 5<sup>th</sup> grade students and 53 6<sup>th</sup> grade students took the CalSCHLS Student 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. 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.” Listed below are the results:

#### **Key Indicators of School Climate and Student Well-Being**

	<b>Grade 5 %</b>	<b>Grade 6 %</b>
<b>School Engagement and Supports</b>		
School connectedness	74	66
Academic motivation	88	79
Caring adults in school	66	62
High expectations-adults in school	82	83
Meaningful participation	36	43
Facilities upkeep	97	91
Parent involvement in schooling	72	73
Social and emotional learning supports	78	75
Anti-bullying climate	79	68
<b>School Safety</b>		
Feel safe at school	84	75
Feel safe on way to and from school	92	83

Been hit or pushed	21	26
Mean rumors spread about you	37	35
Called bad names or target of mean jokes	34	49
Saw a weapon at school	5	13
<b>School Disciplinary Environment</b>		
Rule clarity	97	81
Students well behaved	76	26
Students treated fairly when break rules	58	57
Students treated with respect	100	74

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<b>Substance Use and Physical/Mental Health Alcohol or drug use</b>		
Alcohol or drug use	8	19
Marijuana use	0	2
Cigarette use	0	0
Vaping	0	0
Late bedtime (after 10 pm)	21	47
Experienced sadness	21	19

**Key Indicators of Social Emotional Health**

		<b>Grade 5</b>	<b>Grade 6</b>
		<b>%</b>	<b>%</b>
<b>Covitality</b>	–	77	70
Belief in self	–	86	78
Belief in others	–	79	73
Empathy	–	75	75
Engaged living	–	55	53
<b>Growth mindset</b>	–	74	71
<b>Collaboration</b>	–	80	75
<b>Problem solving</b>	–	54	53

**Covitality Domain and Subdomains**

<b>Belief in self</b>	–	86	78
Self-efficacy	–	83	78
Persistence	–	88	79
<b>Belief in others</b>	–	79	73
School supports	–	77	74
Peer supports	–	81	73
<b>Emotional competence</b>			
Empathy	–	75	75
<b>Engaged living</b>	–	55	53
Optimism	–	62	58
Gratitude	–	75	74
Zest	–	30	27

**Custom Question**

**This school encourages me to know and use my strengths to do what I do best.**

	<b>Grade 5</b>	<b>Grade 6</b>
	<b>%</b>	<b>%</b>
Strongly agree / Agree	77	68

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

### **Important elements of the reporting process include the following:**

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

### **Important Phone Numbers**

Sacramento County Child Protective Services ..... (916) 875-5437  
San Joaquin County Child Protective Services..... (209) 468-1333  
Galt Police Department ..... (209) 366-7000  
Sacramento County Sheriff’s Department ..... (916) 874-5115  
San Joaquin County Sheriff’s Department..... (209) 468-4400

## **Counseling and Wellness**

Counseling and wellness services are available to all students through our school social worker. The social worker coordinates services with staff and administration to monitor social skills groups, attendance improvement, conflict managers, counseling, and social services. 2<sup>nd</sup> Step Instruction is conducted by all classroom teachers.

Monthly meetings with administration and Marengo Team for Student Success (MTSS) members target students who may be in need of possible supports or 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.

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.

Specific information regarding mandatory suspension and expulsion:

## **Mandatory Suspension and Expulsion**

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

- 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.
- 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 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

**If the governing board finds that one of the above acts occurred, it must expel the student.**

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

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 Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education,

vocational education, child care and development programs, child nutrition programs and special education programs.

2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

### **Harassment**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.



3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions, Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

### **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### **District Dress Code**

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn

outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

**Bullying/Cyberbullying:** The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff, including, but is not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.

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

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying 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 in accordance with district policies and regulations. 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.

## **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

### **Safety To and From School**

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.

### **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.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

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

### **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

### **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.

### **Prevention and Intervention Strategies**

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

### **CARING SCHOOL COMMUNITY**

Caring School Community is a K-5<sup>th</sup> grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive schoolwide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

## **PROJECT ALERT**

Project ALERT addresses alcohol, tobacco, marijuana and inhalant use in 11 core lessons in 7th grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## **SURVEILLANCE / REPORTING**

### **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**

17

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 reported 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 reported 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 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.

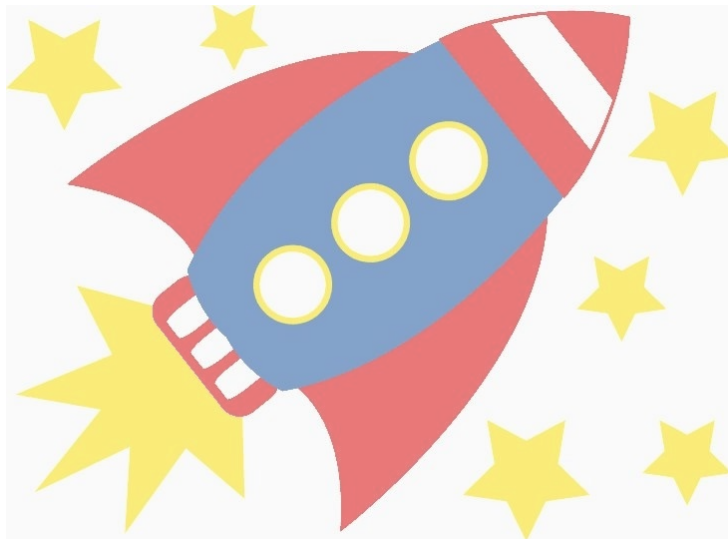




**Galt Joint Union Elementary School District**

# **River Oaks Elementary School**

## **2022-2023 Comprehensive Safety Plan**



**Approved by the School Site Council on: 1/27/23**

**Approved by the Board of Education on: \_\_\_\_\_**

# Table of Contents

## Assuring Each Student a Safe Physical Environment

		Page
✓	<b>Assessment of Current Status of School Crime, Suspension/Expulsion, Strategies for Providing/Maintaining a Safe School Environment</b>	3
✓	<b>Professional Development, Behavior Management Plan</b>	4
✓	<b>CaSCHLS Survey</b>	5
✓	<b>Child Abuse Reporting Procedures</b>	7
✓	<b>Important Phone Numbers, Student Behavior Standards</b>	8
✓	<b>Notifying Teachers of Dangerous Students</b>	9
✓	<b>Preventing Discrimination and Harassment</b>	10
✓	<b>Dress Code</b>	12
✓	<b>Bullying and Cyberbullying</b>	14
✓	<b>School Rules</b>	15
✓	<b>Safety To and From School, Dealing with Hate Crimes</b>	16
✓	<b>Collaborative Relationships Among City, County and Community Agencies</b>	18
✓	<b>Prevention and Intervention Strategies</b>	19
✓	<b>Surveillance/Reporting, Pandemic Flu Response</b>	19
✓	<b>Preventing Truancy</b>	21
✓	<b>Parent Involvement, Funding</b>	22
✓	<b>Counseling and Wellness Services</b>	23

✓= Mandatory

## Assessment of Current Status of School Crime & Suspension/Expulsion Data

### School Crime

We have experienced minimal school crime at River Oaks.

### Suspensions & Expulsions

#### Suspension Data

2018-2019	2019-2020	2020-2021	2021-2022
4	3	0	4

#### Expulsion Data

2018-2019	2019-2020	2020-2021	2021-2022
0	0	0	1

### Strategies for Providing/Maintaining a Safe School Environment

#### Maintaining a Safe School Environment

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 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, approximately from 8:05 to 2:25, 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 2021-22 school year thus far to provide support and feedback.

### **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

### **Social and Emotional Supports**

Our full-time social worker regularly meets with students needing social and emotional support. She provides a safe place where students can confidentially share their concerns, teaches 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 month staff learning events.

### **Professional Development**

In addition to monthly drills, administration has participated in active shooter training through the Galt Police Department. As needed, new information and procedures are shared with staff. Our school crisis team meets regularly to audit our safety plans and routines.

### **All School Behavior Management Plan**

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.

### **Bucket Filling Strategies**

We are a “Bucket Filling” school! We follow the motto that we all have an invisible bucket. When our bucket is full, we feel better about ourselves and our world around us. When our bucket is empty, we feel terrible. We teach children the importance of having a full bucket. We also teach and emphasize how we can fill the bucket of others around us. Students have many opportunities in their classrooms to be a bucket filler.

### **Recognizing Youth Strengths and Talents**

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.

### **California Healthy Kids Survey**

In 2021-22 school year, the 5<sup>th</sup> and 6<sup>th</sup> grade students 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. 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.” Listed below are the results:

## Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 6 %
<b>School Engagement and Supports</b>		
School connectedness	75	66
Academic motivation	81	79
Caring adults in school	78	65
High expectations-adults in school	86	83
Meaningful participation	44	40
Facilities upkeep	79	72
Parent involvement in schooling	75	79
Social and emotional learning supports	76	64
Anti-bullying climate	72	68
<b>School Safety</b>		
Feel safe at school	76	66
Feel safe on way to and from school	86	85
Been hit or pushed	49	38
Mean rumors spread about you	61	42
Called bad names or target of mean jokes	61	57
Saw a weapon at school	5	10
<b>School Disciplinary Environment</b>		
Rule clarity	79	72
Students well behaved	41	34
Students treated fairly when break rules	58	51
Students treated with respect	89	81
<b>Substance Use and Physical/Mental Health Alcohol or drug use</b>		
Alcohol or drug use	11	13
Marijuana use	3	2
Cigarette use	0	2
Vaping	3	4
Late bedtime (after 10 pm)	32	42
Experienced sadness	24	25

## Key Indicators of Social Emotional Health

<b>Belief in self</b>	–	79	77
Self-efficacy	–	78	74
Persistence	–	81	79

<b>Belief in others</b>	–	82	74
School supports	–	82	74
Peer supports	–	81	74

**Covitality Domain and Subdomains; Emotional competence**

Empathy	–	75	84
<b>Engaged living</b>	–	63	54
Optimism	–	70	61
Gratitude	–	82	75
Zest	–	39	25

**Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30<sup>th</sup>.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be

confidential and disclosed only by county order or between child protective agencies and law enforcement.

- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

### **Important Phone Numbers**

Sacramento County Child Protective Services.....	(916) 875-5437
San Joaquin County Child Protective Services .....	(209) 468-1333
Galt Police Department .....	(209) 366-7000
Sacramento County Sheriff’s Department .....	(916) 874-5115
San Joaquin County Sheriff’s Department.....	(209) 468-4400

### **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.

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.

The specific information regarding mandatory suspension and expulsion:



## **Mandatory Suspension and Expulsion**

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

- 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.
- 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 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

***If the governing board finds that one of the above acts occurred, it must expel the student.***

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2.

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

## **Notifying Teachers of Dangerous Students**

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:

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.

As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the

limited purpose for which it was provided and shall not be further disseminated by the teacher.

### **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

#### **Discrimination (Uniform Complaint Procedures)**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant:

- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint.

(5 CCR 4600)

- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

## **Harassment**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be considered.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported

shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
- Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal Conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

### **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### **District Dress Code**

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for

defiance of authority.

### **Bullying/Cyberbullying**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.

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

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying 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 in accordance with district policies and regulations. 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.

### **School Rules**

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.

### **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.

### **Safety To and From School**

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.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

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

### **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived

characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

### **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 can not 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 student during the school day as well as after hours.

## **Prevention and Intervention Strategies**

The District utilizes the Second Step Program to provide students with the necessary strategies to help with social and emotional learning. In addition, the district utilizes Project Alert to provide accurate information about the consequences of and alternatives to drug use.

## **SECOND STEP**

The Second Step curriculum teaches skills in the following four areas:

1. **Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.
2. **Empathy:** Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.
3. **Emotion Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.
4. **Problem Solving:** Students learn a process for solving problems with others in a positive way.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## **SURVEILLANCE / REPORTING**

### **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 reported 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 reported 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 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.

## **Preventing Truancy**

### SARB Process (Student Attendance Review Board) and Truancy

State law requires that any child, who has been absent without a valid excuse more than three days, or tardy in excess of 30 minutes for three or more days in one school year, shall be reported as truant to the site administrator.

It is our hope that all students attend school in a regular manner. We are happy to discuss specific problems with families regarding attendance. However, in the event of a legally truant student, the parent and students will be referred to our School Attendance Review Board (SARB) for corrective action. The following are steps in the district SARB process:

1. The first SARB notification (SARB1) is mailed to the parent after the third unexcused absence or tardy over thirty minutes. SARB1 will also be mailed home after the 10<sup>th</sup> excused absence without a medical excuse from a physician.
2. If unexcused absences or truant tardies continue, a Student Attendance Review Team (SART) meeting is scheduled. The 2<sup>nd</sup> SARB notification (SARB2) is mailed to the parent notifying them of the meeting.
3. If unexcused absences or truant tardies continue, the 3<sup>rd</sup> SARB notification will be mailed to the parent.
4. If attendance still does not improve, the department of Educational Services will schedule a SARB hearing at the district level.

*We feel it is important to celebrate students with great attendance! Attendance recognition for students:*

- **Outstanding Attendance:** Attending school on time, all day, every day!
- **Out of This World Attendance Flags:** Flags are hung outside a classroom at the end of each week for classes that have 95%+ weekly attendance.
- **Trimester Perfect Attendance:** At the end of each trimester, students who attended school every day will receive a perfect attendance certificate and a treat.

- **Year Perfect Attendance:** At the end of the school year, students with perfect attendance will be recognized with a certificate and treat at an end of the year Awards Assembly.

### **Parent Involvement**

It takes a team approach to educate children. Educators and parents must work together to ensure children are learning, are safe, and happy at school. There are numerous ways we involve and communicate with our parent community.

- Back To School Night
- Open House
- Parent Teacher Association (PTA)
- Family Movie Nights
- Fall Festival
- Holiday Store
- ParentVUE
- Monthly Newsletters
- School Website
- School Site Council
- English Language Advisory Committee
- Classroom Volunteers
- Parent Conferences
- Nurturing Parenting Classes
- Field Trips
- Galt Expanded Learning (GEL) Program
- Remind Text
- Robo Phone Calls (Blackboard)
- PTA Family Bingo Night
- River Oaks Rockets Instagram Page
- PTA Daddy-Daughter Dance
- PTA Mother-Son Challenge

### **Funding**

Available funding sources are being targeted to address school safety issues. Funds are used to improve school climate, respond to crisis, improve school-wide management, and provide comprehensive student mental health services. Title I and Supplemental Concentration funds are used to provide extended day programs for students that are not meeting their personal growth goals.

Site and district funds are used for the following:

- Training yard supervisors
- Student academic and behavior rewards
- Playground and PE equipment
- Safety gear for yard supervisors
- Radios for communication
- Extended Day Programs

PTA Funds are used for the following:

- School assemblies
- Student rewards
- Field trips
- School supplies
- Family/Community events

### **Counseling and Wellness Services**

Administration works collaboratively with teachers, district social workers, and psychologists to ensure students are receiving the appropriate services. Our social worker meets with groups of students for bereavement, divorce, anxiety and separation, friendship circles, and to build social skills. Administration follows the district SARB process to address attendance concerns.



**Galt Joint Union Elementary School District**  
**Valley Oaks Elementary School**



***2022-2023 Comprehensive Safety Plan***

**Home of the Stingers**

**Approved by the School Site Council: 2/23/2023**

**Approved by the Board of Education:**



# Table of Contents

## Assuring Each Student a Safe Physical Environment

Page

✓	<b>Assessment of Current Status of School Crime</b>	3
✓	<b>Suspension/Expulsion (include in above section)</b>	3
✓	<b>Strategies for Providing/Maintaining a Safe School Environment</b>	4
✓	<b>Preventative School Measures</b>	5
✓	<b>CaSCHLS Survey</b>	6
✓	<b>Character Education</b>	7
✓	<b>Funding, Parent Involvement</b>	8
✓	<b>Child Abuse Reporting Procedures</b>	9
✓	<b>Important Phone Numbers</b>	10
✓	<b>Student Behavior Standards</b>	10
✓	<b>Notifying Teachers of Dangerous Students</b>	11
✓	<b>Preventing Discrimination and Harassment</b>	12
✓	<b>Dress Code</b>	14
✓	<b>Bullying/Cyberbullying</b>	15
✓	<b>Valley Oaks School Rules</b>	17
✓	<b>School-Wide Behavior Norms Matrix</b>	18
✓	<b>Safety To and From School</b>	21
✓	<b>Dealing with Hate Crimes</b>	22
✓	<b>Collaborative Relationships Among City, County and Community Agencies</b>	22
✓	<b>Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol</b>	23
✓	<b>Pandemic Flu Response, Surveillance and Reporting</b>	24

# Assessment of Current Status of School Safety/ Discipline

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.

Our assessment of the current status of school discipline indicates that most 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).

## Site Suspension and Expulsion Data

### Suspension Data

2018-2019	2019-2020	2020-2021	2021-2022
18	5	0	8

### Expulsion Data

2018-2019	2019-2020	2020-2021	2021-2022
0	0	0	0

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 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. The 2020-2021 school year was heavily affected by COVID-19, with students doing most of the school year via Distance Learning – hence the zero suspensions in that year.

## **Strategies for Providing and Maintaining a Safe School Environment**

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 now used with 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. Bi-monthly 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.

**CalSCHLS Student Survey**

In the 2021-2022 school year, our 5<sup>th</sup> and 6<sup>th</sup> 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.”

<b>Key Indicators of School Climate and Student Well-Being</b>		
	<b>Grade 5 %</b>	<b>Grade 6 %</b>
<b>School Engagement and Supports</b>		
School connectedness	71	63
Academic motivation	85	66
Caring adults in school	76	56
High expectations-adults in school	87	78
Meaningful participation	49	36
Facilities upkeep	70	82
Parent involvement in schooling	76	66

Social and emotional learning supports	78	68
Anti-bullying climate	81	75
<b>School Safety</b>		
Feel safe at school	62	68
Feel safe on way to and from school	83	74
Been hit or pushed	30	12
Mean rumors spread about you	35	20
Called bad names or target of mean jokes	48	23
Saw a weapon at school	17	6
<b>School Disciplinary Environment</b>		
Rule clarity	96	74

Students well behaved	42	51
Students treated fairly when break rules	50	66
Students treated with respect	90	69
<b>Substance Use, Routines, Peer Relationships and Physical/Mental Health</b>		
Alcohol or drug use	13	14
Marijuana use	0	0
Cigarette use	6	0
Vaping	2	0
Late bedtime (after 10 pm)	37	51
Cyberbullying	23	3

## 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" is recognized on the school's social media sites and/or school newsletter and gets to have "Pizza with the Principal".

## Conflict Resolution

Students who have a conflict are encouraged to meet with school administrators and/or the school counselor to resolve the issue(s). Conflict resolution protocols involve teaching children the following steps:

- Define
- Explain
- Discuss
- Resolve

## **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 2022-2023 a training for boys is being created that is more reflective of issues that boys tend to have: “roasting”, name-calling, and physical aggression.

## **Funding**

Available sources of funding are targeted to address school safety issues. We use funding from the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, provide comprehensive student mental health services, and/or respond to crises.

## **Professional Development Activities**

All school staff receive appropriate professional development on the implementation of the Valley Oaks Elementary School Comprehensive Safety Plan. This training includes:

- Safe school strategies
- School discipline policies
- Child abuse reporting
- Crisis response training
- Youth suicide awareness and training
- Recognition of student mental health issues designated to determine an appropriate first response.

## **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.

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all new teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30<sup>th</sup>.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

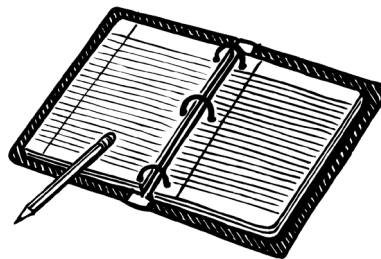
- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.



## Important Phone Numbers

Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff's Department	(916) 874-5115
San Joaquin County Sheriff's Department	(209) 468-4400

# Behavior Standards



## 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.

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.

The specific information regarding mandatory suspension and expulsion:

### **Mandatory Suspension and Expulsion**

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

- 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.
- 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 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

**If the governing board finds that one of the above acts occurred, it must expel the student.**

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

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 Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher

## **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies (parent packet).
- Policies are prominently posted online and paper copies are located in the school. Information is provided through the orientation of new students.

Policies are provided to employees and employee organizations. The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log

of complaints received, providing each with a code number and a date stamp.

- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
- The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
- The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

**Harassment:**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

## **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### **District Dress Code**

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward (each school may have its own rules).

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs (stomach)
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

### **Bullying/Cyberbullying:**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program

while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to: Bullying of students or staff; including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.

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

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying 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 in accordance with district policies and regulations. 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.

# Valley Oaks School Rules

## 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



The following is a school-wide Behavior Norms Matrix that was established during 2017-2018 to define appropriate behaviors in different areas of the school. It is shared with students every morning over the intercom during morning announcements:

<b>VO SCHOOL-WIDE BEHAVIOR NORMS MATRIX</b>					
	<b>CAFETERIA</b>	<b>PLAYGROUND</b>	<b>WALKWAYS</b>	<b>RESTROOM</b>	<b>OFFICE</b>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>*enter &amp; exit walking in a single file line</li> <li>*keep YOUR hands &amp; YOUR food to YOURself</li> <li>*quiet voices</li> <li>*hold trays with 2 hands</li> <li>*stay seated properly on benches</li> </ul>	<ul style="list-style-type: none"> <li>*follow established rules/expectations for games, structures &amp; equipment</li> <li>*freeze when bell rings</li> <li>*participate in organized games</li> <li>*walk on the blacktop</li> <li>*keep your hands, feet &amp; body to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*walk in line with eyes forward</li> <li>*hands to self</li> <li>*stay outside of white door lines</li> <li>*stay on walkways and in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>*use restroom for intended purpose</li> <li>*keep feet on ground</li> <li>*keep water inside the sink and toilet</li> <li>*ask for permission (when in classroom/cafeteria)</li> <li>*use restroom by yourself (no big friend group)</li> </ul>	<ul style="list-style-type: none"> <li>*walk at all times</li> <li>*keep walkway in front of desk clear</li> <li>*keep body still</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>*politely pick up after yourself</li> <li>*eat only your food politely</li> <li>*follow entry, dismissal, and exit procedures</li> <li>*follow all adult directions</li> </ul>	<ul style="list-style-type: none"> <li>*follow all adult instructions</li> <li>*use and return equipment properly</li> <li>*take care of your own needs before the bell (restroom, drink, snack)</li> <li>*eat in designated area</li> <li>*respect the bell</li> <li>*follow procedures for lining up</li> </ul>	<ul style="list-style-type: none"> <li>*walk on walkways only</li> <li>*use time properly</li> <li>*keep hands &amp; feet to self</li> <li>*walk in straight line</li> <li>*must have pass to be walking through campus</li> </ul>	<ul style="list-style-type: none"> <li>*use and dispose of supplies appropriately</li> <li>*respect fixtures and use for intended purpose</li> <li>*follow correct walkway path to bathrooms</li> </ul>	<ul style="list-style-type: none"> <li>*complete the work you are assigned</li> <li>*sit where directed &amp; stay seated</li> <li>*must have a pass or a stinger card to be in the office during school hours</li> </ul>
<b>BE RESPECTFUL</b> (Voice level 0 = Silent; Voice level 1 = Whisper; Voice Level 2 = Normal Voice; Voice Level 3 = Outside Voice)	<ul style="list-style-type: none"> <li>*say "thank you" for food and help</li> <li>*keep hands to self</li> <li>*keep own food on own tray</li> <li>*follow adult directions without argument</li> <li>*wait quietly to be dismissed</li> <li>*talk to elbow partner at voice level 1-2</li> </ul>	<ul style="list-style-type: none"> <li>*listen/speak to YS as you would your teacher</li> <li>*take turns/don't interfere with others' games</li> <li>*voice level 2-3</li> <li>*show good sportsmanship</li> <li>*follow adult instruction w/o argument</li> <li>*stay in place in line</li> <li>*take care of equipment</li> <li>*follow end of recess procedures</li> </ul>	<ul style="list-style-type: none"> <li>*use walkways only (off grass)</li> <li>*be agreeable with all school staff</li> <li>*keep voice level to 0-1</li> <li>*respect classes in session</li> <li>*be aware of surroundings</li> </ul>	<ul style="list-style-type: none"> <li>*flush toilet when done</li> <li>*be quick and quiet</li> <li>*be agreeable with staff when asking permission</li> <li>*voice level 1-2</li> <li>*return promptly</li> <li>*respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>*QUIET (people are working) Voice Level 0-1</li> <li>*wait your turn (patience)</li> <li>*mind your own business</li> <li>*stay in assigned seat</li> <li>*wait to be called on to speak</li> </ul>
<b>BE KIND</b>	<ul style="list-style-type: none"> <li>*use kind words w/peers</li> <li>**"thank you", "please", "excuse me"</li> <li>*maintain personal space (hands to self)</li> <li>*use table manners (clean up)</li> <li>*be patient</li> <li>*be helpful</li> </ul>	<ul style="list-style-type: none"> <li>*be inclusive and welcoming</li> <li>*use kind and encouraging words</li> <li>*compliment classmates</li> <li>*play fair/show good sportsmanship</li> <li>*respect games already in progress</li> <li>*wait your turn</li> <li>*share</li> </ul>	<ul style="list-style-type: none"> <li>*be quiet outside of classrooms</li> <li>*greet others with a smile &amp; quiet hello</li> <li>**stay to the right &amp; be polite"</li> </ul>	<ul style="list-style-type: none"> <li>*report any issues to your teacher</li> <li>*wait your turn</li> <li>*flush toilet and clean up after yourself</li> <li>*wash hands</li> <li>*put trash in garbage can</li> </ul>	<ul style="list-style-type: none"> <li>*use "please and thank you" when someone helps you</li> <li>*allow office staff to do jobs</li> <li>*wait your turn</li> </ul>

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-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/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.

### **Safety To and From School**

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.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

## Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly long and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

## 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 Cosumnes 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.

### **Prevention and Intervention Strategies**

The District utilizes two ways to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use. Additionally, our full-time school counselor plays a significant role in prevention and intervention strategies with our students.

#### **PROJECT ALERT**

Project ALERT addresses alcohol, tobacco, marijuana and inhalant use in 11 core lessons in 7th grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

#### **SCHOOL COUNSELOR**

Valley Oaks has a full-time school counselor who works with students in Grades K-6. He counsels students in individual and group settings, with permission from the parent/guardian of the student. He provides social, emotional, and academic counseling to help students in all areas of their lives. Some of the students he works with come from at-risk backgrounds and the lessons and discussions he has with students are effective prevention and intervention strategies for the struggles they are having. Additionally, he has introduced and taught Second Step lessons in classrooms in nearly all grade levels, providing social/emotional techniques as preventative/intervention strategies.

## **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 (OCI), 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

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

### **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 reported 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 reported 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 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 a student meets the case definition as described above, he/she must be excluded from school until symptom free. The name of the student is then entered on the tracking log and reported on the daily/weekly report form.





**Galt Joint Union Elementary School District**

# **Greer Elementary School**

## **2022-2023 Comprehensive Safety Plan**



**Approved by the School Site Council: Pending SSC Meeting – 11/18/2022**

**Approved by the Board of Education:**

## Table of Contents

### *Assuring Each Student, a Safe Physical Environment*

		Page
✓	<b>Assessment of Current Status of School Crime</b>	<b>3</b>
✓	<b>Suspension and Expulsion Data</b>	<b>3</b>
✓	<b>Strategies for Providing and Maintaining a Safe School Environment</b>	<b>3</b>
✓	<b>Campus Security</b>	<b>4</b>
✓	<b>California Healthy Kids Survey</b>	<b>5</b>
✓	<b>Preventative School Measures</b>	<b>6</b>
✓	<b>Funding, and Professional Development</b>	<b>9</b>
✓	<b>Child Abuse Reporting Procedures and Counseling and Wellness</b>	<b>9</b>
✓	<b>Important Phone Numbers</b>	<b>10</b>
✓	<b>Student Behavior Standards</b>	<b>10</b>
✓	<b>Notifying Teachers of Dangerous Students</b>	<b>11</b>
✓	<b>Preventing Discrimination and Harassment</b>	<b>11</b>
✓	<b>Dress Code</b>	<b>13</b>
✓	<b>Bullying/Cyberbullying</b>	<b>14</b>
✓	<b>Greer School Rules</b>	<b>15</b>
✓	<b>Safety To and From School</b>	<b>18</b>
✓	<b>Dealing with Hate Crimes</b>	<b>19</b>
✓	<b>Collaborative Relationships for Strengthening School Safety</b>	<b>19</b>
✓	<b>Prevention and Intervention Strategies</b>	<b>20</b>
✓	<b>Pandemic Flu Response</b>	<b>20</b>
✓	<b>Surveillance and Reporting</b>	<b>21</b>

✓= Mandatory

# Assessment of Current Status of School Crime

School safety is a top priority at Greer Elementary School. Self-discipline is a goal toward which we strive. Greer Elementary School has the prime educational responsibility for furthering among its students a positive understanding and practice of discipline. When rights and responsibilities are ignored or forgotten, disciplinary actions become necessary. Among our interventions, suspensions are included.

Our assessment of the current status of school crime indicates that most of our suspensions occur due to failure to follow EC 48900 (k) and EC 48900 (a) (1). These include: disruption of school activities or willful defiance, and threatened, attempted, or caused physical injury to another person.

## Vernon E. Greer Site Suspension & Expulsion

### Data

#### Suspension Data

2018-2019	2019-2020	2020-2021	2021-2022
17	4	0	4

#### Expulsion Data

2018-2019	2019-2020	2020-2021	2021-2022
1	0	0	1

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.

## Strategies for Providing and Maintaining a Safe School Environment

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. In 1996, the Galt Joint Union Elementary School District 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.**

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

## 2022 California Healthy Kids Survey (CHKS)

In the 2021-2022 school year, the 5<sup>th</sup> and 6<sup>th</sup> grade learners took the CalSCHLS 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.

### **Total Student Participation = 78**

#### **Do the teachers and other grown up care about you?**

5th Grade - 83% yes, all of the time or most of the time

6th Grade - 86% yes, all of the time or most of the time

#### **Do you feel close to people at your school?**

5th Grade - 59% yes, all of the time or most of the time

6th Grade - 66% yes, all of the time or most of the time

#### **Do you feel safe at your school?**

5th Grade - 90% yes, all of the time or most of the time

6th Grade - 76% yes, all of the time or most of the time

#### **Do you get really bored at school?**

5th Grade - 61% yes, all of the time or most of the time

6th Grade - 49% yes, all of the time or most of the time

#### **Do the teachers and other grown-ups at school ask about your ideas?**

5th Grade - 25% yes, all of the time or most of the time

6th Grade - 49% yes, all of the time or most of the time

#### **Do teachers ask you what you want to learn about?**

5th Grade - 21% yes, all of the time or most of the time

6th Grade - 20% yes, all of the time or most of the time

#### **Do you feel proud to belong to your school?**

5th Grade - 69% yes, all of the time or most of the time

6th Grade - 52% yes, all of the time or most of the time

#### **Do the teachers and other grown-ups from your school check on how you are feeling?**

5th Grade - 52% yes, all of the time or most of the time

6th Grade - 44% yes, all of the time or most of the time

#### **Does your school help students resolve conflicts with one another?**

5th Grade - 75% yes, all of the time or most of the time

6th Grade - 65% yes, all of the time or most of the time

#### **Is your school building neat and clean?**

5th Grade - 79% yes, all of the time or most of the time

6th Grade - 70% yes, all of the time or most of the time

## **California Schools Survey (CaSCHLs)- Parents**

Listed below are the percentages of families that responded with **Agree** or **Strongly Agree**:

**Parents feel welcome at this school.**

95% agree or strongly agree

**Teachers communicate with parents about student's progress in school.**

93% agree or strongly agree

**This school treats all students with respect.**

93% agree or strongly agree

**This school motivates students to learn.**

94% agree or strongly agree

**This school has adults that really care about students.**

96% agree or strongly agree 4% don't know

**This school encourages students to care about how others feel.**

88% agree or strongly agree

**This school is a safe place for my child.**

100% agree or strongly agree

**This school enforces rules equally for all students.**

81% agree or strongly agree

**My child's teachers are responsive to social and emotional needs.**

87% agree or strongly agree

**This school is well-maintained.**

96% agree or strongly agree

## **Preventative School Measures**

### **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.

### **Fred Jones Positive Discipline**

Each classroom implements management procedures that reflect both positive classroom discipline and positive classroom instruction.

## **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.

### **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.

### **Classroom Calming Corner**

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.

### **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

### **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.

### **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.

### **After School Programs**

Learner engagement is increased through participation in the following after school, programs:

#### **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.

#### **Bright Future Learning Center**

The Bright Future Learning Center supports individualized learning and after school clubs.

#### **Acceleration Blocks**

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

## **Funding**



Available sources are targeted to address school safety issues such as the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, and/or respond to crises.

## **Professional Development Activities**

All school staff receive appropriate professional development on the implementation of the Greer Elementary School Comprehensive Safety Plan. This training includes:

- Safe school strategies
- School discipline policies
- Child abuse reporting
- Crisis response training

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place for many years throughout the District. The information is included in all new teacher orientation materials and is reinforced during each school year by site administrators, outreach consultants, school psychologists, and district office personnel. Annually all school personnel are required to complete a mandated reporting training by October 30<sup>th</sup>

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business!” The responsibility to report is not optional; it is mandatory.

Educators are legally responsible for reporting suspected child abuse. Their duty is to report; not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county

jail for a term of six months or by fine of not more than one thousand dollars or both.

## Counseling and Wellness Services

Counseling and wellness services are available. These services include:

- Psychologist
- Social Worker
- Attendance
- Referrals to community support services

## Important Phone Numbers

Name	Phone Number
Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff's Department	(916) 874-5115
San Joaquin County Sheriff's Department	(209) 468-4400

## 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.

### Mandatory Suspension and Expulsion

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

- 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

- 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 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105 (et seq.)
- Committing or attempting to commit sexual assault or committing sexual battery
- Possession of an explosive

If the governing board finds that one of the above acts occurred, it must expel the student.

Due process for students affected by suspension and expulsion is covered in the District’s Board Policies BP 5144-5444.2

The Parent Information Guide provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

## **Notifying Teachers of Dangerous Students**

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.

## **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide teachers, staff, parents, and community members with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies
- Policies are prominently posted near the Principal’s office
- Information is provided through the orientation of new students
- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures)**

1. The District shall follow uniform complaint procedures when addressing complaints alleging

unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

2. The Board acknowledges and respects employee and student rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by- case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board

#### **Harassment (Uniform Complaint Procedures)**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.

3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
  - Graphic verbal comments about an individual's body, or overly personal conversation
  - Sexual jokes, notes, stories, drawings, pictures, or gestures
  - Spreading sexual rumors
  - Teasing or sexual remarks about students enrolled in a predominantly single- sex class
  - Touching an individual's body or clothes in a sexual way
  - Purposefully cornering or blocking normal movements
  - Limiting a student's access to educational tools
  - Displaying sexually suggestive objects

## **Dress Code**

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the Guide to School Discipline and Safety.

### **District Dress Code**

1. Appearance shall be neat, clean, safe, and appropriate. It must not distract others from learning.
2. Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward (Each school may have its own rules).
3. Shirts, blouses, and tops shall be long enough to tuck into the waistband.

4. Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.
5. Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.
6. All undergarments must be covered at all times.
7. Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines, and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into.
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

## **Bullying/Cyberbullying**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

**Prohibited student conduct includes, but is not limited to:**

- Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.

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

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other staff or students, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying 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 in accordance with district policies and regulations. 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.

## **Greer School Rules**

### **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

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.

## **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.

## **Safety To and From School**

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.

## **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

## **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

## **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly long and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d))

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i))

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7)

## **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.

## Prevention and Intervention Strategies

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

### Caring School Community

Caring School Community is a K-5<sup>th</sup> grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive school wide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among teachers, staff, parents, and students. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

## Pandemic Flu Response

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the Superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response.

# 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 reported 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 reported 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 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 a student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter the name of the student on the tracking log and report on the daily/weekly report form.





**Galt Joint Union Elementary School District**

**2022-2023**

**Comprehensive Safety  
Plan for  
Robert L. McCaffrey  
Middle School**

Approval of School Site Council on: March 8, 2023

Approved by the Board of Education on: \_\_\_\_\_



# Table of Contents

## Assuring Each Student, a Safe Physical Environment

	Page
✓ Assessment of Current Status of School Crime, Suspension/Expulsion Numbers	3
✓ Strategies for Providing/Maintaining a Safe School Environment	4
✓ California Healthy Kids Survey	6
✓ Service Learning, Child Abuse Reporting Procedures	8
✓ Important Phone Numbers, Student Behavior Standards	9
✓ Notifying Teachers of Dangerous Students, Preventing Discrimination and Harassment	10
✓ Dress Code	13
✓ Bullying/Cyberbullying	15
✓ School Rules, Policies, and Additional School Information	16
✓ Safety to and From School	27
✓ Dealing with Hate Crimes	28
✓ Collaborative Relationships Among City, County and Community Agencies	29
✓ Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol, Pandemic Flu Response	29
✓ Surveillance/Reporting	30
✓ Funding	31
✓ Professional Development Activities, Counseling and Wellness Services, Campus Security	32

✓ = Mandatory

## ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME

Robert L. McCaffrey Middle School continues to employ a Citizenship Development Program (CDP) that holds students accountable for their actions while at the same time keeping an open line of communication with parents/guardians. This fair and consistent program helps modify unacceptable behaviors thus creating a safer learning environment.

The staff continues to modify the CDP in an effort to continue the downward trend in all discipline issues.

### Suspension Data

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
50	75	47	1	31

### Expulsion Data

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
2	0	0	0	3

# STRATEGIES FOR PROVIDING/MAINTAINING A SAFE SCHOOL ENVIRONMENT

Our mission at Robert L. McCaffrey Middle School is for students, staff and parents to work together towards success for all. As a staff we are very dedicated to providing each child a safe and successful school day and to make the middle school experience positive for all students. Described below are ways for students to be safe and successful at school:

## Positive School Climate

Academic success and student accountability continue to be a critical theme for McCaffrey Middle School. School programs in place to foster a positive school climate include:

- 🐾 **“Dawg Catcher”** cards are utilized to “catch” students who are following school rules or exhibiting positive behavior. Dawg Catchers are announced on our morning announcements and recipients receive a special treat.
- 🐾 **“Renaissance”** highlights and rewards students for achieving academic success.
- 🐾 **“Wellness Center”** is a safe environment for students to come to when they are experiencing a mental health issue. This center is staffed by our counselors.
- 🐾 **“Second Step”** is a social and emotional learning program for all students and the curriculum is delivered through physical education classes.
- 🐾 **“Positive Bulldog Behaviors”** The administration team created lessons that teachers used during the first two days of school that focused on positive behaviors around campus.

We annually survey students and parents regarding the school environment and safety through the CalSCHLs. In addition, students are anonymously surveyed in December and late May regarding school safety.

## Preventing Gang Behavior

McCaffrey Middle School works closely with the Galt Police Department and a school resource officer. Our dress code reflects our efforts to discourage any clothing or items that could be connected to gang-related activities. McCaffrey staff report any suspected gang activity directly to school administrators so that any potential problems can be quickly addressed. Presentations at staff and parent meetings by the Galt Police Department help to educate and inform as well as keep our students safe and away from gangs.

## Expanded Learning

The program is offered 5 days a week, immediately after school until 6:00 PM. Students receive snacks, daily homework and tutoring support, as well as outdoor and indoor enrichment activities and games. This program is provided free of charge and is open to any McCaffrey Middle School student.

## Student Safety and Reporting System

The **“STOPit App”** is an online reporting system that students and parent can use to report bullying, self-harm and other safety concerns. Students, parents, and staff can access the app through the school website or they can download it from the Apple Store or Google Play. The administration team and the counseling department closing monitor the reports that are submitted. Students who may not have access to the on-line reporting system can also submit a report through the **“I-CARE Form”**. The form is available

in every classroom and in the main office for students to report bullying, self-harm, and other safety concerns.

McCaffrey Middle School is collaboratively working with the Sacramento County District Attorney's Office to provide trainings in "Social Media Awareness" and "Fentanyl Awareness". These trainings are offered in the evenings for parents and then are offered to the students during the school day.

Each year the student leadership organizes activities during "Red Ribbon Week". These activities are designed to bring awareness to the harmful effects of drugs abuse and vaping. The leadership students create posters that provide information and statistics on drugs abuse and are posted around campus for students to read.

Conflict mediation is available for all students who would like to resolve issues that they may have with fellow students or teachers. If a student would like to schedule a conflict mediation with a counselor and/or administration they can either submit it through the Stopit App, I-Care Form, visit the office, or submit a request through email.

The administration team has scheduled emergency drills throughout the school year. The drills are designed to train students and staff on what to do to during an emergency. After each drill the administration and security team review the McCaffrey Middle School Drill/Emergency Data Plan. The district has partnered with the Sacramento County Office of Education to have a mental health clinician at every school site. The mental health clinician is able to provide more in-depth mental health support to our students and families. Students are referred by administration, counselors and parents.

### **Student Supports**

McCaffrey Middle School counseling department is staffed by two counselors and mental health clinician from Sacramento County Office of Education. The counselors provide support in academics, personal and social development, and conflict mediation. Each counselor has their own case that is divided up by student last name. Students can schedule a meeting with their counselor by email, submitting an I-Care Form, and by walk-in. Teachers, administration, supporting staff, and parents also refer students to their counselor for support. The mental health clinician provides additional mental health support to the students at McCaffrey Middle School. The mental health clinician will conduct an in-take evaluation with the student's parents to see if they meet the criteria for services.

### **School Resource Officer**

The Galt Police Department has assigned a School Resource Officer to the McCaffrey Middle School campus. The School Resource Officer provides additional support in security and safety throughout the school day. The officer develops positive relationships with students by interacting with them during lunch time. They work closely with administration and the counseling department to provide early intervention with students. In addition, the officer also provides feedback in improving campus security and responding to emergencies.

### **Restorative Practice**

Currently the school is looking into professional development on "Restorative Practices".

### **MMS Prevention/Intervention Strategies**

McCaffrey Middle School has a variety of ways that we intervene and assist struggling students. We provide two full-time counselors that work diligently to meet social/emotional and academic needs of our students.

The McCaffrey School Bright Future Learning Center (BFLC) is open daily from 8:00 am-3:30 pm every day. The BFLC provides students with a quiet, safe place to study.

The Wellness Center is housed in Room B5 and is supervised by our counselors. This center is an area where students who are feeling overwhelmed can take a time-out from class if deemed necessary by staff and/or parents. The Alternative Center is housed in room B4. This center is run by a credentialed teacher and this teacher works with students that are being disruptive in class or having mild behavior issues while at school.

Multi-Tiered System of Support (MTSS), Student Success Team (SST) and Parent meetings are also part of McCaffrey's interventions. MTSS is the practice of providing high-quality instruction and intervention and it's the process of documenting performance of evidence if a student needs extra support(s) at different levels. Any time the team, parents, or administrators see a concern with a student, either learning or behavioral, the team holds a monthly MTSS meeting. A parent or SST meeting can be scheduled to discuss concerns and brainstorm ways to help the student succeed. A follow-up SST meeting is usually held within 4-6 weeks to monitor progress or develop new strategies after the initial SST meeting.

CalSCHLS Survey and MMS School Survey are two powerful tools that we use to help accurately identify areas of student and school strengths and weaknesses, and address related needs. They help to provide a comprehensive, data-driven, decision-making process to guide efforts to improve school climate, learning supports, and engagement, as well as identify and increase the quality of health, prevention, and youth development programs.

### **California Healthy Kids (CalSCHLS) Survey for the 2021-2022 School Year**

In the 2021-22 school year, the 7<sup>th</sup> and 8<sup>th</sup> grade students 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. The percentage number represents the Average Percent of 7th and 8th grade respondents reporting "Yes, most of the time" or "Yes, all of the time." Listed below are the results:

**Key Indicators of School Climate and Student Well-Being**

	<b>Grade 7</b>	<b>Grade 8</b>
	<b>%</b>	<b>%</b>
<b>School Engagement and Supports</b>		
School connectedness	66	57
Academic motivation	67	63
School is really boring	45	49
School is worthless and a waste of time	8	14
Monthly Absences (3 or more)	24	17
Maintaining focus on schoolwork†	36	36
Caring adult relationships	58	54
High expectations	74	71
Meaningful participation	26	25
Facilities upkeep	31	34
Promotion of parent involvement in school	55	51
<b>School Safety</b>		
School perceived as very safe or safe	60	61
Experienced any harassment or bullying	43	37
Had mean rumors or lies spread about you	35	36
Been afraid of being beaten up	24	20
Been in a physical fight	13	12
Seen a weapon on campus	8	7
Cyberbullying	31	36

### Substance Use and Physical/Mental Health

Current alcohol or drug use	2	9
Current marijuana use	1	3
Current binge drinking	0	2
Very drunk or “high” 7 or more times, ever	0	2
Been drunk or “high” on drugs at school, ever	0	4
Current cigarette smoking	0	1
Vaping	2	4
Experienced chronic sadness/hopelessness	29	39
Considered suicide	15	18

### Key Indicators of Social Emotional Health

	Grade 7 %	Grade 8 %
Social emotional distress	71	64
Experienced chronic sadness/hopelessness	29	39
Considered suicide	15	18
Optimism	48	46
Life satisfaction	66	65

### Service Learning

Any student who would like to participate in the MMS Environmental Club is free to do so. This club is involved in service learning that takes place at the Cosumnes River Preserve. The club advisors are 2 MMS science teachers, Mrs. Hegdahl and Mrs. Mino.

### Child Abuse Reporting Procedures

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, school counselors, school psychologists and district office personnel. Annually all school personnel are required to

complete a mandated reporting training by October 30<sup>th</sup>.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that “Child abuse is everyone’s business”! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars.

### **IMPORTANT PHONE NUMBERS**

Sacramento County Child Protective Services	(916) 875-5437
San Joaquin County Child Protective Services	(209) 468-1333
Galt Police Department	(209) 366-7000
Sacramento County Sheriff’s Department	(916) 874-5115
San Joaquin County Sheriff’s Department...	(209) 468-4400

### **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.

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.

The specific information regarding mandatory suspension and expulsion:

### **Mandatory Suspension and Expulsion**

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

- 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.
- 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 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

***If the governing board finds that one of the above acts occurred, it must expel the student.***

Due process for students affected by suspension and expulsion is covered in the district’s Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

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 Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.

Policies are provided to employees and employee organizations the key components of those policies are outlined below:

### **Discrimination (Uniform Complaint Procedures)**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

### **Harassment**

The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 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.

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools
- Displaying sexually suggestive objects

## **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 be allowed to contact an adult for a change of clothing. Wearing leggings under a dress, skirt, or shorts that do not meet the "tip of fingertips" length are not allowed. Distressed jeans with holes above the child's fingertips are not allowed (even with leggings underneath).

### **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.
- 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.
- 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, tank tops, tube tops or muscle shirts are not allowed.
- Sleeveless tops are acceptable.

**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 hanging out of pocket.

**Hats/Beanies:**

- The wearing of hats is permitted on school grounds as long as they are worn properly.

**Bandanas:**

- Are not to be worn or displayed on backpacks or clothing.

**Pajamas/Slippers/Blankets/Leggings (warn alone)**

- Are not appropriate for school use.

**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 tobacco.

The “eight ball” and “smile now, cry later” symbols are not allowed. Old English lettering and use of “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 not following the school dress code will be allowed to wear their PE clothes. If the student chooses not to wear his/her PE clothes, he/she will remain in the office until an adult is called and appropriate clothing is provided.

### **Bullying/Cyberbullying**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying 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 in accordance with district policies and regulations. 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.

## **School Rules, Policies, and Additional School Information**

### **ATTENDANCE**

Regular attendance is the responsibility and obligation of each and every student enrolled at McCaffrey Middle School. Whenever it is necessary for a student to be absent, the parent or legal guardian must call the school at 745-5462 ext. 1305 on the day the student is absent. Please provide the following information when calling:

✓ Name of student      ✓ Date of absence      ✓ Reason for absence

If you are unable to contact the school on the day of your child's absence, please send a note to the school the next day with the information listed above.

By law, only illness, bereavement, medical/dental appointment, quarantine, and recognized religious holidays/observances are considered excused absences. **Out-of-town trips, vacation during instructional days, and 'personal necessities' are unexcused absences, regardless of whether the student presents a written excuse.**

If you are late to school in the morning, you must report to the office and get a pass to class. For students who have 3 or more tardies to school, administration is notified and a detention is issued and parents are notified.

**Tardies to the same class per trimester:** 1st & 2nd = warning, 3rd and after are detentions and possibly steps on the CDP.

**Truancy: Section 48260 of the California Education Code states:** *Any pupil...absent from school without valid excuse three full days in one school year or tardy or absent for more than one 30-minute period during the school day without valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.*

If your child needs to leave campus during the school day, he/she must exit through the office and obtain an off-campus pass. A phone call or note from you regarding the early check out is necessary for the office to sign-out the student.

### **BUS SAFETY RULES**

1. Arrive at the bus stop no more than 5 minutes early.
2. Stay off private property when going to and from the bus stop.
3. Form orderly lines at the bus stop. Continue to stay off private property.
4. Do not bring balls, Frisbees, skateboards, animals, insects, glass containers, or large parcels, etc., to the bus stop or onto the bus.
5. Board and depart the bus as directed by the bus driver.
6. Face forward and stay seated (with your back against the back of the seat) while riding the bus.
7. No talking while the bus is stopped at any RR (railroad) crossing.
8. Do not tamper with bus equipment.
9. Do not make loud, unnecessary noise or use profane language or obscene gestures.
10. Do not damage or deface the bus. The student responsible WILL pay for any damage.
11. Do not throw anything inside the bus, or out the windows.
12. Keep all body parts inside the bus.
13. Do not eat, drink, light matches, or smoke on the bus.
14. Do not fight, push, or rough house on the bus.
15. Follow the directions of the bus driver at all times.
16. Be considerate and courteous. Your behavior should be a source of pride.

If a student breaks **ANY** of the bus rules, he or she will be given a bus citation by the bus driver. A citation is the same as a referral. The citation will be given to the assistant principal, who will contact the student's parents. On a second citation, a student will be suspended from riding the bus for a period of time. These rules also apply to field trips! Courteous and safe behavior is always expected!

**PLEASE NOTE: IF A STUDENT CONTINUES TO DISOBEY THE RULES, HE OR SHE MAY BE SUSPENDED FROM RIDING THE BUS FOR THE REST OF THE SCHOOL YEAR.**

### **CELL PHONES**

**All cell phones must be turned OFF by 8:25am.** Cell phones are NOT to be on or out during any part of the instructional school day including passing times and lunch. All cell phones will be taken away from students if they have them out or are using them on campus. **If a cell phone is taken from a student, the student will need to pick up their cell phone in the office after school is dismissed. If a cell phone is confiscated a second time, a parent or guardian will be contacted and asked to pick it up at the school. If a cell phone is confiscated a third time, parents will be asked to not allow their child to bring the cell phone to school for the remainder of the school year.** The school is not responsible for lost or stolen cell phones. Cell phones may be turned back on **after** the last bell at the conclusion of the school day.

**Citizenship Development Plan McCaffrey Middle School**



**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 describe 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 describe the incident. Grade level detention issued by the office.

**Step 3....** Student sent to the Alternative Center 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 Leann Salamy.

### **ADMINISTRATION HANDLES CONSEQUENCES FOR STEP 4 AND BEYOND**

**Step 4....** Student sent to the Alternative Center 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).

✓ “1<sup>st</sup>” 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.

✓ “2<sup>nd</sup>” SARB letter sent home for behavior.

**Step 9.... (THIS IS A STRIKE)** “4-5” Days of At-Home Suspension

✓ “3<sup>rd</sup>” 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

Every 20 days of no behaviors moves a student back a STEP

### **COUNSELING**

The school has two counselors that are able to help students with study habits, attendance problems, academic goals, personal problems, or problems with other students. Students should not wait until a problem becomes extreme before seeing someone. To make an appointment, a student should go to the front office before school, during break or lunch, or after school. If parents would like to request a meeting, please contact the front office.

### **ELECTRONIC DEVICES ON CAMPUS**

To eliminate the distraction caused by electronic devices and to avoid problems of broken, lost, or stolen property, students are advised that they are not to bring iPads, hand held video games and other electronic devices to school. If any items are confiscated, parents will be required to pick up the items in the office. The school is not responsible for confiscated, lost or stolen items! Administration will follow the same procedures as outlined in the Cell Phone information section.

**Ear phones/head phones are not be hanging from the neck. Taking pictures with any device on the school campus including classroom, locker room and restrooms is prohibited and could result in a suspension. Recording any activity without the consent of the student/adult involved can result in suspension.**

**Financial Restriction** - Any student owing a debt to the school, i.e., lost text, chrome book or library book, uniforms, fundraisers, will be restricted from all end of the year activities until the debt is paid.

### **FOOD SERVICE**

Free breakfast and lunch are served free of charge daily at McCaffrey Middle School.

### **HEALTH SERVICES**

**Screenings** - Vision and hearing screenings are given to all students. Teachers and/or parents may request either screening at any time. Scoliosis screening is to check for a lateral curvature of the spine, which may become more pronounced during a rapid growth period. Girls are screened in the 7<sup>th</sup> grade and boys are screened in the 8<sup>th</sup> grade. The only way a student will be exempt from the screening is with a note from home requesting exemption.

#### **Medications:**

- Proper forms must be completed before medications can be administered at school. Please check with the health assistant for all necessary forms.
- Medications must be in a labeled prescription bottle with student's name, physician's name, name of medication, dosage, and the time to be given.
- No over-the-counter medications can be administered by MMS staff to any student.

- Students are not allowed to carry medication with them while on campus.
- Should you need further assistance regarding medications on campus, please see the health assistant.

**Immunizations:**

- Requirements for 7<sup>th</sup> grade students are as follows:
  - Polio: 4 doses or 3 doses if 3<sup>rd</sup> dose is **after** 4<sup>th</sup> birthday
  - DTP: 5 doses or 4 doses if 4<sup>th</sup> dose is **after** 4<sup>th</sup> birthday
  - MMR: 2 doses, both **after** 1<sup>st</sup> birthday
  - Hepatitis B: 3 doses total
  - Varicella: 1 dose or documentation of having had chicken pox
  
- Requirements for 8<sup>th</sup> grade students are as follows:
  - Polio: 4 doses total or 3 doses if 3<sup>rd</sup> dose is **after** 4<sup>th</sup> birthday
  - DTP: 4 doses total or 3 doses if 3<sup>rd</sup> dose is **after** 4<sup>th</sup> birthday
  - MMR: 2 doses, both **after** 1<sup>st</sup> birthday
  - Hepatitis B: 3 doses total

Students entering or transferring from out of state or out of country are required to receive varicella vaccine, or provide doctor documentation of having had the disease (chicken pox).

**Exclusion from school**

State law requires the students be excluded from school for the following reasons:

- ✓ Contagious health problem
- ✓ Lack of immunizations

**HOMEWORK POLICY**

**Seventh/Eighth Grade:** Up to 90 minutes per night of assigned homework including 20-30 minutes of reading.

**HONOR ROLL/RENAISSANCE LEVELS**

**Superintendent’s Honor Roll/Top Dog Renaissance Level**

- Overall GPA of 3.83 – 4.00
- No N’s in citizenship

**Principal’s Honor Roll/Gold Renaissance Level**

- Overall GPA of 3.50 – 3.82
- No N’s in citizenship

### **Green Renaissance Level**

- Overall GPA of 2.50 – 3.49
- No N's in citizenship

**\*If you do not make your AR goal you will drop Renaissance level.**

### **INDEPENDENT STUDY (I.S.)**

Parents of students absent for **3 days or more** may apply for Independent Study by doing the following:

- Apply for I.S. form at least 5 days before needed.
- The student will then return the completed I.S. application to the office and will be given the appropriate paperwork for each subject. The STUDENT is responsible to get the work from the teachers.
- All schoolwork must be completed and returned to the office upon the student's return to school. Teachers grade the work for credit.
- If I.S. work is not completed, the absences will be recorded as trancies and the student may be referred to SARB.

### **BRIGHT FUTURE LEARNING CENTER (BFLC)**

**Hours:** 8:00 a.m. to 5:15 p.m. daily, except Wednesday until 4:45.

**The McCaffrey Middle School BFLC offers the following:**

- Nearly 8,000 books
- Book Fair
- Afterschool Clubs
- All textbooks and chrome books are issued through the library

### **BFLC Rules**

- Quiet voices
- No food or drink
- No running
- No short cuts through the library
- Computer use with permission from library staff
- Respect the BFLC, books and others
- Student ID required for BFLC use (book check out and games)

The BFLC should be for: Homework ➤ Research ➤ AR tests ➤ Check out books/drop off books  
Reading ➤ Games ➤ A place to get away/relax ➤ Use if the Innovation Center

### **McCAFFREY ATHLETIC TEAM POLICY**

At McCaffrey we understand the importance of athletic competition for our students. Participating in school sports is considered a privilege, and we feel the necessity to set a high standard for our student athletes. Here are the following guidelines for participating in athletics:

- (1) Students must have a 2.0 GPA on a 4.0 grade scale in all enrolled classes in order to participate/remain on a McCaffrey athletic team.
- (2) A player cannot have any N's in citizenship on their most recent middle school gradebook report (report card).
- (3) A teacher assigned class suspension will result in the player being removed from the team for 5 school days.
- (4) A school suspension will remove the student from the team for 6 weeks (30 school days).
- (5) Athletes may not have more than 3 logged incidents (poor behavior, tardies, PE non-suits, steps, suspensions, etc.). If a player should go past 3 written incidents at any time during the school year, they will be immediately dismissed from the team.
- (6) Athletes may not have more than 1 unexcused absence from practice or games. More than 1 unexcused absence will result in removal from the team. Unexcused absence means that the coach was not notified prior to the absence. If the player must be absent, they are responsible for notifying the coach ahead of time.
- (7) If a player participates in athletic activities outside school, the school sport must come first. If an athlete misses either a game or practice due to a conflict with an outside athletic activity, they will be removed from the team.
- (8) If an athlete misses practice for any reason, they will not start the next game. This does not mean they will not play.
- (9) Athletes are not guaranteed playing time. Some athletes will play more than others. These decisions are entirely at the coaches' discretion, and coaches are under no obligation to explain their decisions. The coaches at McCaffrey Middle School truly enjoy working with young people and sharing their love of athletics and athletic competition. It is virtually impossible to satisfy every parent and player, and it is to be expected that not everyone will agree with the coaches' decisions throughout the course of the season. However, in the end, the final decision is to be the coaches' and parental input will not be accepted.

### **PARENT VOLUNTEER FORM**

All parents who attend field trips or volunteer in the classroom must have a completed and cleared "Parent Volunteer Form" on file in the school office. The information is checked against the "Megan's Law" database.

## **PE UNIFORMS**

McCaffrey PE uniforms can be bought for the following prices:

**Shorts- \$12          Shirt- \$8          Sweatshirt- \$14    Sweatpants- \$16**

- *Checks can be made payable to McCaffrey Middle School*

## **PROMOTION CEREMONY AND END OF THE YEAR ACTIVITIES FOR 8<sup>TH</sup> GRADERS**

Suspensions are considered “Strikes” against students. Students with 3 strikes may **not participate** in the 8<sup>th</sup> grade promotion ceremony or the end of the year activities. 8<sup>th</sup> grade students with 2 strikes are eligible for the promotion ceremony only. If a student receives a first suspension (strike) within 30 days of the end of the school year, school administration has the discretion to allow him or her to appeal for the opportunity to participate in promotion only.

## **RESTRICTION APPEAL PROCEDURE FOR 8<sup>TH</sup> GRADE PROMOTION AND END OF THE YEAR ACTIVITIES**

The appeal process is open to 8<sup>th</sup> grade students with two suspensions or those who have received their first suspension within 30 days before the end of the school year (this is at the discretion of administration). The students may appeal to participate in the promotion ceremony **ONLY**. The appeal must be based on one of the following reasons:

- The student feels the restriction was not fair
  - The student has had a positive change in behavior, attendance, or academics
  - The student has additional information to be reviewed
1. A student who has been restricted will be notified by an administrator.
  2. If a student wishes to appeal, he/she must submit a letter of request to the principal, stating specific reasons for the appeal. 8<sup>th</sup> grade students will not be allowed to turn-in appeals after May 7, 2021. *Under certain conditions, the administration may waive the date of limitations.*
  3. The appeal process will be conducted by a school administrator. Parents are welcome to attend the appeal meeting.
  4. The appeal meeting decision is final.
  5. Students who are approved to participate in the promotion ceremony may lose this privilege if they violate school rules.

### **SKATEBOARDS & BICYCLES**

Students must wear an approved safety helmet in order to ride a bicycle or skateboard to school. Bicycles and skateboards must be walked on campus to the bike rack. All bicycles and skateboards must be locked in the bike rack and will not be stored in the office or classrooms. The school is not responsible for lost, damaged, or stolen bicycles or skateboards.

**Students caught riding skateboards or bikes on campus after school hours may not be allowed to bring them to school again.**

### **STUDENT BEHAVIOR**

At MMS, all students are expected to adhere to the following school rules:

- Be Nice
- Be Safe
- Be Responsible

***STUDENTS WILL BE HELD ACCOUNTABLE FOR THEIR BEHAVIOR TO AND FROM SCHOOL AS WELL AS DURING SCHOOL HOURS AND SCHOOL-SPONSORED EVENTS.***

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, color, 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 you do not understand any of the school rules or have questions about them, you should make an appointment with an administrator.

The following types of behavior are not acceptable at McCaffrey Middle School and may result in a step on the CDP, suspension or expulsion:

- Bringing a toy gun or replica of a gun to school
- Bullying
- Causing, attempting to cause, or threatening to cause physical injury to another person
- Cutting in lines at lunch
- Disrupting classes, students, and teachers
- Failing to bring school materials to class
- Failure to complete detention
- Failure to follow directions
- Fighting, encouraging students to fight, watching fights, video-taping fights, posting fights online
- Firecrackers
- Gambling
- Gang-related activities
- Gum chewing (No gum)
- Hand-holding, kissing, and hugging
- Instigating or encouraging a fight
- Leaving campus without a pass
- Not paying attention or participating in class
- Possessing a dangerous object
- Possessing, using, selling, or being under the influence of a controlled substance or alcoholic beverage
- Sexual harassment
- Smoking
- Spitting
- Spreading rumors
- Stealing
- Stink-bombs
- Tagging
- 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
- Racial slurs of any kind
- Truancies
- Unnecessary physical contact such as shoving, kicking, horseplay
- Vandalism
- Vulgar gestures
- Weapons of any kind
- Willfully using force or violence on another person



Fighting consequences:

- 1<sup>st</sup> fight may receive a 2-5 days of suspension
- 2<sup>nd</sup> fight may receive a 5 day suspension, SARB letter, and possible recommendation for expulsion
- 3<sup>rd</sup> fight may receive a 5 day suspension, a SARB hearing and a possible 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 the Alternative Center when the school administration considers it an appropriate alternative. Students displaying unacceptable behavior in the Alternative Center 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, 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, 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 BEEN SUSPENDED 20 DAYS DURING THE SCHOOL YEAR MAY 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. STUDENT BODY CARD Student body cards are provided free to all students (replacement cards are \$5). Student body cards will be required for entry into school events and to check out materials from the library.

### **STUDENT AND PARENT CONCERNS**

If students or parents have a concern, we request that the following protocol be used:

1. Begin with contacting the teacher (s)
  - a. Phone call
  - b. Letter or note
  - c. Email – all teachers have access to email. Simply use the teacher’s first name initial, last name and galt.k12.ca.us. Example: [rmccaffrey@galt.k12.ca.us](mailto:rmccaffrey@galt.k12.ca.us)
2. Follow up with a request to speak to a school counselor or outreach consultant – same procedure may be utilized for contact purposes
3. If needed, please make an appointment to speak with a school administrator.

### **STUDENT INSURANCE**

An opportunity to purchase student accident insurance is offered; please check with the office for insurance forms. Medical, Dental, and Mental Health services are available for families qualifying for Medi-Cal Services. Call toll free 1-888-747-1222 to find out if you qualify.

Medical and accident insurance is required for students who participating in after-school sports activities.

### **TOBACCO-FREE SCHOOLS**

The Board prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students, visitors and other persons at any activity or athletic event on property owned, leased or rented by or from the district.

### **TOXIC ITEMS**

Items that are toxic to students (such as permanent markers, white out) are not allowed at school.

### **VISITORS**

All visitors must sign in at the office. Visitors will be given a visitor badge that must be worn at all times while on campus.

### **Safety To and From School**

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.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **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 labeled, ***Walking Paths to Schools***

### **Dealing with Hate Crimes**

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).

### **Collaborative Relationships Among City, County and Community Agencies**

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.

### **Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol**

The following programs are provided to students in an effort to educate and decrease the use of alcohol and drugs:

- Sobriety brings a change
- ATOD – Alcohol, Tobacco and Other Drugs peer to peer prevention program

### **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools

with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

## **Surveillance / 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 reported 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 reported 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 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.

### **Funding**

Available sources are being targeted to address school safety issues. Funds are used to improve school climate, respond to crisis, improve school-wide management, and provide comprehensive student mental health services.

Site funds are used for the following:

- Training yard supervisors
- Student academic and behavior rewards (Dog Catchers)
- KDOG Video Studio
- Safety gear for yard supervisors
- Radios for communication
- Trauma Informed Practices Training
- Restorative Practices Training

All students participate in a first day of school assembly to review safety rules and procedures. Additionally, coverage of student handbook takes place during the first week of school. Students participate in safety drills during the school day as well as after school (Expanded Learning). All yard duty supervisors are given safety vests and walkie-talkies to help provide safety coverage. Various support groups that enhance student safety are made available to students.

## **Professional Development Activities**

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response.

- School Resource Office
- School Counselor
- Active Shooter Training

## **Counseling and Wellness Services**

Administration works collaboratively with teachers, 2 counselors and a psychologist to ensure students are receiving the appropriate services. Our counselors meet with groups of students for bereavement, divorce, anxiety and separation, friendship circles, and to build social skills. Administration follows the district SARB process to address attendance concerns and we have the support of a School Resource Officer to assist with home visits if needed.

Two designated school counselors are available daily to handle referrals related to physical and mental health issues along with working collaboratively with district and community partners.

McCaffrey's school counselors are in charge of activating and coordinating a crisis response team, overseeing the district suicide prevention policy, coordinating a timely crisis debriefing for first responders, and reviewing feedback after a school mental health crisis occurs.

## **Campus Security**

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus security personnel, a school resource officer and 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 review and update of campus security.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.419</b> Board Consideration of Approval of Resolution No. 9 – Resolution To Reduce Or Discontinue Particular Kinds Of Services (Certificated Layoff)
<b>Presenter:</b> Lois Yount Claudia Del Toro-Anguiano	<b>Action Item:</b> XX <b>Information Item:</b>

Due to reduced funding and district needs, the District must prepare to reduce and/or abolish particular kinds of service (“PKS”) provided by certificated employees before the 2023-2024 school year. Accordingly, the District seeks to discontinue certain PKS pursuant to Education Code Sections 44949 and 44955.

The District recognizes that under state law, the District must provide notice on or before March 15<sup>th</sup> to any certificated employee(s) designated for layoff. 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 15<sup>th</sup> 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 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 No. 9 to reduce PKS and Abolish Certificated positions.

Attachment: Resolution No. 9



**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
BOARD OF EDUCATION RESOLUTION No. 9**

**TO REDUCE OR DISCONTINUE OF 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 2023-2024 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 2023-2024 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:

- 1) Six (6) sections of English Language Arts provided at McCaffrey Middle School (1.0 FTE certificated employee); and

- 2) Six (6) sections of Social Studies provided at McCaffrey Middle School (1.0 FTE certificated employee); and
- 3) Six (6) sections of Science provided at McCaffrey Middle School (1.0 FTE certificated employee);
- 4) Such PKS reductions result in a total reduction of a total of three (3) certificated employees, each at 1.0 FTE, providing services at McCaffrey Middle School
- 5) One (1) School Psychologist providing District services (1.0 FTE certificated employee)

**NOW, THEREFORE,** be it resolved that the Superintendent or Designee is directed to send appropriate notices to all employees whose employment may be affected for the 2023-2024 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 15<sup>th</sup> day of February, 2023, by the following vote:

Ayes: \_\_\_\_\_  
Noes: \_\_\_\_\_  
Abstain: \_\_\_\_\_  
Absent: \_\_\_\_\_

Attested to:

\_\_\_\_\_  
Lois Yount  
Secretary of the Board of Education

\_\_\_\_\_  
Wesley Cagle  
President of the Board of Education



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.420</b> Board Consideration of Approval of Resolution No. 10 – Resolution To Reduce Particular Kinds Of Service And Abolish Classified Positions Due To Lack Of Work Or Lack Of Funds
<b>Presenter:</b> Lois Yount Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>

Due to reduced funding and district needs, the District must prepare to reduce and/or abolish particular kinds of service provided by classified employees for the 2023-2024 school year. Accordingly, the District seeks to reduce or abolish certain programs and services pursuant to Education Code sections 45114, 45117, 45298, 45308, 44957.

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 2023-24 school year. Such individuals would have the right to request a hearing to challenge the layoff and the final decisions regarding layoffs and final notices must occur before the 15th of May.  
Relevant Education Code Sections

Education Code sections 45114, 45117, 45298, 45308, 44957 - “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 45117, 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 4217.3 -Personnel Reduction- when the district needs to reduce the number of classified staff, the district shall adhere to the notice, hearing and layoff procedure in Education Code 45114, 45117, 45298, 45308, 44957.

Attachment: Resolution No. 10

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
RESOLUTION NO. 10**

**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, 2023, due to lack of work or lack of funds:

Health Assistant II	2.0 Positions
Instructional Assistant, Special Education (6.0 hour)	6.0 Positions (VACANT)
Instructional Assistant, Special Education (3.92 hour)	1.0 Position (VACANT)
Instructional Assistant, Bilingual	3 Positions (2 VACANT)
Instructional Assistant, General Education	2 Positions (1 VACANT)
Instructional Assistant, Preschool	1 Position
Behavior Management Technician	1 Position (VACANT)
Licensed Vocational Nurse (LVN)	1 Position
District Office Clerk II	1 Position (VACANT)

**NOW, THEREFORE, BE IT RESOLVED** that as of the close of the business day on June 30, 2023, 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, 2023.

**ADOPTED** by the Board of Trustees of the Galt Joint Union School District on February 15, 2023, by the following vote:

**AYES:** \_\_\_\_\_  
**NOES:** \_\_\_\_\_  
**ABSENT:** \_\_\_\_\_  
**ABSTAIN:** \_\_\_\_\_

**Attested To:**

\_\_\_\_\_  
Lois Yount  
Secretary of the Board of Education

\_\_\_\_\_  
Wesley Cagle  
President of the Board of Education



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.421</b> Board Consideration of Approval of Agreement Between Galt Elementary Faculty Association and Galt Joint Union Elementary School District Regarding Article V, Hours and Article XIII, Class Size
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>

The District and GEFA have negotiated changes to the collective bargaining agreement for Article V, Hours and Article XIII, Class Size.

This tentative agreement has been ratified by GEFA.

Board approval is recommended.

**Attachments:**

1. Agreement
2. Proposed changes for Article V and Article XIII
3. Current Article V and Article XIII


**Tentative Agreement between  
Galt Joint Union Elementary School District (District) and  
The Galt Elementary Faculty Association (GEFA)  
January 17 , 2023**

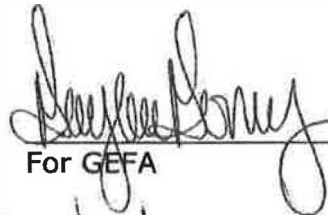
The parties have met and negotiated this Tentative Agreement for the final articles open in their collective bargaining agreement for the 2022-23 contract year:

- 1) The parties have agreed to the attached changes in Article V HOURS.
- 2) The parties have agreed to the attached changes in Article XIII CLASS SIZE.

The above tentative agreement is subject to ratification by the GEFA bargaining unit and the District's governing Board.

This Tentative Agreement, if ratified, concludes collective bargaining agreement negotiations for the 2022-23 contract year.

  
\_\_\_\_\_  
For the District  
  
1/25/23  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
For GEFA  
  
1/20/23  
\_\_\_\_\_  
Date

## ARTICLE XIII

### CLASS SIZE

- A. Class sizes are limited to the following:
1. Elementary:
    - a. TK classes shall not exceed 21 students with a 1:12 adult:student ratio
    - b. K-3 - not to exceed 21 per classroom
    - c. 4-6 - 30 per class
  2. Middle School:
    - a. All general education classes except for PE shall maintain an average of 32 students over five (5) periods; no class shall exceed 34 students.
    - b. An average of 45 students per P.E. class
  3. Special Education:
    - a. Special-Day caseload is not to exceed eighteen (18) students. If this class size is exceeded, the teacher will receive compensation as listed in 4.1.
    - b. All Special-Day Classes will be staffed with no less than one (1) Special Education Instructional Assistant (SPED IA).
    - c. Moderate/Severe: TK-8: will maintain a 1:7 adult:student ratio.
    - d. Mild/Moderate:
      - i. Elementary: will maintain a 1:8 adult:student ratio
      - ii. Middle School: will maintain a 1:9 adult:student ratio
      - iii. Specially-assigned SPED IAs and the students they assist shall not count in the adult:student ratios. Resource Specialist Program (RSP) caseloads will be limited to twenty-eight (28) students per Federal Regulations.
      - iv. When a self-contained classroom includes more than three grade levels, an additional instructional assistant will be provided.
  4. Compensation:
    - a. TK-8: If class size limits are exceeded for ten (10) or more days in a month, teachers will be compensated at \$150 per month.
  5. Speech-Language Pathologist:
    - a. TK-8: Workload shall not exceed 55 per FTE Speech Language Pathologist.
    - b. Preschool: Workload shall not exceed 40 FTE

Speech-Language Pathologist.

- c. "Workload" is defined as a weighted caseload based upon qualifying disability (I.E.P.), and intensiveness of services provided as determined by completion of the Workload Analysis spreadsheet.
- d. Each SLP shall update his/her workload on 11/01 and 03/01 and will provide an estimated workload for the following school year by 06/01.
- e. A workload can only exceed these limits if agreed upon by the SLP, Site Administrator, and the Director of Special Education (or designee).

B. Mainstream

- 1. The principal, teachers, and special education teachers shall meet to determine student mainstreaming needs prior to regular education class sizes or class lists being finalized.
- 2. Elementary students who are mainstreamed for fifty percent (50%) or more of the school day, without the support of an IA, shall normally be considered in the regular-education class size, but be included on the special-education caseload.
- 3. Elementary general education teachers that are over 21 in primary and over 30 in intermediate when SDC students are mainstreamed daily for a core subject will receive the \$150 class size overage (if not already receiving class size overage)
- 4. Elementary and Middle School SDC students, who are accompanied in the classroom by an instructional assistant or teacher and for whom the special-education teacher is responsible for assessment and/or report card, shall not be included in the regular education class size.



**Article V**  
**HOURS**

- A. A regular workday for all teachers shall be seven (7) hours.
- B. The regular teacher workday shall include a duty-free lunch period of at least thirty 30 minutes, or equivalent to the student lunch period. Middle school will be provided with a passing before and after lunch.

**Morning Relief Period:**

- a. Full day elementary teachers have a morning recess.
- b. Middle school teachers will have either a prep before lunch or have the early lunch.

C. Adjunct Duty

1. The District recognized that teachers participate in adjunct duties, duties that extend beyond the normal work day, on an assigned and/or voluntary basis. Teachers are responsible for adjunct duties, when mandated by District and/or site, for a maximum of five (5) additional non-compensated hours per month.
2. SCOE Teacher Inductions participants, intern teachers, teachers involuntarily placed in PAR, GEFA president and bargaining chair, and teachers participating in the Sly Park Outdoor Learning or Washington D.C. field trip are excused from non-compensated committee work. The teachers must participate in staff meetings, required trainings, Open House, Back-to-School Night, and SST/MTSS/IEP meetings.
3. For effective use of District and/or site-mandated hours, and to avoid any scheduling conflicts, each school shall designate a place for posting mandated activities.
4. Activities shall be planned as far in advance as possible, and except for emergency situations, teacher shall be notified at least forty-eight (48) hours in advance.
5. Adjunct duties that count towards the five (5) hour adjunct duty limit include Open House, Back-to-School Night, staff meetings (outside the contract day), SSTs/MTSS/IEP meetings (outside the contract day), non-compensated committee work, non-compensated staff development, and parent informational events or activities. Other

activities may be considered with prior administrator approval. Once the five (5) hour adjunct duty limit is met, teachers shall be compensated at the adjunct duty rate for mandatory duties that exceed the five (5) hour limit.

6. Adjunct duties that do not count toward the five (5) hour adjunct duty limit include Parent Conferences, Academic Progress Conferences, Report Card preparation, any compensated committee work and compensated staff development activities. Information regarding staff development activities shall include teacher compensation and time expectations.

Compensation includes either:

- a. A stipend designed for a specific staff development activity,
  - b. The Adjunct-Duty rate for mandatory site and/or District staff development that extends beyond the regular work day.
7. Certificated staff required to participate in Open House, Back-to-School Night, and Parent Conferences will not be required to attend any site or District level meetings scheduled the day before or the day(s) on which the activity takes place. Certificated staff required to complete report cards will not be required to attend district or site-level meetings beyond the contract day during the last week of each trimester and the following week.
  8. Five (5) "minimum days" shall be scheduled for parent conferences in Full Day TK through Grade 8. In years in which MTYRE is in place and the MTYRE calendar is one hundred seventy-seven (177) instructional days or longer, the instructional day shall not exceed 4.5 hours per day during Parent Conference week. During the middle school conferences, the instructional day shall not exceed 4.75 hours. In years in which the MTYRE calendar is one-hundred seventy-six (176) instructional days or less, daily instruction shall end following the regular modified Wednesday dismissal time.
  9. On those days when teachers are required to return for Open House and Back-to-School nights, teachers shall be permitted to leave school after students have been dismissed for the day.
  10. Teachers shall attend up to ninety (90) minutes per site, per event for Back-to-School and Open House nights. Teachers shall not be required to attend these events beyond 7:30pm.

11. Compensation shall be provided for the following additional adjunct duties:
  - a. Extended Day teachers will receive the hourly adjunct duty rate.
  - b. SCOE Teacher-Induction coordinator and mentors will receive an honorarium.
  - c. Intramural and/or interscholastic sports coaches will receive a consistent stipend determined by the district.
  - d. Club advisors for clubs approved by the site administration shall receive stipends determined by the site.
  - e. Independent Study (IS):
    - 1) TK-6 Teachers administering Independent Study contracts shall be compensated at a rate of two (2) hours of adjunct duty per Independent Study contract.
    - 2) For 7-8 teachers, the two (2) hours of adjunct duty pay, per contract, shall be prorated among the core subject matters (Language Arts, Math, Social Studies, and Science).
    - 3) For IS contracts of more than 5 days, teachers shall be compensated an additional 1 hour of adjunct duty pay.
  - f. Two (2) hours of adjunct duty shall be paid to TK-6 teachers and 0.5 hours to 7-8 teachers for every ten (10) consecutive days of work prepared for the home-hospital program.
12. All positions receiving compensation shall be posted.
13. All adjunct duties that receive compensation (stipend, adjunct duty rate, and/or District credit) are not considered part of the five (5) hour adjunct duty limit.
- D. On the day prior to Thanksgiving, Winter, and Spring recess, teachers shall be permitted to leave after students have been dismissed.
- E. Instructional planning/preparation time
  1. Planning/prep time at the middle school shall be provided to each classroom teacher within the regular student-contact time. Preparation time provided shall be equivalent to one period per day. All other teachers shall build equivalent preparation time into their schedule. In the event preparation time is not taking place, teachers shall work with the school principal to ensure preparation time is provided.
  2. Classroom teachers (grades 4-6) shall be provided with one-hundred-twenty (120) minutes of teacher

- preparation time weekly during their student contact time with no individual preparation period being less than thirty (30) minutes in length. Classroom teachers (full-day TK-3rd) shall be provided with seventy (70) minutes of teacher preparation time weekly during their student-contact time.
3. Part-time teachers shall be provided preparation time on a prorated basis. All other teachers shall build equivalent preparation time into their schedule. In the event preparation time is not taking place for Special Education teachers, they shall work with the school principal to ensure that preparation time is provided.
  4. The principal and all teachers at each elementary site shall determine the methods to be used for equitable scheduling of preparation time. Monday preparation time shall be rotated among teachers at all grade levels at all sites on an annual basis.
  5. A teacher, who is unable to receive his/her preparation time because of the absence of a specialist teacher, shall be provided with an equivalent "make-up" time within thirty (30) days. A "make-up" schedule shall be determined by mutual agreement of the site principal and the teacher. A teacher who is unable to receive his/her preparation time because of the absence of a specialist teacher, within thirty (30) days, shall be compensated at the current, adjunct rate, on a prorated basis.
  6. Make up preparation time shall not be made up or compensated for the following:
    - short work week
    - holiday
    - parent conference
    - minimum day
    - staff-development days
  7. On scheduled, non-student contact workdays, teachers shall receive a minimum of thirty-five (35) minutes for preparation time.

F. Preparation Teachers

Preparation teachers may be assigned a maximum of thirty-six (36) instructional periods per week with adequate passing time of up to five (5) minutes between preparation periods. Preparation teachers shall be entitled to their own preparation time equivalent to intermediate grades teachers' minutes per week, to be built into their schedule, with no individual preparation period being less than thirty (30) minutes. Adequate travel time between sites shall be built into the work day for those preparation teachers who are

assigned to more than one site in a day.

- G.
1. School Psychologists and the District Nurse shall work eight (8) hours per day.
    - a) A duty-free lunch period of thirty (30) minutes.
    - b) A fifteen (15) minute break, twice a day.
  2. School Psychologists and the District Nurse shall attend additional meetings of nursing staff, grade level, special education, county workshops and other related health agencies as required.
  3. School Psychologist and the District Nurse shall work a one hundred ninety-five (195) day school year commensurate with the approved school calendar.
  4. It is expected each School Psychologist and the District Nurse will make appropriate long-range plans for his/her professional duties as well as attend all required site staff meetings and site/district professional opportunities.
  5. School Psychologists and the District Nurse may exchange up to five (5) non-student work days after the end of the instructional year for the equivalent amount of work (8-hour day) done during holidays and breaks. Employees wishing to exchange days during the school year must submit a request to their site administrator prior to the break or holiday they will be working.
- H.
1. Dismissal on Modified Wednesdays for elementary schools will be ninety (90) minutes less than the regular school day. Dismissal on Modified Wednesdays for middle schools shall be one-hundred five (105) minutes less than the regular school day.
  2. Modified Wednesdays include ninety (90) minutes per week that are set aside for grade-level or department planning and collaboration. The agenda for this collaboration time will be set by the grade level or department. Minutes/notes shall be made available to administration. Specialists will be given the flexibility to meet with site/district grade-level or department teams.
  3. When a fifth Wednesday occurs, excluding the first month of school, it shall be used for District articulation purposes. Activities extending beyond the regular work day shall be included in the five (5) hour adjunct duty limit.
- I. Kindergarten or Transitional-Kindergarten Hours

1. In addition to their regularly scheduled student contact time, kindergarten or transitional kindergarten teachers shall be required to provide a minimum of ninety (90) minutes of support per day (Monday, Tuesday, Thursday, and Friday) to a partner teacher (regardless of sharing a classroom). In the event that there is no partner teacher to provide support, the school will provide an instructional assistant for ninety (90) minutes. In return, the kindergarten or transitional-kindergarten teacher receiving instructional assistant support shall provide ninety (90) minutes of instructional support (M, T, Th, F) to the school.
2. Beginning in 2022-23, transitional-kindergarten adult to student ratio will be no more than 1:12.
3. The contract day for all kindergarten or transitional kindergarten teachers will begin five (5) minutes prior to the AM student-contact time.

J. Full-Day Kindergarten or Full-Day Transitional-Kindergarten

1. The District may offer full-day kindergarten or full day transitional-kindergarten at a school site. Full-day kindergarten or full-day transitional kindergarten teacher positions shall be filled on a voluntary basis. No teacher shall be involuntarily transferred or reassigned to teach in a full-day kindergarten or full-day transitional-kindergarten class. Full-day kindergarten or full-day transitional kindergarten teachers shall receive the same preparation periods, lunch periods, and recess breaks as provided for grades 1-3 teachers.

K. Minimum Days

1. The last day of each trimester shall be a minimum day. Dismissal on these dates will be 1:00 p.m. for elementary schools and 1:15 p.m. for middle schools.

L. Unfilled Absence Coverage

1. Upon the absence of a teacher, and in the event the administrator is unable to cover the position, teachers needed to substitute for one (1) hour or more shall be compensated in the following manner:
  - a) Half-day Kindergarten or transitional kindergarten teachers needed to serve as a substitute for another half-day kindergarten or transitional-kindergarten teacher shall be compensated with substitute pay at the  $\frac{1}{2}$  daily rate and provided a duty-free lunch.

- b) Kindergarten or transitional-kindergarten through sixth grade teachers needed to serve in the absence of a teacher for which there is no substitute shall be compensated the substitute rate that would have been paid. Should more than one teacher serve a class in the absence of a substitute, then the substitute rate shall be divided equally among the teachers providing instruction.
- 2. Middle school teachers who volunteer to substitute during their prep, upon the absence of a teacher, shall be compensated for 1 hour at the adjunct duty rate for each period covered.

## **ARTICLE V**

### HOURS

- A. A regular workday for all teachers shall be seven (7) hours.
  
- B. The regular teacher workday shall include a duty-free lunch period of at least thirty (30) minutes, or equivalent to the student lunch period, and provision shall be made for a morning relief period.
  
- C. Adjunct Duty
  - 1. The District recognized that teachers participate in adjunct duties, duties that extend beyond the normal work day, on an assigned and/or voluntary basis. Teachers are responsible for adjunct duties, when mandated by District and/or site, for a maximum of five (5) additional non-compensated hours per month.
  - 2. SCOE Teacher Inductions participants, teachers involuntarily placed in PAR, GEFA president and bargaining chair, and teachers participating in the Sly Park Outdoor Learning or Washington D.C. field trip are excused from non-compensated committee work. The teachers must participate in staff meetings, required trainings, Open House, Back-to-School Night, and SST/MTSS/IEP meetings.
  - 3. For effective use of District and/or site-mandated hours, and to avoid any scheduling conflicts, each school shall designate a place for posting mandated activities.
  - 4. Activities shall be planned as far in advance as possible, and except for emergency situations, teacher shall be notified at least forty-eight (48) hours in advance.
  - 5. Adjunct duties that count towards the five (5) hour adjunct duty limit include Open House, Back-to-School Night, staff meetings (outside the contract day), SSTs/MTSS/IEP meetings (outside the contract day), non-compensated committee work, non-compensated staff development, and parent informational-events or activities. Other activities may be considered with prior administrator approval. Once the five (5) hour adjunct duty limit is met, teachers shall be compensated at the adjunct duty rate for mandatory duties that exceed the five (5) hour limit.
  - 6. Adjunct duties that do not count toward the five (5) hour adjunct duty limit include Parent Conferences,



Red-Flag Conferences, Report Card preparation, any compensated committee work and compensated staff development activities. Information regarding staff development activities shall include teacher compensation and time expectations. Compensation includes either:

- a. A stipend designed for a specific staff development activity,
  - b. The Adjunct-Duty rate for mandatory site and/or District staff development that extends beyond the regular work day or,
  - c. Application of the hours to District Salary Schedule credit.
7. Certificated staff required to participate in Open House, Back-to-School Night, and Parent Conferences will not be required to attend any site or District level meetings scheduled the day before or the day(s) on which the activity takes place. Certificated staff required to complete report cards will not be required to attend district or site-level meetings beyond the contract day during the last week of each trimester and the following week.
  8. Five (5) "minimum days" shall be scheduled for parent conferences in grades TK through 8. In years in which MTYRE is in place and the MTYRE calendar is one-hundred seventy-seven (177) instructional days or longer, the instructional day shall not exceed 4.5 hours per day during Parent Conference week. During the middle school conferences, the instructional day shall not exceed 4.75 hours. In years in which the MTYRE calendar is one-hundred seventy-six (176) instructional days or less, daily instruction shall end following the regular modified Wednesday dismissal time.
  9. On those days when teachers are required to return for Open House and Back-to-School nights, teachers shall be permitted to leave school after students have been dismissed for the day.
  10. Teachers shall attend up to ninety (90) minutes per site, per event for Back-to-School and Open House nights.
  11. Compensation shall be provided for the following additional adjunct duties:
    - a. Extended Day teachers will receive the hourly adjunct duty rate.
    - b. SCOE Teacher-Induction coordinator and mentors will receive an honorarium.

- c. Intramural and/or interscholastic sports coaches will receive a stipend determined by their site.
  - d. Club advisors for clubs approved by the site administration shall receive stipends determined by the site.
  - e. 1) Independent Study:  
TK-6 Teachers administering Independent Study contracts shall be compensated at a rate of two (2) hours of adjunct duty per Independent Study contract.
  - 2) For 7-8 and Special Education Teachers, the two (2) hours of adjunct duty pay, per contract, shall be prorated among the core subject matters (Language Arts, Math, Social Studies, and Science).
  - f. Two (2) hours of adjunct duty shall be paid to TK-6 teachers and 0.5 hours to 7-8 teachers for every ten (10) consecutive days of work prepared for the home-hospital program.
12. All positions receiving compensation shall be posted.
13. All adjunct duties that receive compensation (stipend, adjunct duty rate, and/or District credit) are not considered part of the five (5) hour adjunct duty limit.
- D. On the day prior to Thanksgiving, Winter, and Spring recess, teachers shall be permitted to leave after students have been dismissed.
- E. 1. Instructional planning/preparation time at the middle school shall be provided to each regular education classroom teacher within the regular student-contact time. Preparation time provided shall be equivalent to one period per day. All other teachers shall build equivalent preparation time into their schedule. In the event preparation time is not taking place, teachers shall work with the school principal to ensure preparation time is provided.
2. a) Classroom teachers (grades 4-6) shall be provided with one-hundred (105) minutes of teacher preparation time weekly during their student-contact time. Classroom teachers (grades 4-6) shall be provided with an additional sixty (60) minutes of teacher preparation time per four (4) week period, during student contact time, with no individual preparation period being less than thirty (30) minutes in length. Classroom

- teachers (full-day kinder-3) shall be provided with seventy (70) minutes of teacher preparation time weekly during their student-contact time.
- b) Part-time teachers shall be provided preparation time on a prorated basis. All other teachers shall build equivalent preparation time into their schedule. In the event preparation time is not taking place for Special Education teachers, they shall work with the school principal to ensure that preparation time is provided.
3. The principal and all teachers at each elementary site shall determine the methods to be used for equitable scheduling of preparation time. Monday preparation time shall be rotated among teachers at all grade levels at all sites on an annual basis.
  4.
    - a) A teacher, who is unable to receive his/her preparation time because of the absence of a specialist teacher, shall be provided with an equivalent "make-up" time within thirty (30) days. A "make-up" schedule shall be determined by mutual agreement of the site principal and the teacher.
    - b) A teacher who is unable to receive his/her preparation time because of the absence of a specialist teacher, within thirty (30) days, shall be compensated at the current, adjunct rate, on a pro-rated basis.
    - c) Make up preparation time shall not be made up or compensated for the following:
      - short work week
      - holiday
      - parent conference
      - minimum day
      - staff-development days
  5. On scheduled, non-student contact workdays, teachers shall receive a minimum of thirty-five (35) minutes for preparation time.

F. Preparation Teachers

Preparation teachers may be assigned a maximum of thirty-six (36) instructional periods per week with adequate passing time of up to five (5) minutes between preparation periods. Preparation teachers shall be entitled to their own preparation time as provided for primary grades teachers seventy (70) minutes per week, to be built into their schedule, with no individual preparation period being less than thirty (30) minutes. Adequate travel time

between sites shall be built into the work day for those preparation teachers who are assigned to more than one site in a day.

- G. 1. School Psychologists shall work eight (8) hours per day.
  - a) A duty-free lunch period of thirty (30) minutes.
  - b) A fifteen (15) minute break, twice a day.
- 2. School Psychologists shall attend faculty meetings when requested by the principal.
- 3. School Psychologists shall attend additional meetings of nursing staff, grade level, special education, county workshops and other related health agencies as required.
- 4. School Psychologist shall work a one hundred ninety-five (195) day school year commensurate with the approved school calendar.
- 5. It is expected each School Psychologist will make appropriate long-range plans for his/her professional duties.
  
- H. 1. District Nurse shall work eight (8) hours per day.
  - a) A duty-free lunch period of thirty (30) minutes.
  - b) A fifteen (15) minute break, twice a day.
- 2. District Nurse shall attend faculty meetings when requested by the principal.
- 3. District Nurse shall attend additional meetings of nursing staff, grade level, special education, county workshops and other related health agencies as required.
- 4. District Nurse shall work a one hundred ninety-five (195) day school year commensurate with the approved school calendar.
- 5. It is expected each District Nurse will make appropriate long-range plans for his/her professional duties.
  
- I. 1. Dismissal on Modified Wednesdays for elementary schools will be ninety (90) minutes less than the regular school day. Dismissal on Modified Wednesdays for middle schools shall be one-hundred five (105) minutes less than the regular school day.
- 2. Modified Wednesdays include ninety (90) minutes per week that are set aside for grade-level or department planning and collaboration. The agenda for this collaboration time will be set by the grade level or department. Minutes/notes shall be made available to administration. Specialists will be given the

flexibility to meet with site/district grade-level or department teams.

3. When a fifth Wednesday occurs, excluding the first month of school, it shall be used for District articulation purposes. Activities extending beyond the regular work day shall be included in the five (5) hour adjunct duty limit.

J. Kindergarten or Transitional-Kindergarten Hours

1. In addition to their regularly scheduled student contact time, kindergarten or transitional-kindergarten teachers shall be required to provide a minimum of ninety (90) minutes of support per day (Monday, Tuesday, Thursday, and Friday) to a partner teacher (regardless of sharing a classroom). In the event that there is no partner teacher to provide support, the school will provide an instructional assistant for ninety (90) minutes. In return, the kindergarten or transitional-kindergarten teacher receiving instructional assistant support shall provide ninety (90) minutes of instructional support (M, T, Th, F) to the school.
2. Beginning in 2022-23, transitional-kindergarten adult to student ratio will be no more than 1:12.
3. The contract day for all kindergarten or transitional-kindergarten teachers will begin five (5) minutes prior to the AM student-contact time.

K. Full-Day Kindergarten or Full-Day Transitional-Kindergarten

1. The District may offer full-day kindergarten or full-day transitional-kindergarten at a school site. Full-day kindergarten or full-day transitional-kindergarten teacher positions shall be filled on a voluntary basis. No teacher shall be involuntarily transferred or reassigned to teach in a full-day kindergarten or full-day transitional-kindergarten class. Full-day kindergarten or full-day transitional-kindergarten teachers shall receive the same preparation periods, lunch periods, and recess breaks as provided for grades 1-3 teachers.

L. Minimum Days

1. The two additional minimum days will be added to the calendar to coincide with the dates in which Report Cards are due to the school office for the first and second trimester. Dismissal on these

dates will be 1:00 p.m. for elementary schools and 1:15 p.m. for middle schools.

2. Dismissal on the minimum day on the last day of school will be 1:00 p.m. for elementary schools and 1:15 p.m. for middle schools.

M. Unfilled Absence Coverage

1. Upon the absence of a teacher, and in the event the administrator is unable to cover the position, teachers needed to substitute for one (1) hour or more shall be compensated in the following manner:
  - a) Half-day Kindergarten or transitional-kindergarten teachers needed to serve as a substitute for another half-day kindergarten or transitional-kindergarten teacher shall be compensated with substitute pay at the  $\frac{1}{2}$  daily rate and provided a duty-free lunch.
  - b) Kindergarten or transitional-kindergarten through sixth grade teachers needed to serve in the absence of a teacher for which there is no substitute shall be compensated the substitute rate that would have been paid. Should more than one teacher serve a class in the absence of a substitute, then the substitute rate shall be divided equally among the teachers providing instruction.

**ARTICLE XIII**

CLASS SIZE

A. Class sizes are limited to the following:

1. Elementary:

- TK-3 - not to exceed 21 per classroom
- 4-6 - 30 per class
- P.E. classes in grades first through third may have 40 students per class if accompanied by an aide.

2. Middle School

- an average of 32 students over five (5) periods no class shall exceed 34 students
- an average of 45 students per P.E. class
- an average of 35 for band and choir class

3. Special Education

- Special-Day caseload is not to exceed twenty (20) students. If this class size is exceeded, the teacher will choose from the compensation options listed below.
- All Special-Day Classes will be staffed with no less than one (1) Special Education Instructional Assistant (SPED IA).

Moderate/Severe:

- TK-8: will maintain a 1:7 adult:student ratio

Mild/Moderate:

- Elementary: will maintain a 1:8 adult:student ratio
- Middle School: will maintain a 1:9 adult:student ratio

Specially-assigned SPED IAs and the students they assist shall not count in the adult:student ratios. Resource Specialist Program (RSP) caseloads will be limited to twenty-eight (28) students per Federal Regulations.

4. Compensation

In grades TK-8 if class size limits are exceeded for ten (10) or more days the affected teachers will choose one of the following options:

- a. compensation of one-hundred fifty dollars (\$150) per month
- b. one (1) full sub day per month for planning and preparation

- c. another mutually agreed upon solution between the administrator and teacher(s)
5. Speech-Language Pathologist
- TK-8: Workload shall not exceed 55 per FTE Speech-Language Pathologist.
  - Preschool: Workload shall not exceed 40 FTE Speech-Language Pathologist.

"Workload" is defined as a weighted caseload based upon qualifying disability (I.E.P.), participation in a speech improvement program, and intensiveness of services provided as determined by completion of the Workload Analysis spreadsheet.

Each SLP shall update his/her workload on 11/01 and 03/01 and will provide an estimated workload for the following school year by 06/01.

A workload can only exceed these limits if agreed upon by the SLP, Site Administrator, and the Director of Special Education (or designee).

If workload is exceeded, then the Speech Improvement Program (SIP) cases will be evaluated by the SLP, Site Administrator and/or the Director of Special Education (or designee). Such evaluation will determine when some of the SIP students can be removed from the SLP workload.

B. Mainstream

1. The principal, teachers, and special education teachers shall meet to determine student mainstreaming needs prior to regular education class sizes or class lists being finalized.
2. Elementary students who are mainstreamed for fifty percent (50%) or more of the school day, without the support of an IA, shall normally be considered in the regular-education class size, but be included on the special-education caseload.
3. Elementary and Middle School SDC students, who are accompanied in the classroom by an instructional assistant or teacher and for whom the special-education teacher is responsible for assessment and/or PLP/report card, shall not be included in the regular education class size.



4. Attempts will be made by the principal and affected teachers at each site to work out problems that may occur.
5. If the above is not successful, GEFA/District representatives shall assist the principal and affected teachers in developing solutions.
6. If the above efforts do not resolve the difference, then the following shall apply. Mainstream students shall be enrolled in regular education classes if they meet all of the following requirements:
  - a. Funded by Special Education
  - b. Require collaboration between classroom and special education teachers
  - c. Spend at least ninety (90) minutes or more per day, at Elementary Sites or one (1) period or more at Middle School, or core academic time based on required IEP modification/integrations in one (1) or more of the subject areas:
    - Language Arts
    - Mathematics
    - Social Studies
    - Science/Health

C. District and Association representatives shall meet as necessary to review issues affecting Sections A.-C. including but not limited to:

- Students
- Classroom teachers
- Budgetary concerns
- Classroom availability
- District resources
- Special Education program
- State funding
- Number of minutes



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.422</b> Board Consideration of Approval of General Education Teacher Job Description
<b>Presenter:</b> Claudia Del Toro-Anguiano	<b>Action Item:</b> XX <b>Information Item:</b>

It is important to review various job descriptions to ensure that the essential functions, as well as the knowledge and abilities, are up to date and aligned with the district’s goals to support and improve learning and achievement for all students. Through the process of this review, several job descriptions for teachers were identified as either incomplete or outdated.

An updated job description for a Teacher-General Education has been created. An updated job description for a Teacher- Special Education will be brought for your review and approval next month. Approval of the updated Teacher-General Education job description is recommended.

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

**JOB TITLE:** TEACHER, General Education

**DESCRIPTION OF BASIC RESPONSIBILITIES:**

Under the general supervision, plan, implement, monitor, and assess a classroom instructional program responsive to the needs of all students which is consistent with Site, District and Board goals based on student data.

**SUPERVISOR:** Site Principal or Principal's Designee

**ESSENTIAL FUNCTIONS:**

- Provides standards-based instruction utilizing course of study adopted by the Board of Education, and other appropriate learning continuums.
- Establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom; support and assist in maintaining district discipline policy and the site discipline plan.
- Identify pupil needs and collaborate with other support staff members in assessing and helping pupils solve health, emotional, social and learning problems.
- Participate in curricular and extra-curricular school programs, assessment and development activities, student supervision and control, and staff, parent, department and District meetings.
- Communicate regularly with parents regarding goals and objectives of the instructional program, student progress observed, needs or problems and special accomplishments.
- Maintain open lines of communication with families and share information including course descriptions, performance expectations and other pertinent information to allow parental monitoring.
- Assess student progress; communicate student progress to parents at each grading period and in case of unsatisfactory work or other instructional issues.
- Provide instruction to students with special needs in accordance with IEP utilizing support services as appropriate; participate in IEP meetings as appropriate.
- Maintain records regarding students in accordance with site and District policy; prepare reports regarding students and classroom matters as directed.
- Develop lesson plans in accordance with site and District policy, including the development of substitute/emergency lesson plans.
- Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

KNOWLEDGE OF:

- Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction.
- Classroom procedures which promote appropriate student conduct and motivation for student learning.
- Child guidance principles and practices.
- Interpersonal skills using tact, patience and courtesy.
- Applicable sections of the State Education Code and other applicable laws.
- Current trends and research concerning the growth and development of children.
- Environmental and social/emotional issues impacting student growth and success.

ABILITY TO:

- Adapt plans to meet different needs, learning
- Create an instructional program and a class environment favorable to learning and personal growth.
- Motivate students to develop skills, attitudes and knowledge needed to experience success.
- Display the daily use of good judgment in making decisions.
- Maintain professional relationships with students, families, colleagues and support staff.
- Maintain consistent, punctual and regular attendance.

**EDUCATION, LICENSES AND OTHER REQUIREMENTS:**

Valid California Teaching Credential

Hold appropriate certification for teaching English Language Learners

**WORK ENVIRONMENT:**

Classroom or outdoor learning environment. Assignments may be full-time, part-time or temporary. Work year follows a traditional school calendar.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.423</b> Board Consideration of Approval of Arts, Music, and Instructional Materials Discretionary Block Grant Expenditure Plan
<b>Presenter:</b> Nicole Lorenz	<b>Action Item:</b> XX <b>Information Item:</b>

For the 2022–23 fiscal year, the State allocated \$3.5 billion to establish the Arts, Music, and Instructional Materials Discretionary Block Grant for allocation to county offices of education, school districts, charter schools, and the state special schools to purchase:

- Standards-aligned professional development and instructional materials.
- Instructional materials and professional development aligned to best practices for improving school climate.
- Diverse book collections and culturally relevant texts, including leveled texts, in both English and pupils’ home languages.
- Operational costs, including but not limited to retirement, health care, utilities, and transportation cost increases.
- COVID personal protective equipment.

The District’s estimated allocation currently is \$1,936,090. A condition of apportionment is to have an expenditure plan adopted by the Board.

Board Approval is recommended.

## Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

<b>LEA Name:</b>	Galt Joint Union Elementary School District
<b>Contact Name:</b>	Lois Yount
<b>Email Address:</b>	lyount@galt.k12.ca.us
<b>Phone Number:</b>	209-744-4545

<b>Total Amount of funds received by the LEA:</b>	\$1,936,090
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<b>Date of adoption at a public meeting:</b>	02/15/2023 07:00 pm
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[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

**(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:**

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Mathematics Instructional Materials Adoption: acquiring PK-8 instructional materials that are aligned to the California Common Core State Standards for Mathematics is planned accompanied by initial training, on-going professional development and release time for collaboration and calibration of the implementation of the new instructional materials.		1,721,090			1,721,090.00

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Annual purchase of musical instructional materials, instrument repair and replacement.		50,000	50,000	50,000	150,000.00
<b>Subtotal</b>	<b>0.00</b>	<b>1,771,090.00</b>	<b>50,000.00</b>	<b>50,000.00</b>	<b>1,871,090.00</b>

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase bilingual and culturally diverse books for classroom and school libraries at each school.		65,000			65,000.00
<b>Subtotal</b>	<b>0.00</b>	<b>65,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>65,000.00</b>

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

(6)

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Summary of Expenditures**

<b>Total Planned Expenditures by the LEA:</b>	1,936,090.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal Section (1)</b>	<b>0.00</b>	<b>1,771,090.00</b>	<b>50,000.00</b>	<b>50,000.00</b>	<b>1,871,090.00</b>
<b>Subtotal Section (2)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Subtotal Section (3)</b>	<b>0.00</b>	<b>65,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>65,000.00</b>
<b>Subtotal Section (4)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Subtotal Section (5)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Subtotal Section (6)</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Totals by year</b>	<b>0.00</b>	<b>1,836,090.00</b>	<b>50,000.00</b>	<b>50,000.00</b>	<b>1,936,090.00</b>



<b>Total planned expenditures by the LEA:</b>
1,936,090.00

**General Instructions**

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.424</b> Board Consideration of Approval of 2023-24 E-rate Service Provider
<b>Presenter:</b> Nicole Lorenz	<b>Action Item:</b> XX <b>Information Item:</b>

On December 27, 2022, the Galt Joint Union Elementary School District issued a Request For Proposal (RFP) for an E-rate eligible service provider to provide Dark Fiber internet connections between each school site and the District Office.


This project is contingent upon the approval of funding for the 2023-24 fiscal year from the Universal Service Administrative Co. (USAC) Schools and Libraries (E-rate) Program. The District received (1) responsive bid proposal. The proposal was reviewed and ranked. Comcast has been selected to provide the services the District needs.

Board approval is recommended to select Comcast as our E-rate eligible services provider.

Attached Documents:

- Rating Scale
- Proposal


# E-RATE 2023 - 2024 BID EVALUATION SHEET

Organization Name	Galt Joint Union Elementary School District		
Prepared by: <i>Please Print</i>	Minh Do	Title:	Technology Coordinator
Signature: <i>(blue wet ink signature required)</i>		Date:	1/30/2023

Description of Service:		C1 Data Transmission and/or Internet Access - 470# 230010674 Dark Fiber					
Bidding Vendor Name (list below)	Cost	Design	Extent of positive experience with District and/or other Public Agencies in California (including references)	Company Size and Stability	Quote Preparation, thoroughness and responsiveness to RFP requirements	Terms of Service and Implementation Timeline	Total Points
<i>Points Possible for Each Bid</i>	30	20	20	10	10	10	100
1 COMCAST	30	20	20	10	10	10	100
2 AT&T	20	10	20	10	8	10	78
3 CYTRANET	10	10	0	5	3	10	38
4							0
5							0
6							0
7							0
8							0
9							0
10							0

**EVALUATION RATIONALE (Attach additional pages as necessary)**  
 Comcast received the highest points due to the lowest bid for Dark Fiber, and high positive experience and stability.  
 ATT received the second highest points due to the increase in cost.  
 Cytranet received the lowest points due to the increase in cost and lack of experience with company and references.

# E-RATE 2023 - 2024 BID EVALUATION SHEET

Organization Name:	Galt Joint Union Elementary School District		
Prepared by: <i>Please Print</i>	Nicole Lorenz	Title:	Fiscal Services Supervisor
Signature: <i>(blue wet ink signature required)</i>		Date:	1/31/2023

Description of Service:	<b>C1 Data Transmission and/or Internet Access - 470# 230010674 Dark Fiber</b>						
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Bidding Vendor Name (list below)	Cost	Design	Extent of positive experience with District and/or other Public Agencies in California (including references)	Company Size and Stability	Quote Preparation, thoroughness and responsiveness to RFP requirements	Terms of Service and Implementation Timeline	Total Points
<i>Points Possible for Each Bid</i>	<b>30</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>100</b>
1 COMCAST	30	20	20	10	10	10	100
2 AT&T	19	20	20	10	10	10	89
3 CYTRANET	12	10	10	10	5	10	57
4							0
5							0
6							0
7							0
8							0
9							0
10							0

**EVALUATION RATIONALE (Attach additional pages as necessary)**  
 Cytranet quote seems generic, requested band width not listed for point to point. No mention of dark fiber prices  
 AT&T quotes LIT fiber solutions only which are not cost effective for our district.  
 Comcast pricing on dark fiber is affordable and I recommend accepting their bid.

# E-RATE 2023 - 2024 BID EVALUATION SHEET

Organization Name:	Galt Joint Union Elementary School District		
Prepared by: <i>Please Print</i>	Brenda Bachmann	Title:	Fiscal Services Supervisor
Signature: <i>(blue wet ink signature required)</i>	<i>Brenda Bachmann</i>	Date:	1/31/2023

Description of Service: **C1 Data Transmission and/or Internet Access - 470# 230010674 Dark Fiber**

Bidding Vendor Name (list below)	Cost	Design	Extent of positive experience with District and/or other Public Agencies in California (including references)	Company Size and Stability	Quote Preparation, thoroughness and responsiveness to RFP requirements	Terms of Service and Implementation Timeline	Total Points
<i>Points Possible for Each Bid</i>	<b>30</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>100</b>
1 COMCAST	30	20	20	10	10	10	100
2 AT&T	20	15	15	10	9	10	79
3 CYTRANET	10	5	5	10	5	10	45
4							0
5							0
6							0
7							0
8							0
9							0
10							0

**EVALUATION RATIONALE (Attach additional pages as necessary)**  
 Evaluated at 10g speeds from AT&T and Comcast quotes. Cytranet quote is showing 1000mb or 10000mb for point to point fiber not the requested 10g. Comcast offers the only Dark Fiber solution. AT&T and Cytranet quotes LIT Fiber solutions only, no dark fiber prices.  
 Dark fiber with Comcast pricing is the most cost effective service offered. Acceptance of the Comcast Bid is my recommendation.

# E-Rate Services Proposal

Galt Joint Union Elementary School  
District  
**Request for Proposal**

Data Services  
January 18, 2023

Romeo Lorico  
Strategic Enterprise Account Executive  
5133 Fulton Drive  
Fairfield, CA 94534  
925-493-9455  
[romeo\\_lorico@cable.comcast.com](mailto:romeo_lorico@cable.comcast.com)



**COMCAST  
BUSINESS**  
Powering Possibilities™

# COMCAST BUSINESS

## Transmittal Letter

January 18, 2023

Johnna Hensen  
Galt Joint Union Elementary School District  
1018 C St #210  
Galt, CA 95632

Dear Johnna Hensen,

Comcast Business Communications, LLC ("Comcast") looks forward to a mutually rewarding business relationship with Galt Joint Union Elementary School District and its representatives. Comcast is pleased to provide this proposal (the "proposal") to Galt Joint Union Elementary School District ("Galt Joint Union Elementary School District") for services in response to the request for proposal; form 470 application number 230010674 dated December 27th, 2023 with an allowable contract date of January 24th, 2023 for Galt Joint Union Elementary School District.

Galt Joint Union Elementary School District is responsible for compliance with applicable state and local procurement laws. It is our understanding that Galt Joint Union Elementary School District, based on this request for proposal, is not seeking services pursuant to the State Procurement code or under a current cooperative purchasing agreement between Comcast and the State under which Galt Joint Union Elementary School District is a qualified buyer.

As you proceed in the selection process, please feel free to contact your Strategic Enterprise Account Executive, Romeo Lorico, at 925-493-9455, with any questions, comments, or concerns.

No statement made in the proposal shall be considered a contractual term unless expressly included in the Services Agreement or as agreed upon by the parties as a result of contract negotiations. ***This proposal and the Comcast Services Agreement comply with all USAC guidelines, including the Lowest Corresponding Price rules.*** Comcast, as part of the post bid submission process, would be amenable to negotiating limited modifications to the Services Agreement appended to the attached proposal, to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast solution.

Sincerely,  
**Comcast Business Communications, LLC**



Terrence J. Connell  
Senior Vice President

# COMCAST BUSINESS

## Table of Contents

<b>Transmittal Letter</b> .....	<b>2</b>
<b>Executive Summary</b> .....	<b>4</b>
<b>Solution Overview</b> .....	<b>5</b>
<b>Comcast Fiber</b> .....	<b>5</b>
<b>Price Proposal</b> .....	<b>8</b>
<b>Solution Provisioning and Project Plan</b> .....	<b>9</b>
<b>Company Overview</b> .....	<b>10</b>
Diversity, Equity, and Inclusion (DE&I).....	11
Community Impact.....	11
Sustainability.....	11
Financial Qualifications.....	12
Awards and Honors .....	12
General Information .....	12
<b>E-Rate Overview</b> .....	<b>13</b>
Service Provider Identification Number (SPIN) .....	13
<b>Operations</b> .....	<b>14</b>
<b>Comcast Escalation Procedures</b> .....	<b>16</b>
<b>Certificate of Insurance</b> .....	<b>17</b>
<b>References</b> .....	<b>18</b>
<b>Comcast Account Team</b> .....	<b>19</b>
<b>Appendix</b> .....	<b>20</b>
Service Agreement (E-Rate).....	20

**Comcast Business Communications, LLC**, a Pennsylvania limited liability company, on behalf of itself and its applicable operating affiliates and subsidiaries (including, but not limited to, Comcast Cable Communications Management, LLC); together offering services throughout this Network Service Proposal identified as "Comcast".



# COMCAST BUSINESS

## Executive Summary

In the ever-changing world of communications, Comcast redefines how high bandwidth products and services are delivered. We bring scalability, reliability, resiliency, and leading-edge solutions directly to your organization. Comcast can meet your organization's communications needs quickly, efficiently, and professionally with business class service and support. Comcast is well positioned to offer long-term value to support future technology strategies. Our integrated Internet and data products are delivered over an extensive and deep advanced network that is physically diverse from the phone companies.

Comcast proposes, specifically, to provide a managed and scalable Wide Area Network and scalable Internet Access that will seamlessly link each individual site listed in the RFP. Galt Joint Union Elementary School District will be able to exchange data at the proposed speeds from each site.

Comcast's proposal offers a flexible solution that is capable of meeting your demands. Other Comcast advantages include:

### Performance

- Performance improvements and managed costs as compared to legacy WAN technologies like T1, Frame Relay, ATM, and private lines

### Resilient, robust enhanced network to support your operations.

- Redundant core network architecture
- A network covering 184,000 fiber route miles

### Highly reliable and scalable Ethernet data and Internet services tailored to meet your needs.

- Manageable services that grow with your business
- Bandwidth in flexible increments from 1Mbps to 100Gbps

### Our Comcast Business Promise

- Dedicated Project Managers
- Proactive Monitoring to the Customer Premise
- 24x7 Dedicated Enterprise Support

Comcast is pleased to submit this proposal for advanced, efficient, and affordable high-bandwidth digital communications services and looks forward to developing a solid business relationship with you and to assisting your organization in addressing its communication needs. Comcast is confident that the solutions presented in this proposal will provide a cost-effective solution that supports business objectives and quality requirements and will enhance your overall communication services portfolio.

This proposal is valid for 90 days.

# COMCAST BUSINESS

## Solution Overview

Comcast is uniquely positioned to offer long-term value to support current and future technology requirements. Based on the requirements specified Comcast would specifically propose provisioning the following as a solution.

### Comcast Fiber

- Industry standard single mode fiber
- Spliced; tested ready for customer handoff
- Fiber maintenance
- Unified systems infrastructure
- E-rate priority one eligible

The proposed solution was designed to enable demanding IP based applications. The network easily meets the infrastructure demands. This service has very high availability so that interruptions are minimized.

This is a scalable and flexible service. With Comcast, your organization gets true any-to-any connectivity which allows traffic to move from any site to any other site within the network.

You will also have the ability to have a network solution that meets today's requirements but is capable of scaling to other locations or to meet future bandwidth demands. If, or when, you need additional network sites, an upgrade agreement would be negotiated with Comcast and the billing terms would be specified in that agreement.

Comcast service can easily scale to accommodate new requirements. Comcast has uniquely diverse routing, commonly physically disparate from most other Telco provider's networks.

With Comcast, your organization will leverage our extensive fiber network for a reliable and scalable network. Additionally, with Comcast there are no local loop charges, typical with other service providers.

### Proposed Solution

The proposed solution was designed to enable demanding IP based applications. The network easily meets the infrastructure demands of bandwidth-intensive applications and limits the need to purchase or configure additional WAN technology. This service has very high availability so that interruptions are minimized.

This is a scalable and flexible service. With Comcast, your organization gets true any-to-any connectivity which allows traffic to move from any site to any other site within the network through a single Ethernet interface.

You will also have the ability to have a network solution that meets today's requirements but is capable of scaling to other locations or to meet future bandwidth demands. If, or when, you need additional network capacity, an upgrade agreement would be negotiated with Comcast and the billing terms would be specified in that agreement.

Comcast service can easily scale to accommodate new bandwidth requirements. Comcast has uniquely diverse routing, commonly physically disparate from most other Telco provider's networks. Bandwidth can be added very quickly, often within hours.

With Comcast, your organization will leverage our extensive fiber network for a reliable and scalable network and connection to the Tier 1 Internet backbone using a simple Ethernet interface that allows for true plug and play compatibility. Additionally, with Comcast there are no local loop charges, typical with other service providers.

# COMCAST BUSINESS

## Summary

At each of the locations specified in this response, Comcast will install network edge equipment that will facilitate the connection between your network and ours. As part of the service, Comcast will provide, monitor and maintain the edge devices. Comcast also provides web-based monitoring and reporting tools available 24x7 upon request.

With Comcast you will receive a trusted data transport solution from the largest broadband provider offering superior flexibility in configurations and pricing. Combine our years of commercial experience with leading edge innovative technology and service capabilities and differentiation among networking service providers becomes much clearer.

## Additional Services Available

### Comcast Business DDoS Mitigation Service

Comcast Business Ethernet Dedicated Internet (EDI) is enabled with threat defense and mitigation functionality to respond to DDoS volumetric and flood attacks.

Comcast Business DDoS Mitigation is a subscription-based network service that proactively detects DDoS attack traffic, alerts the customer when an attack is under way, and initiates mitigation to thwart the attacks. Comcast Business DDoS Mitigation Service provides real-time detection of volumetric and flood attacks such as UDP Floods, Web Flood, and DNS Application Floods.

Comcast Security Operations works closely with the customer to provision the service based on customer and network information, preconfigure countermeasure options and run acceptance tests to enable effective mitigation before service activation. Comcast monitors the customer network traffic for a specified set of IP addresses to be protected. When a DDoS attack is identified, an alert is sent to the customer via email and/or SMS to notify them of the attack.

During the mitigation process, Comcast diverts the customer's traffic, including DDoS attack traffic directed at the customer servers, to scrubbing centers distributed across the U.S. to filter and remove malicious traffic matching specific attack vectors. Simultaneously, the clean legitimate traffic is forwarded to the customer's network and servers through the use of a secure tunnel. Comcast Business DDoS Mitigation enables continued uptime of the customer's Internet business services during a DDoS attack.

### DDoS MITIGATION SERVICE OPTIONS

Comcast Business DDoS service options and the accompanying mitigation options are designed for customers' security sensitivities, attack frequency, and time period. Customers are mitigated 24x7x365 in the Comcast Business Security Operations Center.

A customer may choose from two subscription-based service options and associated mitigation options listed below.

#### Option 1: Incident-based Subscription

Your subscription includes an unlimited number of mitigation incidents in a given month with a per-incident mitigation charge. With this on-demand subscription level, you are required to turn DDoS mitigation on or off after receiving an alert notification. Once you authorize an incident, we initiate steps for detection and mitigation. And our SLA is within 15 minutes.

#### Option 2: Unlimited Subscription

Your subscription includes an unlimited number of mitigation incidents in a monthly billing cycle. No additional mitigation incident fees will be charged with this subscription level. With this option, there are two choices:

1. Automatic mitigation. SLA: Within 5 minutes
2. On-demand mitigation. SLA: Within 15 minutes

## Managed Router

The Comcast Business Managed Router sits at the customer premises between the LAN and the network. Our router is available over internet circuits and can handle a variety of protocols to help you meet your performance requirements. The router includes a stateful firewall with standard templates or customization capabilities to meet

# COMCAST BUSINESS

your specific network requirements. Stateful inspection keeps track of each connection in the state table, with three standard capabilities: Disable, Normal and Strict.

## Comcast Business SD-WAN

Comcast Business Software-Defined Wide Area Networking (SD-WAN) leverages our software-defined networking platform to deliver virtual network functions, creating a connectivity service that is highly available, application-oriented, simple to operate and cost-effective. A next generation virtual private network (VPN) over Internet transport, our SD-WAN solution tightly integrates a massively scalable set of virtual network functions for ease of operations and management.

At the core of Comcast Business SD-WAN are three key capabilities: VPN (securely encapsulating customer data), Internet security and firewall, and dynamic routing functions. It allows distributed enterprise WANs to be centrally configured, managed and pushed out to geographically dispersed locations consistently and cost effectively. SD-WAN reduces dependence on proprietary premises-based equipment and its expensive, labor-intensive management, while offering unprecedented levels of network agility.

Valuable features include application-based routing and local Internet breakout, the ability to support load balancing/failover between Comcast connections and customers' existing networks and the flexibility to support multiple WAN topologies, including any-to-any, hub and spoke and full mesh.

## Comcast Business Voice Services

Comcast Business offers a complete portfolio of voice services supported by one of the largest VoIP networks in the country. The Comcast Business Advanced Voice portfolio, which includes Comcast Business VoiceEdge™ and Comcast Business SIP and PRI Trunking, offers scalable solutions that build efficiency in any business.

# COMCAST BUSINESS

## Price Proposal

Comcast is pleased to provide the following pricing in response to this proposal.

### Option One: Dark Fiber DF ( 7 total routes, 1 strands per route) 60 Month Term:

Location and Service	Qty.	Product	MRC
<b>Comcast Dark Fiber</b>			
GJUSD Data Ctr (HUB)-1018 C Street Ste. 210 Galt, CA 95632		Hub	
Lake Canyon Elem Sch-800 Lake Canyon Ave Galt, CA 95632	1	Dark Fiber	\$173.40
Marengo Ranch Sch 1000 Elk Hills Dr Galt, CA 95632	1	Dark Fiber	\$173.40
River Oaks Elem Sch-905 Vintage Oak Ave Galt, CA 95632	1	Dark Fiber	\$173.40
Robert L. McCaffrey MS-997 Park Terrace Dr Galt, CA 95632	1	Dark Fiber	\$173.40
Valley Oaks Elem Sch-21 C St Galt, CA 95632	1	Dark Fiber	\$173.40
Vernon E Greer MS-248 West A St Galt, CA 95632	1	Dark Fiber	\$173.40
Elk Grove DO/SCOE Data Center-9510 Elk Grove Florin Rd Elk Grove, CA 95624	1	Dark Fiber	\$173.40
<b>Total (60 Month Term)</b>			<b>\$1,213.80</b>
<b>Total Non-Recurring Charge</b>			<b>\$0.00</b>

**Terms and Conditions**— unless otherwise stated herein, this proposal is conditioned upon negotiation of mutually acceptable terms and conditions. **Proposal Pricing**—Pricing proposed herein *complies with USAC rules regarding Lowest Corresponding Price and* is based upon the specific product/service mix and locations outlined in this proposal, is subject to Comcast standard terms and conditions for those products and services and the Comcast E-Rate Rider unless otherwise stated herein. Any changes or variations in the standard terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

# COMCAST BUSINESS

## Solution Provisioning and Project Plan

Typical site installations may take anywhere from 60 to 90 days for completion. Throughout the duration of the project a dedicated Comcast account team will be in contact providing status and answering any questions you may have.

### Project Kickoff Meeting

Comcast Business Communications, LLC project management team will conduct a "Customer Implementation Call" to discuss the overall project. Each location will be discussed for accuracy in terms of relay rack space, appropriate power, etc.

### Comcast Service Delivery Major Milestones:

- **Outside and Inside Surveys** – Comcast will conduct outside plant and customer site surveys.
- **Permits & Right of Entry Agreements** – Comcast will obtain required permits and work with property owner to obtain Right of Entry/Access agreements.
- **Service Configurations** – Comcast National Team will implement Network Core Configurations.
- **Outside and Inside Fiber/Coax Construction** – Comcast will complete outside and inside construction.
- **Customer Premise Equipment Installation/Plant Test Date (PTD)** – Comcast will dispatch to the customer's premise to install CPE, connect CPE to Fiber, and call Comcast Test & Turn-up to complete plant test.
- **Firm Order Commit (FOC)** – Comcast Service will be available to the customer. **FOC is 90 calendar days from customer signature.**

### Comcast Responsibilities:

- Construct all OSP and ISP fiber optic cabling up to the agreed upon locations from the site survey forms and connect locations.
- Call for locates of public utilities in the right of way.
- Restoration of disturbed grounds.
- Assemble, configure and install all Comcast provided network equipment on customer premise.
- Test and verify all appropriate fiber connections.
- Test and verify all appropriate data interfaces/connections and verify throughput.
- Provide 24x7x365 network monitoring.
- Provide contact list information including escalation procedures and NOC information.
- Provide documentation detail services including customer network interface drawings.
- If applicable, provide any additional agreements per site survey document.

Detailed information regarding the customer responsibilities is available in the Technical Specifications section of the proposal.

**Additional information can be provided upon request.**

# COMCAST BUSINESS

## Company Overview

Comcast Corporation was founded in 1963 as a single-system cable operator and is now one of the nation's largest with over \$103 billion in revenue in 2020. Comcast is one of the nation's leading providers of information, communications and entertainment products and services with over 28.4 million Internet customers, 9.6 million voice customers, 19 million video customers and 2.4 million business customers.






With over 168,000 employees, we currently serve 20 of the top Metropolitan Statistical Areas (MSAs) in the U.S. and provide service to customers in 39 states and the District of Columbia. Approximately 82,000 employees are associated with our cable communications business and 10,400+ employees are dedicated to business services.

Our high-speed, high-capacity broadband and Ethernet services operate across our advanced network. With over 184,000 national route miles of fiber, our network is the largest facilities-based last mile alternative to the phone company.

With the first and largest fully 40G backbone, and the deployment of the first 100G router interface, Comcast's advanced network delivers reliable and scalable services for businesses of any size.

## Diverse Network with National Reach



 <b>Over 1 million</b> Ethernet-enabled buildings	 Capacity that scales up to <b>100 Gbps</b>	 <b>184k</b> fiber route miles	 <b>700+</b> connected data centers	 <b>One of the largest</b> Voice over IP providers in the nation
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Comcast Business Communications, LLC is a unit of Comcast Corporation, owner of one of the largest cable communication companies in the United States and headquartered in Philadelphia. Building upon Comcast and its subsidiaries' reputation as pioneers in developing innovative communications products and services for consumers, Comcast Business is bringing innovative technology and service capabilities to businesses, government, and educational organizations within Comcast Cable markets.

# COMCAST BUSINESS

Comcast Business leverages and augments Comcast's network with next-generation optical and access technologies to offer Internet and other data services directly to commercial customers. An advanced network, delivering unmatched broadband capacity, and a commitment to customer service, enables Comcast Business to deliver superior broadband services to a range of businesses and organizations — small, medium, and large.

Consistent with Comcast Business' strategy to deliver unprecedented bandwidth, network reach, and a superior customer experience, Comcast Business has made significant investments in its technologies, business, and operating support systems, as well as network professionals. These investments have resulted in scalable services, an advanced network, and superior service levels for those businesses and organizations served in the Comcast Business markets. Also, the extensive footprint of the network allows Comcast Business to deliver coaxial and fiber capacity to many business locations that have been historically underserved by other network providers.

Among the services that Comcast Business and its affiliates provide are several that they have helped pioneer, including high-speed commercial cable-modem-based Internet services.

For more information on Comcast Business visit <http://business.comcast.com/about-us/comcast-business>.

## Diversity, Equity, and Inclusion (DE&I)

At Comcast NBCUniversal, we strive to make every employee feel valued and respected for who they are and the unique contributions they make. We believe that a diverse and inclusive company is a more innovative and successful company, which is why we aim to infuse diversity, equity, and inclusion (DE&I) into all aspects of our culture and our business. For us, DE&I is not a program — it is a central element of our credo and our DNA. Our approach to DE&I is focused on five key pillars: Governance, Workforce, Supplier Diversity, Programming, and Community Impact.

### Supplier Diversity

Comcast NBCUniversal is widely recognized for our robust Supplier Diversity program, and in 2015 we became the first media and technology company inducted into the Billion Dollar Roundtable. We have more than 3,000 minority-owned businesses in our supplier network, including businesses owned by women, people of color, veterans, individuals with disabilities, and LGBTQ individuals. Since 2011, we have spent more than \$22.7 billion with diverse Tier I suppliers, and nearly \$2.9 billion with diverse Tier II suppliers since 2012.

### Community Impact

We have a long history of supporting local communities and organizations wherever we do business. We use our voice, resources, and reach to create positive and substantive change in people's lives in our communities. Every day, we roll up our sleeves, reach out to our neighbors and work hard to make a difference in the communities we serve. We open young people's eyes to possibilities through partnerships with organizations like Big Brothers Big Sisters of America, Boys & Girls Clubs of America, and City Year.

Another example of our involvement in the community includes our Internet Essentials Program, which was launched in 2011 to help bridge the digital divide, offering low-income families affordable high-speed broadband service and partnering with local school districts and nonprofits to provide digital literacy training. To date, Internet Essentials has connected a cumulative total of **more than 10 million Americans** to all the opportunities the Internet has to offer – from education and job skills training to healthcare resources.

### Sustainability

We believe in protecting the environment where we live and work, so we have a sustainable planet now and in the future. Across our businesses, we are working to improve our footprint by minimizing our greenhouse gas (GHG) emissions, sourcing more renewable energy, reducing waste, and increasing our energy efficiency, among other efforts.

Additional information regarding Comcast's DE&I, Community Impact, and Sustainability initiatives are available at: <https://corporate.comcast.com/impact>



# COMCAST BUSINESS

## Financial Qualifications

Comcast Business is a wholly owned, indirect subsidiary of Comcast Corporation, from which Comcast Business receives its funding. As such, Comcast Business is not publicly held and does not release stand-alone financial results or associated financial information, except in limited circumstances to the extent required by law, and then, only under seal or a proprietary protective order. Please refer to the publicly filed external consolidated Comcast Corporation financial statements and earnings press releases posted on the Comcast Corporate web page: <https://www.cmcsa.com/financials/annual-reports>.

## Awards and Honors



Over the years, Comcast Business has been credited with a number of awards for excellence in the services and support we provide. In 2015, Comcast Business received the MEF Enterprise Application of the Year for Education. This award recognizes the most innovative use of Carrier Ethernet (CE) services to meet the requirements of education-related applications. Comcast Business is the first carrier in the world to be MEF CE 2.0 certified, leading the industry and demonstrating our commitment to enterprises.

Additional information regarding Comcast's industry awards is available at <https://business.comcast.com/awards>

## General Information

<b>Legal Name of Business</b>	Comcast Business Communications, LLC (CBC)
<b>Ownership Structure</b>	Limited Liability Corporation and Wholly owned subsidiary of Comcast Corporation
<b>Years in Business</b>	CBC began offering services to small businesses in 2006.
<b>Corporate Officers</b>	Terrence J. Connell, Senior Vice President Shawn Adamson, Vice President Michael D. Maloney, Vice President
<b>Accounting &amp; Disbursements</b>	Michael Salvia, Vice President, Finance
<b>FEIN</b>	23-1709202 (Comcast Cable Communications Management, LLC)
<b>Bank Reference</b>	Wells Fargo 101 North Independence Mall East Philadelphia, PA 19106 JP Morgan Chase Bank, N.A. 14800 Frye Road Fort Worth, TX 76155-2732

# COMCAST BUSINESS

## E-Rate Overview

### Working Knowledge of Federal Universal Service Programs for Schools and Libraries

Comcast is an active partner in the education community and has helped thousands of school districts close the gap between the communication services they have and the advanced network services they need. E-Rate-eligible Ethernet network services can enable the future of education by providing high-speed network access to applications that are hosted elsewhere.

Comcast has a successful record of working with schools and libraries that receive funding under the federal Universal Service Support Mechanism for Schools and Libraries ("E-Rate Program"). Comcast provides E-Rate eligible services through its applicable operating affiliates and subsidiaries identified throughout this Network Services Proposal as "Comcast". We hereby certify that we are listed as a Telecommunications Service Provider (as the Federal Communications Commission defines that term), eligible to provide Universal Service – supported services under the (E-Rate Program). Comcast certifies that it (a) provides the telecommunication services described herein on a common carriage basis, and (b) is fully authorized to participate in the E-Rate Program as a Telecommunications Services Provider.

### Working Knowledge of USF and CTF Programs

Comcast has working knowledge and a successful record of working with school districts that receive funding under the Federal Universal Service Support Mechanism for Schools and Libraries ("E-Rate Program") and the California Teleconnect Fund (CTF).

### Agreement of Participation

Comcast agrees to comply with the written request of the Applicant (as defined by USAC), its agency, organization and or consultant administering, E-Rate on the Entity's behalf. Comcast reserves the right to request a LOA, (Letter of Agency) that such party is authorized to receive information on behalf of the Entity (as defined by USAC).

### Information and Documentation

Comcast agrees to provide requested information and or documentation to the Applicant, its agency, organization and or consultant administering, E-Rate on the Applicants behalf within a commercially reasonable period of time.

### Reimbursement Process

Each funding year, applicants are required to notify Comcast of their invoicing mode selection through completion of the Comcast E-Rate Reimbursement Form. Applicants should contact [Erate\\_Funding@cable.comcast.com](mailto:Erate_Funding@cable.comcast.com) to request a copy of this form each year. Applicants who select BEAR Reimbursement are required to file a FCC Form 472 (Billed Entity Applicant Reimbursement (BEAR) Form) providing they have paid in full for the services and are requesting to be directly reimbursed by USAC for the discounted amount. It is the applicant's responsibility to file a BEAR form online through the Schools and Libraries E-Rate Productivity Center (EPC) system. Billed entities will receive payment directly to their bank account. In order to begin direct BEAR payments, the applicant must have completed an FCC Form 498 to obtain an applicant 498 ID. Applicants who select the SPI Reimbursement method will be invoiced for the non-discounted amount (the applicant's share of the cost). The applicant is required to pay the non-discounted portion of the cost for services.

## Service Provider Identification Number (SPIN)

SPIN	Service Provider Name	499 Filer
143003990	Comcast Business Communications, LLC	Y
143035551	Comcast IP Phone, LLC	Y
143034516	Comcast Phone, LLC	Y
143013564	Comcast Cable Communications, LLC	N

### FCC Registration Number (FRN)

The Comcast Business Communications, LLC FCC Registration Number, or FRN, is 0004321725.

# COMCAST BUSINESS

## Operations

Comcast provides high-quality service and effective maintenance of our network and customer base in several key business areas. These include Network Operations and Field Operations. Comcast strongly suggests that all personnel involved in the decision process visit the network operations facilities of each of the bidders as part of the evaluation process.

### Network Operations

The Network Operations organization provides superior customer care, which includes monitoring, troubleshooting, and resolution through its advanced 24x7x365 Network Operations Center (NOC) with two redundant Customer Care Centers in Colorado and Illinois. Each is staffed to answer any questions, perform changes to existing services and assist with technical troubles. The Customer Care Centers are staffed with Enterprise Tier II and Tier III repair groups, easily facilitating higher level technical support. The NOC continuously monitors the network equipment, service health, and performance of the Comcast network, responds to network events and service degradations, dispatches local field technicians, and informs customers of service issues, in many cases before the customer has noticed the problem.

The NOC maintains a dedicated staff of Installers, Engineers (up to Eng4) and NOC technicians who are trained and committed to supporting the demands of our customers. The staff has proficiencies in an array of networks, tools, systems, processes, and technologies. We have dedicated trainers, a process team, metrics analysts, and a QA program. Our team of engineers and technicians have earned industry and specific vendor equipment certifications.

**One-Stop-Shop** – Care for all levels of Business products.

**Planned Maintenance** – Seven-day advanced notice to Metro Ethernet and Advanced Voice Customers which include Trunking and Hosted PBX products.

**Dedicated Project Managers** for accurate and timely delivery of all Comcast products. Project Managers are your single Point of Contact.

**Proactive Monitoring** at the customer premise level allows quick resolution to network issues with fast response times. Comcast will generate a ticket if an alarm has been triggered on our network.

**Enterprise Monitoring** - Comcast has a robust set of tools to detect and isolate faults from network infrastructure to CPE issues.

### Field Operations

The role of Field Operations in Comcast is two-fold. First, Field Operations provides an effective field presence for technical support of our core network. They perform on-site repairs and troubleshooting on a daily, ongoing basis and dispatch field technicians to support our voice switches and other hardware. These field crews are the “on-site” presence to remedying any network trouble.

Second, Field Operations provides leadership for customer installations. Field Operations Project Coordinators are assigned to each new account to singularly manage the local work required for each install. The Project Coordinator manages the dispatch of local technicians to install switches, routers, servers, and other equipment on the company side of the company/customer demarcation point.

### Network Security

The Comcast Information Security Policy set defines the rules and processes that protect the information resources of Comcast. This set consists of supporting policies and standards including, but not limited to, Access Control, Business Continuity, Content Protection, Network Security, Physical and Environmental Security, etc. The policies for cybersecurity are reviewed at planned intervals, or if significant changes occur, to ensure their continuing suitability, adequacy, and effectiveness.

# COMCAST BUSINESS

Comcast employs both high-touch and high-tech strategies to protect our systems from attack. We geographically disperse our internet points of presence so that critical applications continue to function in the event of a catastrophe. In addition, all Comcast data centers, operations centers and other key buildings and assets are subject to both physical security checks and related monitoring.

We use the latest cyber security technologies -- from intrusion detection and prevention systems, anti-virus technology, and content controls at web and email gateways, to cryptographic keys, digital certificates, and caching devices. Systems and activities are continuously monitored via 24x7x365 network and security operation centers to prevent, detect, and respond to cybersecurity events.

Every day, our Cyber Security team is tasked with addressing vulnerabilities, applying security patches and managing any significant incidents.

## **Network Management Reporting**

Comcast Business provides customers access to a web-based portal that is a central location where customers can view and manage their Ethernet services. Through the portal, customers can view their Ethernet sites and services including UNI ID, EVC ID, port speed, access type, bandwidth, and Class of Service (CoS). Additionally, customers can view historical performance data including latency, packet loss, jitter, availability, and utilization. Customers are given a secure web login to review the external reporting data at their convenience.

## Comcast Escalation Procedures

### NOC End User Support and Escalation Procedures

The NOC is organized with a standard 3-tier escalation configuration with automatic escalation intervals. Tier 4 support is escalated to Comcast's Network Engineering Department. The NOC is staffed 24x7x365. Technicians remain on call 7x24 to assist with major problems. The NOC may also dispatch technicians 7x24.

As part of the onboarding process, customers are provided with escalation procedures and contact information. Reported troubles are escalated within Enterprise Technical Support (ETS) to meet the response/restoration objectives described below (Service Level Objectives). Service issues are escalated within Comcast ETS as follows:

- to a **Supervisor** at the end of the applicable objective time interval plus one (1) hour;
- to a **Manager** at the end of the applicable objective time interval plus two (2) hours,
- and to a **Director** at the end of the applicable objective time interval plus four (4) hours.

Customers are welcome to request to speak with a supervisor or manager at any time.

### Service Level Objectives

In the event of a service interruption, Comcast shall use commercially reasonable efforts to respond to the service interruption and to clear the service interruption within the time frames set forth below. Comcast shall notify customer that Comcast has dispatched its personnel to effect restoration and repair and shall inform customer when service has been restored.

Category	Objective
Comcast Core Network Availability	99.99%
Mean Time to Respond Telephonically to Call	15 minutes
Mean Time to Restore Comcast On-Net Equipment	4 hours
Mean Time to Restore Off-Net Equipment	4 hours
Mean Time to Restore On-Net Services	6 hours
Mean Time to Restore Off-Net Services	6 hours

# COMCAST BUSINESS

## Certificate of Insurance



### CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
12/01/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> MARSH USA INC. 1717 Arch Street Philadelphia, PA 19103-2797 Attn: Comcast.Certs@marsh.com Fax: 212-948-0360	<b>CONTACT NAME:</b> PHONE (A/C No. Ext): FAX (A/C No.): E-MAIL ADDRESS:	
	<b>INSURER(S) AFFORDING COVERAGE</b>	
<b>INSURED</b> COMCAST CORPORATION ONE COMCAST CENTER 1701 JOHN F. KENNEDY BLVD PHILADELPHIA, PA 19103	INSURER A : ACE American Insurance Company	22667
	INSURER B : Indemnity Ins Co Of North America	43575
	INSURER C : ACE Property And Casualty Ins Co	20699
	INSURER D : ACE Fire Underwriters Ins. Co.	20702
	INSURER E :	
	INSURER F :	

**COVERAGES**      **CERTIFICATE NUMBER:** CLE-005525822-27      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INBR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> SIR: \$100,000 GENL AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER			XSL G72480922	12/01/2021	12/01/2022	EACH OCCURRENCE \$ 14,900,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 14,900,000 MED EXP (Adv one person) \$ 10,000 PERSONAL & ADV INJURY \$ 14,900,000 GENERAL AGGREGATE \$ 60,000,000 PRODUCTS - COMP/OP AGG \$ 15,000,000
A	<input checked="" type="checkbox"/> <b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON OWNED AUTOS ONLY			ISA H25542964	12/01/2021	12/01/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 15,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
C	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DEF <input type="checkbox"/> RETENTION \$			XEU G27924840 007	12/01/2021	12/01/2022	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	WLR C68917943 (AOS)	12/01/2021	12/01/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-FR
A	Excess Workers Compensation			WLR C68917980 (CA, MA)	12/01/2021	12/01/2022	E.L. EACH ACCIDENT \$ 2,000,000
D				SCF C68918066 (WI)	12/01/2021	12/01/2022	E.L. DISEASE - EA EMPLOYEE \$ 2,000,000
A				WCU C68918029 (WA)	12/01/2021	12/01/2022	E.L. DISEASE - POLICY LIMIT \$ 2,000,000
							Ea Acc/Dis Employee/Dis Policy 2,000,000 SIR 5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 EVIDENCE OF INSURANCE

<b>CERTIFICATE HOLDER</b> COMCAST BUSINESS COMMUNICATIONS, LLC ONE COMCAST CENTER 1701 JOHN F. KENNEDY BLVD PHILADELPHIA, PA 19103	<b>CANCELLATION</b> SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Marsh USA Inc.</i>
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ACORD 25 (2016/03)

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# COMCAST BUSINESS

## References

### **Aspire Public Schools**

Joe Regueiro, Director of IT  
Information Technology Department  
323-219-9544  
[joe.regueiro@aspirepublicschools.org](mailto:joe.regueiro@aspirepublicschools.org)

### **Visalia Unified School District**

Adam Brown, Systems Manager II  
Technological Services  
559-622-3100  
[adam@vusd.org](mailto:adam@vusd.org)

### **Patterson Unified School District**

Nicholas De Paul  
Director of Information Technology  
209-895-7716

### **Folsom Cordova Unified School District**

Dave Stone  
1965 Birkmont Drive  
Rancho Cordova, CA 95742  
916-294-9025

### **Port of Oakland**

Raymond Mar, MIS Customer Service Supervisor  
[rmar@portoakland.com](mailto:rmar@portoakland.com)  
510-627-1400

# COMCAST BUSINESS

## Comcast Account Team

### Customer Relationship

Romeo Lorico  
Strategic Enterprise Account Executive  
925-493-9455  
romeo\_lorico@cable.comcast.com

### Technical Matters

Andrew Johnson  
Sales Engineer  
916-830-6813  
andrew\_johnson6@comcast.com

### Management

Ronald Speno  
Director  
925-724-9005  
ronald\_speno@comcast.com



# COMCAST BUSINESS

## Appendix

### Service Agreement (E-Rate)

This Service Agreement ("Agreement") is entered into on [Insert Month] [Insert Day], 20[Insert Year] ("Effective Date") by and between Comcast Cable Communications Management, LLC, a Delaware limited liability company, on behalf of itself and its applicable operating affiliates and subsidiaries offering Service(s) as identified below, with offices located at 1701 JFK Blvd., Philadelphia, PA 19103 and [Insert Customer's Form 470 Name] ("Customer"), with offices located at [Insert Customer Form 470 Address].

This Agreement sets forth the terms and conditions under which Comcast Cable Communications Management, LLC and its applicable operating affiliates and subsidiaries (identified above, "Comcast") will provide communications and other Service(s) to the above Customer. This Agreement consists of this document ("Service Agreement Cover Page"), the Comcast General Terms and Conditions for E-Rate ("General Terms and Conditions"), Sales Order(s), the Product Specific Attachment(s) applicable to the ordered Service(s) ("PSA(s)"), and any written amendments to the Agreement and executed by both parties, if any ("Amendment(s)"), collectively referred to as the Agreement. In the event of an explicit inconsistency among these documents, precedence will be as follows: (1) Amendment(s), (2) PSA(s), (3) General Terms and Conditions, (4) this Service Agreement Cover Page, and (5) Sales Order(s). The PSA(s) are located at <https://business.comcast.com/terms-conditions-ent> (or any successor URL). Use of the Service(s) is also subject to the High-Speed Internet for Business Acceptable Use Policy ("AUP") located at <https://business.comcast.com/customer-notifications/acceptable-use-policy> (or any successor URL), and the High-Speed Internet for Business Privacy Policy ("Privacy Policy") located at <https://business.comcast.com/privacy-statement-new> (or any successor URL). Comcast may update the PSA(s), AUP and Privacy Policy from time to time upon posting to the Website. This Agreement shall commence and become a legally binding agreement upon the mutual execution of this Service Agreement Cover Page by the parties. The Agreement shall terminate as set forth in the General Terms and Conditions. All capitalized terms not defined on this Service Agreement Cover Page shall have the definitions given to them in the General Terms and Conditions.

As set forth in the Sales Order(s) attached hereto, the following Services shall be provided to Customer by Comcast: [Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Dedicated Internet ("EDI") Service(s) circuit(s). [Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Network Service(s) ("ENS") circuit(s). [Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Private Line ("EPL") Service(s) circuit(s). [Spell out # of circuits] [Insert #] [Insert Bandwidth] Mbps Ethernet Virtual Private Line ("EVPL") Service(s) circuit(s).	
Term (Months): [Spell out No.] ([Insert No.])	Agreement Number: [State-FLast-MMDDYY-CM-No./FY22]
Non-Recurring Charges (NRC): \$[Insert NRC]	Monthly Recurring Charges (MRC): \$[Insert MRC]
Custom Installation Charge ("CIC"): \$[Insert CIC] (Amortized at \$[Insert Amortized Price - if applicable] per month for the initial Service Term)	
Number of Service Location(s): [Spell out No.] ([Insert No.])	Estimated Service Commencement Date: On or after July 1, 2022
Notes / Comments: 1. E-Rate funding, if applicable, to be sought solely by Customer. 2. The Service(s) specified herein shall be provided by Comcast Business Communications, LLC. The Comcast Business Communications, LLC SPIN No. is 143003990. <b>EDI, EPL, EVPL, ENS</b> 3. The Service(s) specified herein shall be provided by the applicable state affiliate of Comcast Phone, LLC. The Comcast Phone, LLC SPIN No. is 143034516. <b>INTRASTATE ONLY</b>	
Salesperson: [Insert Name]	Telephone Number: [Insert Phone Number]
Sales Director: [Insert Name]	Telephone Number: [Insert Phone Number]
Customer Contact: [Insert Customer Name]	Telephone Number: [Insert Phone Number]

Customer, by signing below, agrees and accepts the terms and conditions of this Agreement.

**[Insert Customer Name] Comcast Cable Communications Management, LLC**

Signature:		Signature:	
Printed Name:		Printed Name:	
Title:		Title:	
Date:		Date:	

# COMCAST BUSINESS

## COMCAST ENTERPRISE SERVICES GENERAL TERMS AND CONDITIONS FOR E-RATE ("General Terms and Conditions")

### ARTICLE 1: DEFINITIONS

For purposes of these General Terms and Conditions, the following terms shall have the meanings specified below.

**Affiliate:** With respect to each party, any entity that controls, is controlled by, or is under common control with such party. For the purposes of this definition, "control" shall mean ownership of at least fifty percent (50%) of the voting stock or other voting ownership interest in an entity.

**Agreement:** Collectively, these General Terms and Conditions, the Service Agreement (E-Rate) Cover Page executed by the Customer and accepted by Comcast, any applicable Product Specific Attachment, and each binding Sales Order and/or Statement of Work.

**Comcast:** The operating Affiliate of Comcast Cable Communications Management, LLC that provides the Services. References to Comcast in Article 5 and Article 6 shall also include its Affiliates and their respective directors, officers, and employees.

**Comcast Equipment:** Any and all facilities, equipment or devices provided by Comcast or its authorized contractors at the Service Location(s) that are used to deliver the Services. Notwithstanding the foregoing, inside telephone wiring within a Service Location, whether or not installed by Comcast, shall not be considered Comcast Equipment.

**Confidential Information:** All information regarding either party's business which has been marked or is otherwise communicated as being "proprietary" or "confidential" or which reasonably should be known by the receiving party to be proprietary or confidential information. Without limiting the foregoing, Confidential Information shall include, even if not marked, the Agreement, all Licensed Software, promotional materials, proposals, quotes, rate information, discount information, subscriber information, network upgrade information and schedules, network operation information (including without limitation information about outages and planned maintenance), and invoices, as well as the parties' communications regarding such items. Confidential Information does not include any data transmitted over or through the Services.

**Customer:** The entity named on the Service Agreement (E-Rate) Cover Page.

**Customer-Provided Equipment:** All facilities, equipment, and devices supplied by Customer, or by a party not contracted by Comcast, for use in connection with the Services.

**Network:** The Comcast Equipment, fiber optic, or coaxial cable associated with electronics and other equipment used to provide the Services, including any such equipment not located on or at the Service Location(s).

**Product Specific Attachment(s) or PSA(s):** The additional terms and conditions applicable to each of the Services.

**Sales Order:** An order form for the provision of Services to a Service Location(s) on (a) the then-current Comcast form designated for such purpose or (b) such other form, or in such other manner, as may be agreed upon by the parties. Each Statement of Work shall be considered a Sales Order.

**Service(s):** Service(s) provided by Comcast pursuant to a Sales Order or Statement of Work. All Services provided under the Agreement are for commercial, non-residential use only. Except as expressly provided in a Sales Order, Statement of Work, or PSA, all Services provided under the Agreement are for domestic use only.

**Service Commencement Date:** With respect to each Service, "Service Commencement Date" shall have the meaning specified in the PSA applicable to such Service or in the Statement of Work, it being understood that a single Sales Order containing multiple Service Locations or Services may have multiple Service Commencement Dates.

**Service Location(s):** The Customer location(s) where Comcast provides the Services.

**Service Term:** As specified in a Sales Order or Statement of Work, the duration of time (which shall commence on the Service Commencement Date) for which Services are ordered.

**Statement of Work (SOW):** The specific terms under which Comcast will provide certain customized services to Customer, including all attached appendices and exhibits, if any.

**Termination Charges:** Charges that may be imposed by Comcast upon early termination of a Service as specified in the applicable PSA.

**Website:** The Comcast website where the General Terms and Conditions, PSAs, the Privacy Policy, and the AUP are posted. The current URL for the Website is <https://business.comcast.com/terms-conditions-ent> (as the same may be updated by Comcast from time-to-time).

### ARTICLE 2. DELIVERY OF SERVICE

**2.1 Orders.** To request Service at a Service Location(s), Customer may request from Comcast a Sales Order or SOW. If Customer wishes to move forward with the provision of the requested Service(s), Customer shall sign and return the Sales Order or SOW to Comcast, at which time it will become binding, subject to an engineering review. Each Sales Order or SOW submitted by Customer may be subject to an engineering review which will determine whether and to what extent the Network must be extended, built, or upgraded in order to provide the ordered Services. After any such engineering review, Comcast will provide Customer written notification in the event Service installation at any Service Location will require an additional non-recurring installation

# COMCAST BUSINESS

fee ("Custom Installation Fee" or "Construction Charges"). Notwithstanding anything to the contrary contained in this Article 2.1, Customer shall have thirty (30) days from receipt of such notice to reject the Custom Installation Fee and terminate the affected Service Location(s). In addition to the foregoing, if Comcast's cost of installing the applicable Services (including any applicable construction costs) increases following Customer's acceptance of the Custom Installation Fee such that Comcast's internal rate of return ("IRR") for the applicable Services is unacceptable to Comcast, as reasonably determined by Comcast, then (i) Comcast may increase the monthly recurring charge or Custom Installation Fee, as agreed to by Customer or (ii) if Customer does not agree to such increase, Comcast may terminate the applicable Sales Order or SOW upon ten (10) days' notice to Customer, without penalty.

**2.2 Access.** To deliver Services to Customer, Comcast may require access, right-of-way, conduit, and/or common room space within and/or outside each Service Location and facility containing the Service Location ("Access"). Within each Service Location and facility containing the Service Location, Customer shall be solely responsible for securing and maintaining such Access as Comcast may require to deliver the Services. In the event that Customer fails to secure or maintain such Access, Comcast (i) may upon thirty (30) days prior written notice cancel or terminate Service at such Service Location and such termination shall be subject to applicable Termination Charges and (ii) shall be excused from its obligations with respect to the Service(s) at such Service Location (including any obligation to issue service credits) until such time as Customer provides Comcast with the necessary Access. If Comcast is unable to secure or maintain Access outside a particular Service Location, which Access is needed to provide Services to such Service Location, Customer or Comcast may cancel or terminate Service at such Service Location, without further liability beyond the termination date, upon a minimum thirty (30) days' prior written notice to the other party.

**2.3 Hazardous Materials.** If the presence of asbestos or other hazardous materials exists or is detected at a Service Location or within the building where the Service Location is located, Comcast may immediately stop providing and/or installing Services until such materials are removed. Customer shall be responsible for any additional expense incurred by Comcast as a result of encountering, or in the avoidance of, hazardous materials.

**2.4 Equipment.**

**A. Comcast Equipment.** Comcast may, in its sole discretion, remove or change Comcast Equipment. Customer shall not move, disconnect, attempt to repair, or otherwise tamper with any Comcast Equipment or permit others to do so, and shall not use the Comcast Equipment for any purpose other than as authorized by the Agreement. Customer shall (i) provide an adequate environmentally controlled space and such electricity as may be required for installation, operation, and maintenance of the Comcast Equipment and (ii) be responsible for damage to, or loss of, Comcast Equipment caused by its acts or omissions, or by fire, theft, or other

casualty at the Service Location(s), unless caused by the gross negligence or willful misconduct of Comcast. Comcast shall maintain, at its cost, Comcast Equipment during the term of this Agreement; provided, however, that such maintenance shall be at Customer's cost to the extent it is related to causes other than the ordinary and proper use of the Comcast Equipment. Upon termination or expiration of this Agreement and/or any Sales Order or SOW, Customer shall be responsible for the return of all applicable Comcast Equipment. Until such time as the Comcast Equipment is returned to Comcast, Comcast may continue to invoice Customer for the monthly fee applicable to such Comcast Equipment. If any returned Comcast Equipment has been damaged and/or destroyed other than by Comcast or its agents, normal wear and tear excepted, Comcast may, in its sole discretion, invoice Customer for the manufacturer's list price of such Comcast Equipment or the cost of repair.

**B. Customer-Provided Equipment.** Customer shall have sole responsibility for providing maintenance, repair, operation, and replacement of all Customer-Provided Equipment, inside telephone wiring, and other Customer equipment and facilities on the Customer's side of the Demarcation Point. "Demarcation Point" means the point of interconnection between the Network and Customer-Provided Equipment located at a Service Location. Neither Comcast nor its employees, Affiliates, agents, or contractors shall (i) have any obligation to install, operate, or maintain Customer-Provided Equipment or (ii) be liable for any damage, loss, or destruction to Customer-Provided Equipment, unless caused by the gross negligence or willful misconduct of Comcast. Customer-Provided Equipment shall at all times be compatible with the Network. Customer shall be responsible for the payment of service charges for visits by Comcast's employees or agents to a Service Location when the service difficulty or trouble report results from Customer-Provided Equipment.

**2.5 Network; Intellectual Property; IP Addresses.**

**A.** The Network is and shall remain the property of Comcast regardless of whether installed within, upon, overhead, above, or underground at or near the Service Location and shall not be considered a fixture or an addition to the land or the Service Location(s) located thereon. Customer agrees that it shall take no action that directly or indirectly impairs Comcast's title to the Network, or any portion thereof, or exposes Comcast to any claim, lien, encumbrance, or legal process, except as otherwise agreed in writing by the parties. Nothing in this Agreement shall preclude Comcast from using the Network for services provided to other Comcast customers, it being understood that, with respect to any Ethernet Services, the access circuit between a Service Location and the applicable Comcast Network gateway switch shall be solely used to provide the applicable Ethernet Services to Customer.

**B.** Title and intellectual property rights to (i) the Services and (ii) any computer software or code provided by Comcast to use the Services, including, but not limited to, associated documentation, and all updates thereto ("Licensed Software") are, in each case, owned by Comcast, its agents,

# COMCAST BUSINESS

suppliers, or affiliates or their licensors or otherwise by the owners of such material. The copying, redistribution, bundling, or publication of the Services, in whole or in part, without the express prior written consent of Comcast or other owner of such material, is prohibited.

C. The Agreement provides no right to use any party's or its Affiliates' trademarks, service marks, or trade names, or to otherwise refer to the other party in any marketing, promotional, or advertising materials or activities.

**License Grant.** If Customer requires the use of Licensed Software from Comcast in order to use the Services, Customer shall have a nonexclusive, nontransferable, and limited license to use such Licensed Software in object code only and solely to the extent necessary to use the applicable Service during the corresponding Service Term. Customer may not claim title to, or an ownership interest in, any Licensed Software (or any derivations or improvements thereto), and Customer shall execute any documentation reasonably required by Comcast, including, without limitation, end-user license agreements, for the Licensed Software. Customer shall not: (i) copy the Licensed Software (or any upgrades thereto or related written materials) except for emergency back-up purposes or as permitted by the express written consent of Comcast; (ii) reverse engineer, decompile, or disassemble the Licensed Software; (iii) sell, lease, license, or sublicense the Licensed Software; or (iv) create, write, or develop any derivative software or any other software program based on the Licensed Software. Customer acknowledges that the use of Service may periodically require, and consents to Comcast's provision of, updates and/or changes to the Licensed Software resident in the Comcast Equipment or Customer Provided-Equipment.

## **ARTICLE 3. BILLING AND PAYMENT**

### **a. Charges; Changes to MRC; Taxes.**

A. Customer agrees to pay all charges associated with the Services, including, but not limited to, any fees or payment obligations in connection with the Services imposed by governmental or quasi-governmental bodies in connection with the sale, installation, use, or provision of the Services (e.g., applicable franchise fees, right of way fees, and Universal Service Fund charges) regardless of whether Comcast or its Affiliates pay the fees directly or are required or permitted by law to collect them from Customer. Any failure on the part of Customer to be ready to receive Service, or any refusal on the part of Customer to receive Service, shall not relieve Customer of its obligation to pay charges for any Service that is otherwise available for use. For the avoidance of doubt, Comcast shall not be responsible for any purchases made by Customer or its end users while using the Services.

B. With respect to each Sales Order, Comcast may, upon thirty (30) days prior written notice to Customer (or such longer period as may be required by law), modify the monthly recurring service charges applicable to (i) Ethernet and Internet Services at any time after the expiration of the initial Service Term and (ii) any other services at any time. Customer acknowledges and agrees that such notice

requirement may be satisfied by including notice of a monthly recurring service charge modification(s) in a Customer invoice. Customer shall have thirty (30) days from receipt of any such notice to cancel the applicable Service without liability for Termination Charges. Should Customer fail to cancel within such timeframe, Customer shall be deemed to have accepted the modified Service pricing. Notwithstanding anything to the contrary contained in this Article 3.2(B), Comcast may modify equipment charges upon notice to Customer.

C. Except to the extent Customer provides a valid tax exemption certificate prior to the delivery of Service, Customer shall be responsible for the payment of any and all applicable local, state, and federal taxes or fees (however designated). Customer shall also be responsible to pay any taxes that become applicable retroactively.

### **3.2 Payment Terms; Disputes.**

A. Except as otherwise indicated herein or in a PSA, Comcast will invoice Customer in advance on a monthly basis for all monthly recurring charges and fees arising under the Agreement. All other charges will be billed monthly in arrears, including without limitation, certain usage-based charges. Payment is due within thirty (30) days after the invoice date. If a Service Commencement Date is not the first day of a billing period, Customer's first monthly invoice shall include any pro-rated charges for the Services from the Service Commencement Date to the start of the next billing period. Except to the extent otherwise prohibited by law, Customer will be assessed a service charge up to the full amount permitted under applicable law for any check or other instrument used to pay for the Services that has been rejected by the bank or other financial institution. Subject to Customer's right to dispute charges in accordance with Article 3.2(B), any payment not made when due will be subject to a late charge equal to (i) 1.5% per month or (ii) the highest rate allowed by law, whichever is lower. If Comcast is required to use a collection agency or attorney to collect any amount owed by Customer or any unreturned Comcast Equipment, Customer agrees to pay all reasonable costs of collection or other action. No acceptance of partial payment(s) by Comcast shall constitute a waiver of any rights to collect the full balance owed under the Agreement.

B. If Customer disputes any portion of an invoice, Customer shall pay the undisputed portion of the invoice and submit a written claim, including all substantiating documentation, to Comcast for the disputed amount of the invoice by the invoice due date. The parties shall negotiate in good faith to resolve any billing dispute submitted by Customer pursuant to this Article 3.2(B). Under no circumstances may Customer submit a billing dispute to Comcast later than ninety (90) days following Customer's receipt of the applicable invoice.

**3.3 Credit Approval and Deposits.** Delivery of Services may be subject to credit approval. Customer authorizes Comcast to make inquiries and to receive information about Customer's credit history from others and to

# COMCAST BUSINESS

enter this information in Customer's records. Comcast, in its sole discretion, may deny the Services based upon an unsatisfactory credit history. Subject to applicable regulations, Comcast may require Customer to make a deposit as a condition to Comcast's provision of the Services.

**3.4 E-Rate Funding.** Comcast makes no representations, guarantees or warranties with respect to the eligibility or ineligibility of the Services or any Service component for federal e-rate support or for other governmental and quasi-governmental telecommunications/internet discounts or entitlements (collectively, "E-Rate Funding"). Customer expressly acknowledges and agrees that it is responsible for ensuring that Comcast is paid one hundred percent (100%) of all non-recurring charges ("NRC(s)"), monthly recurring Service charges ("MRC(s)") and other amounts required under this Agreement in accordance with the payment intervals specified therein. Unless and until the Customer has received, or has been designated as a recipient of, E-Rate Funding for the Services, Customer may not withhold or offset any such amounts on the basis of its anticipated receipt of E-Rate Funding, except as otherwise set forth below. In the event that the Customer has received, or has been designated as a recipient of, E-Rate Funding for the Services, Customer may choose to either (1) pay Comcast in full for the Services, or (2) receive discounted bills from Comcast. If Customer chooses option (1), the Customer must utilize the applicable customer-initiated reimbursement process relative to such E-Rate Funding. Comcast shall have no obligation to discount or prorate its invoices or to take other action to process such E-Rate Funding, except to the extent specifically required by law and regulation, or except as otherwise set forth above or below. Notwithstanding this, Comcast will reasonably assist Customer in the completion of any portions of the FCC Form 472 which, as a matter of law or regulation, are required to be completed by the service provider. If Customer chooses option (2), Comcast shall have no obligations under this Agreement until Customer provides Comcast the copy of the Notification and Acceptance of Form(s) 486 from the Universal Services Administrative Company, Schools and Libraries Division ("SLD"), approving Customer's eligibility for E-Rate Funding. A Customer selecting option (2) is required to pay Comcast the non-discounted portion of all NRC(s), MRC(s), and other amounts required under this Agreement in accordance with the payment interval specified therein. Customer also must reasonably assist Comcast in completing the Service Provider Invoice Form (FCC Form 474) and obtaining full payment of the discount amount from the Universal Service Administrative Company or other E-Rate fund administrator or administrative entity. If during the term of this Agreement, Customer fails to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of the Agreement succeeding the first fiscal period, Customer may elect to (i) continue to receive Services under this Agreement, in which Customer shall remain bound by the terms and conditions set forth hereunder and remain responsible for all NRC(s) and MRC(s), as set forth in the Agreement or applicable Sales Order(s), for the remaining term applicable thereto, irrespective of E-Rate Funding status, or, (ii) terminate this Agreement or Sales Order(s) upon written notice as of the

beginning of the fiscal year for which funds are not appropriated or otherwise made available. The effect of termination of the Agreement or Sales Order(s) hereunder will be to discharge both Comcast and the Customer from future performance of the Agreement. However, Comcast shall be reimbursed for any and all unpaid NRC(s), any unpaid past due balance(s), and any additional costs already incurred by Comcast in conjunction with this Agreement. Customer shall notify Comcast in writing within thirty (30) days of fiscal budget denial indicating funds may not be available for the continuation of the Agreement for each succeeding fiscal period beyond the first year. In no event shall Comcast initiate construction of the Network until proof of funding has been received, in whole or in part, based on 100% Customer-furnished funds or partially reimbursed funds by the SLD.

## **ARTICLE 4. TERM & TERMINATION**

**4.1 Sales Order Term.** Upon the expiration of the Service Term applicable to a Sales Order, each Service Term shall automatically renew for successive periods of one (1) month each (each, a "Renewal Term"), not to exceed twelve (12) months unless prior written notice of non-renewal is delivered by either party to the other at least thirty (30) days before the expiration of the Service Term or the then current Renewal Term. To the extent the initial Service Term or a Renewal Term applicable to a Sales Order extends beyond the expiration date of the term of the Agreement, such Sales Order shall continue to be governed by the terms and conditions of the Agreement. The term of the Agreement commences on the Effective Date and continues for the time set forth on the Service Agreement (E-Rate) Cover Page.

**4.2 Termination for Convenience.** Notwithstanding any other term or provision in this Agreement, Customer shall have the right, in its sole discretion, to terminate any or all Sales Order(s) or SOW(s) at any time, upon thirty (30) days prior written notice to Comcast (subject to applicable Termination Charges).

**4.3 Termination for Cause.** If either party breaches any material term of the Agreement and the breach continues unremedied for thirty (30) days after written notice of default, the other party may terminate for cause any Sales Order or SOW materially affected by the breach. In addition to its other remedies, if the Customer is in breach of a payment obligation and fails to make payment in full within thirty (30) days after written notice of default, Comcast may suspend the Service(s) under the affected Sales Order(s) or SOW(s). Subject to applicable law, either party may terminate a Sales Order or SOW immediately upon notice to the other party if the other party has become insolvent or involved in liquidation or termination of its business, or adjudicated bankrupt, or been involved in an assignment for the benefit of its creditors.

**4.4 Effect of Expiration/Termination of a Sales Order or SOW.** Upon the expiration or termination of a Sales Order or SOW for any reason, Comcast (i) shall disconnect the applicable Service and (ii) may assess and collect from Customer applicable Termination Charges (unless the Service is terminated by Customer pursuant Article 4.3 above). Termination by either party of a Sales Order or SOW

# COMCAST BUSINESS

does not waive any other rights or remedies that it may have under this Agreement.

## **ARTICLE 5. LIMITATION OF LIABILITY; DISCLAIMER OF WARRANTIES**

### **5.1 Limitation of Liability.**

A. THE AGGREGATE LIABILITY OF COMCAST AND ITS AGENTS, SUPPLIERS, AND LICENSORS FOR ANY AND ALL LOSSES, DAMAGES, AND CAUSES OF ACTION ARISING OUT OF THE AGREEMENT, INCLUDING, BUT NOT LIMITED TO, THE PERFORMANCE OF SERVICE, AND NOT OTHERWISE LIMITED HEREUNDER, WHETHER IN CONTRACT, TORT, OR OTHERWISE, SHALL NOT EXCEED DIRECT DAMAGES EQUAL TO THE SUM TOTAL OF PAYMENTS MADE BY CUSTOMER TO COMCAST DURING THE THREE (3) MONTHS IMMEDIATELY PRECEDING THE EVENT FOR WHICH DAMAGES ARE CLAIMED. THIS LIMITATION SHALL NOT APPLY TO COMCAST'S INDEMNIFICATION OBLIGATIONS AND CLAIMS FOR DAMAGE TO PROPERTY AND/OR PERSONAL INJURIES (INCLUDING DEATH) ARISING OUT OF THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF COMCAST WHILE ON THE CUSTOMER SERVICE LOCATION.

B. NOTWITHSTANDING ANYTHING TO THE CONTRARY CONTAINED IN THE AGREEMENT, IN NO EVENT SHALL THE AGGREGATE LIABILITY OF COMCAST AND ITS AGENTS, SUPPLIERS, AND LICENSORS UNDER THIS AGREEMENT FOR ALL INDEMNIFICATION OF INTELLECTUAL PROPERTY CLAIMS UNDER SECTION 6(i) OF THESE GENERAL TERMS AND CONDITIONS EXCEED THE GREATER OF (I) ONE (1) MILLION DOLLARS (\$1,000,000) AND (II) THE SUM TOTAL OF PAYMENTS MADE BY CUSTOMER DURING THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE DATE ON WHICH THE INTELLECTUAL PROPERTY CLAIM FIRST AROSE.

C. NOTWITHSTANDING ANYTHING TO THE CONTRARY CONTAINED IN THE AGREEMENT, IN NO EVENT SHALL COMCAST AND ITS AGENTS, SUPPLIERS, AND LICENSORS BE LIABLE FOR ANY LOSS, DAMAGE, OR CLAIM ARISING OUT OF OR RELATED TO: (1) CONTENT OR DATA RECEIVED OR DISTRIBUTED BY CUSTOMER OR ITS USERS THROUGH THE SERVICES; (2) ANY ACT OR OMISSION OF CUSTOMER, ITS USERS, OR THIRD PARTIES NOT UNDER THE CONTROL OF COMCAST; (3) INTEROPERABILITY, INTERACTION, OR INTERCONNECTION OF THE SERVICES WITH APPLICATIONS, EQUIPMENT, SERVICES, OR NETWORKS PROVIDED BY CUSTOMER OR THIRD PARTIES NOT UNDER THE CONTROL OF COMCAST; OR (4) LOSS OR DESTRUCTION OF ANY CUSTOMER HARDWARE, SOFTWARE, FILES, OR DATA RESULTING FROM ANY VIRUS OR OTHER HARMFUL FEATURE OR FROM ANY ATTEMPT TO REMOVE IT. CUSTOMER IS SOLELY RESPONSIBLE FOR BACKING UP ITS DATA, FILES, AND SOFTWARE PRIOR TO THE INSTALLATION

OF SERVICE AND AT REGULAR INTERVALS THEREAFTER.

D. NOTWITHSTANDING ANYTHING TO THE CONTRARY CONTAINED IN THIS AGREEMENT, NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY INCIDENTAL, INDIRECT, SPECIAL, COVER, PUNITIVE, OR CONSEQUENTIAL DAMAGES, WHETHER OR NOT FORESEEABLE, OF ANY KIND, INCLUDING, BUT NOT LIMITED TO, ANY LOSS OF REVENUE, LOSS OF USE, LOSS OF BUSINESS, OR LOSS OF PROFIT WHETHER SUCH ALLEGED LIABILITY ARISES IN CONTRACT OR TORT; PROVIDED, THAT, THE FOREGOING LIMITATION SHALL NOT LIMIT CUSTOMER'S LIABILITY FOR AMOUNTS OWED FOR THE SERVICES, FOR ANY EQUIPMENT OR SOFTWARE PROVIDED BY COMCAST, OR FOR TERMINATION CHARGES.

5.2 **Disclaimer of Warranties.** TO THE MAXIMUM EXTENT ALLOWED BY LAW, COMCAST EXPRESSLY DISCLAIMS ALL EXPRESS, IMPLIED, AND/OR STATUTORY WARRANTIES, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NONINFRINGEMENT. Without limiting the generality of the foregoing, and except as otherwise identified in a PSA, Comcast does not warrant that the Services, Comcast Equipment, or Licensed Software will be uninterrupted, error-free, or free of latency or delay, or that the Services, Comcast Equipment, or Licensed Software will meet Customer's requirements, or that the Services, Comcast Equipment, or Licensed Software will prevent unauthorized access by third parties. Customer acknowledges and agrees that the Services are not fail-safe and are not designed or intended for use in situations requiring fail-safe performance or in which an error or interruption in the Services could lead to severe injury to business, persons, property, or environment.

5.3 **Exclusive Remedies.** Customer's sole and exclusive remedies are as expressly set forth in the Agreement. In those states where Customer's remedies cannot be so limited, the liability of Comcast is limited to the maximum extent permitted by law.

## **ARTICLE 6. INDEMNIFICATION**

6.1 **Comcast's Indemnification Obligations.** Subject to Sections 5.1(B), 5.1(C), and 5.1(D) and any other limitations contained in the Agreement, Comcast shall indemnify, defend, and hold harmless Customer, its Affiliates and their respective employees, directors, officers, and agents (the "Customer Indemnified Parties") from and against all damages, liabilities, losses, and expenses (including reasonable attorneys' fees) arising out of a claim or demand by a third party ("Claims") incurred as a result of (i) infringement of U.S. patent or copyright law based solely on Comcast Equipment or Licensed Software; provided, that, Comcast shall have no liability for any claim of infringement arising from: (a) Comcast's compliance with any designs, specifications, or instructions of Customer; (b) modification or alteration of the Licensed Software or Comcast Equipment by Customer or a third party without the prior knowledge and written approval of an authorized officer of

# COMCAST BUSINESS

Comcast; (c) use of the Licensed Software or Comcast Equipment in a way not authorized in writing by an authorized officer of Comcast; and/or (d) Customer's failure to use an updated version of the Licensed Software or Comcast Equipment which has been provided, or made available, to Customer and (ii) damage to tangible personal property or real property, and personal injuries (including death) to the extent caused by the gross negligence or willful misconduct of Comcast while working on the Service Locations. For purposes of this Article 6.1, any claims by any end-user of the Services shall not be included in the definition of Claims.

## **6.2 Customer's Indemnification Obligations.**

Customer shall indemnify, defend, and hold harmless Comcast and its agents, suppliers, and licensors from any and all Claims arising on account of or in connection with Customer's and its users' use or sharing of the Service provided under the Agreement, including with respect to: (i) any content received or distributed by Customer or its users through the Service; (ii) libel, slander, infringement of copyright, or unauthorized use of trademark, trade name, or service mark arising out of communications via the Service; (iii) for patent infringement arising from Customer's combining or connection of Customer-Provided Equipment to use the Service; and (iv) for damage arising out of the gross negligence or willful misconduct of Customer.

**6.3 Indemnification Procedures.** To the extent a party may be entitled to indemnification under this Agreement (an "Indemnified Party"), such Indemnified Party shall (i) promptly notify the other party (the "Indemnifying Party") in writing of any pending or threatened Claim that gives rise to a right of indemnification (an "Action") and (ii) cooperate in every reasonable way to facilitate the defense or settlement of such Action. The Indemnifying Party shall assume the defense of any Action with counsel selected by the Indemnifying Party. The Indemnified Party may employ its own counsel in any such case and shall pay such counsel's fees and expenses. The Indemnifying Party shall have the right to settle any Action; provided, however, that to the extent that such settlement requires the Indemnified Party to take or refrain from taking any action or purports to obligate the Indemnified Party, then the Indemnifying Party shall not settle such Action without the prior written consent of the Indemnified Party, which consent shall not be unreasonably withheld, conditioned, or delayed.

## **ARTICLE 7. CONFIDENTIAL INFORMATION AND PUBLICITY**

**7.1 Disclosure and Use.** All Confidential Information disclosed by either party shall, during the term of the Agreement and for two (2) years after the expiration or termination thereof (or such longer period as may be required by law), shall not be disclosed to any third party without the disclosing party's express written consent. Notwithstanding the foregoing, such information may be disclosed (A) to the receiving party's employees, affiliates, and agents who have a need to know for the purpose of performing under this Agreement, using the Services, and rendering the Services (provided that in all cases the receiving party shall take appropriate measures prior to disclosure to its employees, affiliates, and agents to assure against unauthorized use or

disclosure) or (B) as otherwise authorized by this Agreement. Each party's confidentiality obligations hereunder shall not apply to information that: (A) is already known to the receiving party without a pre-existing restriction as to disclosure; (B) is or becomes publicly available without fault of the receiving party; (C) is rightfully obtained by the receiving party from a third party without restriction as to disclosure or is approved for release by written authorization of the disclosing party; or (D) is developed independently by the receiving party without use of the disclosing party's Confidential Information. Each party agrees to treat all Confidential Information of the other in the same manner as it treats its own proprietary information, but in no case using less than a reasonable degree of care. If either party is required to disclose Confidential Information pursuant to a judicial order or other compulsion of law, such party shall be permitted to make such disclosure provided that it: (a) limits the disclosure to only that information which is required to be disclosed by such order or legal requirement, (b) if permitted, provides the disclosing party with prompt notice of such order, and (c) reasonably assists the disclosing party in obtaining a protective order, if requested and at the disclosing party's expense.

**7.2 Publicity.** Neither party shall issue any publication or press release relating to, or otherwise disclose the existence of, the terms and conditions of any contractual relationship between Comcast and Customer without the prior written consent of the other party. Notwithstanding the foregoing, Comcast may include Customer's name on Comcast's customer lists together with a description of Services purchased (financial terms not to be disclosed). If Customer wishes to remove Customer's name from such list or to limit the foregoing use of Customer's name, Customer may contact Comcast as set forth in Article 9.3 of these General Terms and Conditions and Comcast will effect such removal.

**7.3 Remedies.** Notwithstanding any other Article of this Agreement, the non-breaching party shall be entitled to seek equitable relief to protect its interests pursuant to this Article 7, including, but not limited to, injunctive relief.

## **ARTICLE 8. PROHIBITED USES; COMCAST POLICIES**

**8.1 Prohibited Uses; Comcast Policies.** Customer is prohibited from using, or permitting the use of, any Service (i) for any purpose in violation of any law, rule, regulation, or policy of any government authority; (ii) in violation of the Comcast Acceptable Use Policy ("AUP") available on the Website; (iii) for any use as to which Customer has not obtained all required government approvals, authorizations, licenses, consents, or permits; or (iv) to interfere unreasonably with the use of Comcast service by others or the operation of the Network. Customer is responsible for the compliance of its users with the provisions of the Agreement. Customer may not sell, resell, sublicense, assign, license, sublicense, share, provide, or otherwise utilize in conjunction with a third party (including, without limitation, in any joint venture or as part of any outsourcing activity) the Services or any component thereof. Customer acknowledges and agrees that use of the Services, including by Customer, its Affiliates, and any users, shall be subject to the AUP. Notwithstanding anything to the contrary contained in Section

# COMCAST BUSINESS

4.3, Comcast reserves the right to act immediately and without notice to (a) terminate or suspend the Agreement and/or any Services if Comcast determines that such use or information is in violation of this Article 8.1 and such termination will constitute a termination for cause and (b) terminate or suspend the Services in the event of fraudulent use of Customer's Services. Customer acknowledges and agrees that Comcast is not obligated to detect or report unauthorized or fraudulent use of the Services to Customer.

**8.2 Privacy Policy.** Comcast will comply with the Comcast Privacy Policy ("Privacy Policy") which is available at the Website. Comcast is not responsible for any information provided by Customer to third parties and Customer assumes all privacy and other risks associated with providing personally identifiable information to third parties via the Services.

## **ARTICLE 9. MISCELLANEOUS TERMS**

**9.1 Force Majeure.** Neither party nor its Affiliates shall be liable to the other party for any delay, failure in performance, loss, or damage to the extent caused by force majeure conditions such as acts of God, fire, explosion, power blackout, cable cuts, acts of regulatory or governmental agencies, unforeseeable third party actions, or other causes beyond the party's reasonable control, except that Customer's obligation to pay for Services provided under the Agreement shall not be excused. Changes in economic, business, or competitive condition shall not be considered force majeure events.

**9.2 Assignment or Transfer.** Customer shall not assign any right, obligation, or duty, in whole or in part, nor of any other interest hereunder, without the prior written consent of Comcast, which shall not be unreasonably withheld. All obligations and duties of either party hereunder shall be binding on all successors in interest and permitted assigns of such party.

**9.3 Notices.** Except as otherwise identified herein, any notice sent pursuant to the Agreement shall be deemed given and effective when sent by e-mail (confirmed by certified mail), or when delivered by overnight express or other express delivery service, in each case, to the following addresses (or to such other addresses as a party may designate by written notice to the other party): (i) with respect to Customer, to the address set forth on any Sales Order; or (ii) with respect to Comcast, to: Vice President of Sales Operations (Comcast Business), One Comcast Center, 1701 JFK Blvd., Philadelphia, PA 19103, with a copy to Legal\_Notices@comcast.com. Alternatively, Customer may send termination notice to Comcast through the Comcast disconnection portal found at the following URL: <https://business.comcast.com/landingpage/disconnect> (as the same may be updated by Comcast from time-to-time).

### **9.4 Amendments; Changes to the Agreement.**

**A.** The Agreement may not be amended except by a written agreement executed by the parties; provided, that, notwithstanding the foregoing, Comcast may change or modify

the PSAs, and any related policies (including the AUP and Privacy Policy) from time to time ("Revisions") by posting such Revisions to the Website. The Revisions are effective upon posting to the Website. Customer will receive notice of any Revisions in the next applicable monthly invoice. Customer shall have thirty (30) calendar days from the invoice notice of such Revisions to provide Comcast with written notice that the Revisions adversely affect Customer's use of the Service(s). If, after such notice, Comcast is able to verify such adverse effect but is unable to reasonably mitigate the Revisions' impact on such Services, then Customer may terminate the impacted Service(s) without further obligation (including Termination Charges) to Comcast beyond the termination date. This shall be Customer's sole and exclusive remedy for any Revisions. Terms or conditions contained in any Customer purchase order, or restrictive endorsements or other statements on any Customer form of payment, shall be void and of no force or effect.

**B.** The parties acknowledge that the respective rights and obligations of each party as set forth in this Agreement are based on applicable law and regulations as they exist on the date of the Agreement's execution. The parties agree that in the event of any legislative, regulatory, or judicial order, rule, or regulation, or decision in any arbitration or other dispute resolution proceeding, or other legal or regulatory action that materially affects the provisions of this Agreement or the economic terms of the Agreement, Comcast may, by providing written notice to the Customer, require that the affected provisions of the Agreement be renegotiated in good faith. If Customer refuses to enter such renegotiations, or the parties are unable to reach resolution on new Agreement terms, Comcast may, in its sole discretion, terminate this Agreement, in whole or in part, upon sixty (60) days written notice to Customer.

**9.5 Tariffs.** Notwithstanding anything to the contrary in the Agreement, Comcast may be required to file with regulatory agencies tariffs for certain Services. In such event, the terms set forth in the Agreement may, under applicable law, be superseded by the terms and conditions of the tariffs. Without limiting the generality of the foregoing, in the event of any inconsistency between the Agreement and applicable Sales Orders on one hand, and the relevant tariffs on the other hand, the rates and other terms set forth in the Agreement and applicable Sales Orders will be treated as individual case-basis arrangements to the maximum extent permitted by law. If Comcast voluntarily or involuntarily cancels or withdraws a tariff under which a Service is provided to Customer, the Service will thereafter be provided pursuant to the Agreement and the terms and conditions contained in the tariff immediately prior to its cancellation or withdrawal. In the event that Comcast is required by a governmental authority to modify a tariff under which Service is provided to Customer in a manner that is material and adverse to the Customer, the Customer may terminate the applicable Sales Order upon a minimum thirty (30) days' prior written notice to the other party, without further liability.

**9.6 Entire Understanding; Construction; Survival; Headings; No Waiver.** The Agreement supersedes all prior agreement between the parties with respect to its subject



matter and constitutes a complete and exclusive statement of the terms of the agreement between the parties with respect to the subject matter hereof. In the event that any portion of the Agreement is held to be invalid or unenforceable, the parties shall replace the invalid or unenforceable portion with another provision that, as nearly as possible, reflects the original intention of the parties, and the remainder of the Agreement shall remain in full force and effect. The rights and obligations of either party that by their nature would continue beyond the termination or expiration of the Agreement shall survive termination or expiration of the Agreement. The article headings used herein are for reference only and shall not limit or control any term or provision of this Agreement or the interpretation or construction thereof. No failure by either party to enforce any right(s) hereunder shall constitute a waiver of such right(s). The Agreement may be executed in counterpart copies. Each party represents and warrants that the persons who execute the Agreement on its behalf are duly authorized to do so.

**9.7 Choice of Law; Compliance with Laws.** The domestic law of the state in which the Service is provided shall govern the construction, interpretation, and performance of this Agreement, except to the extent superseded by federal law. Any claim or controversy arising out of or relating to this Agreement shall be brought exclusively in federal or state court located in Philadelphia, Pennsylvania and the parties hereby consent to personal jurisdiction and venue in such court. Both parties hereby waive any right to a trial by jury. Each of the parties agrees to comply with all applicable local, state and federal laws and regulations and ordinances in the performance of its respective obligations under this Agreement.

**9.8 No Third-Party Beneficiaries; Independent Contractors.** Except as otherwise specifically set forth herein, this Agreement does not expressly or implicitly provide any third party (including users) with any remedy, claim, liability, reimbursement, cause of action, or other right or privilege. The parties to this Agreement are independent contractors. Neither party is an agent, representative, or partner of the other party. Neither party shall have any right, power, or authority to enter into any agreement for, or on behalf of, or incur any obligation or liability of, or to otherwise bind, the other party. This Agreement shall not be interpreted or construed to create an association, agency, joint venture, or partnership between the parties or to impose any liability attributable to such a relationship upon either party. Each party acknowledges and agrees that any interpretation of this Agreement may not be construed against a party by virtue of that party having drafted the provisions.

# Cost Proposal

RFP 230010674

**Responder Company Name:** Comcast Business Communications, LLC  
**Responder Name:** Romeo Lorico  
**Responder Title:** Strategic Account Executive  
**Responder SPIN:** 143003990  
**Responder Phone:** (925) 493-9455

Please provide pricing for 60-month contract terms below. Contract end dates should fall on June 30. Responders may also include pricing options based on a 36-month contract with 2 one year voluntary extensions using a second copy of this form.

Include all estimated taxes, fees, and surcharges in all proposals. The District reserves the right to select the most favorable and appropriate solution for each site situation. Include any one-time installation costs, if any. Include costs to extend service from MPOE to the MDF/IDF at each site.

The District is requesting pricing options for Leased Dark Fiber and Leased Lit Fiber as follows:

1) Leased Dark Fiber pricing should be provided as a Non-Recurring Cost (NRC) that includes all installation costs, taxes and fees in the NRC with an ongoing Monthly Recurring Cost (MRC) for Maintenance and Operations; 2) Leased Lit Fiber pricing should be provided as a Monthly Recurring Cost (MRC) and should include all installation costs, taxes and fees in the MRC; and 3) Vendors have the option to provide a Monthly Recurring Cost (MRC) option for Leased Dark Fiber if available. After term pricing must also be provided.

Below pricing is for “point to point” fiber circuits from each school location listed below to the **Galt Joint Union Elementary School District Data Center, at 1018 C Street #210, Galt, CA 95632** (the “hub” of the network).

	"A" Site	"Z" Site	Total NRC (One time costs) for Dark Fiber	MRC for Dark Fiber (Maint. & Operation costs)	MRC for Lit Fiber 10 Gbps	MRC for Lit Fiber 20 Gbps	MRC for Lit Fiber 40 Gbps	Latitude/ Longitude coordinates for site
1	GJUESD Data Ctr 1018 C Street, Ste. 210 Galt, CA 95632	Lake Canyon Elem Sch 800 Lake Canyon Ave Galt, CA 95632	\$0	\$173.40				
2	GJUESD Data Ctr 1018 C Street, Ste. 210 Galt, CA 95632	Marengo Ranch Sch 1000 Elk Hills Dr Galt, CA 95632	\$0	\$173.40				
3	GJUESD Data Ctr 1018 C Street, Ste. 210 Galt, CA 95632	River Oaks Elem Sch 905 Vintage Oak Ave. Galt, CA 95632	\$0	\$173.40				
4	GJUESD Data Ctr 1018 C Street, Ste. 210 Galt, CA 95632	Robert L. McCaffrey MS 997 Park Terrace Dr. Galt, CA 95632	\$0	\$173.40				
5	GJUESD Data Ctr 1018 C Street, Ste. 210 Galt, CA 95632	Valley Oaks Elem Sch 21 C Street Galt, CA 95632	\$0	\$173.40				

6	GJUESD Data Ctr 1018 C Street, Ste. 210 Galt, CA 95632	Vernon E Greer MS 248 West A Street Galt, CA 95632	\$0	\$173.40					
7	GJUESD Data Ctr 1018 C Street, Ste. 210 Galt, CA 95632	Elk Grove DO/ SCOE Data Center 9510 Elk Grove Florin Rd Elk Grove, CA 95624	\$0	\$173.40					

Responders must also include addendums specifying all information required in the Project Scope and Responder Service Provider sections of this RFP (pages 5-6).

**Proposal are due in the District main office no later than 4:00 p.m. January 27, 2023**

Prices quoted do not include applicable taxes, surcharges, or fees

**RFP Form**

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

To: Superintendent and Members of the Board of Education

The undersigned, doing business under the full and complete legal Responder name as set forth below, having examined the Notice to Responders, RFP Instructions, Scope of Work & Requirements, General Conditions, Agreement and all other documents forming a part of the RFP package for the above-referenced RFP, hereby proposes to perform the Agreement, including all of its component parts, and to furnish all materials called by them for the entire order for the prices set forth in the documents contained in said RFP package. The entire RFP Package is submitted, together with this RFP Form.


Name of Company: Comcast Business Communications, LLC

Legal Status (i.e., sole proprietorship, partnership, corporation): LLC

Tax I.D. Number (Sole Proprietorship Only): 23-1709202

Address: 1701 JFK Boulevard  
Philadelphia, PA 19103

Authorized Representative:



Signature

Terrence J. Connell

Name (Print or Type)

Senior Vice President

Title

1/23/2023

Date

( )

Phone

( 720-206-6297

Fax

Ali\_zanganeh@cable.comcast.com

E-mail address

No statement made in the proposal shall be considered a contractual term unless expressly included in a contract mutually negotiated between the parties as part of the post bid submission process. At that time, Comcast would be amenable to negotiating modifications to the Contract appended to the RFP, to the extent allowed by law or as mutually negotiated by the parties, and to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast solution. Comcast also reserves the right to include any additional terms and conditions upon which the above mentioned services are being specifically offered by Comcast as a highly regulated provider of such services.

**Letter of Agreement**

Pursuant to the terms of Galt Joint Union Elementary School District RFP #230010674 for Leased Dark Fiber or Leased Lit Fiber Service, (Name of Company) \_\_\_\_\_'s response to RFP #230010674 dated (mm/dd/yyyy) \_\_\_\_\_, (Name of Company) \_\_\_\_\_ will provide the equipment and services per RFP #230010674 effective the date of issuance of Galt Joint Union Elementary School District Purchase Order(s).


(Name of Company) \_\_\_\_\_ and Galt Joint Union Elementary School District acknowledge that this agreement is for E-Rate eligible products and services, which are contingent on funding by the School and Libraries Division of USAC/FCC and the Galt Joint Union Elementary School District for E-Rate Year 2023 (Year 26), and Galt Joint Union Elementary School District Board of Education approval.

The Galt Joint Union Elementary School District (District) reserves the right to terminate the referenced Request for Proposal (RFP) and all documents associated with the Request for Proposal, including but not limited to this Letter of Agreement, in its sole discretion at any time, with or without cause, upon written notice to the other party. In the event of termination, notice shall be deemed served on the date of mailing and shall be effective immediately. The Galt Joint Union Elementary School District shall not be responsible for any costs to Bidder prior to termination.

Galt Joint Union Elementary School District

Comcast Business Communications, LLC

\_\_\_\_\_  
\_\_\_\_\_

(Name of Company)  


Authorized Representative Signature  
Date: \_\_\_\_\_

Authorized Representative Signature  
Date: 1/23/2023

Name: Nicole Lorenz  
Title: Chief Business Official  
Address: 1018 C Street #210  
Galt, CA 95632  
Email: nlorenz@galt.k12.ca.us  
Phone: (209) 744-4545 x311

Name: Terrence J. Connell  
Title: Senior Vice President  
Address: 1701 JFK Boulevard  
Philadelphia, PA 19103  
Email: Ali\_zanganeh@cable.comcast.com

No statement made in the proposal shall be considered a contractual term unless expressly included in a contract mutually negotiated between the parties as part of the post bid submission process. At that time, Comcast would be amenable to negotiating modifications to the Contract appended to the RFP, to the extent allowed by law or as mutually negotiated by the parties, and to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast solution. Comcast also reserves the right to include any additional terms and conditions upon which the above mentioned services are being specifically offered by Comcast as a highly regulated provider of such services.

**Fingerprint Certification**

RFP 230010674

Not Applicable

Responder Certification

I, Terrence J. Connell, am an authorized representative of/doing business as (Name of Responder/consultant) Comcast Business Communications, LLC, and hereby certify that, pursuant to Education Code Section 45125.1, this business entity has conducted the required criminal background check(s) of all its employees who may have contact with District pupils or unsupervised access to any District campus of the Galt Joint Union Elementary School District on behalf of this business entity, and that none of those persons have been reported by the Department of Justice as having been convicted of a serious or violent felony as specified in Penal Code Sections 667.5(c) and/or 1192.7(c).

Failure to comply with these terms, or permitting unsupervised access by an employee whose name has not been cleared by DOJ as certified by the Contractor shall constitute grounds for termination of this Agreement.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Executed this 23 day of January, 2023, in Philadelphia PA County, California.

Terrence J. Connell

Name of Responder/Consultant (please print)

Senior Vice President

Name/Title of Authorized Representative (printed)



(Signature)

## Statement of Non-Conflict of Interest

RFP 230010674

The Responder hereby warrants that he or she has no business or financial interests that are in conflict with his or her obligations to the District and further agrees to disclose any such interest which may be acquired during the life of an agreement with the District. The Responder also certifies that it and its members are not, officers, agents, or employees of the District, nor have they been since January 1, 2001.



\_\_\_\_\_  
Signature

Terrence J. Connell

\_\_\_\_\_  
Printed Name

Senior Vice President

\_\_\_\_\_  
Title

Comcast Business Communications, LLC  
Responder

1/23/2023

\_\_\_\_\_  
Date

# Insurance Acknowledgement

RFP 230010674

## Notice to Bidders regarding Indemnity and Insurance Requirements

### Summary of Indemnification and Insurance Requirements:

1. These are the Indemnity and Insurance Requirements for Contractors providing services or supplies to Galt Joint Union Elementary School District (Buyer). By agreeing to perform the work or submitting a proposal, you verify that you comply with and agree to be bound by these requirements. If any additional Contract documents are executed, the actual Indemnity language and Insurance Requirements may include additional provisions as deemed appropriate by Buyer.
2. You should check with your Insurance advisors to verify compliance and determine if additional coverage or limits may be needed to adequately insure your obligations under this agreement. These are the minimum required and do not in any way represent or imply that such coverage is sufficient to adequately cover the Contractor's liability under this agreement. The full coverage and limits afforded under Contractor's policies of Insurance shall be available to Buyer and these Insurance Requirements shall not in any way act to reduce coverage that is broader or includes higher limits than those required. The Insurance obligations under this agreement shall be: 1— all the Insurance coverage and limits carried by or available to the Contractor; or 2—the minimum Insurance requirements shown in this agreement, whichever is greater. Any insurance proceeds in excess of the specified minimum limits and coverage required, which are applicable to a given loss, shall be available to Buyer.
3. Contractor shall provide Buyer with Certificates of Insurance including all required endorsements and a copy of the Declarations and Endorsement Page of the CGL policy listing all policy endorsements to Buyer before work begins. Buyer reserves the right to require full-certified copies of all Insurance coverage and endorsements.

**I. Indemnification & Insurance:**

~~Contractor shall be an independent contractor and not an agent or employee of District under this Agreement. Contractor shall be responsible for any damage, loss, or other claim arising out of the performance of its services under this Agreement.~~

~~Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a current certificate or policy evidencing its professional general liability insurance coverage in a sum not less than \$1,000,000 per occurrence, and such certificate or policy shall name the District as an additional insured.~~

~~To the fullest extent allowed by law, Contractor shall defend, indemnify, and hold harmless District, its directors, officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error, or omission by Contractor or its directors, officers,~~



~~agents, employees, volunteers, or guests arising from Contractor's duties and obligations described in this Agreement or imposed by law.~~

~~To the fullest extent allowed by law, District shall defend, indemnify, and hold harmless Contractor, its directors, officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error, or omission by District or its directors, officers, agents, employees, volunteers, or guests arising from District's duties and obligations described in this Agreement or imposed by law. Contractor is not an employee of the District and District shall not indemnify Contractor in any such claim.~~

~~Contractor shall be responsible for carrying its own workers' compensation insurance and health and welfare insurance. District shall not withhold or set aside income tax, Federal Insurance Contributions Act (FICA) tax, unemployment insurance, disability insurance, or any other federal or state funds whatsoever. It shall be the sole responsibility of the Contractor to account for all of the above and Contractor agrees to hold District harmless from all liability for these taxes.~~

I have read and understand the above requirements and agree to be bound by them for any work performed for the Buyer.

  
Signature

Terrence J. Connell  
Printed Name

Senior Vice President  
Title

Comcast Business Communications, LLC  
Responder

1/23/2023  
Date

No statement made in the proposal shall be considered a contractual term unless expressly included in a contract mutually negotiated between the parties as part of the post bid submission process. At that time, Comcast would be amenable to negotiating modifications to the Contract appended to the RFP, to the extent allowed by law or as mutually negotiated by the parties, and to address additional items (if any) that your organization feels are critical to its consideration and use of the Comcast solution. Comcast also reserves the right to include any additional terms and conditions upon which the above mentioned services are being specifically offered by Comcast as a highly regulated provider of such services.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.425</b> Board Consideration of Approval to Dispose of Surplus Vehicle Through a Public Auction
<b>Presenter:</b> Nicole Lorenz	<b>Action Item:</b> XX <b>Information Item:</b>

The Maintenance and Operations department has identified a vehicle that is no longer serviceable due to the vehicle's age, transmission issues, body rust, and deterioration. It is no longer of value to the District.

The vehicle is described as follows:

1990 Ford Pick-up Truck – VIN# 1GBGC24K3LE190062

With the Board's approval, the department seeks to dispose of the vehicle through a public auction beginning on or after February 16, 2023.

The terms of the public auction will require that the purchaser be responsible for the removal of the vehicle from District property at no expense to the District.

Attachment: Notice of Sale of Surplus Vehicle



# 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](http://www.galt.k12.ca.us)

## **Notice of Sale of Surplus Vehicle**

The Galt Joint Union Elementary School District currently has a vehicle that has been taken out of district service (surplus) due to the inability to be repaired. The district is now offering to sell this surplus vehicle through an online auction process.

### **The vehicle is identified as follows:**

- 1990 Ford Pick-up Truck– VIN# 1GBGC24K3LE190062

The vehicle will be sold in its current condition and location (as-is). The purchaser will be responsible for removing it from the premises.

The vehicle will be available for inspection, by appointment, from February 16, 2023 through the close of auction. The hours for inspection are Monday - Friday, 9:00 a.m. to 4:00 p.m., except school holidays. The vehicle is located at the Maintenance, Operations and Transportation Department, 1019 Beaver Park Way, Galt, CA 95632.

Questions regarding making an appointment to view can be directed to the District's Maintenance Department, by calling 209-744-4545 x333 or [trich@galt.k12.ca.us](mailto:trich@galt.k12.ca.us).

### **Bid Procedures**

Galt Joint Union Elementary School District will conduct an auction of the surplus asset beginning on or after Thursday, February 16, 2023 and ending after the sale of the surplus asset. The item noted above will be available for online auction on [govdeals.com](http://govdeals.com).

Description and auction information regarding this item and can be found at [www.govdeals.com/GaltJointUnionESD](http://www.govdeals.com/GaltJointUnionESD) beginning on or after Thursday, February 16, 2023.

Type this URL into your Internet browser, [www.govdeals.com/GaltJointUnionESD](http://www.govdeals.com/GaltJointUnionESD) and click on the item description as listed above to learn more about the item and to place an online bid for such item(s).

Questions regarding this matter can be directed to Nicole Lorenz at 209-744-4545 x 311 or [nlorenz@galt.k12.ca.us](mailto:nlorenz@galt.k12.ca.us).

Posting Dates: February 16, 2023 through March 10, 2023

Posting Locations: All District schools  
Maintenance, Operations, & Transportation Department Office  
District Office

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Lois Yount, District Superintendent ~ Nicole Lorenz, Chief Business Officer  
Claudia Del Toro-Anguiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: Thomas Silva, Wesley Cagle, Traci Skinner, Grace Malson, Casey Raboy



## Galt Joint Union Elementary School District (GJUESD)

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

### Board Meeting Agenda Item Information

<p><b>Meeting Date:</b> February 15, 2023</p>	<p><b>Agenda Item: 212.426</b> Board Consideration of Approval of the Following Board Policies, Administrative Regulations, and Bylaw</p> <p><u>Superintendent</u></p> <ol style="list-style-type: none"> <li>1. BP/AR 5131.7 – Weapons and Dangerous Instruments</li> <li>2. BB 9323 – Meeting Conduct</li> </ol> <p><u>Educational Services</u></p> <ol style="list-style-type: none"> <li>3. BP/AR 0430 – Comprehensive Local Plan for Special Education</li> <li>4. AR 5141.3 Health Examinations</li> <li>5. BP/AR 5148.2 Before/After School Programs</li> <li>6. BP/AR 5148.3 Preschool/Early Childhood Education</li> </ol>
<p><b>Presenter:</b> Lois Yount Donna Mayo-Whitlock</p>	<p><b>Action Item:</b> XX <b>Information Item:</b></p>

The Board held a first reading of the above board policies, administrative regulations, and board bylaw on January 18, 2023. There were no suggested changes by Board members.

BP/AR 5148.2 Before/After School Programs reflect minor GJUESD specific grade levels and program updates.

Attached: Policy Update Guide Sheet

**POLICY UPDATE GUIDE SHEET**  
**FIRST READING: JANUARY 18, 2023**  
**ADOPTION: FEBRUARY 15, 2023**

**1. Board Policy 5131.7 - Weapons and Dangerous Instruments**

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guar.

**Administrative Regulation 5131.7 - Weapons and Dangerous Instruments**

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

**2. Board Bylaw 9323 - Meeting Conduct**

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

**3. Board Policy 0430 - Comprehensive Local Plan for Special Education**

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

**Administrative Regulation 0430 - Comprehensive Local Plan for Special Education**

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

**4. Administrative Regulation 5141.3 - Health Examinations**

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

**5. Board Policy 5148.2 - Before/After School Programs**

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

**Administrative Regulation 5148.2 - Before/After School Programs**

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322.

**6. Board Policy 5148.3 - Preschool/Early Childhood Education**

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

**Administrative Regulation 5148.3 - Preschool/Early Childhood Education**

Regulation updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022)** which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect **NEW LAW (AB 2806, 2022)** with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

**Policy 5131.7: Weapons And Dangerous Instruments**

**Status:** DRAFT

**Original Adopted Date:** 07/28/2010

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

**Possession of Weapons**

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

**Advance Permission for Possession of a Weapon for Educational Purposes**

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration, together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if the weapon is possessed or used inappropriately.

### **Possession of Pepper Spray**

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

### **Reporting of Dangerous Objects**

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

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**Regulation 5131.7: Weapons And Dangerous Instruments**

**Status:** DRAFT

**Original Adopted Date:** 07/28/2010

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17360, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

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**Bylaw 9323: Meeting Conduct**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2008

### Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

### Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

### Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
  - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
  - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
  - c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.
7. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

*Disrupting* means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply

with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

*True threat of force* means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

### **Recording by the Public**

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

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**Policy 0430: Comprehensive Local Plan For Special Education**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2008

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the SPI. (Education Code 56195.1)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

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**Regulation 0430: Comprehensive Local Plan For Special Education**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2008

**Definitions**

*Free appropriate public education (FAPE)* means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

*Least restrictive environment* means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

**Elements of the Local Plan**

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
  - a. Free appropriate public education
  - b. Full educational opportunity
  - c. Child find and referral
  - d. Individualized education programs, including development, implementation, review, and revision
  - e. Least restrictive environment
  - f. Procedural safeguards
  - g. Annual and triennial assessments
  - h. Confidentiality
  - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
  - j. Children in private schools
  - k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
  - l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
  - m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)

- n. Performance goals and indicators
  - o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
  - p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
  - q. Maintenance of financial effort
  - r. Opportunities for public participation before adoption of policies and procedures
  - s. Suspension and expulsion rates
  - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
  - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
  - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each LEA within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures
  3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.
  4. Beginning July 1, 2027, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:
    - a. Support the governing board of the SELPA will provide to participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans
    - b. The ways in which the governing board of the SELPA will connect participating agencies in need of technical assistance to the statewide system of support
    - c. The services, technical assistance, and support the governing board of the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
  5. A description of programs for early childhood special education from birth through five years of age
  6. A description of the method by which members of the public, including parents/guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
  7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan
  8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission

of the local plan to CDE

9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

#### **Availability of the Plan**

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

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**Regulation 5141.3: Health Examinations**

**Status:** DRAFT

**Original Adopted Date:** 02/23/2011

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities, including scoliosis screening, when the Budget Act does not provide reimbursement during that fiscal year. As a result, districts should determine whether the Budget Act for the current fiscal year allows for the suspension of these requirements, and if so, suspend certain provisions of the following administrative regulation related to scoliosis screening. For more information, the district should consult CSBA's District and County Offices of Education Legal Services or district legal counsel.

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

A parent/guardian may annually file with the principal a written statement withholding consent to the child's physical examination. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

**Vision Tests**

Each student's vision shall be appraised, by the school nurse or other personnel authorized under Education Code 49452, during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (Education Code 49455)

The vision appraisal shall include tests for visual acuity, including near vision. Male students shall also be tested once for color vision in grade 1 or later and the results of the appraisal shall be entered in the student's health record. (Education Code 49455)

Appraisal of a student's vision may be waived under either of the following conditions: (Education Code 49455)

1. The student's parent/guardian requests a waiver and presents a certificate from a physician/surgeon, physician assistant, or optometrist showing the results of an examination of the student's vision, including visual acuity and, in male students, color vision.
2. The student's parents/guardians file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. The report shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

In addition to the vision appraisals described above, the school nurse and/or classroom teacher shall continually and regularly observe students' eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties. (Education Code 49455)

**Eye Examinations for the Purpose of Eyeglasses**

In addition to the vision appraisals described above, the district may enter into a memorandum of understanding with a nonprofit eye examination provider, including a mobile provider, to provide noninvasive eye examinations at a district school exclusively for the purpose of providing eyeglasses. (Education Code 49455.5)

Prior to any eye examination, the school shall notify parents/guardians of the upcoming eye examination and include a form that allows them to opt their child out of the examination. Parents/guardians who have submitted a general opt-out written statement in accordance with Education Code 49451 are deemed to have opted out. (Education Code 49455.5)

Parents/guardians whose child receives an eye examination shall be provided a report by the provider in accordance with Education Code 49456. (Education Code 49455.5)

### **Hearing Tests**

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. Kindergarten or grade 1
2. Grade 2
3. Grade 5
4. Grade 8
5. Grade 10 or 11
6. Upon first entry into the California public school system

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student. (17 CCR 2951)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the Superintendent and the County Superintendent of Schools. (17 CCR 2951)

### **Scoliosis Screening**

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

### **Type 1 Diabetes Information**

The Superintendent or designee shall provide parents/guardians of children enrolled in elementary school for the first time, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by the California Department of Education (CDE) regarding type 1 diabetes as specified in Education Code 49452.6.

### **Type 2 Diabetes Information**

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have

their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if the child has type 2 diabetes or pre-diabetes.

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by CDE regarding type 2 diabetes, which includes: (Education Code 49452.7)

1. A description of the disease and its risk factors and warning signs
2. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease
3. A description of the different types of diabetes screening tests available
4. A description of treatments and prevention methods

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

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**Policy 5148.2: Before/After School Programs**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2008 | **Last Revised Date:** 04/27/2022

The Governing Board desires to provide learning opportunities for students beyond the regular school day that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

Each program offered by the district shall be planned through a collaborative process as required by law. (Education Code 8422, 8482.5, 8484.75, 46120)

To the extent feasible, the district shall give priority to establishing expanded learning opportunities beyond the regular school day in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), Expanded Learning Opportunities Program (ELO) or any other program to be established pursuant to Education Code 8421, 8482.3, 8484.75, or 46120, shall be approved by the Board.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's expanded learning opportunity programs possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

OPTION 1: (For districts that do not charge family fees)  
No fee shall be charged for participation in the program.

OPTION 2: (For districts that charge permissible family fees)  
A family fee may be charged to participating families based on the actual cost of services.

~~However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)~~

~~For ASES, 21st CCLC, and/or ELO s programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)~~

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child-care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child-care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians;

and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

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**Regulation 5148.2: Before/After School Programs**

Status: DRAFT

Original Adopted Date: 02/27/2008 | Last Revised Date: 04/27/2022

**Definitions**

*Expanded learning opportunities* means before school, after school, summer, vacation, and/or intersessional learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning opportunities does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)

*Offer access*, with regard to an Expanded Learning Opportunities (ELO) program, means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels. (Education Code 46120)

*Provide access*, with regard to an ELO program, means to register or enroll a student in an ELO program. (Education Code 46120)

*Unduplicated student* means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)

**Grades TK-89**

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades TK-89 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

~~The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)~~

The district's ELO program shall serve students in grades TK-86. (Education Code 46120)

The district's programs shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies, including city and county parks and recreation departments, local law enforcement, community organizations, and the private sector. As appropriate, the Superintendent or designee may include other stakeholders in such collaborative process. (Education Code 8482.5, 8484.75, 46120)

~~For the 2022-23 school year, the district shall offer access to ELO programs to all unduplicated students in grades TK-86 and provide access to such programs to at least 50 percent of enrolled unduplicated students. (Education Code 46120)~~

OPTION 1: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of at least 75 percent)

Commencing with the 2023-24 school year, the district shall offer access to the ELO program to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO program.

OPTION 2: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of less than 75 percent)

The district shall offer access to the ELO program to all classroom-based unduplicated students in grades TK-86. The district shall provide access to any unduplicated student whose parent/guardian requests placement in an ELO program.

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 children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8322)

The district's ASES, ~~21st CCLC~~, and ELO program(s) shall be operated in accordance with the following:

1. Program Elements

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3, 8484.75, 46120)
- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3, 8484.75, 46120)

2. Nutrition

- a. Snacks or meals made available in the program shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3, 8484.75, 46120; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1, 8484.75)

3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3, 8484.75)
- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8, 8484.75)
  - i. Fewer than 20 students participating in the program component
  - ii. Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
  - iii. A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, 8484.75)

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)
- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4, 8484.75)

- c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

#### 5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1, 8484.75)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483, 8484.75)
- c. An ELO program shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, shall not be less than nine hours of combined instructional time and expanded learning opportunities per instructional day. (Education Code 46120)

#### 6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6, 8484.75)
- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:
  - i. First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals. (Education Code 8483, 8483.1, 8484.75)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth, or student eligible for free or reduced price meals, of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, 8484.75)

- ii. Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1, 8484.75)
- iii. Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation.
- iv. Any remaining capacity shall be filled by students selected at random.
- v. A waiting list shall be established to accommodate additional students if space becomes available.

#### 7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that the student participates. An ELO program offered pursuant to Education Code 46120 does not have an attendance requirement, but the district may track student attendance for safety and continuous quality improvement purposes.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.



## 8. Summer/Intersession/Vacation Programs

- a. ELO programs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during intersessional periods.
- b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)
- d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)
- f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

### Grades 9-12

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The district's ASSETs program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422)

The program shall be operated in accordance with the following guidelines:

#### 1. Program Elements

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)
  - i. Tutoring
  - ii. Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
  - iii. Homework assistance
  - iv. College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460
- b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)
  - i. Community service
  - ii. Career and technical education

- iii. Job readiness
  - iv. Opportunities for mentoring and tutoring younger students
  - v. Service learning
  - vi. Arts
  - vii. Computer and technology training
  - viii. Physical fitness
  - ix. Recreation activities
- c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)
  - d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)
  - e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)

## 2. Location of Program

- a. The district's program may operate on one or multiple school sites or at another location approved by CDE. (Education Code 8421)
- b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites. (Education Code 8421)

## 3. Hours of Operation

- a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)
- b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

## Volunteers

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. The volunteer shall also submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

## Reports

The Superintendent or designee shall annually submit to CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards
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**Policy 5148.3: Preschool/Early Childhood Education**

**Status:** DRAFT

**Original Adopted Date:** 02/27/2008 | **Last Revised Date:** 04/27/2022

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 United States 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.

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 BP 6170.1 - Transitional Kindergarten. (Education Code 8322)

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 California State Preschool Program. 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.

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**Regulation 5148.3: Preschool/Early Childhood Education**

**Status:** DRAFT

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*Children with exceptional needs* means either of the following:

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. These children include an infant or toddler with a developmental delay or established risk condition, or who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. These children 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 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. These children shall have an active individualized education program (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.

*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 transitional kindergarten (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'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 AR 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. Homeless
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 and 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.
3. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (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 from a family in which the primary home language is a language other than English shall be enrolled first. If there are no children from such a family, 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 homeless
  - 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 being homeless
  - 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 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program 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)

However, for the 2022-2023 school year, family fees shall not be collected as specified in 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 or neglected. (Education Code 8253)

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**

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 challenging 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)

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## Board Meeting Agenda Item Information

<b>Meeting Date:</b> February 15, 2023	<b>Agenda Item: 212.427</b> Board Consideration of 2023 Ballot for CSBA Delegate Assembly
<b>Presenter:</b> Lois Yount	<b>Action Item:</b> XX <b>Information Item:</b>

Attached is the ballot material for election to CSBA’s Delegate Assembly from sub-region 6-B (Sacramento) 2023.

The Board may vote for up to the number of seats to be filled in subregion 6-B as indicated on the attached ballot. There are three seats up for election; however, insufficient nominations were received. The Board may cast a vote to write in the name of a Board member to fill this seat.

All re-elected and newly elected Delegates will serve two-year terms from April 1, 2023 to March 31, 2025. The next meeting of the Delegate Assembly takes place on Saturday, May 20 and Sunday, May 21, 2023.



**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 **WEDNESDAY, MARCH 15, 2023**. 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 2023 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of seats: 5 (Vote for no more than 5 candidates)

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*Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025*

*\*denotes incumbent*

Kara Lofthouse (Folsom Cordova USD)

Cindy Quiralte (Natomas USD)

Insufficient nominations were received; however, your board may vote to write in the name of a board member to fill this seat.

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

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*School District Name*

---

*Date of Board Action*

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

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**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.**

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**Subregion 6-A (Yolo)**

Vacant, term expires 2024

**Subregion 6-B (Sacramento)**

Beth Albiani (Elk Grove USD) ◆, appointed term expires 2023

Michael Baker (Twin Rivers USD)◆, appointed term expires 2023

Nancy Chaires Espinosa (Elk Grove USD) ◆, appointed term expires 2024

Christopher Clark (Folsom-Cordova USD), 2024

Pam Costa (San Juan USD)◆, appointed term expires 2023

Zima Creason (San Juan USD)◆, appointed term expires 2024

Christine Jefferson (Twin Rivers USD), term expires 2024

Chinua Rhodes (Sacramento City USD), term expires 2023

Vacant, term expires 2023

Vacant, term expires 2023

Vacant, term expires 2023

Vacant (Sacramento City USD)◆, appointed term expires 2023

Vacant (Sacramento City USD)◆, appointed term expires 2024

**Subregion 6-C (Alpine, El Dorado, Mono)**

Misty diVittorio (Placerville Union ESD), term expires 2024

Vacant, term expires 2023

**County Delegate:**

Shelton Yip (Yolo COE), term expires 2024

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**Counties**

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)



KL

# KARA LOFTHOUSE

EDUCATOR, BUSINESS OWNER, FCUSD SCHOOL BOARD TRUSTEE  
E: KLOFTHOUSE@FCUSD.ORG P:916-835-5272

## OBJECTIVE

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To serve as a CSBA Region 6B delegate.

## EDUCATION

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- MASTERS OF ARTS, EDUCATION: CURRICULUM AND INSTRUCTION- CSU SACRAMENTO
- BACHELOR OF ARTS, MAJOR: SOCIAL SCIENCE, MINOR: ETHNIC STUDIES – CSU SACRAMENTO
- SB2042 SECONDARY CREDENTIAL SOCIAL SCIENCE- CSU SACRAMENTO
- ENGLISH SUPPLEMENTAL- CALIFORNIA STATE UNIVERSITY, SACRAMENTO
- PRELIMINARY ADMINISTRATIVE CREDENTIAL- CSPACE EXAM
- SCOE LEADERSHIP INSTITUTE- CLEAR ADMINISTRATIVE CREDENTIAL

## EXPERIENCE

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**DIRECTOR OF EDUCATION • WILD ROOTS LEARNING CENTER • 6.2021- PRESENT**

**CURRICULUM & INSTRUCTION SPECIALIST • FCUSD • 8.2020- 8-2021**

**ASSISTANT PRINCIPAL • FOLSOM MIDDLE SCHOOL • 1.2020 – 6.2020**

**LEAD HISTORY SOCIAL SCIENCE TEACHER • FCUSD • 3.2018 - 1.2020**

**TEACHING AP/DIRECTOR OF ACTIVITIES/6<sup>th</sup> and 7<sup>th</sup> H-SS TEACHER • FOLSOM MIDDLE SCHOOL • 7.2014 - 3.2018**

**6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> HISTORY-SOCIAL SCIENCE TEACHER • NP3 MIDDLE SCHOOL • 7.2009- 7.2014**

## REFERENCES

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JIM HUBER – FCUSD- ASSISTANT SUPERINTENDENT – 916.501.2997

LORI EMMINGTON – FCUSD- DIRECTOR OF CURRICULUM & INSTRUCTION, CASCP MENTOR- 916.802.833

CHANNA COOK- HARVEY- SCOE- EXECUTIVE DIRECTOR, PLANNING & IMPROVEMENT- 504.250.9690

## SKILLS

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- SCOE Region 3 CLIC, CCSS Region 3 Board Member, NCSS California Delegate, Department Lead Teacher, Grade Level Lead Teacher, Mentor Teacher for CSUS, PLC Institute Trained- DuFour and Solution Tree, BTSA Mentor, GaVC 6-12 H/SS, Marzano Coaching, Social Emotional Learning, C&I Development, Project Based Learning, WASC, Student Assessment and Data analysis, Step Up to Writing, Discipline without Stress- Marvin Marshall, Museum of Tolerance equity training, Mental Health First Aid, Differentiated Instruction, Cooperative Learning and Interdisciplinary planning, Yearbook Advisor, Response to Intervention, Standards Based Report Cards, Advisory program developer, Area 3 Writing Project, CCSS Framework, ATI Conference, CORE Vocabulary Development, Anti-Bullying and Positive Behavior Intervention, Competitive Soccer Coach, TCI Training, IEP Admin Designee, Elementary PL Coaches, Pilot and Implementation of Curriculum and Framework, Curriculum Advisory Committee, School Unity Project, Intervention, Ethnic Studies Curriculum Development, CA History Framework, C3 Framework, Census 2020 Curriculum Development, Cultural Responsiveness, EPOCH trained, ELPAC and CAASPP Testing coordinator, LETRS, Google Certification, Cultural Linguistic Responsive Instruction, Business owner, Director of Curriculum and Instruction, Business Management, Social Media, Marketing

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

I am interested in becoming a delegate as I would like to be a part of the governance team that helps ensure the association reflects the interests of school districts and county offices of education throughout the state and help maintain a focus on what will be of the best interest for all students state wide. I have been an educator myself for the past 15 years and worked in multiple districts, as well as multiple positions, including, but not limited to: teacher, administrator, a curriculum/instruction specialist, and most recently I have opened my own learning center. I have my masters in education-curriculum and instruction with an emphasis on culturally responsive education Knowing all elements of education, and also having relationships across the county, and state through my prior work will benefit my work as a delegate. .

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

While I am very new to our school board, I am on a number of district committees as recently assigned. While working for FCUSD I worked closely with all departments, schools, teachers, administration, staff, community partners, families and the school board. I was an elected board member of California Council of Social Studies, I had the opportunity to be the California delegate for the National Council of Social Studies, I represented our district as well as our County in a number of presentations and events throughout the nation, and I created curriculum for multiple county and state wide programs. I have been trained in all district initiatives, and as a C&I specialist I served on the SEL guiding coalition, was a member of the equity committee, helped develop the equity plan, trained our Professional Learning Community (PLC) coaches, organized and administered grade level district wide PLC meetings, helped with the establishment of the district wide guaranteed and viable curriculum, served as a voting member on the Curriculum Advisory Committee (CAC), lead the history social science adoption, served as the FCEA rep, assisted with the roll out of virtual learning, hybrid learning and the return to in-person learning district plans, served on the planning committee for Mangini Ranch Elementary, and served on the superintendent parent board- to name a few. In 2021 I completed my Master's in Education, with an emphasis in culturally responsive and sustaining education from CSU Sacramento.

When I resigned from my position in 2021, I followed a long time dream of mine in opening my own education enrichment center. At my center we use research affirmed practices such as project based learning, hands on learning, full inclusion, nature based classrooms, cross curricular instruction, whole child education, culturally responsive pedagogy, and multi grade level learning groups. At my learning center we serve home school families with students Pre K-12th grade, during the school year and offer summer camps for all students. It truly is a dream as I am able to put into action all of the research and best practices I know are best for kids.

While working in the C&I Department during the 2020-2021 school year our main focus was the disruption from Covid-19 on our education system and how to come back even better than we were. During this time, I was working on my Masters in Education with an emphasis in Cultural Responsive and Sustaining Education and was constantly reading research that was showing all the ways we could be doing things with more innovation, creativity, and how to invigorate kids and instill a love of learning. At that time, unfortunately, it was not the direction our system was going. Even when a number of our plans for roll outs included much of this research affirmed pedagogy, we were constantly running into roadblocks, that I did not foresee disappearing without someone with knowledge of education, pedagogy, and learning on the school board.

I sat through board meetings for eight years, watching individuals making decisions for the district with little to no knowledge of education, what it is like in the classroom, or what is best for kids, and I spent my career telling my students if you want change, you have to be willing to stand up for the change. I believe my educational background, my passion for education, my longevity in Folsom, my successful business, my knowledge of the region, the schools and priorities, and the connections I already have in the district and the community will help benefit CSBA.

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

I foresee one of the biggest challenges facing governing boards is the budget in the next couple of years. Our districts are used to having a lot of one time funds because of Covid the past couple of years, so with this money going away, there will be adjustments that need to be made. I believe CSBA can help by educating our board members state wide of the ins and outs of these changes and how it will impact boards. I believe knowledge is power in every situation, so the more we know the more we are able to be transparent and potentially creative in our funding sources.

I also see a challenge, and in our district in particular is regaining trust of our community and teachers in post-covid time. Our board has work to do in terms of transparency, appropriate communication and behavior of board and community- and getting back to appropriate governance after we went through unprecedented times will be a challenge. Again, knowledge is power, so CSBA could help with ways of communicating with our community.

# Delegate Assembly Biographical Sketch Form for 2023 Election



**Deadline: Saturday, January 7, 2023 | 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](mailto:nominations@csba.org) by no later than 11:59 p.m. on January 7, 2023. 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, 2023. 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:** Cindy Quiralte **Date:** 1/23/2023

**Name:** Cindy Quiralte **CSBA Region & subregion #:** Sacramento, 8  
**District or COE:** Natomas Unified School District  
**Profession:** Primary E-mail: Cquiralte@natomasunified.org **Years on board:** 0  
**Contact Number ( X @ll  Home  Bus.):** 916 98-5244

**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 am interested in serving as a Delegate Assembly for the Natomas Unified School District because I possess a varied professional background with experience focusing on K-12 Education, leading statewide initiatives focused on issues of equity, and Ethnic Studies, and serve as a board member for the Puente Program who’s mission is to increase the number of educationally underrepresented students who enroll in four year universities earn college degrees and return to their community to serve as mentors and leaders to future generations. I have been a member of the Capitol Community for nearly a decade and have strong relationships in the area that can help advance the region.

**Please describe your activities and involvement on your local board, community, and/or CSBA**  
I currently serve as the Family Engagement Coordinator at the California Department of Education leading, a newly formed Parent Advisory Council. I have experiencing leading statewide initiatives, and focusing on issues of Ethnic Studies, Eliminating Stigma for Mental Health, and Community Schools.

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

The biggest challenge facing governing boards is training new school board members around issues of race, equity, and social justice in a sustainable matter that will lead to lasting impacts within their district for staff and students.