

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

Regular Board Meeting  
Wednesday, February 22, 2017  
**5:45 p.m. Closed Session**  
**7:00 p.m. Open Session**

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

# AGENDA

*Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.*

*Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.*

*Comments are limited to no more than 3 minutes or less pending Board President approval.*

- A. 5:45 p.m. – Closed Session: Galt City Hall Chambers Conference Room**
- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
  - 1. STUDENT MATTER, Education Code §35146, 48918(c),
    - Expulsion Case # 16/17-01
  - 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
    - 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. Public Comments** for topics not on the agenda  
*Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.*
- E. Communications**
  - 1. Sacramento County Office of Education: 2016-2017 First Period Interim Report

**F. Reports**

**LCAP GOAL 1**

*Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.*

- 1. Restorative Practices Training for School Leaders

**LCAP GOAL 2**

*Implement CCSS And NGSS in classrooms and other learning spaces through a variety of blended learning environments: at school, outdoors, in the community, and virtually while closing the achievement gap.*

- 1. Central Valley Foundation Visitation and District Meeting for Long Term English Learner Grant Implementation

**LCAP GOAL 3**

*Processes and measures for continuous improvement and accountability are applied throughout the LEA including personalized evaluation processes.*

- 1. Department of Education: Education Innovation and Research Program Grant

**LCAP GOAL 4**

*Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> Century Learning.*

- 1. Measure K Bond Oversight Committee
- 2. Career Pathway Outdoor Learning Project Update
- 3. California’s Coalition for Adequate School Housing (CASH)

**G. Recommended Actions**

**1. Routine Matters/New Business**

131.829 Consent Calendar

MOTION

a. Approval of the Agenda

At a regular meeting, the Board may take action 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 full 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 prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

b. Minutes: January 24, 2017 Special Meeting  
Minutes: January 25, 2017 Regular Board Meeting

c. Payment of Warrants –  
Certificated/Classified Payrolls Dated: 1/31/17, 210/17  
Vendor Warrant Numbers: 17328724-17328771, 17329687-173297758, 17330766-17330835

d. Personnel  
1. Resignations/Retirement  
2. Leave of Absence Requests  
3. New Hires

e. Donations

f. Out of State Conference Attendance

131.830	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
131.831	Board Action Regarding Student Matter #16/17-01	MOTION
131.832	Board Consideration of Approval of 2016-17 Comprehensive Safety Plans for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School	MOTION
131.833	Board Consideration of Approval of the following 2017-18 Job Share Request: <ul style="list-style-type: none"> <li>• Ericka Taguines and Danielle Wildermuth: River Oaks Elementary School, Grade 2</li> </ul>	MOTION
131.834	Board Consideration of Approval of Memorandum of Understanding Regarding Speech and Language Caseload (workload) Between Galt Elementary Faculty Association (GEFA) and GJUESD for the 2016-2018 School Years	MOTION
131.835	Board Consideration of Approval of Agreement Between California School Employees Association, Galt Elementary Chapter #362 and GJUESD Regarding Bilingual Office Assistant for Special Programs	MOTION
131.836	Board Consideration of Approval of 2017-2018 School Calendar	MOTION

**H. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement

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

*Public comment should be limited to three minutes or less pending Board President approval.*

**J. Adjournment**

*The next regular meeting of the GJUESD Board of Education: March 22, 2017*

Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent  
Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt, CA 95632  
(209) 744-4545



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX
<ol style="list-style-type: none"><li>1. STUDENT MATTER, Education Code §35146, 48918(c),<ul style="list-style-type: none"><li>▪ Expulsion Case # 16/17-01</li></ul></li><li>2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano<ul style="list-style-type: none"><li>▪ Employee Agency: (GEFA) Galt Elementary Faculty Association</li><li>▪ Employee Agency: (CSEA) California School Employee Association</li><li>▪ Non-Represented Employees</li></ul></li><li>3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957</li></ol>	



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item:</b> Communications
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

1. Sacramento County Office of Education: 2016-2017 First Period Interim Report

David W. Gordon  
Superintendent

January 17, 2017

BOARD OF EDUCATION

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Dr. Karen Schauer, Superintendent  
Galt Joint Union School District  
1018 C Street, Suite 210  
Galt, CA 95632

**SUBJECT: 2016-2017 First Period Interim Report**

Dear Superintendent Schauer:

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

- The multi-year projections submitted project that the unrestricted General Fund balance will decrease by \$2,898,283 in 2016-2017, \$505,444 in 2017-2018, and \$1,170,128 in 2018-2019.
- The district continues to project declining enrollment and is expecting a decrease of 51 ADA in 2016-2017, 70 ADA in 2017-2018, and 14 ADA in 2018-2019.

We continue our request that the district provide the following:

- We note that the certificated and classified bargaining units have not settled collective bargaining for the current year. Before the district's board of education takes any action on a proposed collective bargaining agreement, the district must meet the public disclosure requirements of Government Code section 3547.5 and the California Code of Regulations Title V, section 15449. **Please submit the public disclosure of the collective bargaining agreement to the county office for review at least ten (10) working days prior to the date the governing board will take action on the proposed**



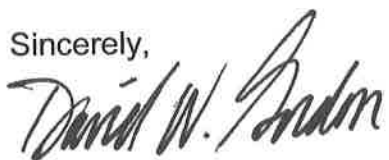
**bargaining agreements.** This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements. Also, as provided by the State Criteria and Standards, when labor contract negotiations are settled after the adoption of the district's budget, the district must analyze the budget to determine the effect of the settlement, and the governing board must certify to the validity of the analysis within 45 days of the final settlement. Within this 45-day period, the District Superintendent must also send the County Superintendent any revisions to the district's current budget necessary to fulfill the terms of the agreement.

- Notify us immediately, and provide for our review, any changes to the budget.
- Continue to closely monitor future enrollment trends and inform us of budget adjustments should enrollment trends fluctuate.

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 Debra Wilkins at (916) 228-2294.

Sincerely,



David W. Gordon  
Sacramento County Superintendent of Schools

DWG/TS/dw

cc: Kevin Papineau, Board President, GJUSD  
Tom Barentson, Business Services Director, GJUSD  
Tamara Sanchez, Assistant Superintendent, SCOE  
Debra Wilkins, District Fiscal Services Director, SCOE



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item:</b> Reports
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

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1. Restorative Practices Training for School Leaders: Donna Mayo-Whitlock, Educational Services Director

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1. Measure K Bond Oversight Committee: Tom Barentson, Business Services Director
2. Career Pathway Outdoor Learning Project Update: Tom Barentson, Business Services Director
3. California's Coalition for Adequate School Housing (CASH) Conference: Tom Barentson, Business Services Director





LCAP GOAL 1

*Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways while closing the achievement gap.*

1. **Restorative Practices Training for School Leaders:** Donna Mayo-Whitlock,  
Educational Services Director

On February 15, 2017, school district administration, social workers and counselors participated in an in-service to review restorative practices elements. The presentation packet is included. The district is examining current practice to determine next steps. The training was funded through schools Insurance Authority (SIA).

# Strategies for Successful Implementation of Restorative Practices: Leading the Change

[www.community-matters.org](http://www.community-matters.org)

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## Community Matters Mission

*“To wake up the courage of students and adults to create schools that are safe, welcoming and inclusive.”*



2

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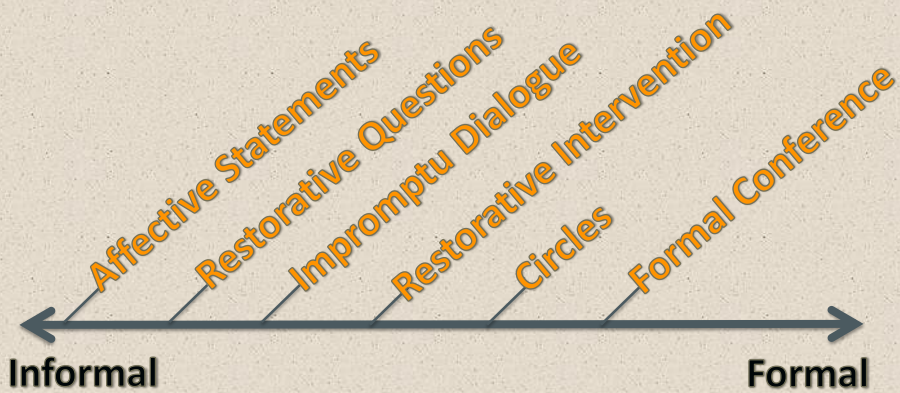


## What We Will Cover Today

This training will focus on:

- Restorative Practices as a strategy for effectively implementing school climate improvement
- What restorative practices is and what it isn't
- Defining and describing the continuum of Restorative Practices
- Benefits of restorative practices
- Steps and challenges to implementation
- Strategies for creating restorative change through restorative leadership

## Restorative Practices Continuum



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## Desired Outcomes for the Training?



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## ***Relationship of School Climate & Restorative Practices***

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## **School Safety: The Changing Landscape**

- **School Shootings (1995 – 99)**
- **Violence, Bullying (2000 – 09)**



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## The “Outside-In” Approach

- Security-Focused
- Adult-Driven
- Punitive Policies
- Control-Oriented



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## School Safety: The Changing Landscape

- School Shootings (1995 – 99)
- Violence / Bullying (2000 – 09)

**(2009 – present)**  
**Cyber-Bullying**  
**Relational Aggression**  
**Indifference**



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## The Nationwide Reality

Annually as many as **900,000** secondary students are cyber-bullied by their peers...



**86.2%** LGBT students experience harassment at school...



Each day, **7,000** high school students drop out, and **10%** of those students report that it's due to bullying-related incidents.

Sources: Dept. of Education, Natl. Association of School Psychologists, World Health Organization, and GLSEN Natl. School Climate Survey 2009)

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## Unintended Consequences for Education



- Students struggle to focus and learn
- Academic achievement decreases
- Excessive staff time is spent on discipline
- Suspension and drop out rates go up
- Teacher & staff morale drops; turnover increases

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## Living in a Disconnected World

***"We are living in an unprecedented social experiment. We have systematically changed the patterns and connections that have characterized human life as long as there has been human life."***

*Wachtel, Dreaming of a New Reality*

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## High Risk Behaviors

- Drug and Alcohol Use
- DUI
- Unsafe Sex
- Self-Harm
- Eating Disorders
- Attempted Suicide
- Suicide



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## What It Looks Like on Campus

### Passive:

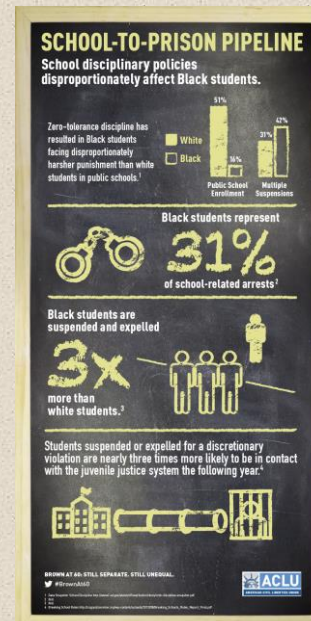
- Social Withdrawal
- Lack of Motivation
- Anxiety/Depression

### Active:

- Disruption
- Defiance
- Aggression
- Bullying
- Weapons/Drugs on Campus
- Violence

## Zero-tolerance Discipline Has Resulted In:

- Angry and resentful students who are less connected to school
- Disproportionality of students of color and students with disabilities being suspended and expelled
- ACLU cases
- Increased involvement with juvenile justice system- **“Students suspended or expelled...are nearly 3 times more likely to be in contact with the juvenile justice system the following year.”**



# The High Cost & Ineffectiveness of the “Outside-In” Approach

- 2000 - 2010: More than \$10 billion expended on school security equipment.

Source: US School Security Market (2006)

- No measurable evidence that heightened security or zero tolerance policies significantly reduce school violence.

Source: Skiba, Russell, University of Indiana (2002)

- No evidence that suspensions & expulsions reduce classroom disruption.

Source: A Generation Later: "What We've Learned About Zero Tolerance in Schools", VERA (2013)

- There is evidence that out of school suspensions can severely disrupt a student's academic progress with lasting negative consequences.

Source: A Generation Later: "What We've Learned About Zero Tolerance in Schools", VERA (2013)

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## The Pillars of School Safety

Security



Outside-In Approach

Climate



Inside-Out Approach

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## The “Inside-Out” Approach



**Relationship-Focused**

**Student-Centered**

**Formative / Restorative**

**Focused on Changing Social Norms**

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## What is “Climate”?

- It’s our inner-barometer of safety & belonging
- It’s based on our ‘gut’ feeling
- Everyone can feel it
- It influences how we behave and whether or not we choose to engage



**And we can consciously influence it...**

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# People Bingo

Take a “BINGO” sheet and a pen

- Move quickly from person to person
- Take turns sharing your names
- Ask a question from one of the squares
- When you ask a question that the person says “yes” to, have them sign that Square on your page
- You can only sign 1 square for each person’s page

Bingo				
7	23	38	56	66
9	30	45	52	75
4	20		53	69
16	18	33	49	72
11	26	35	50	62

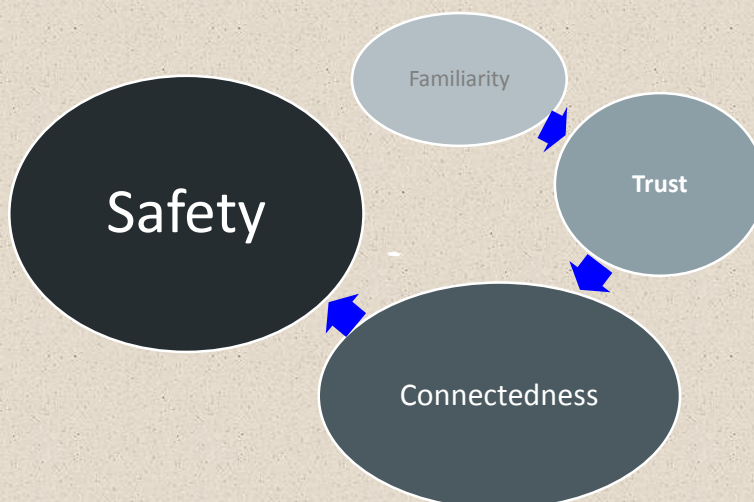


» Go until you have a “BINGO” or time is up

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## What Creates “Safety”?



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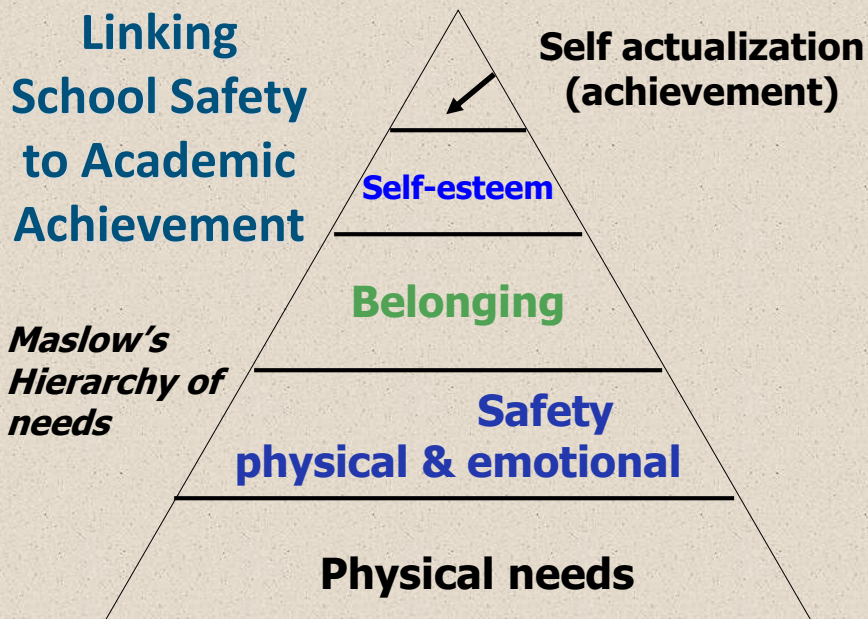
## CDC: Strong Connections at School Can Lead to Healthier Choices

- A long-term national study examined the effects of various protective factors on the health and well-being of young people
- School connectedness was found to be the strongest protector against substance use, school absenteeism, early sexual initiation, violence, and risk of unintentional injury
- School connectedness was second in importance, after family connectedness, in protecting adolescents from emotional distress, eating disorders, and suicidal ideation and attempts

Source: CDC

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## Positive School Climate Characteristics

- Strong relationships among and between students and staff
- Discipline using formative / restorative processes
- Engagement, recognition and leadership opportunities for students in a wide variety of activities



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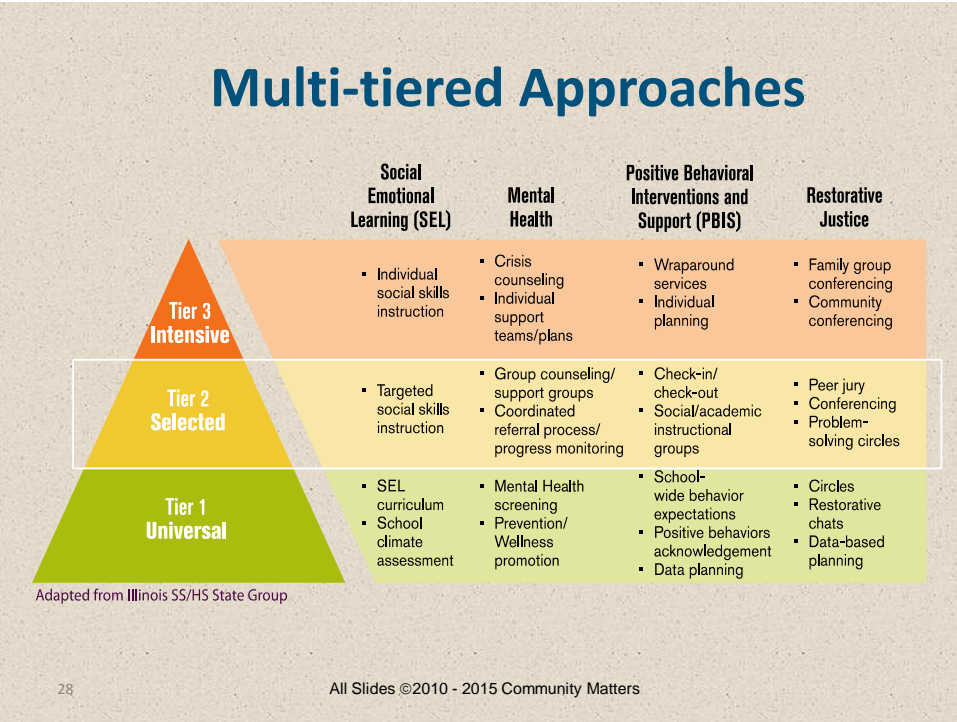
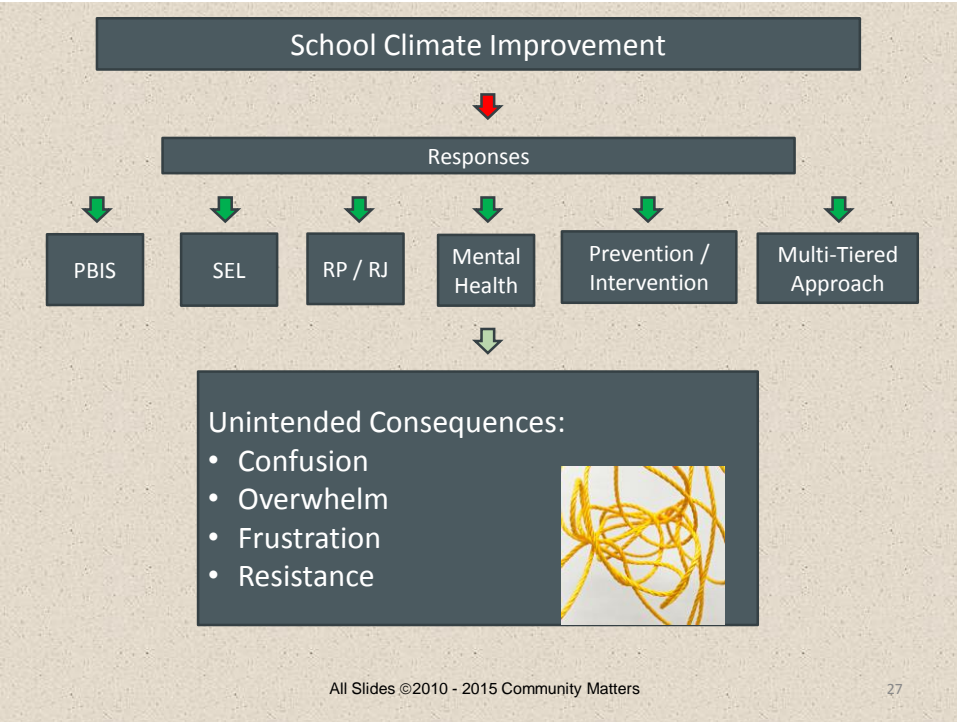
## The Guiding Principles

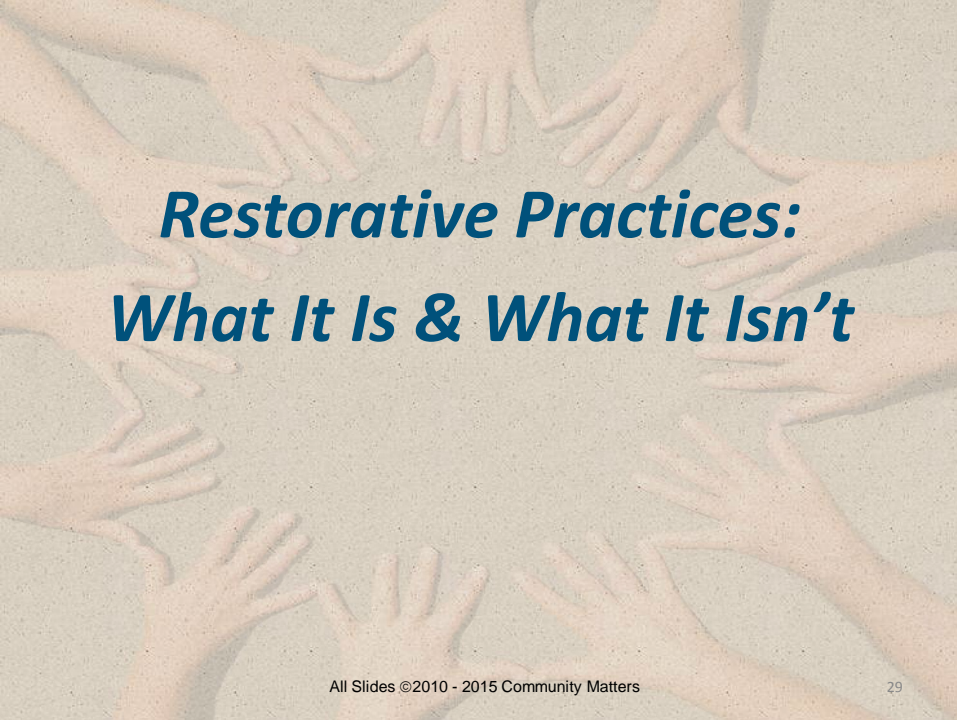
“take deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families and community partners, and deploying resources to help students develop the social, emotional, and conflict resolution skills needed to avoid and de-escalate problems. Targeting student supports also helps students address the underlying causes of misbehavior, such as trauma, substance abuse, and mental health issues.”

Source: Guiding Principals: A Resource Guide for Improving School Climate and Discipline, U.S. Department of Education, 2014

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***Restorative Practices:  
What It Is & What It Isn't***

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***Connection***

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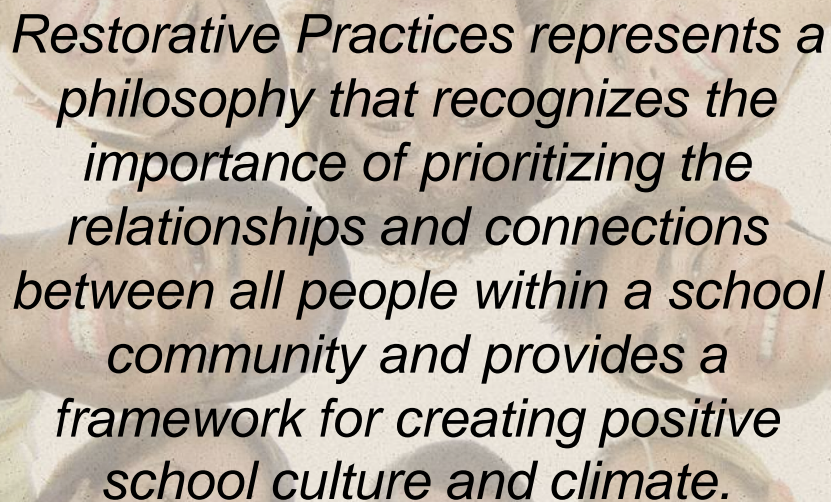
30



# Activity: What's in Your Name?

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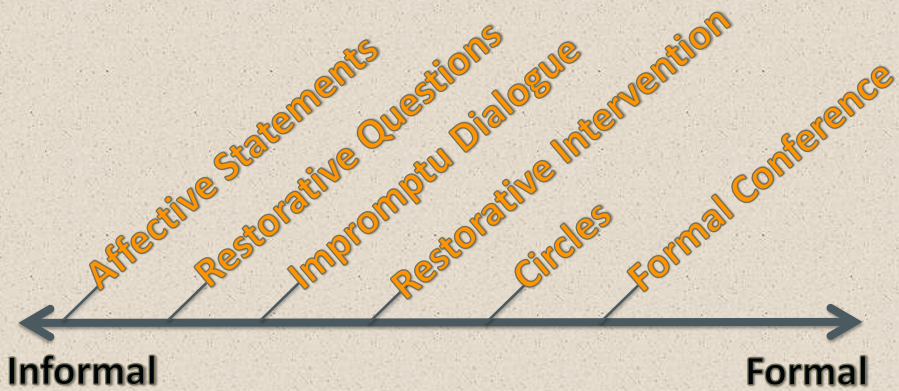


*Restorative Practices represents a philosophy that recognizes the importance of prioritizing the relationships and connections between all people within a school community and provides a framework for creating positive school culture and climate.*

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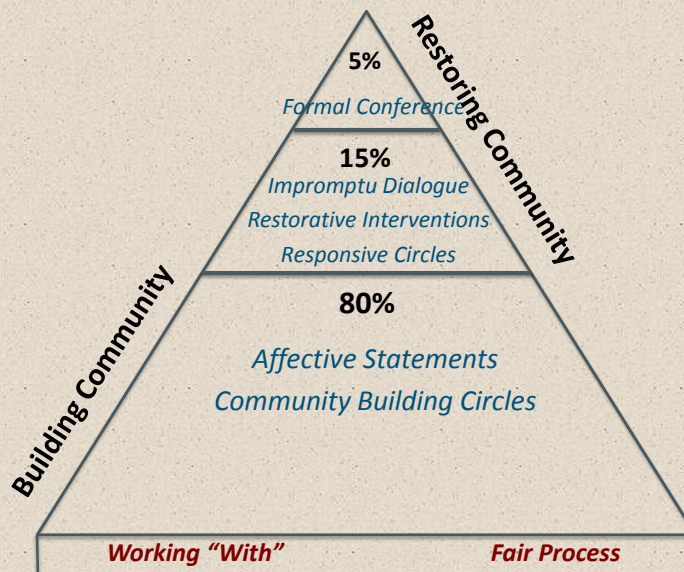
# Restorative Practices Continuum



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# Tiered Approach



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# The Restorative Practices Approach

## 1. Proactive

- Strengthen Relationships
- Build Trust
- Develop Community

## 2. Responsive

- Manage Conflict and Misbehavior
- Meet Needs/Repair Harm
- Restore Relationships

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*“Restorative Practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making.”*

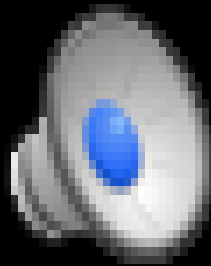
Ted Wachtel, The International Institute for Restorative Practices, 2012

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RP IS NOT:	RP IS:
<ul style="list-style-type: none"> <li>• A Program or a Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• A Way of Thinking and Being</li> </ul>
<ul style="list-style-type: none"> <li>• A Discipline System</li> </ul>	<ul style="list-style-type: none"> <li>• About Changing School Culture and Climate</li> </ul>
<ul style="list-style-type: none"> <li>• Reactive</li> </ul>	<ul style="list-style-type: none"> <li>• Proactive (and Responsive)</li> </ul>
<ul style="list-style-type: none"> <li>• Punitive</li> </ul>	<ul style="list-style-type: none"> <li>• Relational</li> </ul>

**VIDEO:**  
**The Transformation of  
 West Philadelphia High  
 (IIRP)**



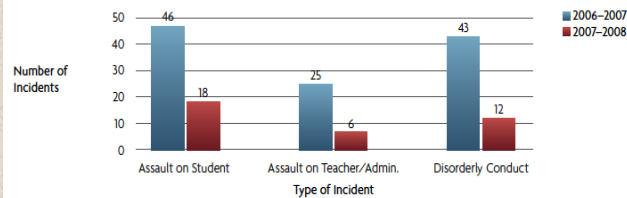
### West Philadelphia High School Characteristics

Large City High School  
2007–2008  
GRADES 9–12  
913 Students\*  
• 98% African American  
• 84% Eligible to Receive Free/Reduced-Price Lunch  
• 27% Special Needs  
\*as of 2008–2009

Source: Russell A. Gallagher, assistant principal, West Philadelphia High School, February 2009

### Serious Behavioral Incidents by Type in 2 School Years

N=941



Source: Russell A. Gallagher, assistant principal, West Philadelphia High School, February 2009

Source: Improving School Climate Findings from Schools Implementing Restorative Practices, IIRP

**Springfield Township High School Characteristics**

**Large Suburban High School**

GRADES 8–12

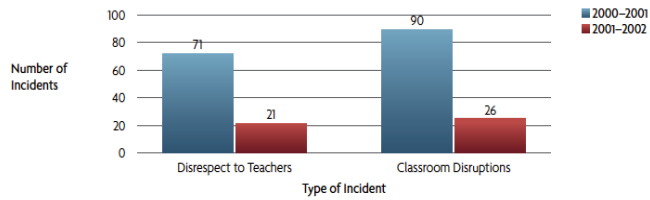
68 Teachers

834 Students

- > Grade 8: 154
- > Grade 9: 159
- > Grade 10: 157
- > Grade 11: 200
- > Grade 12: 164

Source: NCEs Kids' Zone, [nces.ed.gov/ipeds/data/nceskids/index.asp](http://nces.ed.gov/ipeds/data/nceskids/index.asp), February 2009

**Classroom Incidents by Type in 2 School Years**



Source: Laura Mirsky, "SaferSaferSchools: Transforming School Culture with Restorative Practices," Restorative Practices eForum, May 20, 2003, [www.iirp.edu/library/ssspilots.html](http://www.iirp.edu/library/ssspilots.html)

Source: Improving School Climate Findings from Schools Implementing Restorative Practices, IIRP

**Newtown Middle School Characteristics**

**Large Suburban Middle School**

GRADES 7–8

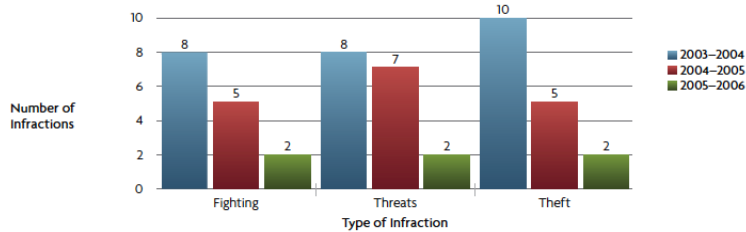
52 Teachers

861 Students

- > Grade 7: 437
- > Grade 8: 424

Source: NCEs Kids' Zone, [nces.ed.gov/ipeds/data/nceskids/index.asp](http://nces.ed.gov/ipeds/data/nceskids/index.asp), February 2009

**Disciplinary Infractions by Type in 3 School Years (part 2)**



Source: Richard J. Hollahan, principal, Newtown Middle School, February 2009

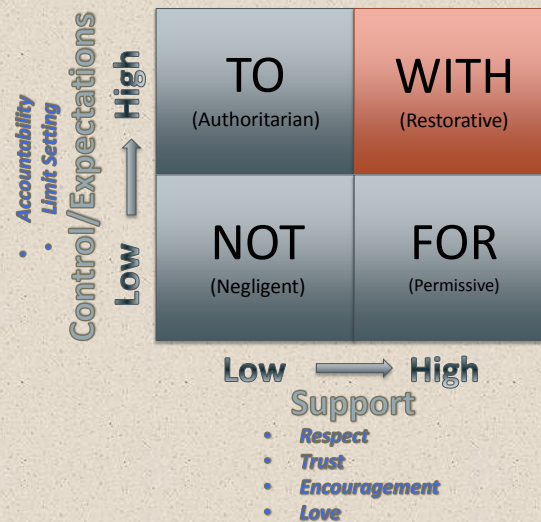
Source: Improving School Climate Findings from Schools Implementing Restorative Practices, IIRP

## Discuss:

Think of an authority figure in your life that you respected. Find a partner and share the following:

- Why did you respect them? What did they do?
- How did they treat you?
- How did they respond to you when you made a mistake?

## Social Discipline Window



Costello, Wachtel and Wachtel, 2009

## Fair Process

*"...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed."*

- **Engagement**—involve individuals in decisions that affect them. Listen to their views and genuinely take their opinions into account
- **Explanation**—explain the reasoning behind a decision to everyone who is affected by it
- **Expectation Clarity**—make sure that everyone clearly understands a decision and what is expected of them

(Source: Kim & Mauborgne, 1997)

## Fundamental Hypothesis

*" Human beings are happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things with them rather than to them or for them." Ted Wachtel*



**Building Community**

**WITH**  
**(Restorative)**

**Resolving Conflict Collaboratively**

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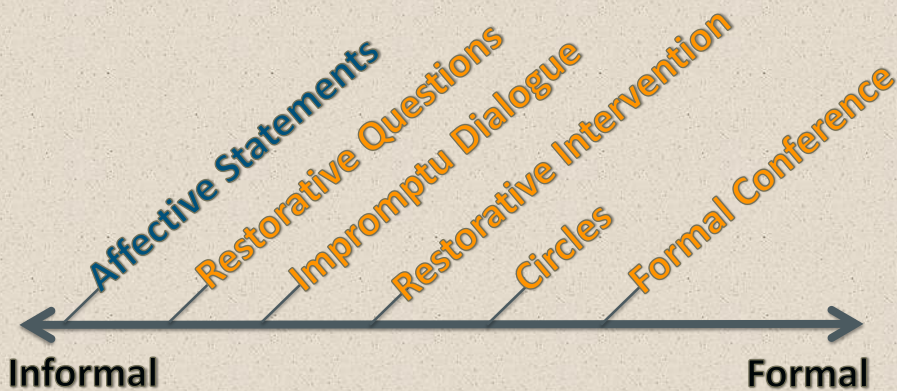


***The Continuum of  
Restorative Practices***

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## Restorative Practices Continuum



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## Affective Statements

- Central to all other Restorative Practices
- Respectful and genuine expressions of feelings
- Precise feedback on the impact of behaviors
- Sometimes called I-messages
  - “I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.  
I would like \_\_\_\_\_.”
- Helpful when accompanied by a specific request
- For acknowledging positive behavior, as well as redirecting behavior

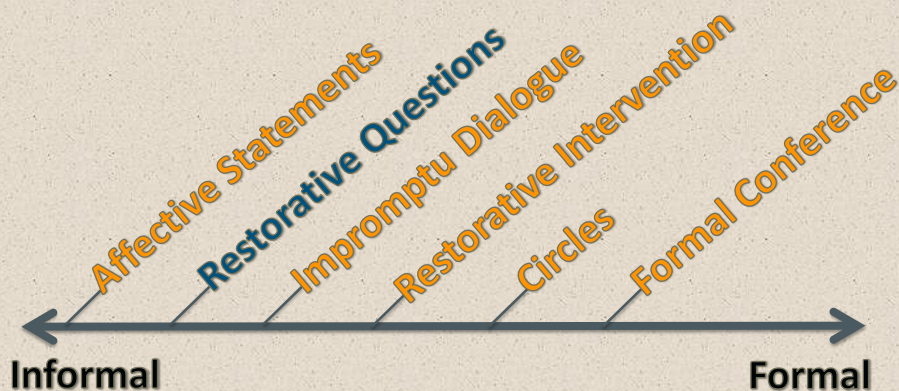
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## Affective Statements

- Create a learning opportunity
- Strengthen relationships
- Develop a sense of community
- Separate the “deed from the doer”
- Do not protect the recipient from the consequences of their behavior
- Humanize the person making the statement
- Take self awareness and courage
- Have significant and cumulative effect on the school community

## Restorative Practices Continuum



## Criminal Justice vs. Restorative Justice

*What law was broken, who is guilty, and how shall they be punished? (Criminal Justice)*

vs.

*Who was harmed, and what can be done to make things right? (Restorative)*

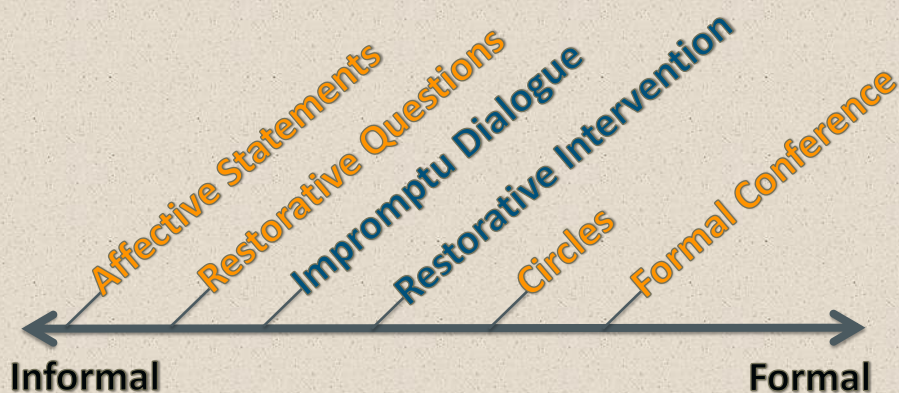
## Restorative Questions

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected by what happened and how?
4. What are your thoughts and feelings about the incident now?
5. What has been the hardest part for you?
6. What do you think needs to be done to make things right?

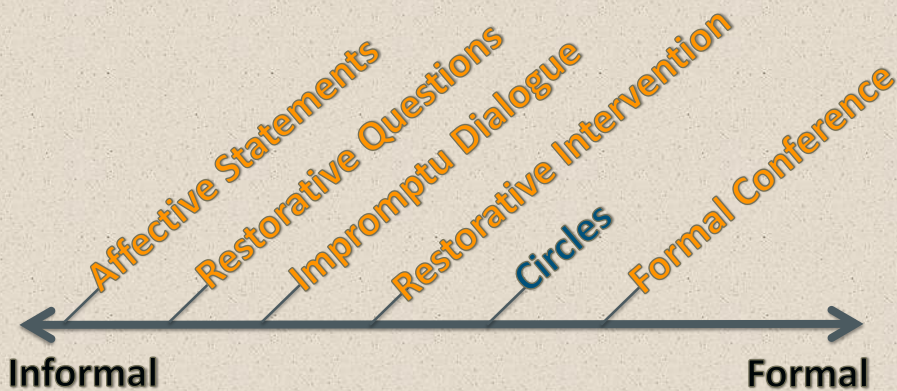
## Restorative Questions

- Asked in a nonjudgmental way
- Opportunity for the perpetrator to tell story, self reflect and make amends
- Opportunity for those affected to be heard, to express their feelings and to have a say about what needs to happen
- Ask the wrongdoer to think about how their behavior impacted others
- Place responsibility for making things right on those involved in the situation
- Create a learning opportunity
- Insure fair process

## Restorative Practices Continuum



## Restorative Practices Continuum



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## Use Circles to

- Build Community
- Support academic and professional goals
- Promote social emotional learning
- Respond to conflict or issues

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## Circles In the Classroom Support...

### Social Emotional Learning

1. Create positive learning environments
2. Develop skills
  - Self-Awareness
  - Self Management
  - Social Awareness
  - Relationship Skills
  - Responsible Decision Making

Adapted from: The Missing Piece, CASEL 2013

### Common Core

1. Collaboration
2. Communication
3. Creativity
4. Critical Thinking

The Four C's of Common Core

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## Circles In the Classroom Support...(cont.)

### Positive Behavioral Interventions and Supports:

1. Arrive at behavioral expectations using a participatory process
2. Achieve more ownership and buy-in
3. When expectations are not met refer back to participatory process
4. Place responsibility for making amends and correcting behavior back on the students

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## Staff Circles

When we do circles together we:

- Internalize their value
- Are better models of restorative culture
- Understand why and what we are asking our students to do
- Build relationships and create community
- Build a foundation for responding to conflict
- Hear from our quiet members
- Increase buy-in

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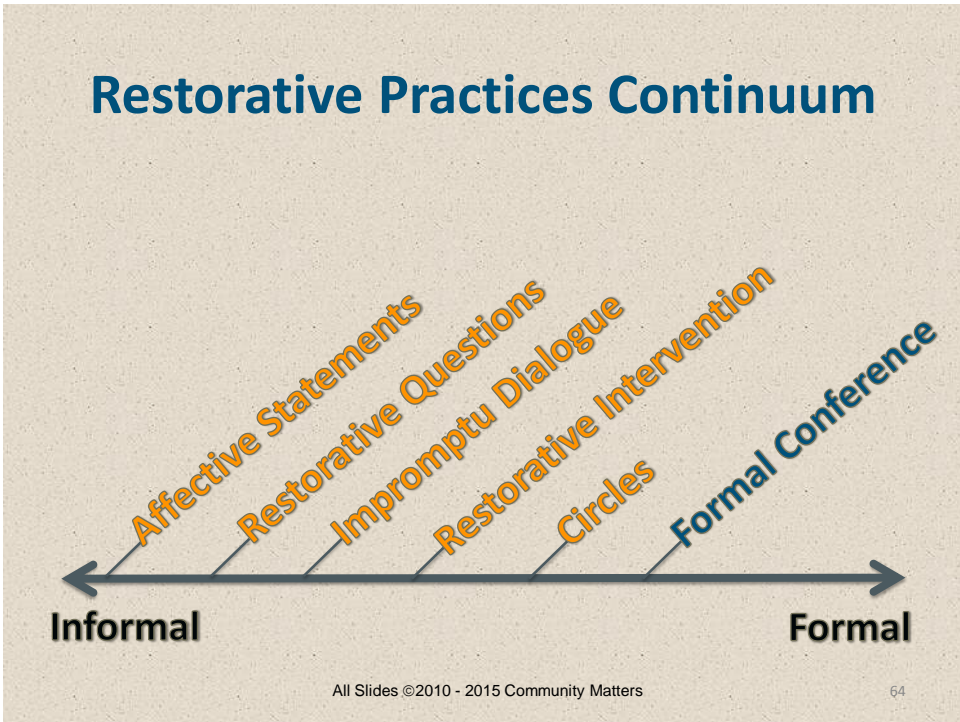
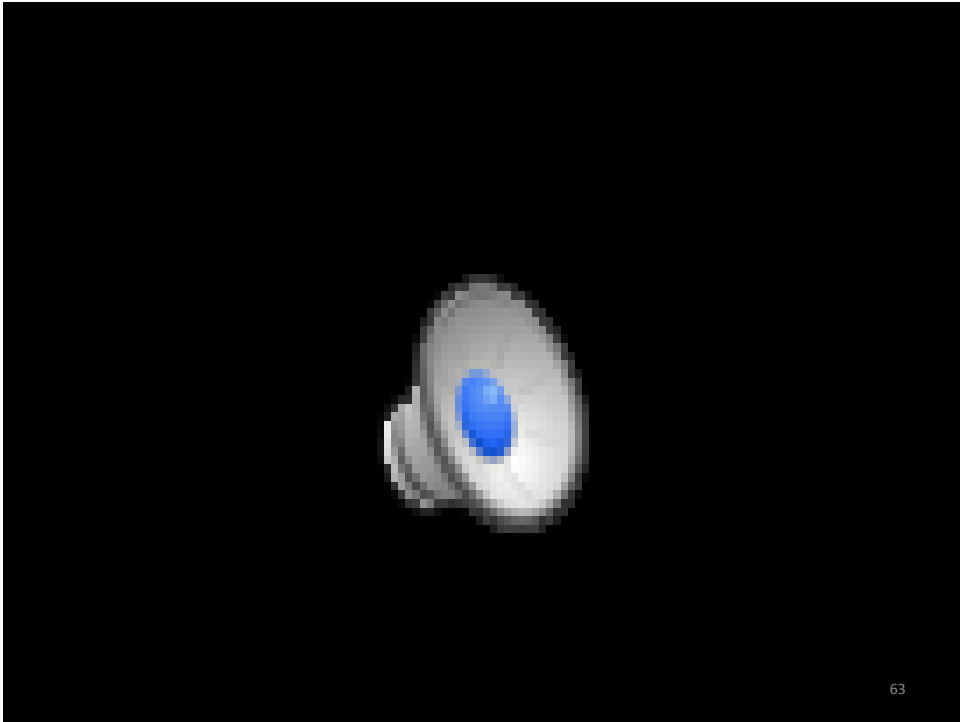
## VIDEO:

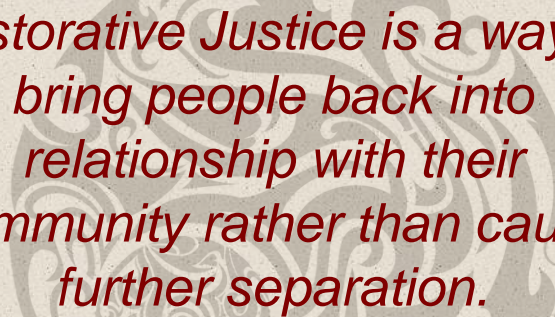
Student Voices (SFUSD)

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*Restorative Justice is a way to bring people back into relationship with their community rather than cause further separation.*

## **Restorative Justice Formal Conference**

*A structured process involving a meeting between those who acknowledge having caused harm and those who have been harmed seeking to understand each other's perspective and come to a mutual agreement which will repair the harm as much as possible.*

(Requires a specially trained facilitator)

## Restorative Justice Formal Conference

- Circle including all parties impacted by an incident
  - Perpetrator and support, impacted parties and support
- Use of restorative questions
- Hear everyone's story and how everyone was impacted
- Engender empathy and transformational shame (sometimes referred to as “reintegrative shame”)
- Separate the deed from the doer
- Collaborative agreement about how to make amends (set things right and move forward)
- Restoration of relationships and reintegration

## Paradigm Shift

From Punitive	To Restorative
What rule has been broken?	Who has been harmed and how?
Establish guilt or innocence	Identify needs and obligations
Accountability = Punishment	Deeper Accountability = Understand the impacts Take responsibility Make amends
Suppress misbehavior and conflict	Recognize misbehavior and conflict as a natural learning opportunity
Authority driven disciplinary actions	Those impacted determine resolution collectively in Circle
Using fear of punishment and exclusion to motivate positive behavior	Positive behavior results from the opportunity to make amends and honorably reintegrate



## ***Using a Restorative Process to Create a Restorative Culture***

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## **Moving From Punitive to Relational: The Challenge**

- “staff...may share different views on the role of an educator and the purpose of discipline.”
- “Without understanding the enormity of the task a few good people in each school will be working very hard to make a difference, with limited impact.”

(Source: Overcoming Resistance to Whole School Uptake of Restorative Practices, Blood and Thorsborne, 2006)

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## Successful Change

- Needs to be strategic
- Well planned
- Incrementally implemented
- Take into consideration how to change the behavior of people

(Source: Overcoming Resistance to Whole School Uptake of Restorative Practices, Blood and Thorsborne, 2006)

## 5 Key Strategies for Successful Implementation of Restorative Practices:

Identify 5 key strategies for successful implementation of Restorative Practices:

1. Restorative Leadership
2. Staff Engagement/Overcoming Resistance
3. Creating a Learning Organization
4. Thinking Systemically
5. Strategic, Incremental Implementation

# ***1. Restorative Leadership***

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***The restorative leader models  
restorative principles and  
practices.***

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## Fundamental Hypothesis

***" Human beings are happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things with them rather than to them or for them."*** Ted Wachtel

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## Fair Process

*"...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed."*

- **Engagement**—involve individuals in decisions that affect them. Listen to their views and genuinely take their opinions into account.
- **Explanation**—explain the reasoning behind a decision to everyone who is affected by it
- **Expectation Clarity**—make sure that everyone clearly understands a decision and what is expected of them

(Source: Kim & Mauborgne, 1997)

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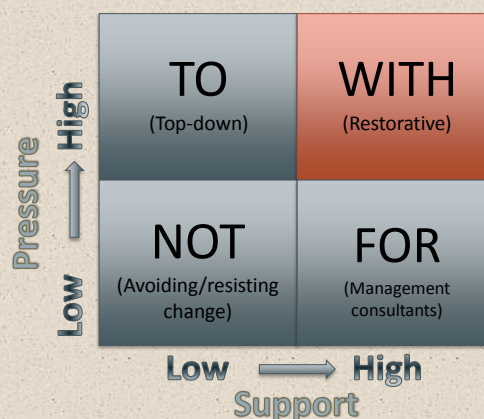
## Why Change Initiatives Fail

Research indicates, “that 70% of change initiatives fail because of 3 critical reasons:

1. People leading the change process announce the change and consider that is sufficient for having implemented
2. Peoples concerns are not surfaced or heard
3. Those expected to change are not actively involved in the change process.”

(Source: Zigarmiet al: Blanchard, 2006) and (Blood and Thorsborne, 2006)

## Organizational Change Window



Costello, Wachtel and Wachtel, 2009



## Restorative Processes

- Used with all members of the school community
- Applied in all interactions
- Underlie all restorative practices
  - *Affective statements*
  - *Restorative questions (In informal and formal contexts)*
  - *Circles*

## Restorative Language

- Restorative language uses ***affective statements***
- **Terms** that support the development of a restorative culture include:
  - "Community"
  - "Relationship"
  - "What happened?"
  - "Who was affected or harmed?"
  - "Needs"
  - "Repairing harm"

## 2. Staff Engagement/ Overcoming Resistance

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### Different Kinds of Resistance

“Most people...are simply seeking answers to legitimate questions, albeit not always in a constructive way.”

Zigarmi et al, Blanchard, 2006

1. Need information and proof
2. Personal  
(and...) *Fundamental disagreement*

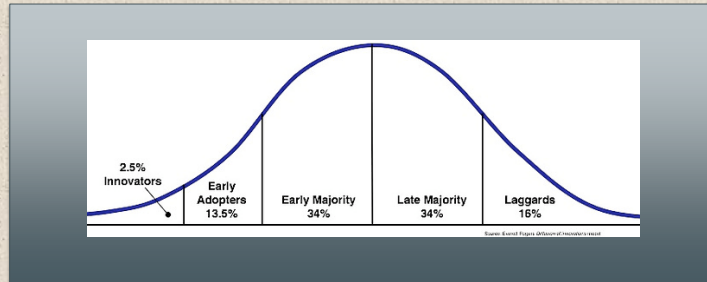
Adapted from: Blood and Thorsborne, "Overcoming Resistance to Whole-School Uptake of Restorative Practices", 2006, and Blanchard, "Leading Change at a Higher Level", 2006.

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# Know Your People

## Roger's Diffusion Model



Source: Everett Rogers Diffusion Model

- People adapt to change at different rates and in different ways
- Remember 10-20% buy-in is tipping point!

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## Staff Engagement and Buy-In

1. Take the long view
2. Prioritize Relationships and Community Building
3. Use Fair Process
4. Know Your People

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## 3. Creating a Learning Organization

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### Learning Organizations

*" A learning organization is a group of people working together collectively to enhance their capacities to create results they really care about."*

(Peter Senge, 1990)

- Reflect a shared vision
- Recognize the importance of team learning
- Focus on continuous self-improvement
- Use a systems approach
- Understand the impact of culture on the organization

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## ***4. Thinking Systemically***

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### **Questions For Consideration**

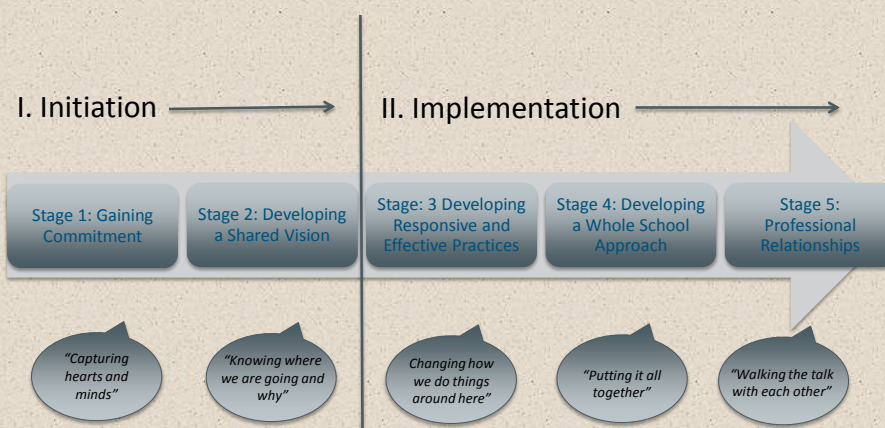
1. What is the current need and how can Restorative Practices address it?
2. How receptive is the culture to a relational approach?
3. How can RP inform programs already in place? What are the interrelationships?
4. How can these programs support the implementation of RP?
5. Is a realignment of policies and procedures necessary?

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# 5. Strategic, Incremental Implementation

## Stages of Implementation



Cited from: Blood and Thorsborne's "The Challenge of Culture Change: Embedding Restorative Practices in School (2005)" and "Overcoming Resistance to Whole-School Uptake of Restorative Practices", (2006)

## Restorative Practices Implementation Guide SECTIONS

- A. Assessing Readiness: *Cultural*
- B. Assessing Readiness: *Systemic Alignment and Challenges*
- C. Start-up Planning: *Pre-rollout*
- D. Start-up Planning: *Roll-out Strategies/Best Practices*

## Restorative Practices Implementation Guide THE MATRIX

- 1. Guiding Question
- 2. Where Are We?
- 3. What's needed?
- 4. Notes:
- 5. Priority Rank
  - 1. High
  - 2. Moderate
  - 3. Low

## Assessing Readiness: Cultural

1. What is the current need and how can Restorative Practices address it?
2. Do leaders have a conceptual understanding?
3. Is there leadership support?
4. What resources are available?
5. How receptive is the culture to a relational approach to behavior management?
6. What is the current stakeholder buy-in (organization, staff, student, family and community)?

## Assessing Readiness: Systemic Alignment

1. What programs and initiatives are already in place?
2. How can the underlying principles and strategies of RP inform all programs, initiatives and discipline systems already in place?
3. How can current programs strengthen the understanding and implementation of RP?
4. What is the current alignment of policies and procedures. Is an analysis of policies needed?



## Start-Up Planning

1. Identify advocates and resisters
2. Identify and engage leadership
3. Establish a shared vision
4. Establish baseline data
5. Create 3 year roll-out plan including strategies for:
  - Gaining buy-in
  - Training
  - Experimentation
  - Ongoing learning and support
  - Monitoring progress and gathering feedback
  - Updating policies and procedures
  - Reporting out progress

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## Possible Roll-out Strategy

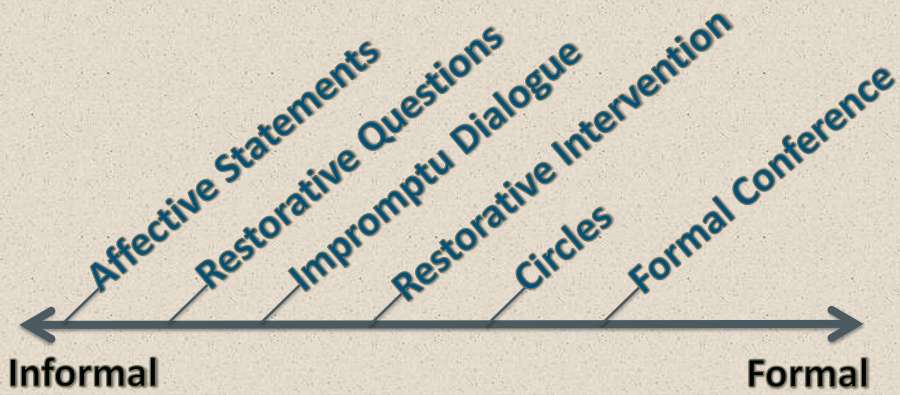
1. Provide initial introduction to staff, families and community partners and elicit feedback
2. Provide groups with feedback results & suggestions for next steps
3. Begin staff circles
4. Provide strategic professional development
5. Create or adapt PLC's/PLG's for ongoing learning
6. Whole school presentation of RP to students
7. Begin experimentation with community building circles, affective statements and restorative dialogue
8. Begin formal conferencing
9. Maintain ongoing leadership meetings
10. Maintain ongoing monitoring of progress and feedback loop
11. Revisit and update discipline policies
12. Report progress to stakeholders and celebrate success!

*There is no "blueprint", every school is different*

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# Restorative Practices Continuum



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## The Five Determinants of Whole School Climate



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## We Offer the Following Restorative Practice Services:

- Introductory Presentations
- 1 Day Administrative Trainings
- 2 Day Skills Building Trainings
- Facilitating Restorative Conferences Training
- Consultation and Coaching

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Community Matters

**For More Information:**

**707-823-6159**

**[www.community-matters.org](http://www.community-matters.org)**

**Erica Vogel**

**[erica@community-matters.org](mailto:erica@community-matters.org)**



LCAP GOAL 2

*Implement CCSS And NGSS in classrooms and other learning spaces through a variety of blended learning environments: at school, outdoors, in the community, and virtually while closing the achievement gap.*

1. **Central Valley Foundation visitation and District Meeting for Long Term English Learner Grant Implementation:** Donna Mayo-Whitlock, Educational Services Director

On February 8, 2017, the Central Valley Foundation Board visited classrooms at Valley Oaks and Greer Elementary to view implementation of English Learner professional learning and instruction. The visitation concluded with a debriefing session to share grant impact.

At this time, the Central Valley Foundation is considering additional grant funds for 2017-18.



**LCAP GOAL 3**

*Processes and measures for continuous improvement and accountability are applied throughout the LEA including personalized evaluation processes.*

**1. United States Department of Education Innovation and Research Program  
Grant: Karen Schauer, Superintendent**

GJUESD is conferring with potential partners to possibly prepare a \$4 million grant. The district continues to seek possible resources to augment State and Federal funding.

## New Grant Opportunity!

# Education Innovation and Research (EIR)

U.S. Department of Education

The Department of Education announces a new funding opportunity for grants to support innovative new practices that serve high need students in K-12 education, and to support the expansion of those practices supported by evidence of effectiveness. The Education Innovation and Research Program (EIR) replaces the former Investing in Innovation (i3) Program but retains its three-tiered evidence-based funding structure: there are three types of grants, each of which offers up to 5 years of funding:

Early-Phase	Mid-Phase	Expansion
Develop and tests relatively new education practices	Further develops education practices and regionally or nationally scales those practices	Scales nationally those practices demonstrated to be effective
Applicants must include a logic model informed by research	Applicants must meet "Moderate Evidence" standard	Applicants must meet "Strong Evidence" standard
Priorities: School Climate, Diversity, Postsecondary Preparedness. Principal Effectiveness, Re-Engagement of Disconnected Youth	Priorities: Early Learning, Social-Behavioral Competencies, Improving Low-Performing Schools, Other Evidence-Driven Practices	Priorities: Evidence Driven Practices
Up to \$4 million per award, 24-38 awards anticipated	Up to \$8 million per award, 15-20 awards anticipated	Up to \$15 million per award, 3-5 awards anticipated

Applications are due April 13, 2017. Applications may be submitted by LEA's, State Educational Agencies, the Bureau of Indian Education, and nonprofit organizations. 25% of the available funds will be used to support rural grantees.



#### LCAP GOAL 4

*Maintenance, grounds, custodial, food services, and health staff maintain all school facilities that are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> Century Learning.*

#### 1. **Measure K Bond Oversight Committee**

The first Bond Oversight Committee meeting is scheduled for February 20, 2017, at the District Office Conference Room @ 5:30pm. The Financial Advisor, Governmental Financials Strategies Inc., will be attending along with our recently approved Committee members, staff, and the public. The district anticipates additional members joining the committee and will bring them before the Board of Education for approval as needed. This 1<sup>st</sup> meeting will include:

- Roles and responsibilities of the committee
- First year calendar and process chart
- Committee operating procedures
- Topics for future meetings

Tom Silva has consented to serve as Committee Chair, starting with this first meeting. GJUESD will work on a selection process through our discussions. The district thanks Mr. Silva for helping us getting started. Mr. Silva also serves on the District Advisory Committee and brings a strong background in project management and an understanding the school district.

#### 2. **Career Pathway Outdoor Learning Project Update**

The district continues to work through a plan for the Farm to Fork to Fitness, Environmental Learning Center, located on the 10 acres adjacent to McCaffrey Middle School. Principal Ron Rammer has met with the High School District team. The weather needs to be cooperative to begin the first phase of the plan, establishing vegetable gardens on approximately 1 acre of the land. We are excited about the possibilities!

#### 3. **California's Coalition for Adequate School Housing (CASH)**

The CASH Conference will be held February 20-22. Facilities Supervisor Robert Milligan and Tom Barentson will be attending. The conference may result in a couple examples of NexGen Learning Centers to share.





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item:</b> 131.829 Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

- a. Approval of the Agenda
- b. Minutes: January 24, 2017 Special Meeting  
Minutes: January 25, 2017 Regular Board Meeting
- c. Payment of Warrants –  
Certificated/Classified Payrolls Dated: 1/31/17, 210/17  
Vendor Warrant Numbers: 17328724-17328771, 17329687-173297758, 17330766-17330835
- d. Personnel
  - 1. Resignations/Retirement
  - 2. Leave of Absence Requests
  - 3. New Hires
- e. Donations
- f. Out of State Conference Attendance by Ron Rammer, Julie Grandinetti, Lisa Hegdahl, Ari Colondres, Megan Haas, Joanna Nelson, Christina Ceccarelli, Kathy Lucchesi, to Asa Clark Middle School, Pewaukee School District, Pewaukee, WI, April 18-20, 2017.
- g. Out of State Conference Attendance by Kathy Luchessi to attend/visit:
  - Hampton City Schools, Hampton Virginia, February 27-28, 2017
  - Illinois Valley Community College, Oglesby, IL, March 14, 2017

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

**Special Board Meeting & Study Session**  
Board of Education  
Galt Joint Union Elementary School District

**Wednesday, January 24, 2017**  
Galt Joint Union Elementary School District Office  
1018 C Street, Suite 210, Galt, CA 95632

**Board Members Present**

Kevin Papineau  
John Gordon  
Grace Malson  
Matthew Felix- absent  
Wesley Cagle

**Administrators Present**

Karen Schauer	Claudia Del Toro-Anguiano
Tom Barentson	Donna Mayo- Whitlock
Jennifer Porter	Jamie Hughes
Ron Rammer	Emily Peckham
David Nelson	Lois Yount

## MINUTES

- A. Open Session:** Open session was called to order at 5:53 p.m. by Kevin Papineau followed by the flag salute.
- B. Study Session**
1. Karen Schauer reviewed the goals of the study session:
    1. Update the Board on the evolving California accountability system and
    2. Provide progress updates and clarify key improvement efforts.

Donna Whitlock reported the state has a new Local Control Accountability Plan (LCAP) template. Our district goals remain the same. Ms. Whitlock worked to align the different academic indicators of success that the school district is working with including LCAP, California Assessment of Student Performance and Progress (CAASPP), and California English Language Development Test (CELDT) for English Language Development (ELD). The school district also uses local assessments to determine indicators of success. She indicated that districts will have 2 years (Spring 2015 & Spring 2016) of Smarter Balanced Assessment Consortium (SBAC) data in March and will be receiving Dashboards conveying performance status and change.

Karen Schauer stated if we are responsive to learner needs we need to make adjustments as needed versus once a year. She indicated that we have the capacity to measure growth and achievement with Measures of Academic Progress..

John Gordon stated that he feels we need to do more work to help parents understand the different measures of success being reported.

Donna Whitlock responded that each year we are going to see another metric rolled out by the state.

Kevin Papineau stated that last year we were in a position where we were doing great things with personalized learning growth but state testing indicated that we were most districts.

John Gordon stated we need to get to a point where parents understand. We have to try to articulate this better.

Ron Rammer stated that during a recent School Site Council (SSC) meeting this question came up. Measures of Academic Progress (MAP) measures individual growth. The kids were asking "does a score of 3 on MAP equal a good score on CAASSP?". Schools are celebrating individual growth.

Claudia Del Toro-Anguiano shared staff feedback related to:

1. Academic Rigor
2. English Language Development (ELD)
3. Mathematics Pacing
4. English Language Art (ELA) & ELD Pilot
5. Learning Growth Cycle (Reflective Rubric)
6. Multi-Tiered System of Supports (MTSS): One System

Jamie Hughes addressed Multi-Tiered System of Supports. She indicated we need to look at behavior and social emotional growth in addition to academics. She indicated that a district leadership team is working on a framework and district model. They are discussing core supports for every child in the area of academics and targeted support with the ultimate goal of a draft district guideline for site use.

Karen Schauer stated that the six focus areas Ms. Del Toro-Anguiano described above are the areas we are really working to strengthen. We continue to look at data trends for continuous improvement.

Kevin Papineau asked for clarification regarding English Language Development (ELD) and English Language Arts (ELA) curriculum pilots and recommendations.

Claudia Del Toro-Anguiano stated that ELD and ELA recommendations are anticipated in March.

John Gordon asked if the district is having any conversations regarding restorative justice.

The district will be holding a one day free training for administrators in February. Donna Whitlock stated that there is grant funding for school districts to implement restorative practices.

John Gordon asked what the district is doing regarding parent training.

Karen Schauer responded we are constantly evolving towards becoming a learner focus district with parent engagement opportunities. She indicated some schools are going deeper with parenting strengths class.

Emily Peckham stated that Jennifer Collier is leading the way to provide parents an opportunity to find out their own top 5 strengths and using those strengths in family activities.

Donna Whitlock stated that the home visitor program provides material and instruction for parents to help them support their child's learning.

Claudia Del Toro-Anguiano stated that we do follow data trends with local indicators and monitor growth throughout the school year.

Karen Schauer stated the system is being realigned to support rigor. The assessments that we have measure individual growth and stretch goals.

Claudia Del Toro-Anguiano indicated that teachers are looking at results differently and making adjustments as needed. It is a collaborative environment.

Tom Barentson reported on the Governor's Budget. He indicated that the state budget is purposely flat. There is an increase in Average Daily Attendance (ADA), proposition 55 was configured into the budget and it was mentioned that proposition 51 will be funded. More information will be available at the May revise.

Tom Barentson addressed facilities considerations at Fairsite and McCaffrey Middle School. He indicated that the District has properties that we need to consider.

Karen Schauer stated that Fairsite School Readiness Center serves over 200 students. She attended a First 5 meeting with John Gordon and Donna Whitlock where they discussed the importance of early pre-k expansion investments. She indicated that the District has a good opportunity to expand pre-k at the Fairsite property.

Tom Barentson discussed properties owned by the district and the possible use of properties.

Karen Schauer shared that when the District was going through the master planning process additional uses for the Fairsite school property were not considered.

John Gordon stated that he has concerns with investing in Fairsite as it has so many infrastructure problems.

Grace Malson stated that the community feedback meetings that were held a year ago indicated to her that people wanted Fairsite to be used as a recreational facility.

John Gordon stated that we are only using 2 to 3 acres of 10 to 12 acres. It is possible that we could sell some of it to the city.

Tom Barentson stated that Marengo Ranch, Lake Canyon and the a new eastview school could provide access for a preschool.

Donna Whitlock stated that we have to consider funding sources for Fairsite.

Kevin Papineau stated that we have lots of options but we need to define them. Determining what is in our best interest and what restrictions/limitation we have.

**C. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement

**D. Adjournment**

The meeting adjourned at 8:54 p.m.

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Grace Malson, Clerk

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Date

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

**Regular Board Meeting**  
Board of Education  
Galt Joint Union Elementary School District

**Wednesday, January 25, 2017**  
Galt City Hall Chambers  
380 Civic Drive, Galt, CA 95632

**Board Members Present**

Kevin Papineau  
John Gordon  
Grace Malson  
Matthew Felix- absent  
Wesley Cagle

**Administrators Present**

Karen Schauer	Claudia Del Toro-Anguiano
Thomas Barentson	Donna Mayo-Whitlock
Emily Peckham	Donna Gill
David Nelson	Gerardo Martinez
Judith Hayes	Jennifer Porter

## MINUTES

- A. Closed Session** was called to order at 5:48 p.m. by Kevin Papineau. Present for closed session: Karen Schauer, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, Tom Barentson, Kevin Papineau, John Gordon, Grace Malson, Wesley Cagle and Chris Keiner, Attorney at Law.
1. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D) OF GOVERNMENT CODE 54956.9
    - Two potential cases
  2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
    - 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
- B. Closed Session Adjourned** at 7:04 p.m. The open meeting was called to order at 7:09 p.m. by Kevin Papineau followed by the flag salute. He announced no action taken in closed session.
- C. Public Comment**
1. Manuel Avila addressed the Board regarding substitute teacher pay.

**D. Communications**

1. Manny Mejia, Teacher at McCaffrey Middle School addressed the Board regarding California League of Schools Educator of the Year Award Dinner. He shared a competitive speech that he gave at the dinner regarding the lessons his students taught him and why he loves teaching.

Dr. Schauer presented Mr. Mejia with a certificate acknowledging his nomination.

2. Karen Schauer shared a communication from Annette Lane, Superintendent, Pioneer Union School District, acknowledging the professionalism and courtesy of Lois Yount and River Oaks Elementary during scheduled observations.

**E. Reports**

1. Chris Keiner, Attorney, reported on Revised Administrative Regulation (AR) 3515.2 and returning the Concealed Carry Weapons (CCW) license and firearms on school grounds to status quo prior to Senate Bill 707. He indicated that AR 3515.2 has been revised based on suggestions from the board. The district will apply the revised Administrative Regulation that involves an application process for gun owners with a Carry Concealed Weapon (CCW) permit to carry on school grounds.

Kevin Papineau stated that the existing regulation was addressed at the December 14, 2016 meeting.

There was no public comment.

2. Karen Schauer reported on a communication from Tom Torlakson, State Superintendent of Public Instruction regarding Public Schools Remain Safe Havens For California's Students. She indicated that the district follows existing laws giving children the right to attend school regardless of their immigration status. Dr. Schauer sent a communication to district staff summarizing legal guidelines and will send information out to parents.
3. Tom Barentson reported on School Services of California 2017-18 Governor's Pocket Budget. He indicated that the budget continues to evolve with changing political and legislative challenges. The district will receive more clarity on the budget at the Governor's May revise.
4. Karen Schauer reported no complaints during the Williams Uniform Complaint 2<sup>nd</sup> Quarterly Report.

**F. Recommended Actions**

**1. Routine Matters/New Business**

131.822	John Gordon removed item f. 2017 South by Southwest Edu (SXSWedu) Conference & Festival, March 6-9, 2017 in Austin Texas.	Consent Calendar
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A motion was made by Grace Malson to approve all other items on the consent calendar, seconded by Wesley Cagle

and unanimously carried.

- a. Approval of the Agenda
- b. Minutes: December 14, 2016 Organizational Meeting
- c. Certificated/Classified Payrolls Dated: 1/1/17, 1/10/17, 1/13/17  
Vendor Warrant Numbers: 17321871 – 17321931, 17322535 – 17322619, 17323439 – 17323504, 17325400 – 17325484, 17326502 – 17326586, 17326934 – 17326988

d. Personnel

1. Resignations/Retirement – accepted the following:

Name	Position	Effective Date	Site
Ibarra, Perla	Yard Supervisor	12/9/2016	River Oaks
Wipfli, Tiffany	Food Service Worker	12/28/2016	Greer/Lake Canyon
Van Conett, Brianna	Instructional Assistant	1/17/2017	Fairsite
Mason, Nickie	Substitute Teacher	1/3/2017	NA
Wilkins, April	Cashier	1/6/2017	Marengo Ranch

2. Leave of Absence Requests- approved the following:

Name	Position	Effective Date	Site
Rich, Tiffany	Office Clerk II	12/19/16-03/17/17	District Office
Sayre, David	Warehouse Worker	02/21/17-04/04/17	District Office
Solda, Pat	Teacher	01/03/17-03/31/17	McCaffrey
Quezada, Jennifer	Inst Asst Bilingual	03/15/17-04/24/17	Lake Canyon

3. New Hires- approved the following:

Name	Position	Site
Sutton, Elisha	Yard Supervisor	River Oaks
Rambach, Erin	Substitute Teacher	NA
Narashky, Amanda	Substitute Classified	NA
Rivera, Diana	Substitute Classified	NA
Wyzkowski, Jamie	Substitute Classified	NA
Georguson, Timothy	Substitute Teacher	NA
Lourence, Tiffany	Substitute Teacher	NA
Burch, Sabrina	Substitute Classified	NA
Calderon, Abelina	Substitute Classified	NA
Wilmoth, Sherri	Yard Supervisor	Valley Oaks
Navarro, Rosalba	Food Service	Lake Canyon
Sanchez, Christina	Yard Supervisor	Marengo Ranch
Vigil, Lisa	Cashier	Marengo Ranch



e. Donations

Lake Canyon

- Chris Bartkowski donated \$850.00 towards the Ron Clark Academy Conference
- Raley's donated \$207.73 towards site use

McCaffrey

- Raley's donated \$132.74 towards site use
- Lifetouch donated \$243.69 towards site use

- 131.823 Consent Calendar (continued) – Items Removed for Later Consideration: **CC Items Removed**
- f. John Gordon requested more information on the 2017 South by Southwest Edu (SXSWedu) Conference & Festival, March 6-9, 2017 in Austin Texas.
- Karen Schauer stated that this college and career pathways conference fosters innovation in learning by hosting a diverse community of stakeholders across a variety of backgrounds in education. She indicated that she is reaching out to Delta College, Sacramento State University, WestEd, Stanford and local leaders for their participation in this conference.
- A motion was made by John Gordon to approve item f., seconded by Wesley Cagle and unanimously carried.
- 131.824 Michelle Hanson, CPA, addressed the Board. She indicated there were no significant findings. **Audit Report**
- A motion was made by John Gordon to approve GJUESD 2015-16 Audit Report by Goodell, Porter, Sanchez & Bright, LLP, seconded by Grace Malson and unanimously carried.
- 131.825 A motion was made by Grace Malson to approve 2015-2016 School Accountability Report Card (SARC) Lake Canyon, Marengo Ranch, River Oaks and Valley Oaks, Vernon E. Greer Elementary Schools and Robert L. McCaffrey Middle School, seconded by Wesley Cagle and unanimously carried. **SARC**
- John Gordon requested to include facilities improvements in SARCs.
- 131.826 A Public Hearing of Request To Waive California Education Code Section 37202(a), The Equity Length Of Time Requirement For Transitional Kindergarten And Kindergarten Programs At The Districts' Elementary Schools was held. There were no public comments. **Public Hearing TK & Kinder Waiver**

- |         |  |                                       |
|---------|--|---------------------------------------|
| 131.827 | A motion was made by John Gordon to approve to Waive California Education Code Section 37202(a), The Equity Length Of Time Requirement For Transitional Kindergarten And Kindergarten Programs At The Districts' Elementary Schools, seconded by Grace Malson and unanimously carried. | <b>TK &amp;<br/>Kinder<br/>Waiver</b> |
| 131.828 | A motion was approved by Wesley Cagle to approve Substitute Teacher Salary Schedule, seconded by John Gordon and unanimously carried.  | <b>Teacher<br/>Salary</b>             |

**G. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs
2. Governance Team Continuous Improvement

**H. Adjournment**

The meeting adjourned at 8:30 p.m. There was no additional closed session.

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Grace Malson, Clerk

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Date



## CONSENT CALENDAR

### Human Resources

Recommend approval of the following:

#### Resignations/Retirements

Name	Position	Effective Date	Site
Morones, David	Substitute Bus Driver	1/31/2017	Transportation
Floyd, Jeanne	Food Service Worker	2/3/2017	River Oaks
Muniz, Celeste	IA ASES	2/8/2017	Valley Oaks
Sanchez, Maria	Custodian	3/20/2017	McCaffrey
Maldonado, Rosa	Yard Supervisor	2/3/2017	Lake Canyon
Mendoza, Norma	IA Bilingual	2/6/2017	McCaffrey
Freeman, James	Assistant Principal	6/30/2017	Marengo Ranch

#### Leave of Absence Requests

Name	Position	Effective Date	Site
Bowles, Merlena	IA Special Education	1/3/17-2/9/17	McCaffrey
Cordero, Deseri	IA Special Education	3/1/17-3/17/17	River Oaks
Rogers, Jessica	Teacher	5/8/17-6/8/17	Greer
Renteria, Patricia	IA Bilingual	1/23/17-2/28/17	Marengo Ranch

#### New Hires

Name	Position	Site
Gonzalez, Karina	Instructional Assistant Special Education	Lake Canyon
Moules, Rebekah	Instructional Assistant Preschool	Fairsite Preschool
Robinson, Annette	Substitute Teacher	N/A
Valenzona, Meredith	Substitute Teacher	N/A
Meier, Kimberly	Substitute Teacher	N/A
Sanchez, Christina	Yard Supervisor	Lake Canyon
Wilmoth, Sherri	Yard Supervisor	River Oaks
Caoutte, Karen	Substitute Bus Driver	Transportation
Hibbard, Debbie	Food Service Worker	River Oaks
Ramirez, Narvin	Yard Supervisor	Marengo Ranch
Herrera, Alexandra	Substitute Teacher	N/A
Cortez, Alex	Classified Substitute	N/A
Gutierrez, Antonio	Classified Substitute	N/A
Allensworth, Diane	Classified Substitute	N/A
Brantley, Dillon	Classified Substitute	N/A
Pierce, Sydney	Classified Substitute	N/A
Soria, Rosa	Classified Substitute	N/A



## CONSENT CALENDAR

### Donations

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#### GALEP Therapeutic Riding and Horsemastership Program

- Real Men's Club donated \$3500.00
- Monetary donations collected during Real Men's Club dinner \$734.00
- Linda A. Dejoria donated \$50.00

#### OTHER

- California Latino Superintendents Association donated \$500.00 towards Career Pathway Outdoor Learning Project



## CONSENT CALENDAR

### Out of State Conference

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Out of State Attendance by Ron Rammer, Julie Grandinetti, Lisa Hegdahl, Ari Colondres, Megan Haas, Joanna Nelson, Christina Ceccarelli, Kathy Lucchesi, to Asa Clark Middle School, Pewaukee School District, Pewaukee, WI, April 18-20, 2017.

Asa Clark Middle School is featured in the book "Tapping the Power of Personalized Learning", as a "Benchmark Middle School", McCaffrey representatives will have in-person time to observe, discuss and develop potential partnerships for continued progress.

The visitation fees and travel costs are covered through Race To The Top.

The following quote is from the Asa Clark Middle School Principal:

*"The philosophical shift that occurs when personalized learning transforms practices in a building affects everyone, including me as a school leader. Our roles become less focused on reactive ways to address concerns, whether academic or social-emotional. Instead, our efforts become more global and systemic – we are able to proactively support all students as they grow by investing our time and energies into systems that ensure they have the mindsets and behaviors to be successful in their current and future endeavors."*

*-Randy Daul, principal, Asa Clark Middle School, Pewaukee, Wisconsin  
Tapping the Power of Personalized Learning*



## CONSENT CALENDAR

### Out of State Conference

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Board approval is requested for Out of State conference and professional learning for Kathy Lucchesi, Math instructor, McCaffrey Middle School

Ms. Lucchesi will be out of state on February 27 & 28, March 14, and March 27 for the following conferences or district visitations:

- Hampton City Schools, Hampton Virginia, February 27-28, 2017
- Illinois Valley Community College, Oglesby, IL, March 14, 2017

Her participation will benefit McCaffrey Middle School and the district as she will attend workshops and/or visit schools that are implementing core subjects using blended learning strategies with adaptive technologies and personalized learning approaches





The conference fees and travel are covered through Matific On-line Learning. Race To The Top funding will cover substitute costs.

**SPREAD THE**

**STEAM<sup>2</sup>M**

**TO YOUR  
SCHOOL!**

March 14, 2017  
from 9-2 at  
Illinois Valley  
Community  
College, Oglesby

-  Come and learn about the different aspects of STEA<sup>2</sup>M!
-  Take these ideas and implement them at your school.
-  If you already have a STEA<sup>2</sup>M Team at your school, this is a great way to improve your team and obtain new ideas. We are also looking for demonstrations by area schools.
-  If you don't have a STEA<sup>2</sup>M Team, then this is a great opportunity to learn about how to create one.

Contact [steam@lamoilleschools.org](mailto:steam@lamoilleschools.org) for more information.





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item:</b> 131.830 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<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> 2/22/17	<b>Agenda Item: 131.831</b> Board Action Regarding Student Matter #16/17-01
<b>Presenter:</b> Karen Schauer	<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> 2/22/17	<b>Agenda Item: 131.832</b> Board Consideration of Approval of 2016-17 Comprehensive Safety Plans for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and McCaffrey Middle School
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>

Board Policy 0450 and Education Code 32286 provides the district and schools direction to develop comprehensive school safety plans under guidelines provided by the California Department of Education. Each school must have the Comprehensive School Safety Plan Available for the public when requested.



Galt Joint Union Elementary School District

**Galt Joint Union Elementary  
School District**

**2016-17**

**Comprehensive Safety Plan  
for  
Lake Canyon Elementary  
School**

Approved by the School Site Council on: November 28, 2016

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

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✓ = Mandatory

✘ = DO will provide

# Assessment of Current Status of School Crime



	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Suspension Data</b>	16	6	4	11	3
<b>Expulsion Data</b>	1	0	0	0	0

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, we have experienced only a few incidents of skateboarders damaging steps and graffiti around the campus.

Vandalism was reported to the Galt Police Department; however, none of these incidents resulted in an arrest. Surveillance cameras have been installed and are in working condition. The Principal collaborates 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 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. A student Safety Patrol Team is responsible for helping students in the crosswalks immediately adjacent to the campus, while adult crossing guards are responsible for the crosswalks at Lake Canyon Avenue and Beaver Parkway, a busy intersection. Yard Supervisors 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.

## **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

## **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.

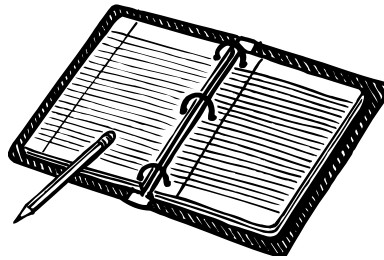
### **Counseling and Wellness Services**

- 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

# 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.
- 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 30 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 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

## 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 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 7<sup>th</sup> 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 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**

**2016-2017  
Comprehensive Safety Plan  
for**

**Marengo Ranch Elementary  
School**

Approved by the School Site Council on January 24, 2017

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

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✓ = Mandatory

✘ = DO will provide

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

The crime rate at Marengo Ranch Elementary continues to be low. Previous issues with unauthorized visitors on campus as well as a break in during the winter break in 2016 should not be possible with the addition of the new fencing and security cameras.

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

### **Marengo Ranch Suspension/Expulsion Data**

	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Suspension</b>	22	9	11	3	4
<b>Expulsion</b>	0	2	1	0	0

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

Supervision of students is extremely important to us at Marengo Ranch Elementary. We employ 10 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. Site funding sources supply safety equipment: orange cones, stop signs, staff uniforms, raincoats, etc.

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. Administrators contact 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.

Professional development on the school safety plan as well as active shooter information is conducted at the beginning of the school year 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.

Student “Greet Squad” teams assist students as they arrive in the drop-off zone, and an adult monitors traffic and the students. A student Safety Patrol Team is responsible for helping students on sidewalks immediately adjacent to the campus, while adult crossing guards are responsible for all crosswalks. Yard Supervisors monitor all loading and unloading zones. Student equipment is also purchased with school site funds.

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, Marengo Ranch webpage, events and assemblies.

## 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.

Weekly 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.

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 30 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.

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

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- Taking care of school property
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- Accepting responsibility for their mistakes
- Delivering school communication to their parents

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- 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.

### **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 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 the 7<sup>th</sup> 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

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

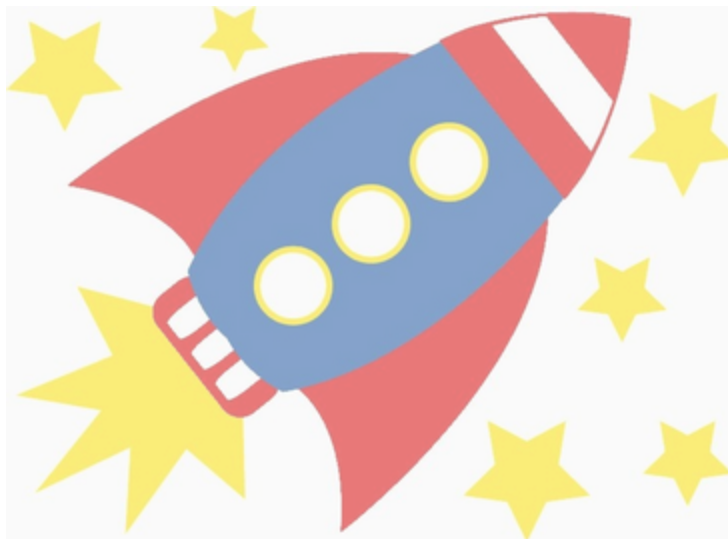
A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



**Galt Joint Union Elementary School District**

# **River Oaks Elementary School**

## **2016-2017 Comprehensive Safety Plan**



Approved by the School Site Council on:   2/21/17  

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



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✓ = Mandatory

✘ = DO will provide

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



## School Crime

We have experienced minimal school crime at River Oaks. There have been incidents of vandalism to school property. Skateboarders have damaged benches and tables at times. There has also been graffiti painted around campus. Fall of 2015, there were Chromebooks stolen from a classroom and a classroom window was broken on a separate occasion. Winter 2016, we had 2 windows broken over a weekend. These incidents were reported to the Galt Police Department. As appropriate, our custodial staff and district maintenance team makes repairs and cleans up as necessary. All graffiti is immediately removed or covered.

	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Suspension Data</b>	12	4	11	6	7
<b>Expulsion Data</b>	1	0	0	0	0

# 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 supervises 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.

Both of our playgrounds are semi-fenced and have boundaries for student play areas. We adhere to the Megan's Law and require all volunteers to be cleared before working with students or attending field trips. All visitors and volunteers are required to sign it at the office and wear a visitor's sticker or badge. 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 observed our lockdown drill in January 2016 to provide support and feedback. We will be scheduling another visit from our police department in 2017.

## **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 a 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.

### **GALLUP Student Poll Results**

This is the 4th year students in 5<sup>th</sup> and 6<sup>th</sup> grade have taken the GALLUP Student Poll: ENGAGED TODAY-READY FOR TOMORROW! GALLUP’s research has shown that hope and engagement are key factors that drive students’ academic success and future employment.

Percent of students in each category

	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
<b>Hope</b>	51%	59%	60%	62%
<b>Engagement</b>	70%	79%	73%	80%

# 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:

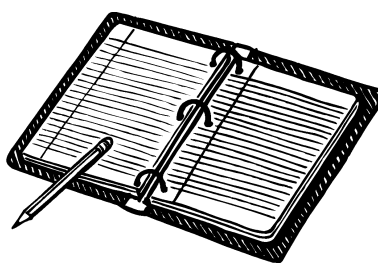
- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include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

# Student 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:

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 30 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 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 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 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 7<sup>th</sup> 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**

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!**

**Monthly Perfect Attendance:** Beginning September, at the end of each month, students will receive a reward, treat, or an extra recess.

**Trimester Perfect Attendance:** At the end of each trimester, students who attended school every day will receive a perfect attendance certificate and a treat.

**Yearly 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
- Family Science Night
- Illuminate Parent Portal
- Monthly Newsletters
- School Website
- School Site Council
- English Language Advisory Committee
- Classroom Volunteers
- Parent Conferences
- Nurturing Parenting Classes
- Field Trips
- After School Clubs
- Remind Text
- Robo Phone Calls

# 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 worker, and psychologist 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**

## **2016-2017 Comprehensive Safety Plan**



**Home of the Stingers**

**Approved by the School Site Council on December 5, 2016**  
**Approved by the Board of Education on \_\_\_\_\_, 2017**

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✓ = Mandatory

✘ = DO will provide



# Assessment of Current Status of School Crime

School safety is a top priority at Valley Oaks Elementary. Self-discipline is a goal toward which we strive. Valley Oaks 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 have occurred due to failure to follow EC 48900 (a.1) and EC 48900 (k). This includes: Caused, attempted to cause, or threatened to cause physical injury to another person, failure to follow school rules, failure to follow a directive given by staff, and general disruptions of school activities.

## Site Suspension and Expulsion Data

	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Suspension Data</b>	29	17	23	36	25
<b>Expulsion Data</b>	0	0	4	1	1

We expect to see a decrease in the number of suspensions each school year. The decrease may be contributed to the consistent school-wide management system and implementation of character education programs. Additionally, we have added a full-time bilingual school counselor, who works with students with decision-making skills and character building.

## **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. "Grandma/Grandpa Cops" participate in meetings with students in grades K-3 to provide safety information regarding topics such as Railroad Safety, Stranger Danger, etc. Students in fourth through sixth grades will participate in "Steps to Respect;" curriculum presented by their homeroom teacher. Additionally, "Second Step", a program designed to help students with their social and decision-making skills, is used with students in 6th grade and will be used with more grades as the year continues. 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 on-going 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.

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 custodial staff to clean and maintain the school on a regular basis. In 1996 our 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.

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.

## **Drills**

Monthly Fire Drills are conducted each month at Valley Oaks to help promote knowledge of proper procedures for students and staff in case of a fire. Additionally, Lockdown drills are practiced two times each year.

## **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

## **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 (such as Caring, Honesty, Responsibility, Integrity, Respect for Others, Citizenship, Planning and Decision Making, and Problem Solving). Students receive a pencil when they enter their Stinger Cards in the Monthly Raffle. 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 behavior, social, and academic successes by filling out a Principal’s Pat on the Back certificate. Each day, the principal reads over the school intercom system the names of the students who receive this recognition. Each student then comes to the school office, where the principal congratulates them and lets them write their name on the “wall” in the office. Each month, a new signature paper goes on the wall and the previous month’s paper is displayed in the cafeteria for all to see and show their parents.

## 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.

## Gallup Student Poll

Each year, 5<sup>th</sup> and 6<sup>th</sup> grade students take the GALLUP Student Poll. GALLUP's research has shown that the categories listed below are key factors that drive students' academic success and future employment. *A key statistic is that hope from our Valley Oaks students continues to not only to improve, but to outperform the district and U.S.*

Survey Categories	Fall 2014	Fall 2015	Fall 2016
Hope	41%	52%	57%
Engagement	72%	67%	70%
Well-Being	51%	N/A	N/A
Entrepreneurial Aspiration	N/A	2.85	3.02
Career and Financial Literacy	N/A	3.29	3.32

## Character Education

Character education teaches the habits of thought and deed 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. Programs such as Character Counts offer opportunities for students to learn about, discuss and enact positive social behaviors. 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 have displayed the "Trait of the Month" and they are publicly recognized in the Sing-Along.

## **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

## **Funding**

Available sources 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, and provide comprehensive student mental health services, and/or respond to crisis.

## **Professional Development Activities**

All school staff receives 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
- 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, 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 Personalized Learning Plans and access to the grade book, through the Illuminate Parent Portal, to help guide their involvement. Additionally, information on district-level parenting classes disseminates literature on effective parent skills and involvement in the education of their children.

Communication with parents is given through multiple means. Valley Oaks has a school website, Facebook page, and Twitter account. Updates occur regularly, and a school-wide phone system is also used to relay important 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.

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

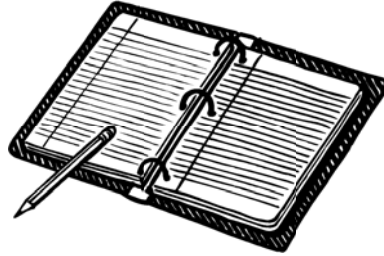
San Joaquin County Child Protective Services..... (209) 468-1333

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.
- 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 30 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 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 three 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

Each classroom teacher will design their management system and communicate that to you in the beginning of the school year. Students not following school rules while on the playground, cafeteria or around school campus will receive a Referral Report. When receiving a Referral 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. Referral Reports must be returned to the teacher 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

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 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
- Cell phones must be turned off 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
- 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, 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 aisle clear at all times.

- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skate boards 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 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 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 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 7<sup>th</sup> 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 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**

# **Greer Elementary School**

## **2016-2017 Comprehensive Safety Plan**



- Approved by the School Site Council on January 25, 2017
- Approved by the Board of Education on February 22, 2017

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✓ = Mandatory

✘ = DO will provide

## 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.

### Site Suspension and Expulsion Data

	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Suspension Data</b>	6	7	12	8	10
<b>Expulsion Data</b>	0	0	0	0	0

We expect to see a decrease in the number of suspensions each school year. The decrease should be contributed to the consistent school-wide management system and implementation of character education programs.

### 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. Seven yard supervisors work after school

to monitor student safety on campus. 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
- Gates will be locked or closed to provide one way in/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

### **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.

## Gallup Student Poll

Each year 5<sup>th</sup> and 6<sup>th</sup> grade students take the GALLUP Student Poll. GALLUP's research has shown that the categories listed below are key factors that drive students' academic success and future employment.

Survey Categories	Fall 2015	Fall 2016
Hope	61%	55%
Engagement	65%	61%
Entrepreneurial Aspiration	2.58	2.45
Career and Financial Literacy	3.27	3.28

## 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.

## Character Education

Character education teaches the habits of thought and deed 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. Programs such as Character Counts, offer opportunities for students to learn about, discuss and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions.

## 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. Students build skills around critical thinking, ethical discussion, and decision making.

### **Conflict Resolution**

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

- Say the problem without blame
- Think of safe and respectful solutions
- Explore the consequences
- Pick the best solution

### **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 crisis.

### **Professional Development Activities**

All school staff receives 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

### **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, Spaghetti BINGO, 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**

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

- **After School Education and Safety (ASES)**  
The ASES 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 students in grades 1-6.

- **Bright Future Learning Center**

The Bright Future Learning Center supports individualized student learning, after school clubs, coaching, and college to career development.

- **Extended Day**

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

## **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.

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 to all students. 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 30 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

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.
- 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 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 aisle clear at all times.
- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skate boards 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 web site 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 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 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.

### **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 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**

**2016-2017  
Comprehensive Safety Plan  
for**

**Robert L. McCaffrey  
Middle School**

**Approved by the School Site Council on: January 12, 2017**

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

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✓ = Mandatory

✗ = DO will provide

# 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.

30% decrease in the # of suspensions  
89 % decrease in the # of expulsions

	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
Suspension Data	92	74	53	63	76
Expulsion Data	8	6	8	5	1



## 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.

### 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.

### After School Education and Safety Program (ASES)

McCaffrey Middle School, provides an after school program designed to support the goals and requirements of the ASES program. 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.

## **Bully Proofing**

Measures are being taken to address bullying on the campus of McCaffrey Middle School. Special school-wide presentations are conducted in coordination with the Galt Police Department and site administration. Ongoing reinforcement of anti-bully messages and information is addressed throughout the year. Students can send emails (anonymously if desired) using the address [stopthebully@galt.k12.ca.us](mailto:stopthebully@galt.k12.ca.us)

## **Conflict Resolution**

Students who struggle with conflicts on campus are encouraged to meet with school administrators and/or the counselor in order to resolve issues before they escalate into a physical altercation. Administration continues to be proactive in getting the “ask for help” messages out to students through KDOG, homeroom classes, and student contact/supervision on campus. “Be Nice, Be Safe, Be Responsible” are common phrases utilized by staff members to remind students about behavior expectations.

## **MMS Prevention/Intervention Strategies**

McCaffrey Middle School has a variety of ways that we intervene and assist struggling students.

The McCaffrey School Bright Future Learning Center (BFLC) is open daily from 7:30-6:00 except Wednesdays when the BFLC closes at 5:15. The BFLC provides students with a quiet place to study as well as participate in club activities. The BFLC also offers several computer stations for student use.

Student Success Team (SST) meetings are also part of McCaffrey’s interventions. Any time the team, parents, or administrators see a concern with a student, either learning or behavioral, the team holds a SST meeting 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.

The alternative center is run by our campus supervisor and it plays a critical role in the disciplinary process at McCaffrey Middle School. Students with minor disciplinary issues may be sent to the alternative center for a period of time. Our campus supervisor frequently makes phone calls home to parents, invites parents to attend school with their children, and assist with campus supervision during breaks and lunches. This program provides an integral step in the student’s CDP disciplinary process.

## **Service Learning**

GALEP, the horse assisted learning program for students with special needs, provides an opportunity for students and staff to participate in service learning. Regular education students along with students with disabilities are eager to work with the horses on campus. This program has had a tremendous impact on our students and their awareness of differences within our population.

## 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

## 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 30 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 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.
- Leggings, including yoga pants, cannot be worn as pants.
- No blue or red suspenders.

### Belts:

- No dangling belts (also includes chains linked to belts).
- No initial belt buckles.
- No red or blue belts.

### 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 upper body during normal activity.
- Undergarments should not show including view from the back.
- No low cut, halters tops, midriiffs, sheer/see through, spaghetti straps, tank tops, tube tops or muscle shirts are **not** allowed. Sleeveless tops are acceptable.
- No solid red or solid blue shirts are allowed.

**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:**

- Hats of any kind are **not** permitted on school grounds.

**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 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

## 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. Students who have 3 or more tardies to school, our campus supervisor is notified and a detention is issued and parents are notified.

**Tardies to same class per trimester:** 1<sup>st</sup> & 2<sup>nd</sup> = warning 3<sup>rd</sup> – 6<sup>th</sup> = Detention 7<sup>th</sup> – 9<sup>th</sup> = Step on CDP and detention 10<sup>th</sup> = Step on CDP, detention and loss of extra-curricular activities for 30 school days. SARB letters will be sent out once they accrue 10 tardies.

**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 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 roughhouse 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

### ADMINISTRATION HANDLES CONSEQUENCES FOR STEP 3 AND BEYOND

Steps 1 & 2 includes a **lunch detention** with **Step** before a student gets sent to the **office for Step 3**  
**Teacher will log 1 & 2 as Minor Incident in Illuminate**

- ✓ **Step 1:** Teacher has conferenced privately with the student about their behavior and has contacted the parent.
- ✓ **Step 2:** Teacher has conferenced privately with the student about their behavior and has contacted the parent.
- Step 3: Student sent to office & meets with Administration/school counselor to discuss behavior concerns in class. A behavior plan is developed & signed by student, parent(s), counselor & administration. All teachers will receive a copy of the behavior plan**

**Step 4....** SST will be scheduled by the Counselor; all teachers attend.

**Step 5....** "1" week of detention issued & parent contact is made stating next **Step** is suspension.

**Step 6....** "1" Day In-School/At-Home Suspension (**STRIKE**)

- ✓ Student is ineligible to participate in all school activities for 6 school weeks.

**Step 7....** "2" Days of At-Home Suspension (**STRIKE**)

- ✓ Student is ineligible to participate in all school activities for 12 school weeks.
- ✓ "1<sup>st</sup>" SARB letter sent home for behavior.

**Step 8....** "3" Days of At-Home Suspension (**STRIKE**)

- ✓ 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....** "4" Days of At-Home Suspension (**STRIKE**)

- ✓ "3<sup>rd</sup>" SARB letter sent home for behavior and referral to SARB.

**Step 10....** "5" Days of At-Home Suspension (**STRIKE**)

**Step 11....** "5" Days of At-Home Suspension (**STRIKE**)

**Recommendation for expulsion if the student has accumulated 20 days of suspension**

**Step 12....** "5" Days of At-Home Suspension (**STRIKE**)

**Recommendation for expulsion if the student has accumulated 20 days of suspension**

2-4-16

## **COUNSELING**

The school counselor is 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 iPods, 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.

**Financial Restriction** - Any student owing a debt to the school, i.e., lost text 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 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, plus 20-30 minutes of reading.

## **HONOR ROLL/RENAISSANCE LEVELS**

### **Superintendent's Honor Roll/Top Dog Renaissance Level**

- Overall grade of Excellent in ALL core classes\* and exploratory
- Overall grade of Excellent or Above Average in P.E.
- No N's in citizenship

### **Principal's Honor Roll/Gold Renaissance Level**

- Overall grade of Excellent in at least 2 core classes\*
- No Satisfactory or Needs Improvement in any other classes
- No N's in citizenship

### **Green Renaissance Level**

- Overall grade of Satisfactory or above in 5 or more classes
- No N's in citizenship

**\*Core areas include Math, Language Arts, Social Studies and Science**

### **INDEPENDENT STUDY (I.S.)**

Parents of students absent for **5 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 truanancies and the student may be referred to SARB.

### **LIBRARY (BRIGHT FUTURE LEARNING CENTER)**

**Hours:** 8:00 a.m. to 6:00 p.m. daily

**The McCaffrey Middle School BFLC offers the following:**

- Computers - Students must have a signed Internet Responsibility Contract on file to use the computers.
- Nearly 12,000 books, including an extensive reference department for projects and research
- Accelerated Reader
- Book Fair
- Afterschool Clubs
- All textbooks are issued through the library

#### Library Rules

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- Quiet voices
- No food or drink
- No running
- No short cuts through the library
- Computer use with permission from library staff
- Respect the library, books and others
- Student ID required for library use

(Book check out, computer use and games)

The library should be for...

- Homework
- Research
- AR tests
- Check out books/drop off books
- Reading
- Games
- A place to get away/relax

### **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 grade of 70% or higher in all classes.
- (2) A player can not have any "N" in citizenship.
- (3) Eligibility to try-out is determined by the student's most current trimester grade report.
- (4) A teacher assigned class suspension will result in the player be removed from the team for 5 school days. A school suspension will remove the student from the team for 6 weeks.
- (5) Athletes may not have more than three logged incident on the Citizenship Development Program (CDP). If a player should go past Step 3, at any time during the season, they will be 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- \$10    Shirt- \$7    Sweatshirt- \$13    Sweatpants- \$15**

**\*Checks can be made payable to McCaffrey Middle School**

### **PROGRESS REPORTS**

Official progress reports are sent home six weeks into each trimester. Informal progress report forms are available in the office and parents may require that their children utilize these on a regular basis. If you have questions concerning progress reports, please contact your child's teacher (s) or school counselor.

### **PROMOTION CEREMONY AND END OF THE YEAR ACTIVITIES FOR 8<sup>TH</sup> GRADERS**

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, he or she will lose all end of the year activities and must go through the appeal process in order to be eligible for the promotion ceremony ONLY.

**The appeal process is open to 8<sup>th</sup> grade students who have received their first strike within 30 days of the end of the school year. 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 13<sup>th</sup>. *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
- 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
- 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 will receive a 2-5 days of suspension
- 2<sup>nd</sup> fight will receive a 5 day suspension, SARB letter, and possible recommendation for expulsion
- 3<sup>rd</sup> fight will receive a 5 day suspension, a SARB hearing and a recommendation for expulsion

Any type of behavior that causes a disruption to school activities or defies the valid authority of school personnel engaged in the performance of their duties is subject to suspension and/or expulsion.

The school administration may at any time place a student on suspension or expulsion if it is determined that such an action best serves the interest of the student(s) and/or the school.

Students engaging in unacceptable behavior may be placed in 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, (2) brandishing a knife at another person, (3) unlawfully selling a controlled substance, and (4) sexual assault or sexual battery.

**An expulsion recommendation is required (EC 48915)** (a) and (b) for (1) causing serious physical injury, (2) possession of any knife, explosive or other dangerous object, (3) unlawful possession of any controlled substance such as listed in Chapter 2 of the Health and Safety Code, and (4) robbery or extortion.

**STUDENTS WHO HAVE BEEN SUSPENDED 20 DAYS DURING THE SCHOOL YEAR WILL BE RECOMMENDED FOR EXPULSION.** Any student who has been expelled during the school year will not be allowed to participate in any of the end of the year activities.

### **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](mailto: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 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 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 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 7<sup>th</sup> 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**

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

Grant Funds are used for the following:

- KDOG Video

All students participate in a first day of school assembly to review safety rules and procedures. Additionally, coverage of student handbook takes place during Advisory Period during the first week of school. Students participate in safety drills during the school day as well as after school (ASES). 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, district social worker, and psychologist 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.

A designated school counselor is available daily to handle referrals related to physical and mental health issues along with working collaboratively with district and community partners.

McCaffrey's school counselor is 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 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 review and update of campus security.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item: 131.833</b> Board Consideration of Approval of 2017-18 Job Share Requests
<b>Presenter:</b> Claudia Del Toro-Anguiano	<b>Action Item:</b> XX <b>Information Item:</b>

The GEFA Contract Article XI, Job Sharing, allows for a maximum of ten Job Share teams district wide.

The following job share team is recommended for approval:

Teacher Team	Grade	School	Type of Request
1. Erika Taquines & Danielle Wildermuth	2 <sup>nd</sup>	River Oaks	Renew

This team was the single job share for 2016-17.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item: 131.834</b> Board Consideration of Approval of Memorandum of Understanding Regarding Speech and Language Caseload (workload) Between Galt Elementary Faculty Association (GEFA) and GJUESD for the 2016-2018 School Years
<b>Presenter:</b> Karen Schauer Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>

This one year agreement provides specific “workload” definition based upon a “weighted caseload” model.

The agreement was ratified by GEFA on Feb. 16, 2017 and will be reviewed no later than April 30, 2018 for revision or ratification.

Memorandum of Understanding  
Regarding Speech and Language Caseload (workload)  
between the  
Galt Elementary Faculty Association  
and the  
Galt Joint Union Elementary School District  
for the 2016-2018 School Years

Article XIII

Whereas the American Speech-Language-Hearing Association is currently supporting a weighted workload model for Speech and Language Services

The District and GEFA agree to the following workload limits for Speech-Language Pathologists:

TK-8: Workload shall not exceed 55 per FTE Speech-Language Pathologist.

Preschool: Workload shall not exceed 40 per 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 11/1 and 3/1, and will provide an estimated workload for the following school year by 6/1.

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.

This language is subject to revision or ratification for permanent contract language no later than April 30, 2018.

Kathy Jansch 2/6/17  
GEFA (date)

Karen Scham 2-6-17  
District (date)



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item: 131.835</b> Board Consideration of Approval of Agreement Between California School Employees Association, Galt Elementary Chapter #362 and GJUESD Regarding Bilingual Office Assistant for Special Programs
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>
<p>This agreement supports the reconfiguration of the work schedule of the Bilingual Office Assistant for Special Programs position at the Fairsite School Readiness Center. The District's reconfiguration of the work year includes no reduction in total hours. The changes are in the best interest of the program and employee.</p> <p>A resolution ordering the reduction of 12 months to 11 months of the Bilingual Office Assistant for Special Programs position was approved at the October 26, 2016 board meeting.</p>	

Galt Joint Union Elementary School District (District) and  
California School Employees Association and  
its Galt Elementary Chapter #362 (CSEA)

October 20, 2016


The Galt Joint Union Elementary School District would like to reconfigure the work schedule of the Bilingual Office Assistant for Special Programs (BOA) position. The District's reconfiguration of the work year is set out below:

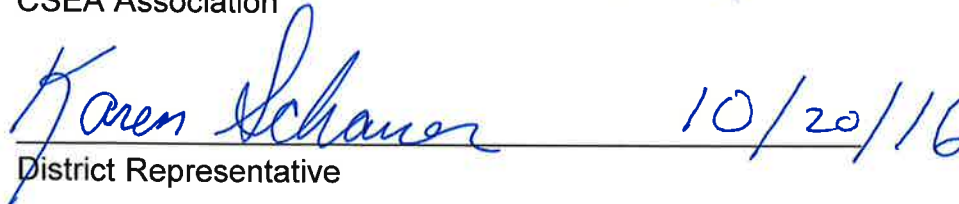
Current 12 month position:	247 days x 6 hours = 1,482 hours
Proposed 11 month position:	212 days x 7 hours = 1,484 hours
Total Reduction:	No reduction in total hours (2 additional total hours)

These changes are in the best interest of the program and employee.

Signed and Dated:

  
CSEA Chapter President

  
CSEA Association

  
District Representative





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/22/17	<b>Agenda Item:</b> 131.836 Board Consideration of Approval of 2017-2018 School Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

The attached 2017-18 district calendar has been reviewed by both unions, school administration, and Galt High School District.

The calendar aligns with the Galt High School District draft calendar with:

1. First day of school within one day:
  - GJUESD- August 17<sup>th</sup>
  - GHSD- August 18<sup>th</sup>
2. Thanksgiving, Winter break and Spring break periods.
3. Last day of school within one day:
  - GJUESD- June 8<sup>th</sup>
  - GHSD- June 7<sup>th</sup>

# Galt Joint Union Elementary School District 2017-2018 SCHOOL CALENDAR

July-17						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

October-17						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-18						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April-18						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

New Teacher Work Days- Aug. 10 & 11

Teacher Work Day-Aug. 14, 15 & 16

Professional Learning Days- Sept. 5, Oct. 23 & April 16 (no students)

August-17						
S	M	T	W	T	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November-17						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

February-18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

May-18						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

First Day of School - Aug. 17, 2017

Last Day of School - June 8, 2018

Minimum Day Nov. 3, Dec. 15, March 2 & June 8

September-17						
S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-17						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

March-18						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June-18						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Legal Holidays - July 4, Sept. 4, Nov. 11, Nov. 23, Dec. 25, Jan. 1, Jan. 15, Feb. 12, Feb. 19, May 28

School not in session-Sept. 4, Nov. 10, Nov 20 -24 Dec. 18 - Jan. 2, Jan. 15, Feb. 12 & 19, March 26-April 2, May 28

**Schools Sites & District Office**

District Office  
1018 C Street, Suite 210  
Galt, CA 95632  
(209) 744-4545

Fairsite Preschool  
902 Caroline Street  
Galt, CA 95632  
(209) 745-2506

Lake Canyon Elementary School  
800 Lake Canyon Avenue  
Galt, CA 95632  
(209) 744-5200

Marengo Ranch Elementary School  
1000 Elk Hills Drive  
Galt, CA 95632  
(209) 745-5470

Robert L. McCaffrey Middle School  
997 Park Terrace Drive  
Galt, CA 95632  
(209) 745-5462

River Oaks Elementary School  
905 Vintage Oak Avenue  
Galt, CA 95632  
(209) 745-4614

Valley Oaks Elementary School  
21 C Street  
Galt, CA 95632  
(209) 745-1564

Vernon E. Greer Elementary School  
248 West A Street  
Galt, CA 95632  
(209) 745-2641

**Dates to Remember**

August 10 & 11, 2017	New Teacher Workdays
August 14 -16, 2017	Teacher Workdays - no students
August 17, 2017	First day of school
September 4, 2017	Labor Day
September 5, 2017	Professional Learning Day – no students
October 23, 2017	Professional Learning Day - no students
October 12-13, 2017	PLP Check-Ins. Minimum day (1-8 <sup>th</sup> grades)
November 3, 2017	End of 1 <sup>st</sup> trimester - minimum day (TK - 8 <sup>th</sup> )
November 10, 2017	Veterans Day observance (school not in session)
November 13 - 17, 2017	Parent Conferences -Minimum day (1 - 8 <sup>th</sup> grades)
November 23, 2017	Thanksgiving Day
November 20 - 24, 2017	Thanksgiving Break
Dec. 15, 2017	Minimum day (TK-8 <sup>th</sup> grades)
Dec. 18 - Jan. 2, 2018	Winter Break
January 1, 2018	New Year's Day
January 15, 2018	Martin Luther King, Jr. Day
February 12, 2018	Lincoln's Birthday observance
February 19, 2018	President's Day
March 2, 2018	End of 2 <sup>nd</sup> Trimester – minimum day (TK - 8 <sup>th</sup> )
March 26 - April 2, 2018	Spring Break
April 16, 2018	Professional Learning Day – no students
May 28, 2018	Memorial Day
June 1, 2018	Last day of Preschool
June 8, 2018	End of 3 <sup>rd</sup> Trimester
June 8, 2018	Last day of school –minimum day (TK-8)