

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

Regular Board Meeting  
Wednesday, March 21, 2018  
**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 Chamber Conference Room**
  
- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
  - 1. 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
  
  - 2. PUBLIC EMPLOYEE APPOINTMENT, Government Code §54957
    - Title: Director of Business Services
  
  - 3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
  
  - 4. PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Government Code §54957
    - Superintendent
  
- C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**
  
- D. 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. Recognition**
  - 1. Galt Youth Commission
    - Operation Earth: Project Green Interactive Art Exhibit

2. 9<sup>th</sup> Assembly District- Outstanding Leadership and Community Service: Judith Hayes

## F. Reports

### LCAP GOAL 1

*Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.*

1. Career Technical Education and Pathways: Expanding Resources Update
  - Middle School Foundation Academies Planning Grant: Grades 5-8

### LCAP GOAL 2

*Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.*

1. Next Generation Science Standards (NGSS) National Science Peer Review Panel  
Member Selection: Barbara Woods
2. GJUESD and Next Generation Science Standards (NGSS) Sample Lesson Sequence  
*Designed by: Barbara Woods with the following NGSS Teacher Leaders: Christa Dunkel, John Durand, Jose Martin, Cindy McCown, Michelle Mobley, and Heather Trovinger*

### LCAP GOAL 3

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

### LCAP GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning.*

1. Facilities and Measure K Implementation Update
2. Joint Safety Communication: Galt Joint Union Elementary School District, Galt Joint Union High School District and Galt Police Department
3. Joint Powers Authority Meeting
  - At Large Community Board Member Needed

## G. Routine Matters/New Business

171.871 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: February 28, 2018 Regular Board Meeting

### c. Payment of Warrants:

Vendor Warrant Numbers: 389083-389122; 390442-390485; 390933-390936

Certificated/Classified Payrolls Dated: 2/28/18 and 3/9/18

### d. Personnel

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

### e. Grant Agreement by and Between the County of Sacramento and GJUESD for the Cosumnes River Preserve Horseshoe Lake Restoration Project

- f. Out of State Conference Attendance: Barbara Woods, Achieve Science Peer Review Panel New Members Meeting, Washington D.C.
- g. Converge One E-Rate Proposal

171.872	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
171.873	Board Consideration of Approval of 2017-18 Comprehensive Safety Plans for Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and Robert L. McCaffrey Middle School	MOTION
171.874	Board Consideration of Approval of Resolution #13 Calling the Election and Requesting Consolidation with the November 6, 2018 General Election	MOTION
171.875	Board Consideration of Approval of GJUESD School Psychologist Salary Schedule	MOTION
171.876	Board Consideration of Approval of GJUESD Job Descriptions <ul style="list-style-type: none"> <li>1. Dispatcher</li> <li>2. Instructional Assistant</li> <li>3. Yard Supervisor</li> </ul>	MOTION

**H. Pending Agenda Items**

- 1. School Furniture Analysis and Pilot Programs

**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: April 25, 2018*

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



## 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> 3/21/18	<b>Agenda Item:</b> Recognition
<b>Presenter:</b> John Gordon Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX
<p>1. Galt Youth Commission</p> <ul style="list-style-type: none"><li>▪ Operation Earth: Project Green Interactive Art Exhibit</li></ul> <p>2. 9th Assembly District- Outstanding leadership and community service recognition: Judith Hayes, Lake Canyon Elementary School Principal</p> <p>Assembly Member Jim Cooper, representing the 9<sup>th</sup> Assembly District, will recognize Ms. Judith Hayes at the State Capitol on March 23 for outstanding leadership and community service in honor of Women's History Month.</p>	

Galt Youth Commission presents

# Operation Earth: Project Green



## Interactive Art Exhibit

Open to everyone, all ages, interests, and backgrounds

**Creative ● Fun ● Suprising ● Imaginative**

Thought provoking for children and adults

*Free Admission*

# Friday, April 20, 2018

## 5 pm to 8 pm @ Littleton Center



380 Civic Drive, Galt





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 3/21/18	<b>Agenda Item:</b> Reports
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

**LCAP GOAL 1**

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2. GJUESD and Next Generation Science Standards (NGSS) Sample Lesson Sequence  
*Designed by: Barbara Woods with the following NGSS Teacher Leaders: Christa Dunkel, John Durand, Jose Martin, Cindy McCown, Michelle Mobley, and Heather Trovinger*

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*Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.*

1. **Career Technical Education and Pathways: Expanding Resources Update**
  - **Middle School Foundation Academies Planning Grant: Grades 5-8**

*Presenter: Karen Schauer Ed.D., Superintendent*

The district is finalizing a planning grant proposal for strengthened career technical education grades 5-8. This includes attention to high school articulation with career pathways. The grant funding provides \$25,000 for planning purposes.





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. Next Generation Science Standards (NGSS) National Science Peer Review Panel Member Selection: Barbara Woods

Barbara Woods was recently accepted as a peer reviewer on Achieve's Science Peer Review Panel (PRP), a group of expert educators working to evaluate instructional materials designed for the Next Generation Science Standards (NGSS). As one of the 13 new members selected from 300 applicants from 39 states, Washington D.C., and international locations, Barbara demonstrated extensive knowledge of the NGSS and a critical eye for high-quality materials designed for the NGSS. She will join the network of 51 passionate educators on the Science PRP with whom she can build a powerful community and share ideas and resources.

The Science PRP was created by Achieve in fall 2016 to evaluate lesson sequences and units designed for the NGSS and share high-quality examples online. One of the biggest challenges in NGSS implementation around the country is a lack of high-quality instructional materials designed for the NGSS. The Science PRP addresses this problem by evaluating free and publicly-available materials with the nationally respected EQUiP Rubric for Science, identifying high-quality examples, and posting them publicly for the education community — both teachers and publishers — to see what materials faithfully designed for the NGSS actually look like.

As a new member of the Science PRP, Barbara will join the 13 other new members from across the nation in an April convening in Washington D.C. She will also attend a July convening with the full Science PRP. Achieve covers the travel and training costs associated with these meetings.

Barbara's role on the Science PRP and connection to a powerful network of national educators and resources will help further deepen the work Galt is engaged in moving science instruction forward in a way that is cohesively connected to other academic subjects and Galt's focus areas.

Attached: Achieve Press Release

2. GJUESD and Next Generation Science Standards (NGSS) Sample Lesson Sequence Designed by: Barbara Woods with the following NGSS Teacher Leaders: Christa Dunkel, John Durand, Jose Martin, Cindy McCown, Michelle Mobley, and Heather Trovinger

Attached: Sample Galt NGSS Aligned Lesson Sequence



# *Achieve Announces New Members on Science Peer Review Panel*

FOR IMMEDIATE RELEASE:

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## NEWS STATEMENT

Washington, D.C. - March 8, 2018 - Achieve today announced the addition of 13 new members to its Science Peer Review Panel (PRP) to expand its work evaluating lesson sequences and units designed for the Next Generation Science Standards (NGSS) and [sharing high-quality examples online](#). Barbara Woods, from the Galt Joint Union Elementary School District, has been selected as one of the new Science PRP members.

Out of 300 applicants from 39 states, Washington D.C., and international locations, these applicants demonstrated extensive knowledge of the NGSS and a critical eye for high-quality materials designed for the NGSS. The new peer reviewers will join the network of 38 other passionate educators on the Science PRP with whom they can build a powerful community and share ideas and resources. The 13 new peer reviewers selected to join the Science PRP are from ten states: Arkansas, California, Illinois, Georgia, Maryland, Michigan, New Jersey, New York, Nevada, and Washington, representing rural, urban, and suburban school communities and different grade bands. Over half have identified engineering as an area of content experience, which is a high-need area for the focus of the Science PRP's work, and about half of the new peer reviewers have spent over a decade as classroom teachers.

Throughout the year, peer reviewers will receive free and meaningful professional learning experiences run by experts in the field and designed to deepen understanding of the NGSS and the [EQuIP Rubric for Science](#) evaluation process for instructional materials.

Not only is this a great opportunity for professional growth, but peer reviewers play a major role in advancing science education across the country. One of the biggest challenges in NGSS implementation around the country is a lack of high-quality instructional materials designed for the NGSS. The Science PRP addresses this problem by evaluating free and publicly-available materials with the nationally-respected [EQulP Rubric for Science](#), identifying high-quality examples, and posting them publicly for the education community - both teachers and publishers - to see what materials faithfully designed for the NGSS actually look like.

Those who were accepted to the Science PRP will receive recognition on the Achieve website; at the end of the year-long commitment, peer reviewers will be recognized with a certificate of excellence.

To learn more, check out the [Science Peer Review Panel website](#).

#### New Science PRP Members

**Alexandra Barfield**, Science Teacher, East Brunswick Public Schools

**Jen Brown-Whale**, Resource Teacher, Elementary Science, Howard County Public School System

**Debbie Gordon**, Elementary Science Specialist and Project Director for K-12 CA NGSS Early Implementers, Palm Springs Unified School District

**Justin Harvey**, Physics Teacher, Dacula High School

**Lori Henrickson**, Secondary Science Project Facilitator, Clark County School District

**Holly Hereau**, Science Department Chair, Biology and Environmental Science Teacher, Thurston High School

**Marshall Hunter II**, General and Regents Physics, Greece Arcadia High School

**Jacqueline (Jacqui) Lovejoy**, 5-8 Science Specialist, Bentonville Schools

**Chris Embry Mohr**, Science and Agriculture Teacher, Olympia High School

**Jesse Semeyn**, Science Instructional Coach, District U46, Elgin, IL

**Kimberly Weaver**, STEM Coordinator, Olympic Educational Service District 114

**Barbara Woods**, Curriculum Coach; NGSS Early Implementer Project Director, Galt Joint Union School District

**James Yoos**, Science Teacher/ Science Fellow, Bellingham High School

# **3rd Grade NGSS**



# **Surviving and Thriving in the Natural World - Part 1**



**This is Part 1 of a 5-Part Lesson Series on Surviving and Thriving in the Natural World that addresses the 3rd Grade NGSS Life Standards.**

(Part 2 is nearing completion; Parts 3-5 are currently in development)

This learning sequence was collaboratively developed for the Galt Joint Union Elementary School District by:

Christa Dunkel  
John Durand  
Jose Martin  
Cindy McCown  
Michelle Mobley  
Heather Trovinger  
Barbara Woods



## **NGSS 3rd Grade**

### **Surviving and Thriving in the Natural World Part 1**



**Phenomenon:** Students begin this learning sequence by observing a variety of ducks to notice the similarities and differences in how they look.

In this learning sequence, students develop their observation skills as they observe drawings of bird feet and beaks. Students determine how the structure and function of the bird feet and beaks help the bird survive.

**Nurture a Sense of Wonder-** As students observe the similarities and differences in different birds, engage students in a sense of wonder about the uniqueness of each bird. “This sense of wonder will increase student awareness of the everyday phenomena in their lives. It will also increase their awareness as they use their senses to make observations. Developing a sense of wonder leads towards intrinsic motivation and curiosity which continually drives a desire to learn.” (2018 Woods)

**Making and Recording Observations** - Students develop their skills in making observations by learning to identify recorded observations that are based on what can be seen versus those that represent what a student may already know but is not observed. Students also learn to use precise language in their observation descriptions. These foundational observation skills support the following Science and Engineering Practices:

#### **Science and Engineering Practice - Analyzing and Interpreting Data**

Students engage in the foundation K-2 practice of recording their observations to lead toward the 3-5 practice element

- Represent data in tables and/or various graphical displays to reveal patterns that indicate relationships.

#### **Science and Engineering Practice - Planning and Carrying Out Investigations:**

Students engage in the K-2 practice element:

- Make observations to collect data that can be used to make comparisons.

Students will work toward the 3-5 practice element :

- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

#### **Science and Engineering Practice - Constructing Explanations and Designing Solutions**

The following element is addressed:

- Use evidence (e.g., observations, patterns) to construct an explanation.

#### **Crosscutting Concept - Structure and Function**

The following elements are addressed:

- K-2 The shape and stability of structures of natural and designed objects are related to their function(s).
- 3-5 Substructures have shapes and parts that serve functions.

#### **Disciplinary Core Idea - LS4.B: Natural Selection**

Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.

**This learning sequence is working towards this Performance Expectation:**

**3-LS4-2. Use evidence to construct an explanation for the variations in characteristics among individuals of the same species that may provide advantages in surviving, finding mates, and reproducing.** [Clarification Statement: examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to have offspring.]

**California Environmental Principles and Concepts (EP&Cs)**

*California has identified several critical understandings, called the Environmental Principles and Concepts, that every student in the state should learn and be able to apply. The State Board of Education officially adopted the EP&Cs in 2004 and they are an important piece of the curricular expectations for all California students. Teachers can introduce these EP&Cs through their many connections with the three dimensions of the CA NGSS, and by focusing instruction on the environment of their local community and the issues that it faces. (California Science Curriculum Framework, adopted by the State Board of Education, November 3, 2016)*

- EP&Cs highlight the deep relationship between humans and the natural world.
- They are “big ideas” intended to inform standards-based instruction and fuel student inquiry.
- Teachers can support environmental literacy by helping students to understand and apply the EP&Cs across academic disciplines and in the real world.
- By law, the EP&Cs must be addressed in instructional materials adopted by the state and are integrated into the California History-Social Science and the California Science framework.
- The GJUESD is incorporating the EP&Cs within district developed science instructional materials.

This Learning Sequence is working towards the following EP&Cs -

**Environmental Principle II - People Influence Natural Systems**

**The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.**

- **Concept A.** Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.
- **Concept C.** The expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.

**Local Environmental Learning Opportunities:**

This learning sequence can be taught before or after a trip to the Cosumnes River Preserve in which students make observations of birds and other animals, noting the similarity of features/structures (all have beaks, all have feet) and comparing the differences within those features/structures (beak structures, including shape and thickness, feet structures including webbing and claws). Students can discuss the different functions of each structure, and how the structure and function of each feature helps the bird survive in the Cosumnes River Preserve environment.

**Opportunities for Language Development** are identified throughout the learning sequence to support diverse learner needs and interdisciplinary instruction, including integrated and designated ELD, ELA instructional focus lessons, supports for special needs students, and others who need to develop fluency and flexibility in language use.

## **Surviving and Thriving in the Natural World - Part 1**

## Learning Sequence at a Glance

5E Stage	Title	Description
Engage	<b>Observing Ducks</b>	Students observe videos and drawings of a variety of ducks that live in the Central Valley, noticing their many similarities and differences.
Explore & Explain 1	<b>Making and Recording Observations</b>	In this lesson, students learn that scientists have specific ways of making and recording observations. Students identify recorded observations that are based on what can be seen and not inferred by what they already might know. Students also develop their skill at using precise language to describe their observations.
Explore & Explain 2	<b>Structure and Function of Bird Feet</b>	In this lesson, students observe drawings of bird feet, identifying their structure to figure out what the function of each different type of foot is. Students discuss how the structure and function of each bird foot helps the bird survive.
Explore & Explain 3	<b>Structure and Function of Bird Beaks</b>	In this lesson, students observe drawings of bird beaks, identifying their structure to figure out what the function of each different type of beak is. Students discuss how the structure and function of each bird beak helps the bird survive.
Explore & Explain 4	<b>Bird Beak Simulation</b>	Students use clothespins to simulate birds eating "seeds." They determine that the structure and function of the beaks make them useful for eating different types of seeds in different locations. Students watch a video of a bird and explain how the structure and function of its beak helps it to eat the types of seeds it eats.  Students may also engage in an extension activity simulating pelican feeding.
Evaluate	<b>Explanation</b>	Students explain how the structure and function of bird feet and beaks help a bird survive.
Career Connection	<b>Ornithologist</b>	Students view and discuss a video featuring an ornithologist.
Other Extensions	<b>Divers, Dabblers, and More</b>	Suggestions are included for going deeper into the behaviors of Diver and Dabbling ducks.

## Surviving and Thriving in the Natural World - Part 1

### Materials List



Materials List	Number in Kit
Guide to Wetland Birds duck poster (1 per pair, color)	13
Lesson 3.1 Explain 1 - Making Observations (1 per student, color)	25
Bird Feet Poster - no captions (this is a cut section from Bird Beak/Feet poster) (1 per pair of students, color)	13
Bird Feet Poster with captions (cut section) (1 per pair of students, color)	13
Bird Feet Recording sheet (1 per student, color)	25
Bird Beak Poster - no captions (cut section from Bird Beak/Feet poster) (1 per pair of students, color)	13
Bird Beak Poster with captions (cut section) (1 per pair of students, color)	13
Bird Beak Recording sheet (1 per student, color)	25
Explain 2 - Bird Feet. (1 per student)	25
Explain 3 - Bird Beaks (1 per student)	25
Cut straw pieces (4 per pair)	96
clothespins (1 per pair) (Cardinal bill simulation)	24
craft sticks glued onto 12 clothespins (2 per clothespin) (heron's bill simulation)	12
Cardinal/Heron picture	1
Optional activity in Explore/Explain 4: buckets, fishing nets, containers, objects representing fish, chopsticks or kindling sticks	Teacher/school supplied



## Surviving and Thriving in the Natural World - Part 1

**Student Learning Objective: We will record data based on observations of similarities and differences.**

**Investigative Phenomenon:** Several types of ducks live in the central valley that look and act in similar and different ways.

**ENGAGE - Uncover prior knowledge and pique interest.**

Write the student objective (above) on the board. Let students know that today they will be doing what scientists do: making and recording observations.

**Introduce the phenomenon:** If the class has participated in a field trip to the Cosumnes River Preserve (or other location) where they observed ducks, have students reflect on the behavior of the ducks they observed/saw during the field trip, talk with a partner, and then select a couple of students to share out to the class. Otherwise, introduce the phenomenon by asking a couple of students to share an experience when they saw ducks.”

**Connect prior student experiences:** To increase student-directed learning, use student words to connect the experiences students share with the following activities by using a prompt such as: “[student] shared that she has seen ducks that were different colors. We are going to do what scientists do when they make observations by recording our observations of different ducks.”

**Video Segment 1:** Ask students to watch the first 60 to 70 seconds of the following video clip with NO SOUND, observing the similarities and differences they see in how the ducks look and behave. Remind students that they will be observing what they can actually see in the video, and not other things they know about ducks. Let students know that this is what is meant by “scientific observation.” Tell students that this video features ducks that can be found in the areas around Galt.

<https://www.youtube.com/watch?v=vWFISCVOYi8>

**Partner Talk:** Have students discuss their observations of the similarities and differences in how the ducks look and behave.

**Share Out:** Select some students to share their own or their partner’s ideas and chart their observations.

**Investigative Phenomena:**

The investigative phenomena is what students will observe and “figure out” during the lesson.

**Purpose of this Engage:**

1. Engage in a phenomenon
2. Connect with prior knowledge and concepts about similarities and differences in ducks.

**IMPORTANT:** The engage stage does not provide answers or “teach” the concepts. It is a “launch point” for exploring ideas and uncovering prior knowledge.

**Core Idea:** Animals in the same variety in their traits in how they

**Science and Engineering Practice and Interpreting Data:**

In this Engage stage, students foundation K-2 practice

- Record information (observations ideas).

**Science and Engineering Practice and Carrying Out Investigation**

In this lesson, students engage element:

- Make observations to collect used to make comparisons.

**Crosscutting Concept - Structure and Function:**

Students will learn the idea of structure and function in the Explore 2 stage of

**Sense of Wonder**

As students observe the similarities and differences in the different ducks, engage students in a sense of wonder about the uniqueness of each duck. “This sense of wonder will increase student awareness of the everyday phenomena in their lives. It will also increase their awareness as they use their senses to make

Our Observations - Duck Videos	
Look	Behave

*Teacher Note: If students suggest observations that are not observable in the video but are instead ideas from their prior knowledge, go ahead and record those ideas. In Explore 1, students will develop their observation skills by returning to the observations recorded during the Engage and determine which observations are “scientific observations” that they could actually observe in the video.*

**Video Segment 2:** Have students watch the first 60 seconds of the following video clip [the sound can be on at a low volume since it is mostly music], observing the similarities and differences they see in how the ducks look and behave. Remind students to use “scientific observation” by observing what they can actually see.

[https://www.youtube.com/watch?v=d-vlrH9YO\\_w](https://www.youtube.com/watch?v=d-vlrH9YO_w)

**Partner Talk:** Have students discuss their observations of the similarities and differences in how the ducks look and behave.

**Share Out:** Select some students to share their own or their partner’s ideas and add to the chart of their observations.

Let students know that they are going to make further observations using a poster with drawings of different ducks. Ask students to look at the headings on the observations they made with the videos and to discuss with their partner whether they can observe both how the ducks look and how they behave when they only have a picture and not a video.

*[Expected Student Response (ESR) - We can only observe what they look like. The picture won’t show how they behave.]*

**Teacher Note:** *Expected Student Responses (ESR) - When you see ESR, some expected or possible student responses are listed. Students will likely use different words and include many*

observations. Developing a sense of wonder leads towards intrinsic motivation and curiosity which continually drives a desire to learn.” (2018 Woods)

**Science Notebooks**  
For NGSS, science notebooks are used by students as a tool for collecting and making sense of their ideas. Use classroom generated routines for setting up notebooks as scientists would use them. Remind students that their notebooks are a place to record their own thinking at the onset of new ideas, and to continue to record as their thinking changes and grows.

*other responses than what are listed.*

Let students know that they will now focus on the similarities and differences in what they see with the different ducks.

**Student Observations in Pairs:** Distribute the Duck Poster **Guide to Wetland Birds**, 1 to each pair of students. Have student pairs make observations about what they see by using this prompt: “Work with a partner to discuss this question: What similarities and differences do you observe/see in the ducks?”

*The following sentence frames may be used to scaffold language:*

*ESR: A similarity is \_\_\_\_ (they all have bills)*

*ESR: A difference is \_\_\_\_ (the bills are different shapes and colors)*

*ESR: A similarity I observed in the ducks is \_\_\_\_ (they all have feathers)*

*ESR: A difference I observed in the ducks is \_\_\_\_ (the feathers are different shapes and sizes and colors)*

*ESR: A similarity in the ducks is \_\_\_\_, but a difference is \_\_\_\_.*

*ESR: I noticed that the ducks all had \_\_\_\_, but that only some had \_\_\_\_.*

**Whole Group Share:** Facilitate a classroom discussion with students sharing their partners’ observations. Record student observations in a T-Chart format on a chart paper or a page under a document reader.

Our Observations	
Similarities	Differences

**Teacher Note:** *If students share ideas that cannot be observed using what they see on the poster, go ahead and record those ideas on the chart during the Engage phase. In the **Explore** phase of the lesson, students will identify the items that were and were not observable from looking at the Duck Poster **Guide to Wetland Birds** in order to develop their “observation” skills. In the **Explore** phase, they will also learn to increase the specific detailed nature of their observations. In this **Engage** stage, just capture what students share without being coached.*

**Notebook Quick-Write:** Have students write some of their observations in their notebooks.

Let students know that their notebook entries and the charted classroom ideas are their initial thoughts and that they will be revisiting these ideas

<p>over the next several days.</p>	
<p><b>EXPLORE 1 - Clarifying and developing the foundational practice of ‘making observations.’ Students will develop scientific observation skills in two ways: 1) record what is actually observed, and 2) use precise language to describe observations.</b></p> <p><b>Whole Class - Observed vs. Unobserved Scientific Observations:</b> Refer to the Similarities and Differences observation T-chart that students just contributed to. Let students know that scientists are very careful when they “make observations” to record just what they observe using their senses, and to separate those observations from what they might think they already know. Explain that students are now going to look at their observations and identify which ones are “scientific observations.” One-by-one, go through <b>a few</b> of the “observations” that were recorded, having students look closely at the poster to identify those that are directly observable from the Duck Poster <b>Guide to Wetland Birds</b>, and those that may have been included due to what they already know about ducks. Mark the chart to indicate each.</p> <p><i>ESR: We said that the ducks swim. The poster doesn’t show all of the ducks swimming in water. Since it isn’t a video, we can’t tell for sure if the ducks are swimming or just sitting in water. We need to mark it to show that we did not observe it for all of the ducks when we looked at the duck poster. [Facilitate the class discussion to suggest that you cross out this observation in the similarity column, and move it to the differences column, changing the words to “some ducks are in the water. Some ducks are standing on land.”]</i></p> <p>[NOTE for Making Revisions: Use a light dotted line to cross out the initial ideas that can not be observed on the poster in order to keep the initial thinking visible. Use a star or another symbol to indicate those observations that can directly be observed on the poster.]</p> <p><i>ESR: The poster shows feathers on all of the ducks. Mark it to show that it is observed. We can see that the feathers are different on different ducks, so mark it observed. We can see different shapes (sizes, colors) of feathers. ESR: I can see on the poster that all the ducks have bills. I can see different shapes and colors of bills. Mark those observed.</i></p> <p><b>Traits:</b> During the process of identifying scientific observations, connect the term “traits” to the descriptions that are traits, explaining that what students have described about how an animal looks, sounds, or behaves is called a trait.</p> <p><b>Pairs or Groups:</b> After the class has identified a few examples of both observed and unobserved items in the T-chart, ask students to work</p>	<p><b><u>Making Connections to Prior Learning:</u></b> If this activity is begun on a different day than the previous Engage, ask students to share what they did in the previous part of the lesson, and connect what students share while introducing the lesson.</p> <p><b>Core Idea:</b> This Explore focuses student observation skills as a foundation for observing and recording traits in nature.</p> <p><b><u>Science and Engineering Practice and Interpreting Data:</u></b> In this and subsequent lessons, engage in the foundation K-2 practice of using their observations to lead toward a conclusion. element:  <ul style="list-style-type: none"> <li>• Represent data in tables and graphical displays to reveal patterns and relationships.</li> </ul> </p> <p><b>Trait:</b> A trait is the way something is, a characteristic. Traits are listed in categories, such as “bill shape.” When details about the shape are given, such as rounded, that is an example of the trait for bill shape.</p> <p><b><u>Science and Engineering Practice and Carrying Out Investigation:</u></b> In this lesson, students engage in the foundation K-2 practice of using their observations to collect data used to make comparisons. Students will work toward the 3-4 practice of using data to produce data to serve as the basis for an explanation of a phenomenon.</p> <p><b><u>Science and Engineering Practice:</u></b></p>

collaboratively in pairs or groups to discuss the rest of the traits in the lists and identify those that are directly observable from the Duck Poster **Guide to Wetland Birds**, and those that were contributed due to prior knowledge. Circulate to listen to group discussions and probe with questions as needed.

**Whole Class Share:** Select some students to share what they determined were observed and unobserved features that were listed from looking at the poster. Alternatively, point to each recorded item in the T-chart, and have students use a signal to indicate whether that item/trait was observed on the Duck Poster **Guide to Wetland Birds** or was something that was included due to observations from other experiences.

**Observing and Recording Specific Details:** Refer once again to the T-Chart and the Duck Poster **Guide to Wetland Birds**. Select an observation that could be more specific, such as “the bills are different shapes.” Let students know that scientists try to be as exact (precise, specific) as they can when they record observations. Ask students to use specific descriptive words to describe the differences in the shapes of the duck bills. Encourage students to draw a few of the different shapes in their notebooks. Let students know that “bill shape” is a trait.

*ESR: Some bills are wider and rounder. Some are skinny and pointy. Some are short and some are longer. Some have bumps on them. Some look like they are smooth. Their colors are orange, yellow, greyish black, and red.*

**Opportunity for Language Development:**

Develop student academic language by using synonyms for *exact* such as *precise* and *specific*. Make these terms visible by writing them on the board and encourage students to use these terms throughout the day. Support students in using exact language in descriptions in all disciplines by replacing pronouns with exact nouns and vague adjectives and verbs with exact language.

As students make suggestions, make revisions to the chart by adding student specific descriptions.

Continue with another description, such as specific observations about the feathers.

Ask students to turn to a partner to summarize what they learned about making scientific observations.

*ESRs should include two points (said in students’ own words):*

**and Carrying Out Investigations:**

In this lesson, students engage in the K-2 practice element:

- Make observations to collect data that can be used to make comparisons.
- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

**Crosscutting Concept: Pattern**

Similarities and differences in patterns to sort, classify, communicate and rates of change for natural phenomena and designed products.

1. *Scientific observations are observations that can actually be observed using the senses and not what you might already know but can't observe on what you are observing.*
2. *Scientists use exact, precise, specific descriptions in their observations.*

Ask students to ponder the question: Why do you think scientists think it is important to make and record observations in this way?

*ESR: Scientists need to record what actually can be observed, and not just what people think is there so they can figure things out. Scientists need to have as specific descriptions as they can so that they can compare their work and observations.*

**EXPLAIN 1 - Students give advice to “fictitious students” to explain what scientists record when they make observations.**

Let students know that they are now going to get a chance to use what they have learned to give advice to two students who were absent when their class learned about making observations.

Display the photo of the three ducks.

Distribute the **Lesson 3.1 Explain 1 - Making Observations** Handout. Share the following scenario:

**Lesson 3.1 Explain 1 - Making Observations**  
 Maria and Thomas wrote down their observations of the ducks in this picture.



Maria and Thomas wrote:

Ducks have green and brown colored heads.  
 Ducks swim.  
 The ducks all have feathers.

Think about what you have learned about what scientists are careful about when they record their observations.

**Making Connections to Prior Learning:**

If this activity is begun on a different day than the previous Explore, ask students to partner share what they learned about recording observations in the previous part of the lesson.

Students show their knowledge of how scientists make observations by explaining that observations:

- are based on what is actually observed.
- use specific language for descriptions.

**Science and Engineering Practice Explanations and Designing Solutions**

- Use evidence (e.g., measurements, observations, patterns) to construct an explanation or design a solution to a problem.



In your notebooks, or on the handout, write a note to Maria and Thomas. Explain what you agree with. Give Maria and Thomas advice about recording just what they can observe by looking at the ducks in the picture. Suggest one more observation they could add.

Answer any questions students have about what they are being asked to write. Encourage students to think of Maria and Thomas as real students who they want to help with their advice.

While students are writing, circulate to observe what students are writing.

**Whole Class:** Select a few students to share what they wrote. Ask the class to indicate thumbs up or down in agreement. Select a student to explain why he/she agreed or disagreed with the explanation.

**Metacognitive Reflection:** Display the T-Chart from the beginning of the lesson with student recorded observations. Collaboratively with the students, reflect on what the class first thought when they were making and recording observations.

*ESR: We first thought that we could include ideas we couldn't see but that we knew.*

Ask students to turn to a partner to explain what the class has learned about making scientific observations.

*ESR: At first we thought \_\_\_\_\_. Now we have learned that \_\_\_\_\_. We also learned \_\_\_\_.*

*At first, we thought that we could include ideas we couldn't see but that we already knew. Now we learned that scientists just record what they actually observe. We also learned to use precise words when we record our observations.*

**Using Observation Skills:** Let students know that they will use their scientific observation skills whenever they do science, and that they will get better and better at noticing details and describing them.

Metacognition about one's own learning is key to long term retention and transfer of knowledge and skills. It is often thought of as "thinking about your thinking."

**Explore 2 - Observing the structure of bird feet and using these observations to determine their function.**

**Making Connections to Prior Learning:**

Increase the student directed learning "feel" of this lesson by

Connect the next activity to student learning in the previous Engage and Explore by displaying the T-Chart and referring to any observations students made about the duck feet. Let students know that they are going to now get the opportunity to observe the feet of many different types of birds.

**Connecting student thinking to the terms “structure” and “function”:** Refer to the T-Chart. “When you made specific observations, such as noticing the webbed feet in the **Duck Poster - Guide to Wetland Birds**, you were noticing what scientists call the **structure** of the duck feet.” The **structure** of something is its shape, how it is built, and what it is made of. We are going to get a chance to observe the **structure** of many different types of bird feet.

### **Part 1: Structure and Function of a Pen**

Let students know that they are going to look at a pen to help them think about structure.

Hold up a pen or pencil, and ask, “What is the **structure** of my pen/pencil?”

*ESR: The pen is long and skinny. It has plastic on the outside and ink on the inside. It has a tip at the end for the ink to come out of.*

Ask: What is the pen used for? What is its “job?”

*ESR: The pen is used for writing. The ink goes on the paper, so you can see what you write.*

Clarify: “When you just explained what the pen is used for, you were explaining its **function**. The **function** of something is what it is used for, or its job.”

Ask: “What is it about the pen’s **structure** that helps it to do its **function**?” Ask students to talk with a partner.

*ESR: The pen’s structure is long and skinny, so it can fit in someone’s hand. It has ink inside so that it can come out on the paper. The tip only lets a little bit of ink out, so the writing can be clear. The plastic is hard on the outside to hold the ink in and to make it easier to hold in your hand.*

Select a few students to share out their explanations about how the structure of the pen helps it to do its job, or function. As students share, repeat the ideas they shared, inserting the terms “**structure**” and “**function**” as you paraphrase student words.

Ask students to turn to a partner to explain the structure and function of a pen, using the terms “structure” and “function” in their

using student words from the T-Chart they created in the Engage and Explore 1 stage of the lesson to move student thinking toward focusing on bird feet.

**Core Idea:** Similar animals have structures that serve different functions to survive.

### **Science and Engineering Practice and Interpreting Data:**

In this and subsequent lessons, engage in the foundation K-2 practice of using their observations to lead toward an element

- Represent data in tables and graphical displays to reveal patterns and indicate relationships.

### **Science and Engineering Practice and Carrying Out Investigation:**

In this lesson, students engage in the foundation K-2 practice of using their observations to lead toward an element

- Make observations to collect data that can be used to make comparisons.
- Make observations and/or measurements to produce data to serve as the basis for an explanation of a phenomenon.

Bird Feet Poster



explanations.

### **Part 2: Structure and Function of Bird Feet**

Let students know that they will observe the structure of the feet of many different kinds of birds to “figure out” what they think their function is.

**Student Learning Objective:** Write the objective on the board: **We will observe the structures of bird feet to figure out their function.**

Distribute the **Bird Feet** poster, one to each pair of students.

Let students know that they are going to focus just on the feet of these different birds.

**Partner Observations:** Ask students to work as partners to notice/observe the structures that are similar and different in the feet. Remind students that *structure* refers to its shape, how it is built, and what it is made of.

**Whole Class Share:** Select a few students to share their observations of some of the feet structures.

**Prompt:** “Looking at the bird FEET structures, you are now going to think about what the function is of each of these bird feet. You will use your observations of the structures, such as shape, size, and texture, as your evidence for how you know what its function is.” Clarify the idea of **function** by asking students to think about how the bird uses its feet to survive.

**Partners:** In pairs, ask students to select two or three different feet from the **Bird Feet** poster. They should “turn and talk” to compare the functions and the evidence they observe that indicate (made you think of) those functions. Have students notice any patterns they see in what is similar and what is different about the structures and functions of the feet.

Distribute the **Feet Recording Sheet**. Let students know that there are more feet on the back of the page.

**Circle three feet:** Ask students to look at the feet on the front and back of the page and circle two feet that they think they know what their function is. Ask students to circle one foot that they might not know a lot about or might never have seen. Ask students to notice the title of the columns over the blank areas.

### **Crosscutting Concepts - Structure and Function**

The following elements are addressed:

K-2: The shape and stability of structures of natural and designed objects are related to their functions.

3-5: Substructures have shapes and parts that serve functions.

Picture	What does it look like?	How do you think it would be used?
		
		
		
		

Bird Feet Poster -  
Descriptions

**Individual Work:** Ask students to work individually for five minutes, starting with the feet they have circled. Students will write what they think the function of one of the feet is and describe the evidence/structures that helped them figure out the function. Encourage students to use bullet points to express brief thoughts, instead of sentences.

[Circulate and use probing questions to guide students to use the details they observe to figure out the function of each type of foot. It is okay for students to have different answers from each other. This is a “figuring out” activity, and students will “figure out” different functions using the evidence. The emphasis is not on the correctness of the answer, but how they used the evidence (structures) to figure out the functions.]

[Circulate and record student words on a teacher copy of the **Feet Recording Sheet**.]

**Partners:** In pairs, ask students to share their thinking from their recording sheet, making sure to include what they believed to be the functions and the evidence of the structures they observed that indicated (made them think of) those functions.

Continue to circulate and record student ideas on the teacher copy of the **Feet Recording Sheet**.

**Whole Class:** Display a blank **Feet Recording Sheet** on the document camera. Use the notes recorded on the teacher copy of the **Feet Recording sheet**, along with asking for students to share their ideas, to record bullet points for each bird foot. Facilitate a discussion about how the structures of the feet were used as the evidence for figuring out the function of each foot.

Distribute the **Feet Poster - Descriptions** that include words that describe each foot’s function.


Discuss as a class what the poster states the function for each foot is and how this function helps the bird survive.



**Explain 2 - Students explain what they learned about the structure and function of bird feet.**

Students will compare their first thinking about the function of bird feet with what they found out on the **Feet Poster - Descriptions** page.

**Core Idea:** Similar animals have structures that serve different functions to survive.

<p>Distribute <b>Explain 2 - Bird Feet</b> to each student. Ask students to complete the statements on the paper. If they run out of room, they can use the back of the paper.</p> <div data-bbox="227 367 779 546" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Teacher Note:</b> For students who have all the bird feet functions correct, have them further write about how they would explain the functions to another student using evidence from their observations.</p> </div> <p>Ask students to discuss how the structure and function of the feet help the bird survive.</p> <p>Have students share their explanations with a new partner. Select some students to share with the class.</p> <p>Continue to facilitate a student-to-student discussion to ensure that students have internalized the idea of structure and function and how these contribute to how a bird survives. Doing this will pave the way for the following activity in which students focus on the structure and function of bird beaks.</p>	<div data-bbox="1063 220 1396 493" style="background-color: #fff9c4; padding: 5px;"> <p style="text-align: center;"><b>Explain 2 - Bird Feet</b></p>  </div> <div data-bbox="1063 493 1396 766" style="background-color: #e1f5fe; padding: 5px;"> <p><b>Science and Engineering Practice and Interpreting Data:</b> In this and subsequent lessons, engage in the foundation K-2 practice of using their observations to lead toward a claim. Element:  <ul style="list-style-type: none"> <li>Represent data in tables and graphical displays to reveal patterns and trends that indicate relationships.</li> </ul> </p> </div> <div data-bbox="1063 808 1396 1102" style="background-color: #e1f5fe; padding: 5px;"> <p><b>Science and Engineering Practice and Carrying Out Investigations:</b> In this lesson, students engage in the foundation K-2 practice of using their observations to lead toward a claim. Element:  <ul style="list-style-type: none"> <li>Make observations to collect data and use the data to make comparisons.</li> <li>Make observations and/or measurements to produce data to serve as the basis for an explanation of a phenomenon.</li> </ul> </p> </div> <div data-bbox="1063 1186 1396 1396" style="background-color: #e8f5e9; padding: 5px;"> <p><b>Crosscutting Concept - Structure and Function:</b> The following elements are added to the crosscutting concept of structure and function:  K-2: The shape and stability of natural and designed objects serve functions.  3-5: Substructures have shapes that serve functions.</p> </div>
<p><b>Explore 3 - Structure and Function of Bird Beaks</b></p> <p>Connect to student initial observations by saying: “We’ve discussed the functions of the bird feet. At the beginning of our observations, you also observed some other bird features that had similarities. Many of you noticed similarities and differences in the beak structures. Just like we did with the feet, we can look even closer at these structures to figure out different functions of the beaks in different birds.”</p>	<div data-bbox="1063 1575 1396 1690" style="background-color: #ffe0b2; padding: 5px;"> <p><b>Core Idea:</b> Similar animals have different beak structures that serve different functions to survive.</p> </div> <div data-bbox="1063 1701 1396 1848" style="background-color: #fff9c4; padding: 5px; text-align: center;"> <p>Bird Beaks Poster</p> </div>

**Student Learning Objective:** Write the objective on the board: **We will observe the structures of bird beaks to figure out their function.**

Distribute the **Bird Beaks** poster to each pair of students.

**Partner Observations:** Have student partners discuss the similarities and differences of the structures they observe on the bird beaks. As needed, ask students to turn to their partner and explain what is meant by “structure” before they begin the discussion about the similarities and differences they observe on the **Bird Beaks** poster.

*ESR: The structure is its shape. It can be how it is built and what it is made of.*

Allow students time to discuss the observed structures with their partners.

**Whole Class Share:** Select a few students to share their observations of some of the beak structures.

**Prompt:** “Looking at the bird BEAK structures, you are now going to think about what the function is of each of these bird beaks. You will use your observations of the structures, such as shape, size, and texture, as your evidence for how you know what its function is.” Clarify the idea of **function** by asking students to think about how the bird uses its beak to survive.

**Partners:** In pairs, ask students to select two or three different beaks from the **Bird Beak** poster. They should “turn and talk” to compare the functions and the evidence they observe that indicate (made you think of) those functions. Have students notice any patterns they see in what is similar and what is different about the structures and functions of the beaks.

Distribute a **Beak Recording Sheet** to each student. Let students know that there are more beaks on the back of the page.

**Circle three beaks:** Ask students to look at the beaks on the front and back of the page and circle two beaks that they think they know what their function is. Ask students to circle one beak that they might not know a lot about or might never have seen. Ask students to notice the title of the columns over the blank areas.

**Individual Work:** Ask students to work individually for five minutes, starting with the beaks they have circled. Students will write what they think the function of one of the beaks is and describe the evidence/structures that helped them figure out the function. Encourage students to use bullet points to express brief thoughts,



**Science and Engineering Practice and Interpreting Data:**

In this and subsequent lessons, engage in the foundation K-2 practice of using their observations to lead toward an element

- Represent data in tables and graphical displays to reveal patterns and indicate relationships.

**Science and Engineering Practice and Carrying Out Investigation:**

In this lesson, students engage in the foundation K-2 practice of using their observations to lead toward an element

- Make observations to collect data that can be used to make comparisons. Students will work toward the 3-5 practice of using data to serve as the basis for an explanation of a phenomenon.
- Make observations and/or measurements to produce data to serve as the basis for an explanation of a phenomenon.

**Crosscutting Concepts - Structure and Function**

The following elements are addressed in this lesson:  
K-2: The shape and stability of natural and designed objects are related to the functions they serve.

3-5: Substructures have shapes that serve different functions.



instead of sentences.

[Circulate and use probing questions to guide students to use the details they observe to figure out the function of each type of beak. The emphasis is not on the correctness of the answer, but how students use the evidence (structures) to figure out the functions.]

[Circulate and record student words on a teacher copy of the **Beak Recording Sheet**.]

**Partners:** In pairs, ask students to share their thinking from their recording sheet, making sure to include what they believed to be the functions and the evidence of the structures they observed that indicated (made them think of) those functions.

Continue to circulate and record student ideas on the teacher copy of the **Beak Recording Sheet**.

**Whole Class:** Display a blank **Beak Recording Sheet** on the document camera. Use the notes recorded on the teacher copy of the **Beak Recording sheet**, along with asking for students to share their ideas, to record bullet points for each bird beak. Facilitate a discussion about how the structures of the beak were used as the evidence for figuring out the function of each beak.

Distribute the **Beak Poster - Descriptions** that include words that describe each beak's function.

Discuss as a class what the poster states as the function for each beak and how this function helps the bird survive.

### Beak Poster - Descriptions



### **Explain 3 - Students explain what they learned about the structure and function of bird beaks.**

Students will compare their first thinking about the function of a bird beak with what they found out on the **Beak Poster - Descriptions** page.

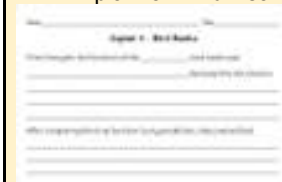
Distribute **Explain 3 - Bird Beaks** to each student.

Ask students to complete the statements on the paper. If they run out of room, they can use the back of the paper.

Teacher Note: For students who have all the bird feet functions

CORE IDEA: Similar animals have different structures that serve different functions to help it survive.

#### Explain 3 - Bird Beaks





<p>correct, have them further write about how they would explain the functions to another student using evidence from their observations.</p> <p>Ask students to discuss how the structure and function of the beaks help the bird survive.</p> <p>Have students share their explanations with a new partner. Select some students to share with the class.</p>	<p><b>Science and Engineering Practice and Interpreting Data:</b> In this and subsequent lessons, engage in the foundation K-2 practice of using their observations to lead toward a claim or design element</p> <ul style="list-style-type: none"> <li>• Represent data in tables and graphical displays to reveal patterns and indicate relationships.</li> </ul> <p><b>Science and Engineering Practice and Carrying Out Investigations:</b> In this lesson, students engage in the foundation K-2 practice of carrying out investigations</p> <ul style="list-style-type: none"> <li>• Make observations to collect data that can be used to make comparisons. Students will work toward the 3-5-1 practice of making observations and/or measurements to produce data to serve as the basis for an explanation of a phenomenon</li> </ul> <p><b>Crosscutting Concepts - Structure and Function</b> The following elements are added to the foundation K-2: The shape and stability of natural and designed objects serve different functions. 3-5: Substructures have shapes that serve different functions.</p>
<p><b>Explore 4 - Bird Beak Feeding Simulation</b></p> <p>Connect to student ideas about the different beak structures and functions to lead towards the idea of students getting to investigate different types of beak structures to see how they function differently. Let students know that they aren't going to use real beaks, but they will "simulate" the structures of real beaks by using some everyday items.</p> <p>In pairs, students will be given a clothespin, a clothespin with attached popsicle sticks and 4 pieces of cut up straw (seed).</p> <p>The task is to have students take turns and attempt to use both tools to pick up a 'seed' 5 times with each beak.</p> <p>Students will record their observations using illustrations and/or words</p>	<p><b>Core Idea:</b> Similar animals have different beak structures that serve different functions to help them survive.</p> <p><b>Crosscutting Concepts - Structure and Function</b> The following elements are added to the foundation K-2: The shape and stability of natural and designed objects serve different functions. 3-5: Substructures have shapes that serve different functions.</p>

<p>that show similarities and differences between the structures and functions of the tools.</p> <p>When finished, show a picture of the heron and the finch and ask, “What tool do you think matches each bird?” “What evidence did you use to make the match?”</p> <p><i>ESR: The clothespin would match the finch beak because it has a smaller beak. The longer clothespin would match the heron because it has a longer beak.</i></p>	
<p><b>Explain 4 - Students explain how crushing seeds might help a bird survive.</b></p> <p>Connect the next questions by using student words that were heard in the investigation to lead to the idea of “crushed” seeds, such as by saying: “I heard some of you say that some beaks squished or crushed the seeds.”</p> <p>“Which bird crushes seeds? Why do you think so?”</p> <p>Show the video of a cardinal crushing seeds:  <a href="https://www.youtube.com/watch?v=BSYIIOTdJsl">https://www.youtube.com/watch?v=BSYIIOTdJsl</a></p> <p>Show the video of a finch cracking a sunflower seed. (Finches are local birds students may see in their backyards)  <a href="https://www.youtube.com/watch?v=mJNhmOY9dTY">https://www.youtube.com/watch?v=mJNhmOY9dTY</a></p> <p>Facilitate a class discussion in which students talk about the structure of the beak and how the structure helps with its function (crushing seed shells and/or cracking the seeds so the birds can eat the inside seed part).</p> <p>Ask students to respond in their notebooks:</p> <p>“What structures of the bird beak help the bird survive?  What is the function of these bird beaks?  How might crushing or cracking seeds help the bird survive?”</p>	<p><b>Core Idea:</b> Similar animals have structures that serve different functions to survive.</p> <p><b>Crosscutting Concepts - Structure and Function</b>  The following elements are addressed:  K-2: The shape and stability of structures of natural and designed objects serve different functions.  3-5: Substructures have shapes that serve different functions.</p>
<p><b>Optional Extension Activity - Simulating Pelican Feeding</b>  Students could use baskets or fishing nets to simulate pelican feeding. Set it up as a game with groups transferring fish from a bucket to another bucket. Groups could be given different beak structures to work with, such as some groups using nets, some buckets, some chopsticks or kindling twigs.</p>	

**Evaluate - Students explain how the structure and function of a bird foot and bird beak help a bird survive.**

Show this video of a heron eating a fish.

<https://www.youtube.com/watch?v=1-p2AI9uTs0>

Have students discuss with a partner how the structure and function of the heron’s bird beak helps it to survive.

**Show this video of diving ducks using their feet and beaks to find food.**

<https://www.youtube.com/watch?v=M teOciEnio>

Have students discuss with a partner how the structure and function of the duck’s beak and feet help it to survive.

Then have students choose one of the videos to write an explanation in their notebooks explaining how the structure and function of the beak (and feet) help the bird survive.

*ESR: The structure and function of a heron’s beak helps it survive. The heron’s beak is pointed so that it can catch fish in the water. The heron’s beak has a scoop with space in it so that it can swallow the whole fish.*

*ESR: The structure and function of a duck’s beak and feet help it survive. The ducks beak is curved so that it can scoop food off the bottom of the lake. The feet are webbed to help it swim and to push it toward the bottom of the lake to get food.*

**Alternative Evaluate:**

Have students review the notes they wrote on their Bird Feet and Bird Beak recording sheet. Ask each student to select one foot and one beak they would like to write about.

Let students know that they can use the following sentence to start their explanation.

The structure and function of bird feet and beaks help birds to survive. For example, \_\_\_\_\_. Another example is \_\_\_\_\_.

Have students talk with a partner to complete the statements with the notes for their selected bird foot and beak.

Ask a few students to share with the class.

**Crosscutting Concepts - Structure and Function**

The following elements are addressed:  
K-2: The shape and stability of natural and designed objects serve functions.  
3-5: Substructures have shapes that serve functions.

**Science and Engineering Practices and Interpreting Data:**

In this and subsequent lessons, engage in the foundation K-2 practices through their observations to lead toward the element  
● Represent data in tables and graphical displays to reveal patterns and indicate relationships.

**Science and Engineering Practices and Carrying Out Investigation:**

In this lesson, students engage in the element  
● Make observations to collect data that can be used to make comparisons.  
Students will work toward the 3-5-1 element  
● Make observations and/or measurements to produce data to serve as the basis for an explanation of a phenomenon.

**Crosscutting Concepts - Structure and Function**

The following elements are addressed:  
K-2: The shape and stability of natural and designed objects serve functions.  
3-5: Substructures have shapes that serve functions.

Then have students write an explanation in their notebook,

*ESR: The structure and function of bird feet and beaks help birds to survive, for example, a long skinny beak can function to probe deep into flowers to eat. Webbed feet can help ducks to swim, so they can find food in the water.*

**Reflecting on the Phenomenon at the Beginning of the Lesson:**

Show about 60 seconds each of **Video Segment 1** [NO SOUND] and **Video Segment 2** from the Engage, asking students to notice and observe the different behaviors of the ducks in each video. *[ESR: In video 1, the ducks head and only part of its body goes under the water. In video 2, the ducks are diving under the water.]*

<https://www.youtube.com/watch?v=vWFISCV0Yi8> **Video Segment 1**

[https://www.youtube.com/watch?v=d-vlrH9YO\\_w](https://www.youtube.com/watch?v=d-vlrH9YO_w) **Video Segment 2**

Ask students to discuss why the ducks might behave differently. *[ESR: The food for the ducks that go only partly under the water is just a little ways down. The food for the ducks that dive is on the bottom of the pond or lake.]*

Let students know that the ducks that dive all the way under are called “diving ducks” and the ducks who only go part way under water are called “dabbling ducks.”

Ask students to find a new partner and explain to each other the similarities and differences in the structures and functions of the diving and dabbling ducks that help each type of duck survive.

Have students draw each duck as it is getting food, and use the drawings and labels to help explain how each survives.

**Career Connection - Ornithologist**

Show the following video (first advance past the advertisement) (3:46)

<https://www.marthastewart.com/930239/ornithology-and-bird-behavior>

Discuss career fields related to ornithology. These can include nature

<p>photographers, designing the apparatus that are used for tagging birds, and managing bird preserves.</p>	
<p><b>Possible Extensions:</b></p> <p><b>Further Discussion on Dabblers vs. Divers:</b> Are you a dabbling or a diver? Do you like floating along the surface or going deep? Dabblers and divers are two main types of ducks. You can tell them apart by the way they eat, fly and look. Ducks are amazing creatures. They fill the skies with sound and V-shaped forms or whole flocks this time of year. They display aerobic swimming feats. See how you can tell the difference between dabbling ducks and diving ducks.  <a href="https://www.youtube.com/watch?v=0s-UWj33Kps">https://www.youtube.com/watch?v=0s-UWj33Kps</a></p> <p><b>Galt Winter Bird Festival - Annually in Late January</b>  Illustrate a Galt bird in its habitat. Turn the illustration in to your teacher by January 15 (or current year's deadline). Be sure to clearly illustrate the bird's beak, wings, or feet. On a separate sheet of paper, describe how the bird is adapted to survive and thrive in Galt.</p>	

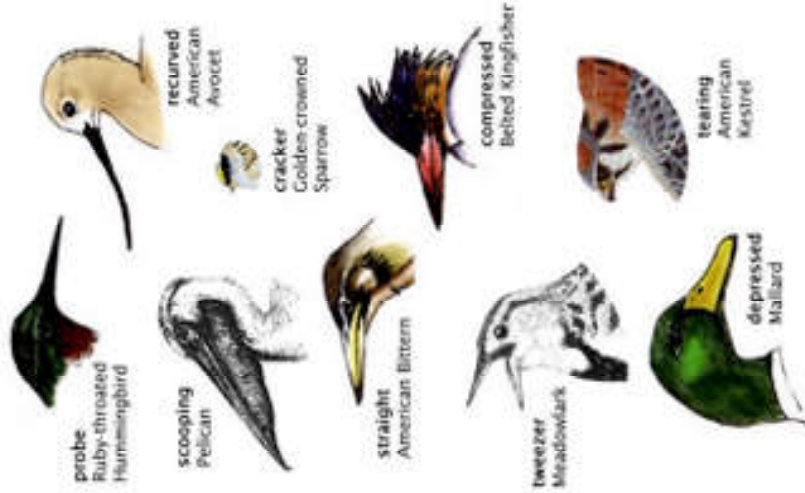
# Student Pages

Use print files for printing

## BIRD BEAKS

You can tell a lot about what a bird eats by its beak type!

How many types can you find?



## BIRD FEET

The feet of a bird can tell us about where the bird lives and what it eats!

How many types can you find?



## Junior Bird List

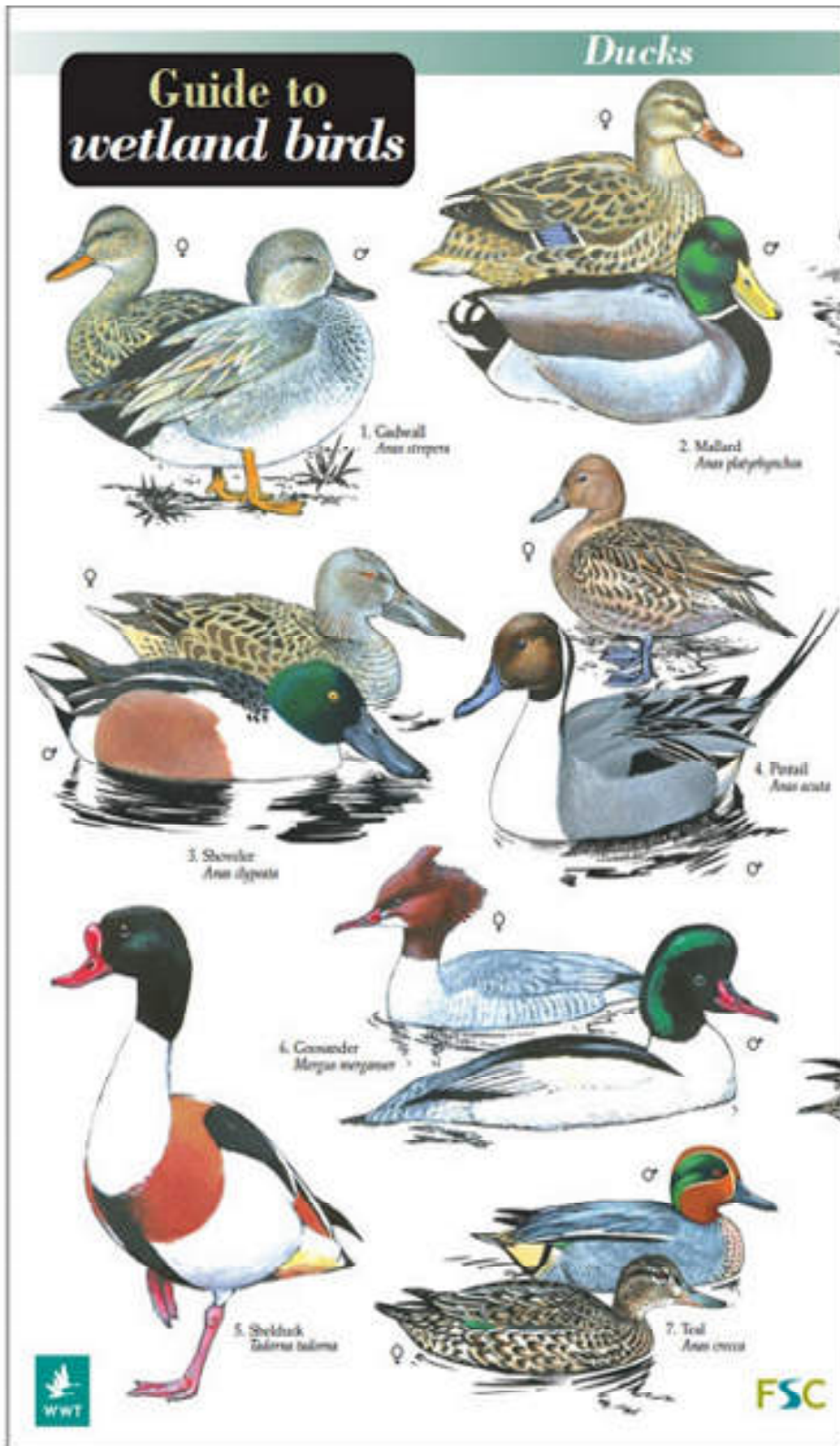
For the  
Laguna de Santa Rosa

List of most common birds found on City reclamation ponds, marshes and farms



CITY OF  
SANTA ROSA





**Lesson 3.1 Explain 1 - Making Observations**

Maria and Thomas wrote down their observations of the ducks in this picture.



[https://www.google.com/search?q=ducks+on+land&rlz=1C1OPRA\\_enUS533US535&tbm=isch&source=Int&tbs=sur:fc&sa=X&ved=0ahUKEwiG8Ji9mNHZAhUM8GMKHd8wDEAQpwUIHq&biw=1326&bih=745&dpr=1#imgrc=Ctlx9GkLyOubxM](https://www.google.com/search?q=ducks+on+land&rlz=1C1OPRA_enUS533US535&tbm=isch&source=Int&tbs=sur:fc&sa=X&ved=0ahUKEwiG8Ji9mNHZAhUM8GMKHd8wDEAQpwUIHq&biw=1326&bih=745&dpr=1#imgrc=Ctlx9GkLyOubxM): Labeled for reuse

Maria and Thomas wrote:

- Ducks have green and brown colored heads.
- Ducks swim.
- The ducks all have feathers.

Think about what you have learned about what scientists are careful about when they record their observations.

In your notebooks, or on the handout, write a note to Maria and Thomas. Explain what you agree with. Give Maria and Thomas advice about recording just what they can observe by looking at the ducks in the picture. Suggest one more observation they could add.

Dear \_\_\_\_\_,

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Bird Feet/Beak Poster (no captions)

## BIRD BEAKS

*You can tell a lot about what a bird eats by its beak type!*



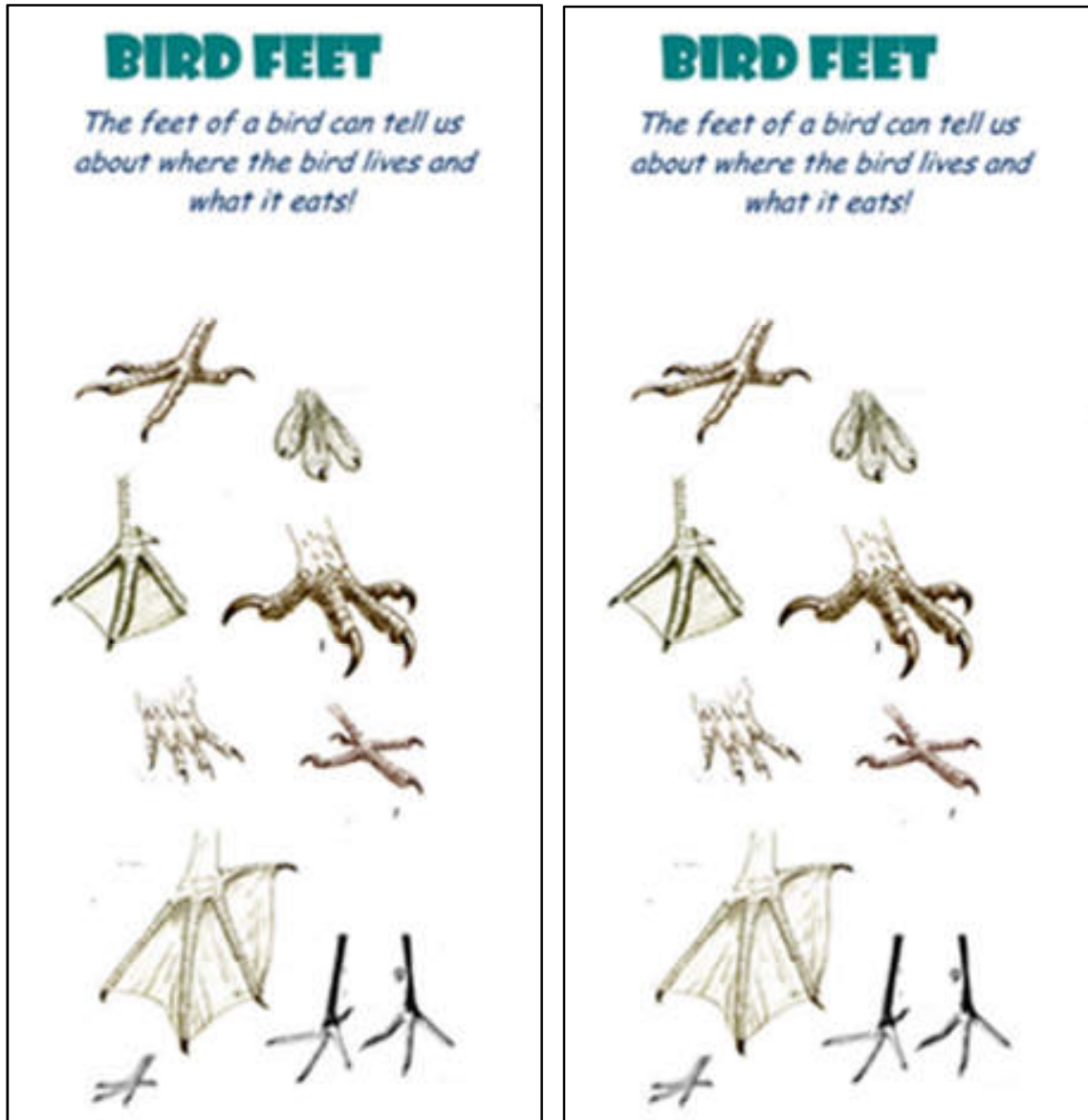
## BIRD FEET

*The feet of a bird can tell us about where the bird lives and what it eats!*









Bird Feet Poster



## Bird Feet Recording Sheet






Name \_\_\_\_\_ Date \_\_\_\_\_

### Feet Recording Sheet

Feature	What I think it's function is	My evidence (structure)
		
		
		
		

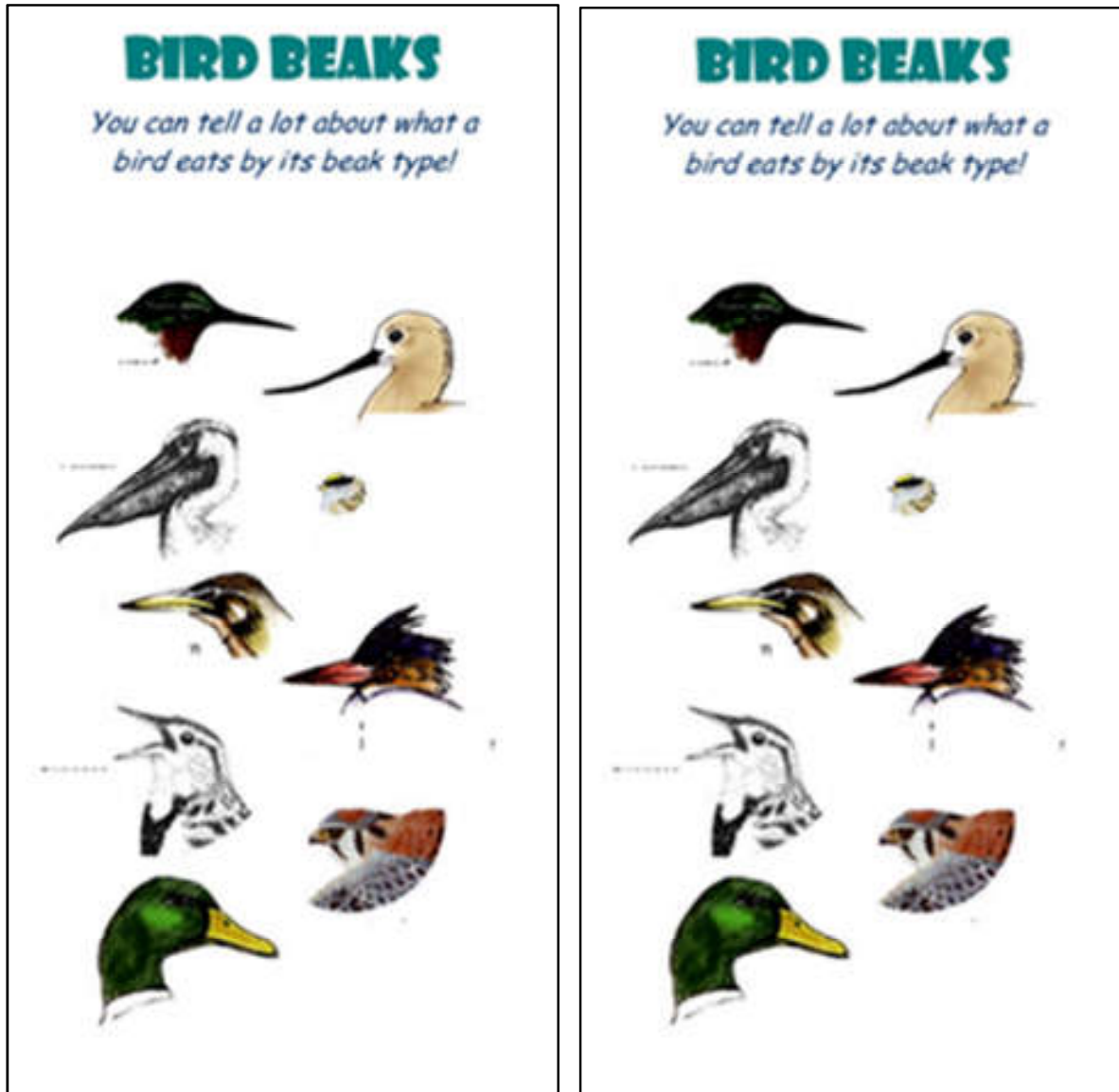










Bird Beak Poster (no captions)








## Bird Beak Recording Sheet

### Beak Recording Sheet

Feature	What I think it's function is	My evidence
		
		
		
		

Bird Beak Recording Sheet Page 2



Explain 2 and 3 - Bird Feet and Beaks (Cut in half)

Name \_\_\_\_\_ Date \_\_\_\_\_

### Explain 2 - Bird Feet

First I thought the function of the \_\_\_\_\_ bird foot was \_\_\_\_\_ because the structure is

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After comparing the true function to my prediction, I discovered that

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Name \_\_\_\_\_ Date \_\_\_\_\_

### Explain 3 - Bird Beaks

First I thought the function of the \_\_\_\_\_ bird beak was \_\_\_\_\_ because the structure is

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After comparing the true function to my prediction, I discovered that

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Cardinal/Heron Picture





**LCAP GOAL 4**

*Maintenance, Grounds, Custodial, Food Services, And Health Staff Maintain School Facilities That Are Safe, Healthy, Hazard Free, Clean And Equipped For 21<sup>st</sup> Century Learning*

**1. Facilities and Measure K Implementation Update**

*Presenter: Tom Barentson, Business Director*

- Plan and permit submittals to appropriate state and local agencies (DSA, OPSC, CDE, County)
- Roofing, HVAC, Lighting, Interior/Exterior modernizations (permanent buildings), portable renovations and Painting at each of the 4 sites below plus:
  - Valley Oaks Elementary School: Kitchen rebuild and Multi-Purpose room renovation, Security fencing (front of school)
  - Greer Elementary School: Renovation of Room 10, Kindergarten playground and Multi-Purpose room repairs, BFLC and Room 7 renovations, Innovation Center established, Plumbing renovations, and project addition of two shade structures
  - Marengo Ranch Elementary School: Outside building fascia replaced, BFLC upgrades
  - River Oaks Elementary School: Water pump replacement, Entrance/parking upgrades, Outside building fascia replacement
- \*\*\*\*\*
- Lake Canyon Elementary School: New kinder playground, shade structures, fencing, and BFLC upgrades, interior renovation where needed
- McCaffrey Middle School: BFLC remodeled to accommodate the addition of an Innovation Center, site improvements to walkways and planters, interior renovation where needed
- Permanent Structures and Safety are high priority in 2018-19
- Next Citizen Bond Oversight Committee Meeting: River Oaks Elementary School, April 9, 2018, 5:30pm

**2. Joint Safety Communication: Galt Joint Union Elementary School District, Galt Joint Union High School District and Galt Police Department**

*Presenter: Karen Schauer Ed.D., Superintendent*

**3. Joint Powers Authority Meeting**

*Presenter: Tom Barentson, Business Director*

- Meeting Monday, March 19, 2018
- At Large Community Board Member Needed



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March 12, 2018

Dear Galt Families,

We are writing to let you know that both Galt School Districts and local law enforcement have been in constant communication related to the horrific events that unfolded in Parkland, Florida last month.

We have been collaborating on how best to use our combined resources to ensure our school safety plans and protocols are up to date and every effort is being made to provide a safe learning environment for our children.

In response to the tragedy, students across the nation are organizing to share their thoughts, fears, and speak out on the issues that surround the debate now going on in legislative halls across the country.

There has been a call for a nation-wide walkout of classrooms on March 14, to express support of the students in Florida and to pay homage to those who lost their lives.

Events such as walkouts are especially challenging for schools as we have to balance student safety and required student attendance with the rights of students to express themselves. Rest assured we are working with our school administrators to confirm plans are in place to maintain a safe campus and allows for students who choose to participate to have a voice.

Discussions in high school class related to the issues as part of our social studies curriculum is being encouraged; identifying a place on campus for those students who want to gather for the 17 minutes that is the planned duration of the walkout, and/or gathering in a single location where students can express their feelings and concerns are possibilities that are being determined. Some students may decide to walk off campus. We are working with our police department to assist us in providing student safety should this occur.

At our K-8 schools, there are no planned activities. Middle school students choosing to participate may leave the classroom and will be supported by school staff for safe participation outside of the classrooms.

We're asking for your assistance in reminding your child(ren) about proper conduct at school. We need to show respect and be open to all voices and keep empathy, humanity, and kindness as the focus of our conversations. Part of our learning goals is to prepare students to be participatory citizens which includes holding constructive discussions and forums where everyone feels safe and valued.

Lastly, we want students to be excited about coming to school and confident in their belief and ability to be successful. Our children's safety has and always will remain our number one priority.

Respectfully,

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Karen Schauer, Superintendent  
Galt Joint Union Elementary School District

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Kevin Brown, Interim Superintendent  
Galt Joint Union High School District

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Tod Sockman, Chief  
Galt Police Department



**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> 3/21/18	<b>Agenda Item:</b> 171.871 Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<ul style="list-style-type: none"> <li>a. Approval of the Agenda</li>   <li>b. Minutes: February 28, 2018 Regular Board Meeting</li>   <li>c. Payment of Warrants:  <u>Vendor Warrant Numbers: Vendor Warrant Numbers:</u> 389083-389122; 390442-390485; 390933-390936  <u>Certificated/Classified Payrolls Dated:</u> 2/28/18 and 3/9/18</li>   <li>e. Personnel           <ul style="list-style-type: none"> <li>1. Resignations/Retirement</li> <li>2. Leave of Absence Requests</li> <li>3. New Hires</li> </ul> </li>   <li>f. Grant Agreement by and Between the County of Sacramento and GJUESD for the Cosumnes River Preserve Horseshoe Lake Restoration Project</li>   <li>g. Out of State Conference Attendance: Barbara Woods, Achieve Science Peer Review Panel New Members Meeting, Washington D.C.</li>   <li>h. Converge One E-Rate Proposal</li> </ul>	



**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, February 28, 2018**  
Galt City Hall Chambers  
380 Civic Drive, Galt, CA 95632

**Board Members Present**

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

**Administrators Present**

Donna Gill	Gerardo Martinez
Jamie Hughes	David Nelson
Jennifer Porter	Tom Barentson
Judith Hayes	Claudia Del-Toro Anguiano
Stephanie Simonich	Donna Mayo-Whitlock

## MINUTES

- A.** Present for closed session: Karen Schauer, Tom Barentson, Claudia Del Toro-Anguiano, Donna Mayo-Whitlock, John Gordon, Grace Malson, Matthew Felix, Kevin Papineau

**Closed Session** was called to order at 5:45pm by John Gordon to discuss the following items:

1. STUDENT MATTER, Education Code §35146, 48918(c),
  - Stipulated Expulsion Case #17/18-01
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

- B. Closed Session Adjourned** at 7:08p.m. The open meeting was called to order at 7:14 p.m. by John Gordon followed by the flag salute. He announced the following action taken in closed session.

1. Upon the motion of Kevin Papineau, seconded by Matthew Felix, by a vote of 4 Ayes to 0 Nays, a probationary teacher to be released effective no later than the end of the 2017-2018 school year.
2. Upon the motion of Grace Malson, seconded by Kevin Papineau, by a vote of 4 Ayes to 0 Nays, up to 16 temporary or intern teachers to be released no later than the end of the 2017-18 school year.
3. Upon the motion of Matthew Felix, seconded by Grace Malson, by a vote of 4 Ayes to 0 Nays, the Coordinator of Instructional Technology Integration & Innovation to be released no later than the end of the 2017-18 school year.

**C. Public Comment**

1. There was no public comment.

**D. Reports**

LCAP GOAL 1

*Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.*

1. Karen Schauer reported on Career Technical Education (CTE) and Pathways: Expanding Resources. She indicated the Galt Bright Future Initiative efforts to support students to and through college/career/life inspire children to grow through their interests. The District wants to be more intentional. The Sacramento County Office of Education is supporting GJUESD efforts with technical assistance and resources aligned to California's plans for Career Technical Education including:
  - Career exploration and guidance
  - Student support and leadership opportunities
  - Industry partnerships
  - Skilled faculty and professional development

Karen Schauer stated there is a middle school CTE planning grant the district is considering.

2. Donna Whitlock reported on Trauma Informed Practice In-Service on April 16, 2018. She indicated this voluntary professional learning opportunity will be held for McCaffrey teaching staff and all classified personnel district-wide.

Donna Whitlock stated trauma is a frequent occurrence. Over 50 percent of children have experienced trauma. This can affect a child's developing brain. Trauma training is a paradigm shift; "It's not what's wrong with you, it's what happened to you."

Karen Schauer stated that the area of prevention is proactive. The District serves learners with a range of needs.

LCAP GOAL 2

*Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.*

LCAP GOAL 3

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

1. Karen Schauer provided a LCAP Update. She indicated the LCAP is the district strategic plan and is adjusted over time. She reviewed a number of items included in the agenda packet for board review including an updated matrix of support services. She indicated people power is critical to support our high needs learners. The School Resource Officer (SRO) provides support services and is funded through a grant that is expiring. The District is working with the City of Galt and the Galt Police Department to find ways to continue this position. Additional supports include the Principal On Special Assignment and chromebooks for home use.

Dr. Schauer shared experiences at some of the recent GJUESD Listening Circles. In February and March school-based listening circles and parent school climate surveys are being completed. Various sources of input will be examined to strengthen strategic planning for 2018-19.

2. Karen Schauer reported on Sacramento Educational Cable Consortium (SECC) Galt Bright Futures Featurette and WestEd Impact Study. She indicated the SECC has featured the Galt Bright Futures video series on their website. The on-line publication showcases the power and promise of personalization for “to and through” college for career and life success. Dr. Schauer quoted Robert Nelson PhD., California State University Sacramento President; “If students aren’t prepared, they’re not going to be successful. This is not about a blame game. This is about being partners. So we are equal partners with Galt.”

Karen Schauer informed the Board that River Oaks Elementary school has been nominated as a California Distinguished School and the GJUESD has been nominated as a California Distinguished District.

#### LCAP GOAL 4

*School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning.*

1. Tom Barentson provided a Facilities and Measure K Implementation Update. He highlighted priority projects and provided school site updates. Mr. Barentson then shared information on construction delivery methods including Lease Leaseback Construction Delivery Method.
2. Ken Reynolds, SchoolWorks President, provided a GJUESD Schools Capacity and Enrollment Study Update. He shared possible boundary options for implementation in 2019-20 and one boundary change to assist Lake Canyon Elementary School with TK/Kindergarten class sizes in 2018-19.

Karen Schauer stated that the 2019-20 boundary options will be shared for additional feedback during upcoming committee meetings with parents and other stakeholders during LCAP sessions.

3. Tom Barentson provided a Joint Power Authority (JPA) Update. He indicated Lori Raineri, President, Government Financial Strategies is working with GJUESD to review options and opportunities for facilities projects eligible for JPA funds. He stated the JPA also has an open community board member position.

#### ADDITIONAL REPORTS

1. Karen Schauer reported on Safety Protocols in coordination with Galt Police and GJUHSD. She indicated that a meeting was convened on February 22, 2018 that involved the city manager and both school district superintendents. The purpose was to review current practices and to examine areas that may be different than what other school systems are doing. Since the meeting, Lieutenant Koslowski has sent resource information that relates to positive school climate as the most preventive way to keep students safe.

Karen Schauer stated that the district is looking at ways to improve school climate. She indicated the district has safety procedures that are followed with drills and safety trainings involving the Galt Police Department and the Galt High School District. GJUESD is currently in discussion with these organizations to coordinate future trainings. GJUESD also has school safety plans and drills that are being reviewed to include an active shooter situation. The district is being as proactive as possible.

Minh Do, Technology Coordinator, shared live safety surveillance cameras and provided

information how surveillance is used, stored and shared if necessary.

2. Karen Schauer reported on City And Schools Together (CAST). She indicated the CAST is working on cradle to career wrap around services that include joint transportation services that could be more efficient and better located.

John Gordon suggested a discussion on joint facilities use and real estate.

## E. Recommended Actions

### 1. Routine Matters/New Business

- |         |  |                               |
|---------|--|-------------------------------|
| 171.863 | A motion was made by Matthew Felix to approve the consent calendar, seconded by Grace Malson an unanimously carried.   | <b>Consent<br/>Calendar</b>   |
|         | a. Approval of the Agenda  |                               |
|         | b. Minutes: January 24, 2018 Regular Board Meeting   |                               |
|         | c. Payment of Warrants:<br><u>Vendor Warrant Numbers:</u> 383749-383816, 385050-385098, 386222-386280, 387318-387364, 387846-387848, 388360-388410<br><u>Certificated/Classified Payrolls Dated:</u> 1/31/18, 2/13/18, 2/9/18    |                               |
|         | d. Personnel <ol style="list-style-type: none"><li>1. Resignations/Retirement</li><li>2. Leave of Absence Requests</li><li>3. New Hires</li></ol>  |                               |
|         | e. Donations   |                               |
|         | f. Out of State Conference Attendance <ol style="list-style-type: none"><li>1. MMS Activities Conference in Reno, NV</li><li>2. KVEC Fire Summit in Pikeville, KY</li><li>3. KVEC Micro-Credential Forum in Hazard, KY</li></ol> |                               |
| 171.864 | Consent Calendar (Continued) – Items Removed for Later Consideration   | <b>CC<br/>Items Removed</b>   |
| 171.865 | A motion was made by Matthew Felix to approve recommendation Student Matter #17/18-01, seconded  | <b>Student Matter</b>         |
| 171.866 | A motion was made by Kevin Papineau to approve 2 <sup>nd</sup> Interim Budget Report and Budget Revisions for 2017-2018, seconded by John Gordon and unanimously carried.  | <b>2<sup>nd</sup> Interim</b> |
| 171.867 | A motion was made by John Gordon to approve Resolution #11; Resolution of Intention To Reduce Particular Kinds Of Services, seconded by Grace Malson and unanimously carried.  | <b>Res #11<br/>PKS</b>        |

- |         |  |   |
|---------|--|---|
| 171.868 | The Board received and filed the Sacramento County Annual Investment Policy of the Pooled Investment Fund Calendar Year 2018   | <b>Sac County<br/>Pooled<br/>Investment</b> |
| 171.869 | <p>Juan Barroso, Managing Partner, DCA (Derivi Castellanos Architects) shared information on the Lease Lease Back construction delivery method along with the adoption of guidelines and procedures.</p> <p>Megan Covert Russell, Associate, Parker &amp; Covert LLP described the Lease Lease Back is authorization process. She indicated the resolution puts the framework in place so the district can proceed with this construction delivery method.</p> <p>A motion was made by Kevin Papineau to approve Resolution #12 Regarding Lease Leaseback Construction Delivery Method And Adopting The Guidelines And Procedures, seconded by John Gordon and unanimously carried.</p>  | <b>Res #12<br/>Lease<br/>Leaseback</b>      |
| 171.870 | <p>John Gordon stated his concern with making one minor boundary change versus having a discussion and thorough feedback process that includes multiple stakeholders and focuses on district goals.</p> <p>Karen Schauer stated that this minor boundary change will assist Lake Canyon with reducing TK/Kindergarten enrollment impact while better supporting neighborhood school enrollment for students living near River Oaks attending Lake Canyon. She indicated a thorough review process will be used to address further boundary options for 2019-20 that consider enrollment patterns and school facilities modernization efforts.</p> <p>A motion was made by Grace Malson to approve School Boundary Change From Lake Canyon to River Oaks Elementary for Students Residing East of Carillion Boulevard, West of Marengo Road, South of Ripken Way [Deadman Gulch Open Space] to the Un-Appropriated Area South of Vauxhall Avenue, seconded by Kevin Papineau and unanimously carried.</p> | <b>Boundary<br/>Change</b>                  |

**F. Pending Agenda Items**

1. School Furniture Analysis and Pilot Programs

**G. Adjournment**

The meeting adjourned at 9:52 pm

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Matthew Felix, Clerk

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Date



## CONSENT CALENDAR

### Human Resources

Recommend approval of the following:

#### Resignations/Retirements

Name	Position	Effective Date	Site
Pennington, Jodi	Yard Supervisor	2/27/2018	River Oaks
Ruiz, Janine	Bus Driver	2/28/2018	Transportation
Stout, John	Bus Driver	3/30/2018	Transportation
Wysocki, Sacia	Yard Supervisor	3/2/2018	Valley Oaks

#### Leave of Absence Requests

Name	Position	Effective Date	Site
Debra Frey	Instructional Assistant	2/26/2018 – 6/8/2018	Lake Canyon
Emily Milligan	Instructional Assistant	4/16/2018 – 5/18/18	Greer
Ann Seagraves	Instructional Assistant	4/3/2018 – 6/8/2018	River Oaks

#### New Hires

Name	Position	Site
Baptista, Kristine	Special Education Instructional Assistant (Transfer)	River Oaks
Blake, Lauren	Special Education Instructional Assistant (Transfer)	Valley Oaks
Brachmann, Joseph	Music Teacher	Greer
Bryant, Makayla	Classified Substitute	NA
Bryce, Rebecca	Instructional Assistant Special Education	River Oaks
Celis, Raul	Classified Substitute	NA
Cheatam, Jessica	Yard Supervisor	River Oaks
Gamboa, Graciela	Instructional Assistant	Valley Oaks
Gonzalez, Sabrina	Classified Substitute	NA
Haydon, Dyland	Yard Supervisor	Valley Oaks
Henriquez, Rebecca	BFLC Technician	Greer
Johnson, Jonna	Classified Substitute	NA
Lopez, Ramona	Instructional Assistant Preschool	Fairsite
Mastrogiovani, Nova	Yard Supervisor	Lake Canyon
Miyasato, Midori	Classified Substitute	NA
Palmer, Madison	Classified Substitute	NA
Romo, Nizeth	Classified Substitute	NA





## CONSENT CALENDAR

### Grant Agreement

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Grant Agreement by and Between the County of Sacramento and GJUESD for the Cosumnes River Preserve Horseshoe Lake Restoration Project.

The Galt Joint Union Elementary School District (GJUESD) will organize field trips, volunteer workdays, and educational events to plant and maintain new valley oak trees on the Horseshoe Lake property of the Cosumnes River Preserve. The primary task is to ensure the long-term sustainability of the nesting structure of the Horseshoe Lake rookery. Valley oak tree seedlings will be planted, maintained and monitored primarily by K-12 school children and their families that participate in the Preserve's Environmental Education Program with the assistance of volunteers from the local communities.

#### **Fees**

Sacramento County will pay the GJUESD \$15,000 per year during the three year grant period.

- o 3 years x \$15,000 = \$45,000 maximum payment, 2018 - 2020.

Grant funds will be used by the GJUESD to support the Cosumnes River Preserve Environmental Education Program. Costs include field trip transportation, environmental education staff, and project supplies and materials.

## **AGREEMENT**

THIS AGREEMENT is made and entered into as of this \_\_\_\_ day of \_\_\_\_\_ 2\_\_\_\_\_, by and between the COUNTY OF SACRAMENTO, a political subdivision of the State of California, hereinafter referred to as "COUNTY," and Galt Joint Union Elementary School District, hereinafter referred to as "CONTRACTOR" or "GJUESD."

### **RECITALS**

WHEREAS, the County desires to perform habitat restoration and wildlife enhancement projects on the Valensin-Horseshoe Lake parcel at the Cosumnes River Preserve for the benefit of native wildlife and endangered species; and

WHEREAS, the goal of the restoration project is to improve habitat at Valensin-Horseshoe Lake parcel for the benefit of giant garter snakes, migratory birds and other native wildlife species; and

WHEREAS, the Cosumnes River Preserve Management Plan (2008), endorsed by Cosumnes River Preserve Partners and the Recreation and Park Commission, identifies a goal for restoring habitat east of Highway 99 for Giant Garter Snakes; and

WHEREAS, funding for the project will be provided by the Delta Conservancy's Proposition 1 funding, California Department of Fish and Wildlife's Environmental Enhancement Fund, the Cosumnes River Preserve special fund depository, the Bureau of Land Management; and

WHEREAS, on September 6, 2017, by Resolution No. 2017-0612, the County of Sacramento Board of Supervisors approved Phase II of the Restoration of Priority Freshwater Wetlands for Endangered Species at the Valensin-Horseshoe Lake parcel at the Cosumnes River Preserve, Control Number PLER 2017-00050, determined that the environmental analysis is adequate and complete and adopted the Negative Declaration and Mitigation and Monitoring and Reporting Program, and authorized the Director of the Department of Regional Parks to sign and accept the Delta Conservancy's Proposition 1 grant funding agreement and the California Department of Fish and Wildlife's Environmental Enhancement Fund and grant agreement; and

WHEREAS, on January 9, 2018, by Resolution No. 2018-0020, the County of Sacramento Board of Supervisors authorized the Director of the Department of Regional Parks to enter into an agreement with GJUESD to provide services related to Phase II of the Restoration of Priority Freshwater Wetlands for Endangered Species at the Valensin-Horseshoe Lake parcel at the Cosumnes River Preserve; and

WHEREAS, CONTRACTOR will organize field trips, volunteer workdays, and educational events to plant and maintain new valley oak trees on the Horseshoe Lake

property at the Cosumnes River Preserve to ensure the long-term sustainability of the nesting structure of the Horseshoe Lake rookery; and

WHEREAS, COUNTY AND CONTRACTOR desire to enter into this Agreement on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual promises hereinafter set forth, COUNTY and CONTRACTOR agree as follows:

**I. SCOPE OF SERVICES**

CONTRACTOR shall provide services in the amount, type and manner described in Exhibit A, which is attached hereto and incorporated herein.

**II. TERM**

This Agreement shall be effective and commence as of the date first written above and shall end on December 31, 2020.

**III. NOTICE**

Any notice, demand, request, consent, or approval that either party hereto may or is required to give the other pursuant to this Agreement shall be in writing and shall be either personally delivered or sent by mail, addressed as follows:

TO COUNTY

TO CONTRACTOR

DIRECTOR  
Department of Regional Parks  
4040 Bradshaw Road  
Sacramento, CA 95827

Superintendent  
GJUESD  
1018 C Street, Suite 210  
Galt, CA 95632

Either party may change the address to which subsequent notice and/or other communications can be sent by giving written notice designating a change of address to the other party, which shall be effective upon receipt.

**IV. COMPLIANCE WITH LAWS**

CONTRACTOR shall observe and comply with all applicable Federal, State, and County laws, regulations and ordinances.

**V. GOVERNING LAWS AND JURISDICTION**

This Agreement shall be deemed to have been executed and to be performed within the State of California and shall be construed and governed by the internal

laws of the State of California. Any legal proceedings arising out of or relating to this Agreement shall be brought in Sacramento County, California.

**VI. LICENSES, PERMITS AND CONTRACTUAL GOOD STANDING**

- A. CONTRACTOR shall possess and maintain all necessary licenses, permits, certificates and credentials required by the laws of the United States, the State of California, County of Sacramento and all other appropriate governmental agencies, including any certification and credentials required by COUNTY. Failure to maintain the licenses, permits, certificates, and credentials shall be deemed a breach of this Agreement and constitutes grounds for the termination of this Agreement by COUNTY.
- B. CONTRACTOR further certifies to COUNTY that it and its principals are not debarred, suspended, or otherwise excluded from or ineligible for, participation in federal, State or county government contracts. Contractor certifies that it shall not contract with a Subcontractor that is so debarred or suspended.

**VII. PERFORMANCE STANDARDS**

CONTRACTOR shall perform its services under this Agreement in accordance with the industry and/or professional standards applicable to CONTRACTOR'S services.

**VIII. OWNERSHIP OF WORK PRODUCT**

All technical data, evaluations, plans, specifications, reports, documents, or other work products developed by CONTRACTOR hereunder shall be the exclusive property of COUNTY and shall be delivered to COUNTY upon completion of the services authorized hereunder. CONTRACTOR may retain copies thereof for its files and internal use. Publication of the information directly derived from work performed or data obtained in connection with services rendered under this Agreement must first be approved in writing by COUNTY. COUNTY recognizes that all technical data, evaluations, plans, specifications, reports, and other work products are instruments of CONTRACTOR'S services and are not designed for use other than what is intended by this Agreement.

**IX. STATUS OF CONTRACTOR**

- A. It is understood and agreed that Contractor (including contractor's employees) is an independent contractor and that no relationship of employer-employee exists between the parties hereto. Contractor's assigned personnel shall not be entitled to any benefits payable to employees of County. County is not required to make any deductions or withholdings from the compensation payable to Contractor under the provisions of this agreement; and as an independent contractor, Contractor hereby indemnifies and holds County harmless from any and all

claims that may be made against County based upon any contention by any third party that an employer-employee relationship exists by reason of this agreement.

- B. It is further understood and agreed by the parties hereto that Contractor in the performance of its obligation hereunder is subject to the control or direction of County as to the designation of tasks to be performed, the results to be accomplished by the services hereunder agreed to be rendered and performed, and not the means, methods, or sequence used by Contractor for accomplishing the results.
- C. If, in the performance of this agreement, any third persons are employed by Contractor, such person shall be entirely and exclusively under the direction, supervision, and control of Contractor. All terms of employment, including hours, wages, working conditions, discipline, hiring, and discharging, or any other terms of employment or requirements of law, shall be determined by Contractor, and the County shall have no right or authority over such persons or the terms of such employment.
- D. It is further understood and agreed that as an independent contractor and not an employee of County, neither the Contractor nor Contractor's assigned personnel shall have any entitlement as a County employee, right to act on behalf of County in any capacity whatsoever as agent, nor to bind County to any obligation whatsoever. Contractor shall not be covered by worker's compensation; nor shall Contractor be entitled to compensated sick leave, vacation leave, retirement entitlement, participation in group health, dental, life and other insurance programs, or entitled to other fringe benefits payable by the County to employees of the County.
- E. It is further understood and agreed that Contractor must issue W-2 and 941 Forms for income and employment tax purposes, for all of contractors assigned personnel under the terms and conditions of this agreement.

**X. CONTRACTOR IDENTIFICATION**

CONTRACTOR shall provide the COUNTY with the following information for the purpose of compliance with California Unemployment Insurance Code section 1088.8 and Sacramento County Code Chapter 2.160: CONTRACTOR'S name, address, telephone number, social security number, and whether dependent health insurance coverage is available to CONTRACTOR.

**XI. COMPLIANCE WITH CHILD, FAMILY AND SPOUSAL SUPPORT REPORTING OBLIGATIONS**

- A. CONTRACTOR's failure to comply with state and federal child, family and spousal support reporting requirements regarding a contractor's employees or failure to implement lawfully served wage and earnings assignment orders or

notices of assignment relating to child, family and spousal support obligations shall constitute a default under this Agreement.

- B. CONTRACTOR's failure to cure such default within 90 days of notice by COUNTY shall be grounds for termination of this Agreement.

**XII. BENEFITS WAIVER**

If CONTRACTOR is unincorporated, CONTRACTOR acknowledges and agrees that CONTRACTOR is not entitled to receive the following benefits and/or compensation from COUNTY: medical, dental, vision and retirement benefits, life and disability insurance, sick leave, bereavement leave, jury duty leave, parental leave, or any other similar benefits or compensation otherwise provided to permanent civil service employees pursuant to the County Charter, the County Code, the Civil Service Rule, the Sacramento County Employees' Retirement System and/or any and all memoranda of understanding between COUNTY and its employee organizations. Should CONTRACTOR or any employee or agent of CONTRACTOR seek to obtain such benefits from COUNTY, CONTRACTOR agrees to indemnify and hold harmless COUNTY from any and all claims that may be made against COUNTY for such benefits.

**XIII. RETIREMENT BENEFITS/STATUS**

CONTRACTOR acknowledges and agrees that COUNTY has not made any representations regarding entitlement, eligibility for and/or right to receive ongoing Sacramento County Employee Retirement System (SCERS) retirement benefits during the term of this Agreement. By entering into this Agreement, CONTRACTOR assumes sole and exclusive responsibility for any consequences, impacts or action relating to such retirement benefits that is or will be occasioned as a result of the services provided by CONTRACTOR under this Agreement. CONTRACTOR waives any rights to proceed against COUNTY should SCERS modify or terminate retirement benefits based on CONTRACTOR's provision of services under this Agreement.

**XIV. CONFLICT OF INTEREST**

CONTRACTOR and CONTRACTOR's officers and employees shall not have a financial interest, or acquire any financial interest, direct or indirect, in any business, property or source of income which could be financially affected by or otherwise conflict in any manner or degree with the performance of services required under this Agreement.

**XV. LOBBYING AND UNION ORGANIZATION ACTIVITIES**

- A. CONTRACTOR shall comply with all certification and disclosure requirements prescribed by Section 319, Public Law 101-121 (31 U.S.C. § 1352) and any implementing regulations.
- B. If services under this Agreement are funded with state funds granted to COUNTY, CONTRACTOR shall not utilize any such funds to assist, promote or deter union organization by employees performing work under this Agreement and shall comply with the provisions of Government Code Sections 16645 through 16649.

**XVI. GOOD NEIGHBOR POLICY**

- A. CONTRACTOR shall comply with COUNTY's Good Neighbor Policy. CONTRACTOR shall establish good neighbor practices for its facilities that include, but are not limited to, the following:
  - 1. Provision of parking adequate for the needs of its employees and service population;
  - 2. Provision of adequate waiting and visiting areas;
  - 3. Provision of adequate restroom facilities located inside the facility;
  - 4. Implementation of litter control services;
  - 5. Removal of graffiti within seventy-two hours;
  - 6. Provision for control of loitering and management of crowds;
  - 7. Maintenance of facility grounds, including landscaping, in a manner that is consistent with the neighborhood in which the facility is located;
  - 8. Participation in area crime prevention and nuisance abatement efforts; and
  - 9. Undertake such other good neighbor practices as determined appropriate by COUNTY, based on COUNTY's individualized assessment of CONTRACTOR's facility, services and actual impacts on the neighborhood in which such facility is located.
- B. CONTRACTOR shall identify, either by sign or other method as approved by the DIRECTOR, a named representative who shall be responsible for responding to any complaints relating to CONTRACTOR's compliance with the required good neighbor practices specified in this Section. CONTRACTOR shall post the name

and telephone number of such contact person on the outside of the facility, unless otherwise advised by DIRECTOR.

- C. CONTRACTOR shall comply with all applicable public nuisance ordinances.
- D. CONTRACTOR shall establish an ongoing relationship with the surrounding businesses, law enforcement and neighborhood groups and shall be an active member of the neighborhood in which CONTRACTOR's site is located.
- E. If COUNTY finds that CONTRACTOR has failed to comply with the Good Neighbor Policy, COUNTY shall notify CONTRACTOR in writing that corrective action must be taken by CONTRACTOR within a specified time frame. If CONTRACTOR fails to take such corrective action, COUNTY shall take such actions as are necessary to implement the necessary corrective action. COUNTY shall deduct any actual costs incurred by COUNTY when implementing such corrective action from any amounts payable to CONTRACTOR under this Agreement.
- F. CONTRACTOR's continued non-compliance with the Good Neighbor Policy shall be grounds for termination of this Agreement and may also result in ineligibility for additional or future contracts with COUNTY.

**XVII. NONDISCRIMINATION IN EMPLOYMENT, SERVICES, BENEFITS AND FACILITIES**

- A. CONTRACTOR agrees and assures COUNTY that CONTRACTOR and any subcontractors shall comply with all applicable federal, state, and local Anti-discrimination laws, regulations, and ordinances and to not unlawfully discriminate, harass, or allow harassment against any employee, applicant for employment, employee or agent of COUNTY, or recipient of services contemplated to be provided or provided under this Agreement, because of race, ancestry, marital status, color, religious creed, political belief, national origin, ethnic group identification, sex, sexual orientation, age (over 40), medical condition (including HIV and AIDS), or physical or mental disability. CONTRACTOR shall ensure that the evaluation and treatment of its employees and applicants for employment, the treatment of COUNTY employees and agents, and recipients of services are free from such discrimination and harassment.
- B. CONTRACTOR represents that it is in compliance with and agrees that it will continue to comply with the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the Fair Employment and Housing Act (Government Code §§ 12900 et seq.), and regulations and guidelines issued pursuant thereto.



- C. CONTRACTOR agrees to compile data, maintain records and submit reports to permit effective enforcement of all applicable antidiscrimination laws and this provision.
- D. CONTRACTOR shall include this nondiscrimination provision in all subcontracts related to this Agreement.

**XVIII. INDEMNIFICATION**

To the fullest extent permitted by law, each of the Parties shall indemnify, defend and hold harmless each of the other Parties, their respective governing boards, officers, directors, officials, employees, and authorized volunteers and agents from and against any and all claims, demands, actions, losses, liabilities, damages, and all expenses and costs incidental thereto (collectively "Claims"), including cost of defense, settlement, arbitration, and reasonable attorneys' fees, resulting from injuries to or death of persons, including but not limited to employees of either Party hereto, and damage to or destruction of property or loss of use thereof, including but not limited to the property of either Party hereto, arising out of, pertaining to, or resulting from the acts or omissions of the their respective governing boards, officers, directors, officials, employees, volunteers, agents, or contractors.

It is the intention of the Parties that the provisions of this indemnity be interpreted to impose on each Party responsibility to the other for the acts and omissions of their governing boards, officers, directors, officials, employees, volunteers, agents or contractors. It is also the intention of the Parties that, where comparative fault is determined to have been contributory, principles of comparative fault will be followed and each Party shall bear the proportionate cost of any Claims attributable to the fault of that Party, its governing board, officers, directors, officials, employees, volunteers, agents, or contractors.

This indemnity shall not be limited by the types and amounts of insurance or self-insurance maintained by the Parties.

Nothing in this Indemnity shall be construed to create any duty to, any standard of care with reference to, or any liability or obligation, contractual or otherwise, to any third party.

The provisions of this Indemnity shall survive the expiration or termination of the Agreement.

**XIX. INSURANCE**

The COUNTY and CONTRACTOR finance their liability, property and workers' compensation risks through a combination of self-insurance and insurance. The COUNTY and CONTRACTOR are knowledgeable of each entity's risk financing

programs and agree to rely on these programs to pay for any liabilities, losses, costs, suits, claims, judgments, expenses, fines or demands of any kind that may arise under the terms of the Agreement.

**XX. INFORMATION TECHNOLOGY ASSURANCES**

CONTRACTOR shall take all reasonable precautions to ensure that any hardware, software, and/or embedded chip devices used by CONTRACTOR in the performance of services under this Agreement, other than those owned or provided by COUNTY, shall be free from viruses. Nothing in this provision shall be construed to limit any rights or remedies otherwise available to COUNTY under this Agreement.

**XXI. RESERVED**

**XXII. COMPENSATION AND PAYMENT OF INVOICES LIMITATIONS**

- A. Compensation under this Agreement shall be limited to the Maximum Total Payment Amount set forth in Exhibit C, or Exhibit C as modified by COUNTY in accordance with express provisions in this Agreement.
- B. CONTRACTOR shall submit an invoice on the forms and in accordance with the procedures prescribed by COUNTY on an annual basis. Invoices shall be submitted to COUNTY no later than the fifteenth (15th) day of May within the annual invoice period, and COUNTY shall pay CONTRACTOR within thirty (30) days after receipt of an appropriate and correct invoice.
- C. COUNTY operates on a July through June fiscal year. Invoices for services provided in any fiscal year must be submitted no later than May 31 of the fiscal year. Invoices submitted after July 31 for the prior fiscal year shall not be honored by COUNTY unless CONTRACTOR has obtained prior written COUNTY approval to the contrary.
- D. CONTRACTOR shall maintain for four years following termination of this agreement full and complete documentation of all services and expenditures associated with performing the services covered under this Agreement. Expense documentation shall include: time sheets or payroll records for each employee; receipts for supplies; applicable subcontract expenditures; applicable overhead and indirect expenditures.
- E. In the event CONTRACTOR fails to comply with any provisions of this Agreement, COUNTY may withhold payment until such non-compliance has been corrected.

**XXIII. LEGAL TRAINING INFORMATION**

If under this Agreement CONTRACTOR is to provide training of County personnel on legal issues, then CONTRACTOR shall submit all training and program material for prior review and written approval by County Counsel. Only those materials approved by County Counsel shall be utilized to provide such training.

**XXIV. RESERVED**

**XXV. SUBCONTRACTS, ASSIGNMENT**

- A. CONTRACTOR shall obtain prior written approval from COUNTY before subcontracting any of the services delivered under this Agreement. CONTRACTOR remains legally responsible for the performance of all contract terms including work performed by third parties under subcontracts. Any subcontracting will be subject to all applicable provisions of this Agreement. CONTRACTOR shall be held responsible by COUNTY for the performance of any subcontractor whether approved by COUNTY or not.
- B. This Agreement is not assignable by CONTRACTOR in whole or in part, without the prior written consent of COUNTY.

**XXVI. AMENDMENT AND WAIVER**

Except as provided herein, no alteration, amendment, variation, or waiver of the terms of this Agreement shall be valid unless made in writing and signed by both parties. Waiver by either party of any default, breach or condition precedent shall not be construed as a waiver of any other default, breach or condition precedent, or any other right hereunder. No interpretation of any provision of this Agreement shall be binding upon COUNTY unless agreed in writing by DIRECTOR and counsel for COUNTY.

**XXVII. SUCCESSORS**

This Agreement shall bind the successors of COUNTY and CONTRACTOR in the same manner as if they were expressly named.

**XXVIII. TIME**

Time is of the essence of this Agreement.

**XXIX. INTERPRETATION**

This Agreement shall be deemed to have been prepared equally by both of the parties, and the Agreement and its individual provisions shall not be construed or

interpreted more favorably for one party on the basis that the other party prepared it.

**XXX. DIRECTOR**

As used in this Agreement, "DIRECTOR" shall mean the Director of the Department of Regional Parks, or his/her designee.

**XXXI. DISPUTES**

In the event of any dispute arising out of or relating to this Agreement, the parties shall attempt, in good faith, to promptly resolve the dispute mutually between themselves. Pending resolution of any such dispute, CONTRACTOR shall continue without delay to carry out all its responsibilities under this Agreement unless the Agreement is otherwise terminated in accordance with the Termination provisions herein. COUNTY shall not be required to make payments for any services that are the subject of this dispute resolution process until such dispute has been mutually resolved by the parties. If the dispute cannot be resolved within 15 calendar days of initiating such negotiations or such other time period as may be mutually agreed to by the parties in writing, either party may pursue its available legal and equitable remedies, pursuant to the laws of the State of California. Nothing in this Agreement or provision shall constitute a waiver of any of the government claim filing requirements set forth in Title 1, Division 3.6, of the California Government Code or as otherwise set forth in local, state and federal law.

**XXXII. TERMINATION**

- A. COUNTY may terminate this Agreement without cause upon thirty (30) days written notice to the other party. Notice shall be deemed served on the date of mailing. If notice of termination for cause is given by COUNTY to CONTRACTOR and it is later determined that CONTRACTOR was not in default or the default was excusable, then the notice of termination shall be deemed to have been given without cause pursuant to this paragraph (A).
- B. COUNTY may terminate this Agreement for cause immediately upon giving written notice to CONTRACTOR should CONTRACTOR materially fail to perform any of the covenants contained in this Agreement in the time and/or manner specified. In the event of such termination, COUNTY may proceed with the work in any manner deemed proper by COUNTY. If notice of termination for cause is given by COUNTY to CONTRACTOR and it is later determined that CONTRACTOR was not in default or the default was excusable, then the notice of termination shall be deemed to have been given without cause pursuant to paragraph (A) above.

- C. COUNTY may terminate or amend this Agreement immediately upon giving written notice to CONTRACTOR, 1) if advised that funds are not available from external sources for this Agreement or any portion thereof, including if distribution of such funds to the County is suspended or delayed; 2) if funds for the services and/or programs provided pursuant to this Agreement are not appropriated by the State; 3) if funds in COUNTY's yearly proposed and/or final budget are not appropriated by COUNTY for this Agreement or any portion thereof; or 4) if funds that were previously appropriated for this Agreement are reduced, eliminated, and/or re-allocated by COUNTY as a result of mid-year budget reductions.
- D. If this Agreement is terminated under paragraph A or C above, CONTRACTOR shall only be paid for any services completed and provided prior to notice of termination. In the event of termination under paragraph A or C above, CONTRACTOR shall be paid an amount which bears the same ratio to the total compensation authorized by the Agreement as the services actually performed bear to the total services of CONTRACTOR covered by this Agreement, less payments of compensation previously made. In no event, however, shall COUNTY pay CONTRACTOR an amount which exceeds a pro rata portion of the Agreement total based on the portion of the Agreement term that has elapsed on the effective date of the termination.
- E. CONTRACTOR shall not incur any expenses under this Agreement after notice of termination and shall cancel any outstanding expenses obligations to a third party that CONTRACTOR can legally cancel.

### **XXXIII. REPORTS**

CONTRACTOR shall, without additional compensation therefor, make fiscal, program evaluation, progress, and such other reports as may be reasonably required by DIRECTOR concerning CONTRACTOR's activities as they affect the contract duties and purposes herein. COUNTY shall explain procedures for reporting the required information.

### **XXXIV. AUDITS AND RECORDS**

Upon COUNTY's request, COUNTY or its designee shall have the right at reasonable times and intervals to audit, at CONTRACTOR's premises, CONTRACTOR's financial and program records as COUNTY deems necessary to determine CONTRACTOR's compliance with legal and contractual requirements and the correctness of claims submitted by CONTRACTOR. CONTRACTOR shall maintain such records for a period of four years following termination of the Agreement, and shall make them available for copying upon COUNTY's request at COUNTY's expense. COUNTY shall have the right to withhold any payment under this Agreement until CONTRACTOR has provided access to CONTRACTOR's financial and program records related to this Agreement.

**XXXV. PRIOR AGREEMENTS**

This Agreement constitutes the entire contract between COUNTY and CONTRACTOR regarding the subject matter of this Agreement. Any prior agreements, whether oral or written, between COUNTY and CONTRACTOR regarding the subject matter of this Agreement are hereby terminated effective immediately upon full execution of this Agreement.

**XXXVI. SEVERABILITY**

If any term or condition of this Agreement or the application thereof to any person(s) or circumstance is held invalid or unenforceable, such invalidity or unenforceability shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application; to this end the terms and conditions of this Agreement are declared severable.

**XXXVII. FORCE MAJEURE**

Neither CONTRACTOR nor COUNTY shall be liable or responsible for delays or failures in performance resulting from events beyond the reasonable control of such party and without fault or negligence of such party. Such events shall include but not be limited to acts of God, strikes, lockouts, riots, acts of war, epidemics, acts of government, fire, power failures, nuclear accidents, earthquakes, unusually severe weather, acts of terrorism, or other disasters, whether or not similar to the foregoing, and acts or omissions or failure to cooperate of the other party or third parties (except as otherwise specifically provided herein).

**XXXVIII. SURVIVAL OF TERMS**

All services performed and deliverables provided pursuant to this Agreement are subject to all of the terms, conditions, price discounts and rates set forth herein, notwithstanding the expiration of the initial term of this Agreement or any extension thereof. Further, the terms, conditions and warranties contained in this Agreement that by their sense and context are intended to survive the completion of the performance, cancellation or termination of this Agreement shall so survive.

**XXXIX. DUPLICATE COUNTERPARTS**

This Agreement may be executed in any number of counterparts, each of which shall be effective only upon delivery, including delivery by facsimile and/or Portable Document Format (pdf) email transmission, and thereafter shall be deemed an original, and all of which shall be taken to be one and the same instrument, for the same effect as if all parties hereto had signed the same

signature page. Any signature page of this Agreement may be detached from any counterpart of this Agreement without impairing the legal effect of any signatures thereon and may be attached to another counterpart of this Agreement identical in form hereto but having attached to it one or more additional signature pages. Signatures transmitted via facsimile or e-mail shall be considered authentic and binding.

**XXXX. AUTHORITY TO EXECUTE**

Each person executing this Agreement represents and warrants that he or she is duly authorized and has legal authority to execute and deliver this Agreement for or on behalf of the parties to this Agreement. Each party represents and warrants to the other that the execution and delivery of the Agreement and the performance of such party's obligations hereunder have been duly authorized.

*(Remainder of Page Left Intentionally Blank)*

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the day and year first written above.

**COUNTY OF SACRAMENTO**, a political subdivision of the State of California

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

By: \_\_\_\_\_  
Jeffrey R. Leatherman, Director  
Department of Regional Parks

By: \_\_\_\_\_  
Karen Schauer, Ed.D., Superintendent

Resolution No.: 2018-0020

Dated: January 9, 2018

CONTRACT AND CONTRACTOR TAX STATUS  
REVIEWED AND APPROVED BY COUNTY COUNSEL

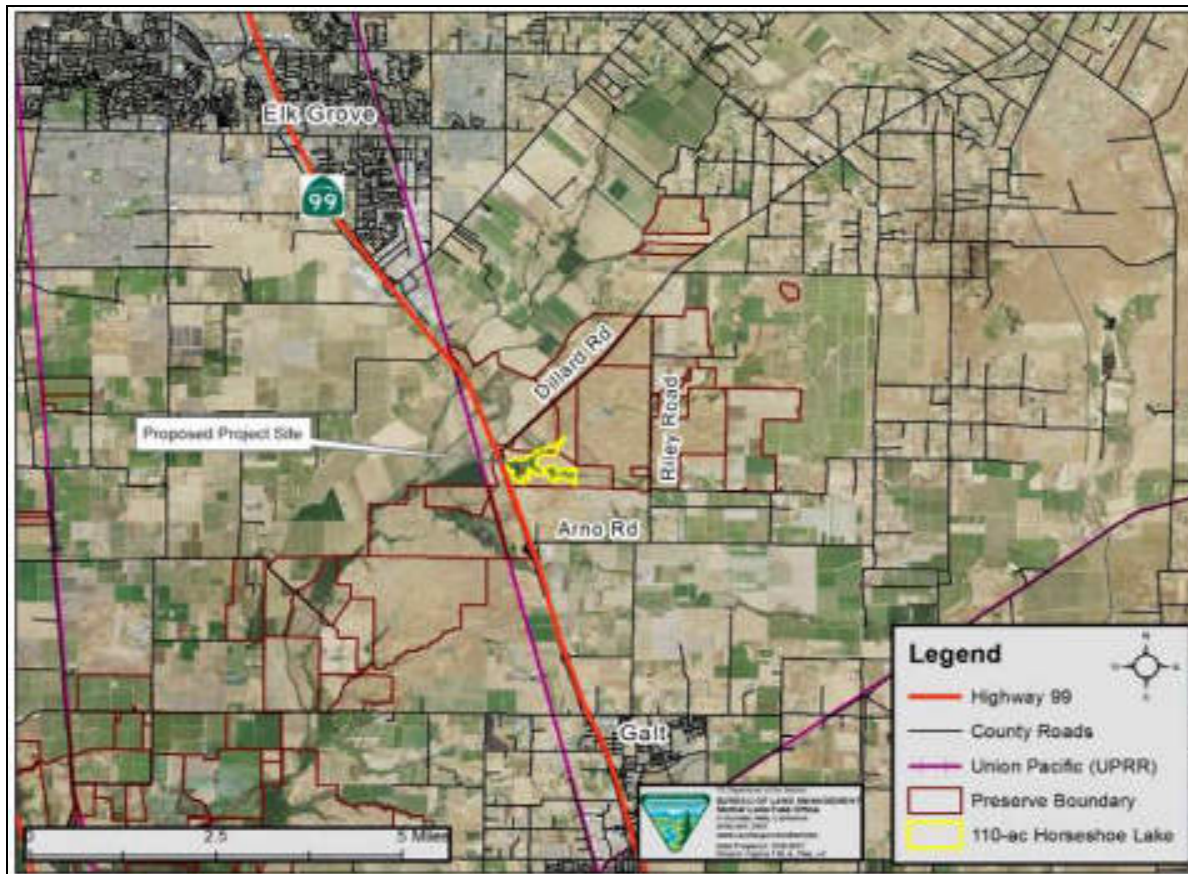
By: \_\_\_\_\_  
Diane E. McElhern  
Deputy County Counsel



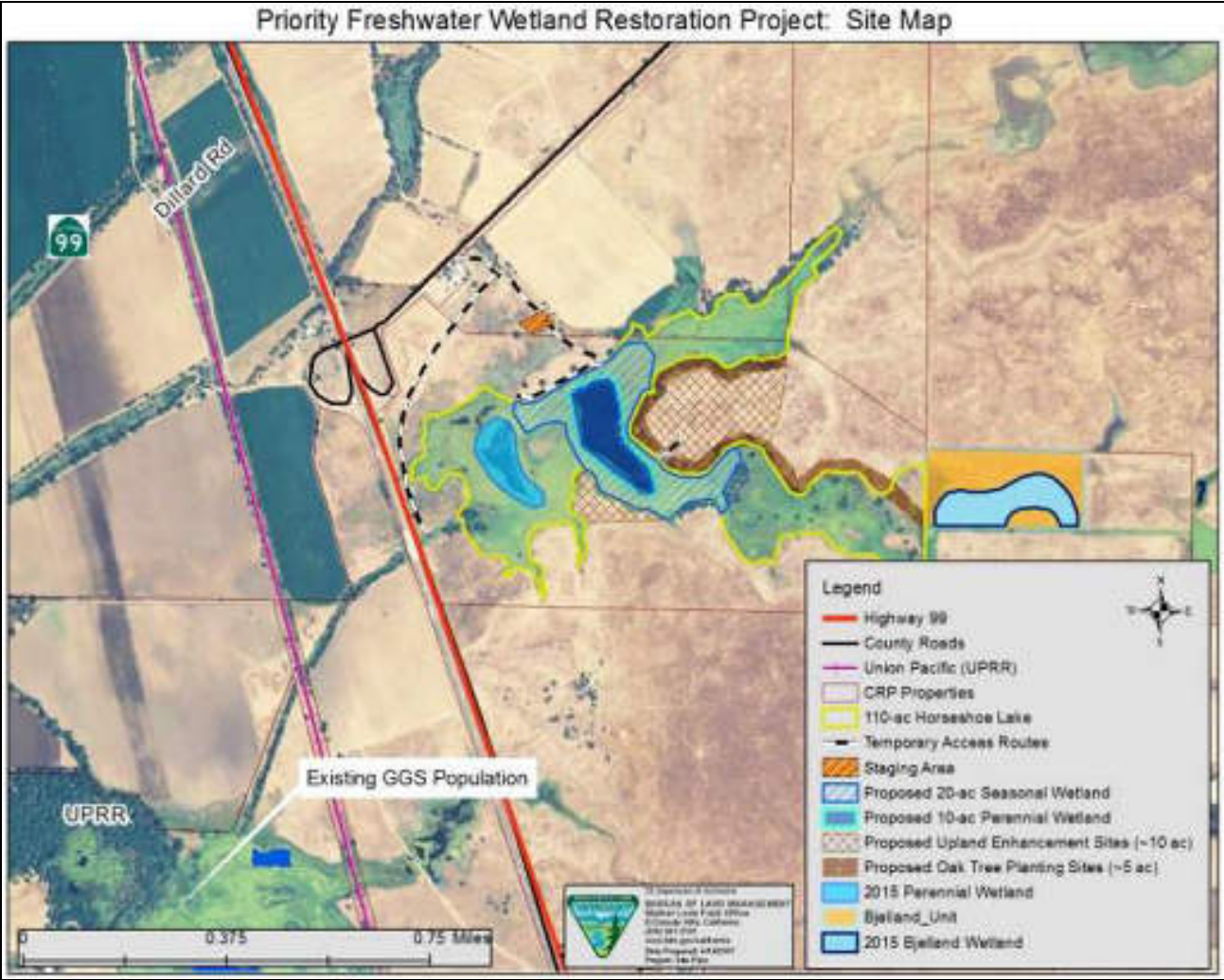
**EXHIBIT A to Agreement  
between the COUNTY OF SACRAMENTO,  
hereinafter referred to as "COUNTY," and  
GRANT JOINT UNION ELEMENTARY SCHOOL DISTRICT,  
hereinafter referred to as "CONTRACTOR"**

**SCOPE OF SERVICES**

**I. SERVICE LOCATION(S)**



Priority Freshwater Wetland Restoration Project: Site Map



The project site is on the Preserve's "Horseshoe Lake Unit" located approximately four miles north of the City of Galt, Sacramento County, California, near the intersection of Highway 99 and Dillard Road. The 292-acre unit is entirely within the Badger Creek watershed and the Cosumnes River's 100-year floodplain. The Unit supports several natural communities, including valley oak riparian forest, annual grasslands, and freshwater wetlands. The Horseshoe Lake Unit is permanently protected in perpetuity as part of the Preserve by Sacramento County, and is surrounded on three sides (north, east and south) by Preserve-owned lands. Located in the center of the Unit is Horseshoe Lake itself, an approximate 110-acre, naturally-formed shallow lake bed and marsh located at the confluence of the south and north forks of Badger Creek, immediately east of Highway 99.

## **II. DESCRIPTION OF SERVICES**

### **Services**

The Galt Joint Union Elementary School District (GJUESD) will organize field trips, volunteer workdays, and educational events to plant and maintain new valley oak trees on the Horseshoe Lake property of the Cosumnes River Preserve. The primary task is to ensure the long-term sustainability of the nesting structure of the Horseshoe Lake rookery.

Valley oak tree seedlings will be planted, maintained and monitored primarily by K-12 school children and their families that participate in the Preserve's Environmental Education Program with the assistance of volunteers from the local communities.

### **Fees**

Sacramento County will pay the GJUESD \$15,000 per year during the three year grant period.

3 years x \$15,000 = \$45,000 maximum payment, 2018 - 2020.

Grant funds will be used by the GJUESD to support the Cosumnes River Preserve Environmental Education Program. Costs include field trip transportation, environmental education staff, and project supplies and materials.

### **Background**

Due to its natural setting, the Cosumnes River Preserve offers unique environmental education and outdoor learning opportunities for visitors of all ages including students. The Cosumnes River Preserve values the involvement of youth in recreation, education, and restoration.

The Galt Joint Union Elementary School District is the lead agency coordinating of the Cosumnes River Preserve's Environmental Education program. The GJUESD provides opportunities for K-12<sup>th</sup> grade students to participate in environmental education that enhances academic learning and fosters

environmental stewardship. The Preserve's environmental education program began in the early 1990s and currently achieves the following:

- Provides educational resources to teachers and students about the Cosumnes Watershed.
- Provides teacher training and school staff development on outdoor education and the Next Generation Science Standards.
- Prepares students and teachers for field trips through classroom activities and presentations.
- Connects academic studies and project based hands-on learning through the NGSS.
- Directs field trip activities for youth visiting the Preserve during school and in after school programs that link youth with career pathways in public lands, resources, and recreation.
- Coordinates service learning projects that support environmental stewardship.

The Preserve's K–12 education program provides a critical service to an underserved, minority, and low-income student population. The student population reflects the wide range of languages, socioeconomic status, and cultural diversity found in the area.

### **Methodology**

The Cosumnes River Preserve's strategy for growing valley oak trees has been tried and tested over the past 30 years. Acorns are gathered by primary grade students during the fall. Students then sort, count and bag the acorns for cold storage. Upper grade students then plant in the winter when soil conditions are moist enough to ensure the acorns can germinate. Acorn sets consist of three acorns planted about one inch deep in the ground. Acorns and seedlings are protected with a tree protector, weed matting, and fencing or cattle panels to prevent cattle from grazing or trampling young trees. Following this methodology, the Preserve generally achieves an establishment success rate of 75% or more trees surviving after the 5th year. This is the same strategy that will be used to plant and maintain the Horseshoe Lake rookery site along the eastern edge of the lake.

K-12 Students, their families and citizen science volunteers will have experience doing hands-on restoration and land management activities associated with the restoration project. Students and volunteers will be engaged in outdoor activities that will foster a sense of environmental stewardship.

**EXHIBIT B to Agreement  
RESERVED**

**EXHIBIT C to Agreement  
between the COUNTY OF SACRAMENTO  
hereinafter referred to as "COUNTY,"  
and GRANT JOINT UNION ELEMENTARY SCHOOL DISTRICT,  
hereinafter referred to as "CONTRACTOR"**

**BUDGET REQUIREMENTS**

**MAXIMUM PAYMENT TO CONTRACTOR**

The Maximum Total Payment Amount under this Agreement is: \$45,000.00:  
\$15,000 per year during the three year period 2018 - 2020.

Fund	006A
Fund Center	6576579
Cost Center:	6576579000
GL Account:	20255200



## CONSENT CALENDAR

### Out of State Conference Attendance

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#### **Achieve Science Peer Review Panel New Members Meeting - Washington D.C.**

The Achieve Science Peer Review New Members Meeting will train the 13 new members of the Science PRP, including Barbara Woods from the GJUESD, in the process for reviewing science lessons submitted from sources throughout the nation. Resources determined to be Exemplary will be posted for free nationwide access. The expertise gained from this training will be incorporated in Galt's development of teacher accessible NGSS Kits which include grade level lesson sequences that contribute to district focus areas.

Attendee: Barbara Woods

Dates: April 19-20, 2018

Funding Source: Achieve covers travel and training costs, including round-trip travel, two nights hotel accommodations, transportation costs to and from the airport in Washington D.C. NGSS funds will cover travel to and from home to the Sacramento airport and meals during travel.



## CONSENT CALENDAR

E-rate

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On January 29, 2018, the Galt Joint Union School District issued a Request For Proposal (RFP) for an E-Rate Service Provider. This project may be contingent upon the approval of funding from the Universal Service Fund's Schools and Libraries Program, otherwise known as E-rate. We received 6 responsive bid proposals. After a competitive bidding process, the proposals were reviewed and ranked, with Converge One, being selected as the highest rated provider.

Board Approval is recommended to select Converge One as our E-Rate provider.



Project or Service Description: Galt Elem C2 Internal Connections Hardware/Network Electronics  
Form 470# 180019830

Selection Criteria	Maximum Points	Vender Name:					
		Advanced Tech	AMS	Converge One	GigaKom	SHI	World Wide Technology
Cost of eligible goods and services	30	Score 20	Score 30	Score 15	Score 5	Score 10	Score 5
Cost of ineligible goods and services	20	Score 5	Score 10	Score 18	Score 20	Score 19	Score 20
Vendor quote accurate relative to the RFP	20	Score 6	Score 6	Score 6	Score 20	Score 13	Score 20
Experience with district/References	15	Score 5	Score 5	Score 15	Score 5	Score 10	Score 5
Financial stability	10	Score 5	Score 5	Score 5	Score 5	Score 5	Score 5
SPI vendor (Yes=5; No=1)	5	Score 5	Score 5	Score 5	Score 5	Score 5	Score 5
<b>Overall Ranking</b>	<b>100</b>	<b>46</b>	<b>61</b>	<b>64</b>	<b>60</b>	<b>62</b>	<b>60</b>

Vendor Selected: Converge One  
 Approved By: Tom Barentson  
 Title: CBO  
 Date: 3/16/2018



-  Unified Collaboration
-  User-Centric IT
-  Managed Services
-  Consulting Services
-  Technical Staffing
-  Cloud
-  Analytics
-  Mobility
-  Security
-  Data Center

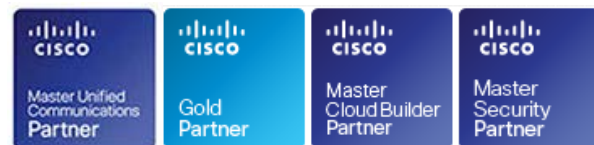
# Galt Elementary School District

## Network Electronics

### ERate Category 2 Hardware Proposal

February 14, 2017

*Providing Technology Solutions for over 22 Years!*



**SPIN: 1430011994**

**FRN: 0011951522**

# 1. Contact Information

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## Vice President of Sales

Stephen Monteros  
Office: 909.230.7007  
Email: [smonteros@convergeone.com](mailto:smonteros@convergeone.com)

## National Account Manager

Roberto Leon  
Office: 408.483.1845  
Email: [rleon@convergeone.com](mailto:rleon@convergeone.com)

## Office Locations

### Arizona

2800 North Central Avenue, Phoenix, AZ 85004

### California

NOC – 4290 East Brickell Street, Ontario, CA 91761  
6190 Cornerstone Court East, San Diego, CA 92121  
6956 Indiana Ave, Riverside, CA 92506  
400 N Brand Blvd, Glendale, CA 91203  
9 Corporate Park, Irvine, CA 92606  
940 Riverside Parkway Drive, Sacramento CA 95605  
2400 East Katella Avenue, Anaheim, CA 92806

### Colorado

7807 East Peakview Avenue, Centennial, CO 80111  
10700 E Geddes Ave, Englewood, CO 80112

### Connecticut

175 Rennell Drive, Southport, CT 06890

### Florida

3350 SW 148th Ave, Miramar, FL 33027

### Georgia

NOC – 1856 Corporate Drive, Norcross, GA 30093

### Idaho

420 West Main Street, Boise, ID 83702

### Indiana

9345 Delegates Row, Indianapolis, IN 46240

### Iowa

11065 Aurora Ave, Urbandale, IA 50322

### Maryland

6021 University Blvd, Ellicott City, MD 21045

### Minnesota

HQ – 3344 Highway 149, Eagan, MN 55121  
5940 Golden Hills Drive, Golden Valley, MN 55416

### Missouri

390 South Woods Mill Road, Chesterfield, MO 63017

### Nevada

723 S 3rd St, Las Vegas, NV 89101

### New Jersey

NOC – 246 Industrial Way West, Eatontown, NJ 07724

### New Mexico

9016-b Washington St NE, Albuquerque, NM 87113

### North Carolina

1255 Crescent Green Drive, Cary, NC 27518

### Ohio

8800 Lyra Drive, Columbus, OH 43240

### Oregon

5335 Meadows Road, Lake Oswego, OR 97035

### Pennsylvania

One West First Avenue, Conshohocken, PA 19428

### Texas

110 Wild Basin Road South, Austin, TX 78746  
101 E Park Blvd, Plano TX 75074  
1111 North Loop West, Houston, TX 77008  
7000 Southwest 45th Avenue, Amarillo, TX 71909

### Utah

849 West Levoy, Suite 100, Salt Lake City, UT 84123

### Wisconsin

N19 W24400 Riverwood Drive, Waukesha, WI 53188

## 2. Cover Letter

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February 27, 2018

Dear Minh,

Thank you for the opportunity to present our response to your Galt Elementary School District's Form470 for Network Electronics. We understand your requirement to find a Technology Solutions Partner and Consultant to assist with this exciting project.

ConvergeOne has over 22 years of industry experience providing business-driven Professional Services, Products and Solutions. We have more than 1,700 industry certifications and have strategic partnerships with more than 100 global industry leaders, including Cisco, EMC, Dell, VMware, HP, Avaya, IBM, and Microsoft. We have over 30 offices, 3 Network Operating Centers and more than 1,350 employees nationwide.

We are a leading independent integrator of best-in-class communications solutions and services, offering a combination of national reach, in-depth technical expertise, total solution focus and hands-on support. We offer a comprehensive portfolio of expert services, providing a one-stop destination for comprehensive support of the latest technologies and the evolving communication needs of today's businesses.

We can facilitate everything from system design and installment to application development and infrastructure. Our industry-leading Managed Services experts can provide ongoing support for contact centers, collaboration, data centers, networking and security.

We look forward to working with you on this project. If you have any questions, or if I can be of any assistance, please do not hesitate to contact me directly.

*Roberta Leon*

National Account Manager  
ConvergeOne  
408.483.1845  
[rleon@convergeone.com](mailto:rleon@convergeone.com)

## 3. Service Provider Information

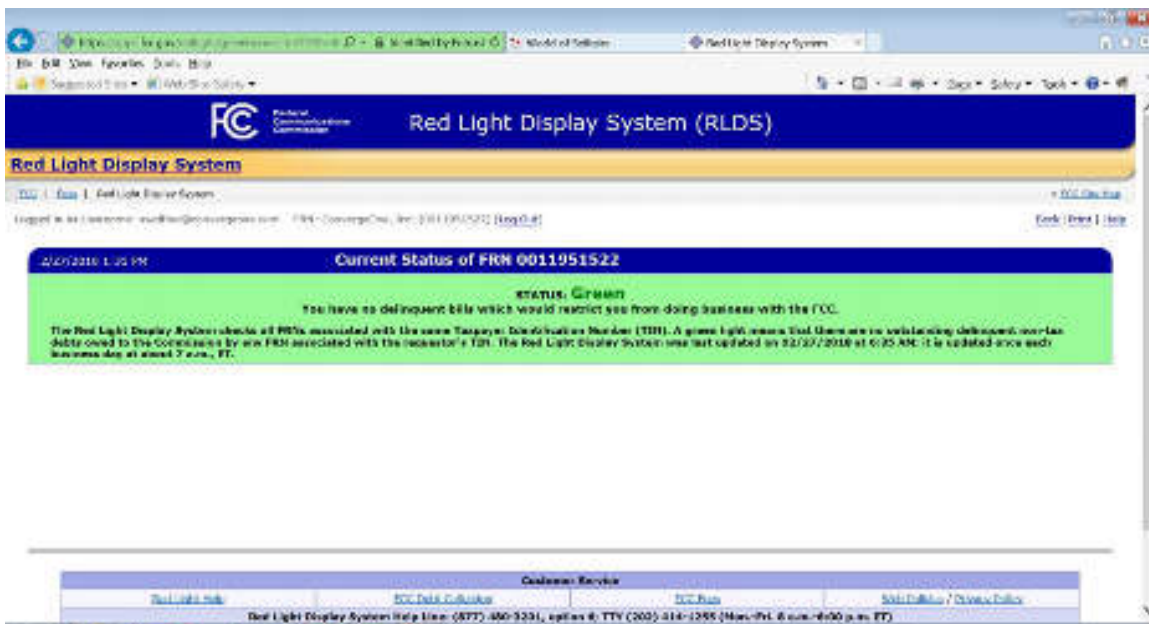
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ConvergeOne Bid Information:

SPIN: 1430011994

FRN: 0011951522

FCC Greenlight Status



The screenshot shows a web browser window displaying the Red Light Display System (RLDS) website. The page title is "Red Light Display System (RLDS)". The main content area shows the "Current Status of FRN 0011951522" as "Green". A green box contains the following text: "STATUS: Green. You have no delinquent bills which would restrict you from doing business with the FCC. The Red Light Display System checks all FRNs associated with the same Taxpayer Identification Number (TIN). A green light means that there are no outstanding delinquent invoices submitted to the Commission by any FRN associated with the taxpayer's TIN. The Red Light Display System was last updated on 02/27/2018 at 6:55 AM. It is updated once each business day at about 7 a.m., ET." Below the main content, there is a "Customer Service" section with links for "Red Light Help", "FCC Debt Collection", "FCC Rules", and "SAR/Debt/Deviations Policy". At the bottom, contact information is provided: "Red Light Display System help line: (877) 480-3231, ext. 6; TTY: (202) 314-1285 (Mon-Fri, 8 a.m.-6:30 p.m. ET)".

## 4. Pricing and Equipment List

Please see attached equipment list as requested in 470# 180019830.

In addition to the requested 3 year licensing, we have provided an option for 5 year licensing at cheaper cost due to a Cisco Meraki e-rate discount.

All goods are 100% E-rate eligible.

Additionally, please see end of section for ConvergeOne official consolidated quotes.

PRICING SUMMARY - 5 YEAR OPTION					
	Subtotal	Tax	Shipping	Grand Total	E-Rate Eligibility
Fairsite	\$48,811.95	\$3,414.57	\$0.00	\$52,226.52	100%
Greer	\$71,277.85	\$4,917.64	\$0.00	\$76,195.49	100%
Lake Canyon	\$72,659.35	\$5,031.60	\$0.00	\$77,690.95	100%
Marengo	\$105,104.00	\$7,253.57	\$0.00	\$112,357.57	100%
McCaffrey	\$125,217.75	\$8,715.82	\$0.00	\$133,933.57	100%
River Oak	\$79,461.50	\$5,513.92	\$0.00	\$84,975.42	100%
Valley Oak	\$99,775.65	\$6,923.06	\$0.00	\$106,698.71	100%
<b>Total</b>	<b>\$602,308.05</b>	<b>\$41,770.18</b>	<b>\$0.00</b>	<b>\$644,078.23</b>	

PRICING SUMMARY - 3 YEAR OPTION					
	Subtotal	Tax	Shipping	Grand Total	E-Rate Eligibility
Fairsite	\$49,480.35	\$3,414.57	\$0.00	\$52,894.92	100%
Greer	\$72,047.35	\$4,917.62	\$0.00	\$76,964.97	100%
Lake Canyon	\$73,428.85	\$5,031.60	\$0.00	\$78,460.45	100%
Marengo	\$106,117.70	\$7,253.57	\$0.00	\$113,371.27	100%
McCaffrey	\$126,761.70	\$8,715.82	\$0.00	\$135,477.52	100%
River Oak	\$80,443.10	\$5,513.92	\$0.00	\$85,957.02	100%
Valley Oak	\$100,985.40	\$6,923.06	\$0.00	\$107,908.46	100%
<b>Total</b>	<b>\$609,264.45</b>	<b>\$41,770.16</b>	<b>\$0.00</b>	<b>\$651,034.61</b>	

## 5. Site Breakdown

FAIRSITE - 3 YEAR OPTION					FAIRSITE - 5 YEAR OPTION				
Make	Part #	Qty	Unit Price	Extended Price	Make	Part #	Qty	Unit Price	Extended Price
Cisco Meraki	MR 52	20	\$727.48	\$14,549.60	Cisco Meraki	MR 52	20	\$727.48	\$14,549.60
Cisco Meraki	LIC-ENT-3YR	20	\$171.00	\$3,420.00	Cisco Meraki	LIC-ENT-5YR	20	\$180.00	\$3,600.00
Cisco Meraki	MS250-48FP-HW	8	\$2,813.40	\$22,507.20	Cisco Meraki	MS250-48FP-HW	8	\$2,813.40	\$22,507.20
Cisco Meraki	LIC-MS250-48FP-3YR	8	\$583.95	\$4,671.60	Cisco Meraki	LIC-MS250-48FP-5YR	8	\$477.90	\$3,823.20
Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	1	\$690.75	\$690.75	Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	1	\$690.75	\$690.75
Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	8	\$455.15	\$3,641.20	Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	8	\$455.15	\$3,641.20
			<b>Subtotal</b>	\$49,480.35				<b>Subtotal</b>	\$48,811.95
			<b>Tax</b>	\$3,414.57				<b>Tax</b>	\$3,414.57
			<b>Shipping</b>	\$0.00				<b>Shipping</b>	\$0.00
			<b>Total</b>	\$52,894.92				<b>Total</b>	\$52,226.52

GREER - 3 YEAR OPTION					GREER - 5 YEAR OPTION				
Make	Part #	Qty	Unit Price	Extended Price	Make	Part #	Qty	Unit Price	Extended Price
Cisco Meraki	MR 52	40	\$727.48	\$29,099.20	Cisco Meraki	MR 52	40	\$727.48	\$29,099.20
Cisco Meraki	LIC-ENT-3YR	40	\$171.00	\$6,840.00	Cisco Meraki	LIC-ENT-5YR	40	\$180.00	\$7,200.00
Cisco Meraki	MS250-48FP-HW	6	\$2,813.40	\$16,880.40	Cisco Meraki	MS250-48FP-HW	6	\$2,813.40	\$16,880.40
Cisco Meraki	LIC-MS250-48FP-3YR	6	\$583.95	\$3,503.70	Cisco Meraki	LIC-MS250-48FP-5YR	6	\$477.90	\$2,867.40
Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30	Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30
Cisco Meraki	LIC-MS350-48FP-3YR	3	\$698.70	\$2,096.10	Cisco Meraki	LIC-MS350-48FP-5YR	3	\$534.30	\$1,602.90
Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00	Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00
Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	1	\$690.75	\$690.75	Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	1	\$690.75	\$690.75
Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	6	\$455.15	\$2,730.90	Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	6	\$455.15	\$2,730.90
			<b>Subtotal</b>	\$72,047.35				<b>Subtotal</b>	\$71,277.85
			<b>Tax</b>	\$4,917.62				<b>Tax</b>	\$4,917.62
			<b>Shipping</b>	\$0.00				<b>Shipping</b>	\$0.00
			<b>Total</b>	\$76,964.97				<b>Total</b>	\$76,195.49



LAKE CANYON - 3 YEAR OPTION					LAKE CANYON - 5 YEAR OPTION				
Make	Part #	Qty	Unit Price	Extended Price	Make	Part #	Qty	Unit Price	Extended Price
Cisco Meraki	MR 52	40	\$727.48	\$29,099.20	Cisco Meraki	MR 52	40	\$727.48	\$29,099.20
Cisco Meraki	LIC-ENT-3YR	40	\$171.00	\$6,840.00	Cisco Meraki	LIC-ENT-5YR	40	\$180.00	\$7,200.00
Cisco Meraki	MS250-48FP-HW	6	\$2,813.40	\$16,880.40	Cisco Meraki	MS250-48FP-HW	6	\$2,813.40	\$16,880.40
Cisco Meraki	LIC-MS250-48FP-3YR	6	\$583.95	\$3,503.70	Cisco Meraki	LIC-MS250-48FP-5YR	6	\$477.90	\$2,867.40
Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30	Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30
Cisco Meraki	LIC-MS350-48FP-3YR	3	\$698.70	\$2,096.10	Cisco Meraki	LIC-MS350-48FP-5YR	3	\$534.30	\$1,602.90
Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00	Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00
Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	3	\$690.75	\$2,072.25	Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	3	\$690.75	\$2,072.25
Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	6	\$455.15	\$2,730.90	Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	6	\$455.15	\$2,730.90
			<b>Subtotal</b>	\$73,428.85				<b>Subtotal</b>	\$72,659.35
			<b>Tax</b>	\$5,031.60				<b>Tax</b>	\$5,031.60
			<b>Shipping</b>	\$0.00				<b>Shipping</b>	\$0.00
			<b>Total</b>	\$78,460.45				<b>Total</b>	\$77,690.95

MARENGO - 3 YEAR OPTION					MARENGO - 5 YEAR OPTION				
Make	Part #	Qty	Unit Price	Extended Price	Make	Part #	Qty	Unit Price	Extended Price
Cisco Meraki	MR 52	60	\$727.48	\$43,648.80	Cisco Meraki	MR 52	60	\$727.48	\$43,648.80
Cisco Meraki	LIC-ENT-3YR	60	\$171.00	\$10,260.00	Cisco Meraki	LIC-ENT-5YR	60	\$180.00	\$10,800.00
Cisco Meraki	MS250-48FP-HW	10	\$2,813.40	\$28,134.00	Cisco Meraki	MS250-48FP-HW	10	\$2,813.40	\$28,134.00
Cisco Meraki	LIC-MS250-48FP-3YR	10	\$583.95	\$5,839.50	Cisco Meraki	LIC-MS250-48FP-5YR	10	\$477.90	\$4,779.00
Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30	Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30
Cisco Meraki	LIC-MS350-48FP-3YR	3	\$698.70	\$2,096.10	Cisco Meraki	LIC-MS350-48FP-5YR	3	\$534.30	\$1,602.90
Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00	Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00
Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	2	\$690.75	\$1,381.50	Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	2	\$690.75	\$1,381.50
Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	10	\$455.15	\$4,551.50	Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	10	\$455.15	\$4,551.50
			<b>Subtotal</b>	\$106,117.70				<b>Subtotal</b>	\$105,104.00
			<b>Tax</b>	\$7,253.57				<b>Tax</b>	\$7,253.57
			<b>Shipping</b>	\$0.00				<b>Shipping</b>	\$0.00
			<b>Total</b>	\$113,371.27				<b>Total</b>	\$112,357.57

McCAFFREY - 3 YEAR OPTION					McCAFFREY - 5 YEAR OPTION				
Make	Part #	Qty	Unit Price	Extended Price	Make	Part #	Qty	Unit Price	Extended Price
Cisco Meraki	MR 52	60	\$727.48	\$43,648.80	Cisco Meraki	MR 52	60	\$727.48	\$43,648.80
Cisco Meraki	LIC-ENT-3YR	60	\$171.00	\$10,260.00	Cisco Meraki	LIC-ENT-5YR	60	\$180.00	\$10,800.00
Cisco Meraki	MS250-48FP-HW	15	\$2,813.40	\$42,201.00	Cisco Meraki	MS250-48FP-HW	15	\$2,813.40	\$42,201.00
Cisco Meraki	LIC-MS250-48FP-3YR	15	\$583.95	\$8,759.25	Cisco Meraki	LIC-MS250-48FP-5YR	15	\$477.90	\$7,168.50
Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30	Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30
Cisco Meraki	LIC-MS350-48FP-3YR	3	\$698.70	\$2,096.10	Cisco Meraki	LIC-MS350-48FP-5YR	3	\$534.30	\$1,602.90
Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00	Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00
Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	4	\$690.75	\$2,763.00	Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	4	\$690.75	\$2,763.00
Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	15	\$455.15	\$6,827.25	Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	15	\$455.15	\$6,827.25
			<b>Subtotal</b>	\$126,761.70				<b>Subtotal</b>	\$125,217.75
			<b>Tax</b>	\$8,715.82				<b>Tax</b>	\$8,715.82
			<b>Shipping</b>	\$0.00				<b>Shipping</b>	\$0.00
			<b>Total</b>	\$135,477.52				<b>Total</b>	\$133,933.57

RIVER OAK - 3 YEAR OPTION					RIVER OAK - 5 YEAR OPTION				
Make	Part #	Qty	Unit Price	Extended Price	Make	Part #	Qty	Unit Price	Extended Price
Cisco Meraki	MR 52	40	\$727.48	\$29,099.20	Cisco Meraki	MR 52	40	\$727.48	\$29,099.20
Cisco Meraki	LIC-ENT-3YR	40	\$171.00	\$6,840.00	Cisco Meraki	LIC-ENT-5YR	40	\$180.00	\$7,200.00
Cisco Meraki	MS250-48FP-HW	8	\$2,813.40	\$22,507.20	Cisco Meraki	MS250-48FP-HW	8	\$2,813.40	\$22,507.20
Cisco Meraki	LIC-MS250-48FP-3YR	8	\$583.95	\$4,671.60	Cisco Meraki	LIC-MS250-48FP-5YR	8	\$477.90	\$3,823.20
Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30	Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30
Cisco Meraki	LIC-MS350-48FP-3YR	3	\$698.70	\$2,096.10	Cisco Meraki	LIC-MS350-48FP-5YR	3	\$534.30	\$1,602.90
Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00	Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00
Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	2	\$690.75	\$1,381.50	Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	2	\$690.75	\$1,381.50
Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	8	\$455.15	\$3,641.20	Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	8	\$455.15	\$3,641.20
			<b>Subtotal</b>	\$80,443.10				<b>Subtotal</b>	\$79,461.50
			<b>Tax</b>	\$5,513.92				<b>Tax</b>	\$5,513.92
			<b>Shipping</b>	\$0.00				<b>Shipping</b>	\$0.00
			<b>Total</b>	\$85,957.02				<b>Total</b>	\$84,975.42

VALLEY OAK - 3 YEAR OPTION					VALLEY OAK - 5 YEAR OPTION				
Make	Part #	Qty	Unit Price	Extended Price	Make	Part #	Qty	Unit Price	Extended Price
Cisco Meraki	MR 52	50	\$727.48	\$36,374.00	Cisco Meraki	MR 52	50	\$727.48	\$36,374.00
Cisco Meraki	LIC-ENT-3YR	50	\$171.00	\$8,550.00	Cisco Meraki	LIC-ENT-5YR	50	\$180.00	\$9,000.00
Cisco Meraki	MS250-48FP-HW	11	\$2,813.40	\$30,947.40	Cisco Meraki	MS250-48FP-HW	11	\$2,813.40	\$30,947.40
Cisco Meraki	LIC-MS250-48FP-3YR	11	\$583.95	\$6,423.45	Cisco Meraki	LIC-MS250-48FP-5YR	11	\$477.90	\$5,256.90
Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30	Cisco Meraki	MS350-48FP-HW	3	\$3,025.10	\$9,075.30
Cisco Meraki	LIC-MS350-48FP-3YR	3	\$698.70	\$2,096.10	Cisco Meraki	LIC-MS350-48FP-5YR	3	\$534.30	\$1,602.90
Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00	Cisco Meraki	MA-PWR-1025WAC	3	\$377.00	\$1,131.00
Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	2	\$690.75	\$1,381.50	Tripplite	Smart1500RM2U-1.50 KVA/1.35 KW - 2U RACK Mountable	2	\$690.75	\$1,381.50
Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	11	\$455.15	\$5,006.65	Tripplite	Smart1500RMLN-UPS Smart 1500VA 1350W Rackmount AVR 120V WEBCARDLX	11	\$455.15	\$5,006.65
			<b>Subtotal</b>	\$100,985.40				<b>Subtotal</b>	\$99,775.65
			<b>Tax</b>	\$6,923.06				<b>Tax</b>	\$6,923.06
			<b>Shipping</b>	\$0.00				<b>Shipping</b>	\$0.00
			<b>Total</b>	\$107,908.46				<b>Total</b>	\$106,698.71

## Solution Summary

### Consolidated\_MS350s\_5YR

<b>Customer:</b> Galt Joint Union Elementary School District <b>Ship To Address:</b> , <b>Bill To Address:</b> 1018 C St <b>Customer ID:</b> SWGALTJOI001 <b>Customer PO:</b>	<b>Primary Contact:</b> Minh Do <b>Email:</b> mdo@galt.k12.ca.us <b>Phone:</b> 209-744-4545 <b>NAM:</b> Roberto Leon Martinez <b>NAM Email:</b> RLeonMartinez@convergeone.com <b>NAM Phone:</b> +14084831854
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#	Item Number	Manufacturer	Description	Qty	Unit Price	Extended Price
1	MR52-HW	CISCO	Meraki MR52 Cloud Managed AP	310	\$727.48	\$225,518.80
2	LIC-ENT-5YR	CISCO	Meraki MR Enterprise License, 5YR	310	\$180.00	\$55,800.00
3	MS250-48FP-HW	CISCO	Meraki MS250-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	64	\$2,813.40	\$180,057.60
4	LIC-MS250-48FP-5YR	CISCO	Meraki MS250-48FP Enterprise License and Support, 5YR	64	\$477.90	\$30,585.60
5	MS350-48FP-HW	CISCO	Meraki MS350-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	18	\$3,025.10	\$54,451.80
6	LIC-MS350-48FP-5YR	CISCO	Meraki MS350-48FP Enterprise License and Support, 5YR	18	\$534.30	\$9,617.40
7	MA-PWR-1025WAC	CISCO	Meraki 1025WAC PSU	18	\$377.00	\$6,786.00
8	SMART1500RM2UN	TRIPP LITE	UPS SMART 1500VA RACKMOUNT 120V PURE SINE WAVE USB DB9 SNMPWEBCARD 2URM ETHERNET RS-232 USB	64	\$455.15	\$29,129.60
9	SMART1500RMLN	Tripp Lite	SMART1500RMLN - Tripp Lite UPS Smart 1500VA 1350W Rackmount AVR 120V Preinstalled WEBCARDLX Pure Sine Wave USB DB9 Extended Run 2URM - 1500 MA 11250 W	15	\$690.75	\$10,361.25

Sub Total:	<b>\$591,946.80</b>
Tax:	<b>\$41,770.20</b>
Shipping:	<b>\$0.00</b>
Recycle Fee:	<b>\$0.00</b>
<b>Total:</b>	<b>\$644,078.25</b>

## Solution Summary Consolidated\_MS350s\_3YR

<b>Customer:</b> Galt Joint Union Elementary School District	<b>Primary Contact:</b> Minh Do <b>Email:</b> mdo@galt.k12.ca.us <b>Phone:</b> 209-744-4545 <b>NAM:</b> Roberto Leon Martinez <b>NAM Email:</b> RLeonMartinez@convergeone.com <b>NAM Phone:</b> +14084831854
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#	Item Number	Manufacturer	Description	Qty	Unit Price	Extended Price
1	MR52-HW	CISCO	Meraki MR52 Cloud Managed AP	310		\$727.48 \$225,518.80
2	MS250-48FP-HW	CISCO	Meraki MS250-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	64		\$2,813.40 \$180,057.60
3	MS350-48FP-HW	CISCO	Meraki MS350-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	18		\$3,025.10 \$54,451.80
4	MA-PWR-1025WAC	CISCO	Meraki 1025WAC PSU	18		\$377.00 \$6,786.00
5	LIC-ENT-3YR	CISCO	Meraki MR Enterprise License, 3YR	310		\$171.00 \$53,010.00
6	LIC-MS250-48FP-3YR	CISCO	Meraki MS250-48FP Enterprise License and Support, 3YR	64		\$583.95 \$37,372.80
7	LIC-MS350-48FP-3YR	CISCO	Meraki MS350-48FP Enterprise License and Support, 3YR	18		\$698.70 \$12,576.60
8	SMART1500RM2UN	TRIPP LITE	UPS SMART 1500VA RACKMOUNT 120V PURE SINE WAVE USB DB9 SNMPWEBCARD 2URM ETHERNET RS- 232 USB	64		\$455.15 \$29,129.60
9	SMART1500RMXLN	Tripp Lite	SMART1500RMXLN - Tripp Lite UPS Smart 1500VA 1350W Rackmount AVR 120V Preinstalled WEBCARDLX Pure Sine Wave USB DB9 Extended Run 2URM -	15		\$690.75 \$10,361.25
Sub Total:						<b>\$609,264.45</b>
Tax:						<b>\$41,770.20</b>
Shipping:						<b>\$0.00</b>
Recycle Fee:						<b>\$0.00</b>
<b>Total:</b>						<b>\$651,034.65</b>

## 6. E-RATE Eligibility Information

All goods proposed in this response are 100% e-rate eligible. Additional information can be found at the below link.

<https://www.ciscoerate.com/index.php?menuItem=4>

Additionally, all Tripplite hardware is 100% erate eligible under Category 2.

### Switches and associated licensing:

MS250-48FP-HW		100%
MS250-48LP-HW		100%
MS320-24-HW	Meraki MS320-24 L3 Cloud Managed 24 Port GigE Switch	100%
MS320-24P-HW	Meraki MS320-24P L3 Cloud Managed 24 Port GigE 370W PoE Switch	100%
MS320-48-HW	Meraki MS320-48 L3 Cloud Managed 48 Port GigE Switch	100%
MS320-48FP-HW	Meraki MS320-48FP L3 Cloud Managed 48 Port GigE 740W PoE Switch	100%
MS320-48LP-HW	Meraki MS320-48LP L3 Cloud Managed 48 Port GigE 370W PoE Switch	100%
MS350-24-HW	Meraki MS350-24 L3 Stck Cld-Mngd 24x GigE Switch	100%
MS350-24P-HW	Meraki MS350-24P L3 Stck Cld-Mngd 24x GigE 370W PoE Switch	100%
MS350-24X-HW	Meraki MS350-24X L3 Stck Cld-Mngd 24xGigE mGig UPOE Switch	100%
MS350-48-HW	Meraki MS350-48 L3 Stck Cld-Mngd 48x GigE Switch	100%
MS350-48FP-HW	Meraki MS350-48FP L3 Stck Cld-Mngd 48x GigE 740W PoE Switch	100%
MS350-48LP-HW	Meraki MS350-48LP L3 Stck Cld-Mngd 48x GigE 370W PoE Switch	100%
LIC-MS350-48FP-3YR	Meraki MS350-48FP Enterprise License and Support, 3 Year	100%
LIC-MS350-48FP-5YR	Meraki MS350-48FP Enterprise License and Support, 5 Year	100%

### Access Points and associated licensing

MR42-HW	Meraki MR42 Cloud Managed AP	100%
MR52-HW	Meraki MR52 Cloud Managed AP	100%
LIC-ENT-10YR	Meraki MR Enterprise Cloud Controller License, 10 Years	100%
LIC-ENT-1YR	Meraki MR Enterprise Cloud Controller License, 1 Year	100%
LIC-ENT-3YR	Meraki MR Enterprise Cloud Controller License, 3 Years	100%
LIC-ENT-5YR	Meraki MR Enterprise Cloud Controller License, 5 Years	100%
LIC-ENT-7YR	Meraki MR Enterprise Cloud Controller License, 7 Years	100%



## 7. Equivalence Mapping

The proposed solution and design is equivalent to parameters as requested in Form 470 #180019830.

Detailed parameter comparison and technical summary is included.

Parameters	Aruba	Meraki
Model	<b>2930M</b>	<b>MS 250 - 48FP - HW</b>
Port Count	44 10/100/1000	48 x 10/100/1000 BASE-T Ethernet
Uplinks	4 x 100/1000 Mbps SFP	4 x SFP+ 10Gbe Uplinks
Stacking	1 x stacking port	2 x stacking port
POE	POE+	POE+
Switching Capacity	176 Gbps	176 Gbps
Dimensions	1.73" (Height) x 17.42" (Width) x 12.77" (Depth)	1.72" (Height) x 19.08" (Width) x 23.42" (Depth)
Weight	10.25 lbs	12.83 lbs

Parameters	Aruba	Meraki
Model	<b>5406R z12 w/ 5x J9986A and 1x J9990A</b>	<b>MS350-48FP-HW (Stack of 3 per MDF)</b>
Port Count	140 10/100/1000	<b>144 total Ports</b> 48 x 10/100/1000 BASE-T Ethernet
Uplinks	4 x SFP+ 1/10Gbe Uplinks	4 x SFP+ 1/10Gbe Uplinks
Stacking	N/A	2 x stacking port
POE	POE+	POE+
Dimensions	6.9" (Height) x 17.5" (Width) x 17.75" (Depth)	1.74" (Height) x 19.08" (Width) x 22" (Depth)
Weight	24.5 lbs	14.26 lbs per MS350

Parameters	Tripp Lite	APC
Model	<b>SMART1500RMXLN</b>	<b>SMX1500RM2UNC</b>
VA	1500VA	1440VA
Technology	Line Interactive	Line Interactive
Wattage (W)	1350W	1200W
Input (v)	120V	120V
Input (Type)	NEMA 5-15P	NEMA 5-15P
Input Cable Length	10 ft.	8 ft.
Output (v)	110V; 115V; 120V	120V
Outlets	(8) NEMA 5-15R	(8) NEMA 5-15R
Webcard	WEBCARDLX	AP9631
Height (in)	3.45"	3.5"
Width (in)	17.3"	17"
Depth (in)	13.45"	19.3"
Rack Units	2U	2U
Waveform	Sine wave	Sine Wave
Runtime	5.9 min. (1200w)	5.8 min. (1200w)
	5.0 min. (1350W)	Cannot provide 1350W

## 8. Technical Summary

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# TECHNICAL SUMMARY

## EXECUTIVE OVERVIEW

Galt Joint Elementary School District is currently leveraging the Meraki platform for video surveillance, mobile device management, and the wireless network. If the district were to adopt the robust Meraki switching platform, it would lead to further integration of a holistic network which would be seamlessly managed from the existing Meraki dashboard. The overall Meraki architecture that is being proposed in this response would allow the Galt Elementary School District Team to simplify IT operations and management while maintaining limited to no downtime. The proposed network design would lead to improved school and classroom experience allowing teachers and administrators to provide the most beneficial student experience.

## CISCO MERAKI FAMILY PORTFOLIO

The Meraki MS Switches proposed by, and available through, ConvergeOne are part of a broader offering from the Cisco Meraki solution. Cisco Meraki is an enterprise-grade platform of cloud-managed networking, communications, and IT solutions, which unifies and significantly simplifies the management and troubleshooting experience for over 150,000 customers around the world. Meraki solutions include Wi-Fi, switching, security, SD-WAN, communications, security cameras and mobility management—all managed through a single intuitive GUI.

Cisco Meraki Family Solution



## BENEFITS OF INTEGRATING CISCO MERAKI WIRELESS AND SWITCHING FOR GALT ELEMENTARY SCHOOL DISTRICT

- **Completed Edge Architecture** – As GUSD has Meraki wireless, systems manager, and surveillance deployed throughout the district, completing the Meraki edge with the addition of the switching platform will further increase visibility throughout the topology of GUSD's

## TECHNICAL SUMMARY

wireless and wired network. This completed architecture will limit silos between technology teams and their administrators. As GUSD is trained on the dashboard through managing the Meraki network, there will be minimal time or resources required for training and deployment of the Meraki switches.

- **Centralized Management and Monitoring** – The Meraki dashboard simplifies the IT Management experience. The Meraki Dashboard is central to the cloud technology of the switching, wireless, security, mobile device management. It is used to manage all products through a simple intuitive and powerful interface.
- **Complete Network Visibility** – The Meraki solution allows for control over entire network over the web. Configure devices, run diagnostics, or view reports with a few clicks.
- **Automated Firmware Updates** – Firmware upgrades and Feature Optimization are automated by the cloud and seamlessly deployed.

## BENEFITS OF CISCO MERAKI LICENSING

- **Simplified Licensing** – One co-terminus renewal date for your switching and wireless solution. Meraki licensing is straight forward and easy to manage.
- **One support line for wireless and switching** – With a unified Meraki solution, there is only one support queue to manage. Any support rep you reach at Meraki will be a trained, in-house Meraki specialist that is an expert with the Meraki platform. Because they will have access to GUSD's dashboard, the support rep will have full visibility into any issues you may run into. You will not run into an issue with vendor finger-pointing.
- **Live answer 24-7 Support**– Support is included with no extra or hidden fees. Meraki technicians are available via phone or email 24-7 with no auto attendant queues to navigate. Call our support line, get a rep on the phone, and solve the problem.
- **Single pane of glass management** – Managing all edge networking Meraki gear under a single pane of glass affords simple and scalable cross-platform visibility. This allows districts to do more with less in terms of personnel resources, and ultimately saves money.
- **ALWAYS up to date** – All firmware updates and software feature releases are included at no extra cost. When a new feature is released it will be automatically installed during the next maintenance window.

## CISCO MERAKI MS SWITCH ADVANTAGE

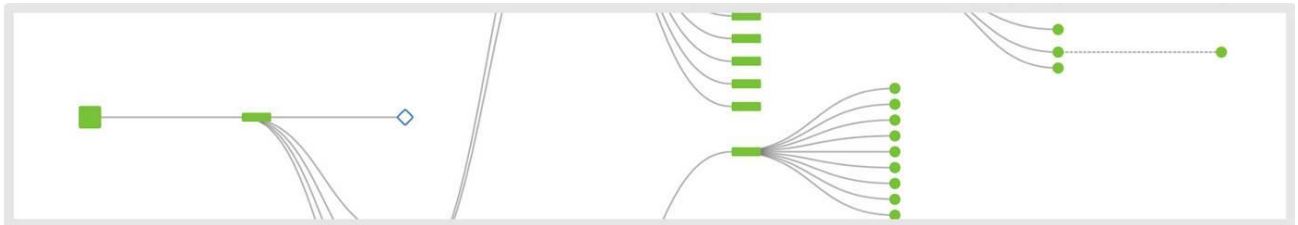
Meraki's cloud-managed switches include features that streamline network engineers' tasks—from deployment to security and troubleshooting—including:

- **Flexible Stacking**: Meraki MS Switches are configured via the cloud, so management isn't a laborious task, even when switches are geographically dispersed. Bulk configuration changes, software updates, and troubleshooting are done easily through a single dashboard, even for large groups of switches.
- **L7 Visibility**: Previously only available through costly overlay appliances, L7 visibility is included in Meraki MS Switches at no additional cost. Hundreds of applications are automatically identified and reported—from business applications to BitTorrent and YouTube.

# TECHNICAL SUMMARY

- **Network Topology:** This feature helps IT administrators quickly see and troubleshoot connections at a glance—direct from the dashboard.

Network Topology Automatically Maps Network Architectures



- **L3 Scalability:** Networks need flexibility to grow without sacrificing security or performance. Meraki L3 MS Switches simplify expansion, decrease congestion, and provide redundancy for mission-critical environments.
- **Voice and Video QoS:** Meraki MS Switches include all the features needed to easily deploy business-grade VoIP telephony fast. Give latency sensitive applications, such as voice and video, the priority and bandwidth they need with configurable QoS.
- **Remote Live Tools:** Maintaining large, disperse switch deployments can be challenging without the right tools. Meraki MS Switches include a range of management features designed to keep an Ethernet network running smoothly and avoid costly site visits.

## Troubleshoot from Thousands of Miles Away

Ping	Cable test ⓘ																								
Cable test	<b>Warning:</b> this test will disrupt traffic to 100 or 10 Mbit devices.																								
Forwarding table	Ports (eg. 1 or 1,2,3 or 1 - 3): <input type="text" value="14,23,30"/> ▶																								
Cycle port																									
Wake client																									
	<table border="1"><thead><tr><th>Port ▲</th><th>Link speed</th><th>Length (± 3m)</th><th>Status</th><th>Pair 1</th><th>Pair 2</th><th>Pair 3</th><th>Pair 4</th></tr></thead><tbody><tr><td>14</td><td>1Gfdx</td><td>105.75 m</td><td>Failure</td><td>abnorm</td><td>ok</td><td>ok</td><td>abnorm</td></tr><tr><td>23</td><td>1Gfdx</td><td>93 m</td><td>ok</td><td>ok</td><td>ok</td><td>ok</td><td>ok</td></tr></tbody></table>	Port ▲	Link speed	Length (± 3m)	Status	Pair 1	Pair 2	Pair 3	Pair 4	14	1Gfdx	105.75 m	Failure	abnorm	ok	ok	abnorm	23	1Gfdx	93 m	ok	ok	ok	ok	ok
Port ▲	Link speed	Length (± 3m)	Status	Pair 1	Pair 2	Pair 3	Pair 4																		
14	1Gfdx	105.75 m	Failure	abnorm	ok	ok	abnorm																		
23	1Gfdx	93 m	ok	ok	ok	ok	ok																		

- **Switch Templates:** Create templates, define and manage unified settings, and apply bulk device configuration to all switches simultaneously. Switch templates streamline configuration for highly-distributed networks.
- **Enterprise Security:** The wired network is the central nervous system of every organization. Meraki MS Switches employ port security, rogue dynamic host configuration protocol (DHCP) server detection, and port isolation to lock down ports and communications across the network.

# TECHNICAL SUMMARY

## MERAKI MS SWITCHES BENEFITS

The following table describes how the proposed Meraki MS Switches solution can help Galt USD achieve their business objectives.



Desired Business Outcome	How We Can Make It Happen
<b>Optimize IT resources by streamlining management tasks</b>	<p>You can pre-stage the proposed Meraki MS Switches and configure them entirely from a web browser to accelerate and simplify your network engineer's work.</p> <p>The proposed switches provide tools for remote troubleshooting without expensive onsite visits.</p>
<b>Improve security on your network to include proactive visibility and fast response</b>	<p>You can configure access policies for any device that needs to connect to data or voice VLANs. A guest/remediation VLAN can enable flexibility without compromising network integrity.</p> <p>Network status and usage are monitored in real time for wireless, switching, and security infrastructure. You can also use the mobile dashboard application to receive push notifications for network outages.</p>
<b>Build or enhance network capacity and performance with ease</b>	<p>The proposed switches provide the essentials for building high-performance networks that can help maintain connections.</p> <p>You can physically stack switches via quick-and-easy dedicated cabling. Cross-stack link aggregation creates a resilient connection to the network core using all available bandwidth.</p> <p>Virtual stacking lets you manage thousands of ports simultaneously, regardless of the physical location of switches.</p>
<b>Saving time, money, and resources when deploying Meraki switches and over time.</b>	<p>With GUSD's current investment with the Meraki dashboard to integrate their surveillance, mobile device management, and wireless network, the knowledge-transfer to integrate Meraki switching into your existing intuitive Meraki dashboard, along with the support resources available through Meraki, will lead to simplified administration with limit downtime that may incur as a result of managing disparate IT platforms.</p>

# TECHNICAL SUMMARY

## PROPOSED MERAKI SWITCHES FOR GUSD

### L3 Stackable Access and Campus Switches

ConvergeOne offers the MS250 and MS350 family of cloud-managed switches, designed for the mission-critical network. Both switching platforms include static routing, OSPFv2 dynamic routing, DHCP server and relay, warm spare (VRRP) and DHCP failover. These are the flagship Meraki L3 stackable access switches, with voice and video QoS, line-rate switching, 10G uplinks, PoE+/ UPoE support, as well as optional redundant power supplies and fans. Both are stackable up to 8 units

Model	Description
<b>Meraki MS250 Family Switches</b>	
<a href="#">MS250-48FP</a> <a href="#">MS250-24P</a> 	<b>Specifications for MS250-48FP &amp; MS250-24P:</b> <ul style="list-style-type: none"><li>• MS250-24P- includes 370 W PoE / PoE+</li><li>• MS250-48FP- includes 740 W PoE/ PoE+</li><li>• 4 × 10G SFP+ uplink interfaces on all models</li><li>• Physical stacking interfaces with support for 80G of stacking bandwidth</li><li>• Non-blocking switch backplane with up to 176 Gbps switching capacity</li><li>• Support for redundant, field-replaceable power supplies</li></ul>
<b>Meraki MS350 Family Switches</b>	
<a href="#">MS350-48FP</a> <a href="#">MS350-24P</a> 	<b>Specifications for MS350-48FP &amp; MS350-24P</b> <ul style="list-style-type: none"><li>• 160G Physical stacking</li><li>• 48 &amp; 24-port GbE</li><li>• MS350-48FP- includes 740 W PoE / PoE+</li><li>• MS350-24P- includes 370 W PoE / PoE+</li><li>• All models: 4 × SFP+ for 10G uplink, non-shared</li></ul>

# TECHNICAL SUMMARY

## Six Cost Differentiators: Traditional vs. Meraki Switching

There are many components to installing and maintaining a healthy switching network, and each requires dedicated resources. Cloud networking technologies can drastically reduce the amount of time and effort necessary to maintain a modern network, yet still provide for a secure, efficient, and reliable enterprise solution.

### STAGING AND DEPLOYMENT

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#### Traditional

Command-based configuration of network switches can require both expertise and substantial labor hours. Various overlay platforms are now available to streamline this process, yet still require a significant time investment for training and initial setup.

#### Meraki MS

With Meraki cloud-managed switches, it is not necessary to pre-stage hardware, even for thousands of switches or ports. This provides significant cost savings and reduced complexity in the deployment stages of a network refresh.

#### Key Features

[Zero-touch Provisioning](#)  
[Automatic Cloud Updates](#)

#### Average Cost Savings

60 - 80%

### NETWORK MONITORING & MAINTENANCE

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#### Traditional

Configuration changes and network monitoring are both a vital part of any network team's operations. Changes are made by connecting to a switch via IP, authenticating, and then making command-line changes to the desired ports and/or settings. Monitoring is often a manual process or requires sophisticated add-on systems that aggregate device logs and alerts.

#### Meraki MS

The intuitive Meraki dashboard with features like [Network Topology](#) make it easy to quickly locate devices, users, and troublesome spots in the network. Summary reports can be delivered via email to provide an overview of how the network is being used and even highlight how much energy is consumed by PoE devices, helping to guide reductions in operational costs.

#### Key Features

[Visibility & Alerts](#)  
[PoE Reporting & Port Scheduling](#)

#### Average Cost Savings

40 - 60%



# TECHNICAL SUMMARY

## SUPPORT

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### Traditional

Supporting end users is a substantial portion of a network team's day-to-day responsibilities. Most user-reported issues are caused by faulty configuration, but narrowing down root causes can be difficult and complex, particularly in remote locations.

### Meraki MS

The Meraki Dashboard includes powerful remote troubleshooting tools that are easy to access and understand. These include dynamic network topology, cable testing, remote packet captures, and many other tools, all of which significantly enhance multi-site troubleshooting even in locations where IT is not present.

#### *Key Features*

[Visibility & Alerts](#)

[Remote Live Tools](#)

#### *Average Cost Savings*

60%

## REVISION MANAGEMENT

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### Traditional

Software updates, security patches, and revision management for switches are a vital part of keeping a network secure and efficient, but can also be time consuming to enforce. These changes often require a manual upgrade process per switch with additional servers for log collection and software image hosting.

### Meraki MS

Meraki switches securely upgrade via the cloud during a convenient time window. This ensures they are always running the latest and safest software while saving considerable amounts of time. Automatic change logs capture every change and make it easy to revert a device's configuration.

#### *Key Features*

[Reporting](#)

[Automatic Cloud Updates](#)

#### *Average Cost Savings*

60%

# TECHNICAL SUMMARY

## SECURITY

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### Traditional

Implementing and managing wired security can be a daunting task that requires per-switch configuration of access servers, as well as a timely training process each time a new employee is hired.

### Meraki MS

Meraki switches make wired security easy to manage and configure with network-wide access policies that can apply to thousands of switches and ports. Extend security to your endpoints with [Meraki Systems Manager](#), an MDM solution that seamlessly integrates with Meraki MS Switches.

### *Key Features*

[Visibility and Alerts](#)

[Enterprise Security](#)

## 9.References

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Please see below for ConvergeOne references. All projects listed were in partnership with Cisco Meraki and their various platforms. Vendor experience with the district also highlighted.

## REFERENCES

### Reference No. 1:

**Firm/Company Name** Reed ESD

**Contact Name:** Evan McKay **Title:** Director of Technology

**Address:** 277 A. Karen Way

**City:** Tiburon **State:** CA **Zip Code:** 94920

**Telephone No.** 415-388-7100 x. 4008

Date and Type of Service(s) Provided: Reed ESD partnered with ConvergeOne to build out an entire Meraki full stack architecture. ConvergeOne provided a design leveraging the MS switching line, wireless, and MX firewalls. The district is also moving towards Meraki video surveillance. ConvergeOne performed the design as well as the implementation support to migrate the entire district to the Meraki platform.

**Contact Email Address:** emckay@reedschools.org

### Reference No. 2:

**Firm/Company Name** Plumas Unified School District

**Contact Name:** Julian Wells **Title:** Technology Coordinator

**Address:** 1446 Main Street

**City:** Quincy **State:** CA **Zip Code:** 95971

**Telephone No.** 530-283-6500

**Date and Type of Service(s) Provided:**

Plumas Unified School District partnered with the ConvergeOne team to build out their access layer and wireless network. They transitioned from HP environment to Meraki. The district is quickly moving to a 1:1 student device initiative and they were experiencing issues with classroom connectivity. With a smaller team they had a requirement to build out infrastructure that was simple to manage and could be provisioned from anywhere due to their geographic distance. ConvergeOne aided with the procurement of Meraki switches and wireless.

**Contact Email Address:** jwells@pcoe.k12.ca.us

**Reference No. 3:**

**Firm/Company Name** Galt Elementary School District

**Contact Name:** Tom Barentson **Title:** CBO

**Address:** \_\_\_\_\_

**City:** Galt **State:** CA **Zip Code:** \_\_\_\_\_

**Telephone No.** \_\_\_\_\_ **Fax No:** \_\_\_\_\_

**Date and Type of Service(s) Provided:**

Galt ESD leveraged the Meraki MV video surveillance platform. ConvergeOne provided installation and configuration of all Meraki cameras. Meraki dashboard configuration and training was provided to the district in order for the team to understand the robust Meraki management platform.

**Date:** September 2017

**Contact Email Address:** [tbarentson@galt.k12.ca.us](mailto:tbarentson@galt.k12.ca.us)

**Reference No. 4:**

**Firm/Company Name** City of Roseville

**Contact Name:** Hong Sae **Title:** Chief Information Officer

**Address:** 311 Vernon St.

**City:** Roseville **State:** CA **Zip Code:** 95678

**Telephone No.** 916-774-5151 **Fax No:** \_\_\_\_\_

**Date and Type of Service(s) Provided:**

The City of Roseville partnered with the ConvergeOne team to build out their access layer platform. They chose to move to Meraki MS switching line in order to leverage the favored cloud networking model. Although the Roseville has a fairly large team, they wanted to leverage the Meraki dashboard in order to gain access to the dashboard and its features. This enables the team to have visibility into their entire access layer and quickly push configurations and changes.

**Contact Email Address:** HSae@roseville.ca.us

## 10. Company Background

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ConvergeOne is one of the largest IT Consulting, Solutions and Managed Services providers in the country. Our certified professionals use their expertise, experience and proven project execution background to architect innovative IT solutions which drive productive business outcomes for thousands of medium, large and enterprise customers. Business-focused services, methodologies and technology solutions are consistently developed to help customers reduce costs, improve business processes, and support growth. Our qualifications are deep, and we believe our services and support organization is uniquely positioned to effectively partner with you to achieve your business and technical goals. Our solutions provide a flexible, strategic and collaborative approach to implementing and managing your critical systems and services.

- **Communication Resources** – We have a quality reputation as a nationwide provider of cutting-edge communications solutions for businesses of all types and sizes. We offer one of the broadest portfolios of products and services in the industry, including VoIP, contact center, UC, data networking, collaboration, and mobility solutions. Every solution we deliver combines the expertise of our highly trained team, our focused approach to design and implementation, and our commitment to ongoing support — allowing us to provide a communications solution that is tailored to the needs of your organization.
- **Service Desk Resources** – Our 24x7x365 service desk team operates remotely to provide end-user support on desktop related activities. The service desk resources are intended to provide the customer or end user with information and support related to a company’s products and services. The purpose of our service desk is usually to troubleshoot problems or provide guidance about products such as computers or software. We provide service desk support to our customers through various methods such as toll- free numbers, online ticketing portal, instant messaging, and email.
- **Network Operations Center Resources (Network, Compute, Application)** – Our three 24x7x365 NOCs employs engineers of a highest technical caliber covering infrastructure technologies (storage, compute (physical/virtual), network, application, and cloud) and telephony platforms. Our NOCs operate as the back-end support operation as well as support the onsite resources.
- **On-site Resources** – The onsite resources will be qualified to support end user/desktop services, infrastructure services (data center/network), application services, telephony and account management where applicable.
- **Management Resources** – As an added layer of oversight, we provide accountable management oversight to manage the performance and customer satisfaction of the engagement. We believe that we provide a comprehensive suite of personnel to exceed your requirements.

## Over 22 Years Industry Experience

Headquartered in Eagan, MN, ConvergeOne is one of the largest Value Added Solutions Providers (VASPs) in the United States employing more than 1,350 team members across the U.S. Our Expertise includes:

- Customers ranging from small and mid-size companies to global enterprises, including 40% of the Fortune 100
- In-house engineers, design specialists, and technicians holding 1,700+ active, industry certifications

### Our Portfolio

- VoIP, UC, contact center, mobility, collaboration, video, converged network integration, and more
- Cloud, data center, storage, automation, software-defined networking, virtualization, and applications
- Comprehensive design, implementation, network monitoring, maintenance, and managed services
- Center of Excellence: Extensive technical and administrative training courses with multiple delivery options: web, instructor led, on-site, etc.

### Our Resources

- 1,350+ employees in offices nationwide — and growing
- Strategic partnerships for integration of best-of-breed hardware, software, and applications
- Three state-of-the-art Network Operations Centers for multivendor support
- High-tech Performance Readiness Center® for configuration, staging, and testing
- One source for systems integration, data networking, IT specialty consulting, application development, program management, and more

We provide the highest level of product knowledge and technical expertise to architect and deploy network and infrastructure solutions. As a Gold Certified Partner for many major manufactures, we have achieved Advanced Specializations in Data Center Networking and Infrastructure, Security, Data Center Storage Networking, Unified Communications, and Wireless LAN.

We offer unmatched technical knowledge, extensive regional experience, and a deep network of relationships with all major manufactures and solution providers. We help our clients make the right strategic decisions and implement the right solutions. Our technology experts will help you apply the latest networking and data center solutions to support the demands of your business. From assessing existing infrastructure and technology as part of a planning process to deploying an advanced network infrastructure in a newly acquired facility, we offer comprehensive services and support to maximize the efficiency of your network.

Our planning, procurement, integration, support, and management services help clients gain control of their technology investments. Our deep industry experience provides comprehensive technology solutions tailored to the specific need of our clients. Our solutions provide a flexible, strategic and collaborative approach to implementing and managing your critical systems and services.

## 11.Trust

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ConvergeOne holds a SOC 2 Type II certification that demonstrates that an independent accounting and auditing firm has reviewed and examined an organization’s control objectives and activities, and tested those controls to ensure that they are operating effectively.

Because we deliver a mission-critical, enterprise solutions to some of the largest and most advanced organizations, this audit is an important component in providing our customers and prospects the transparency and visibility they need. With our strong internal controls, we are also able to help our customers meet their own regulatory and compliance requirements. In addition to this independent audit, we conduct our own internal compliance reviews of key operational policies and processes. We continue to invest in data security to give our customers the highest level of confidence that their information is safe and secure.



SOC 2 is based on Policies, Communications, Procedures and Monitoring. The specific Trust Service Principles explained below must be met in order to successfully achieve certification.

**Security** - The system has controls in place to protect against unauthorized access (both physical and logical).

**Availability** - The system is available for operation and use as committed or agreed.

**Processing Integrity** - System processing is complete, accurate, timely and authorized.

**Confidentiality** - Information that is designated as “confidential” by a user is protected.

**Privacy** - Personal information is collected, used, retained and disclosed in accordance with the operation’s privacy notice and principles set by the American Institute of Certified Public Accountants (AICPA).

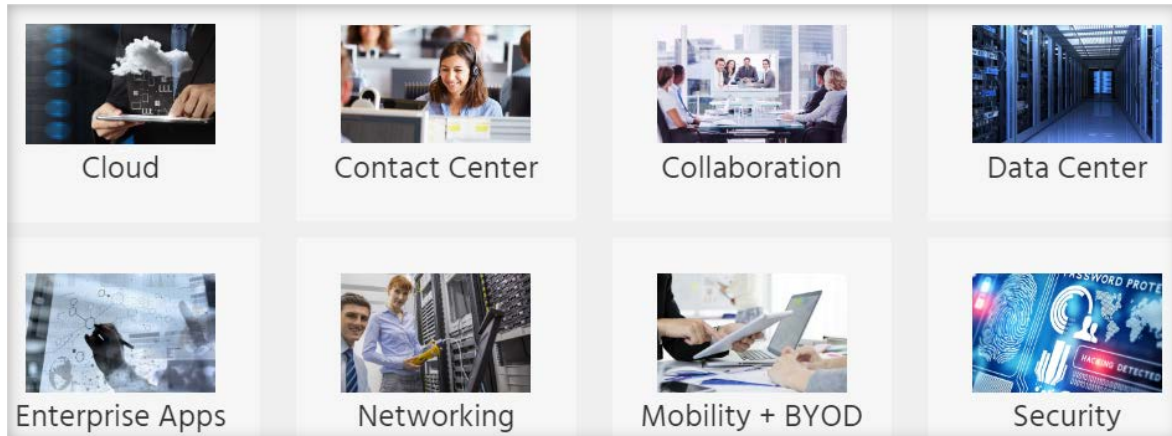
The Type II report is issued to organizations that have audited controls in place and the effectiveness of the controls have been audited over a specified period of time.



## 12. Additional Solution Offerings

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As technology becomes more complex, the need for a partner who understands the ever-evolving landscape becomes more critical. Information about clients is available at the touch of a button. Customer journeys can be tracked end to end.



But as technology increases at an exponential pace, it becomes difficult to make decisions on solutions in technology. This is why you will need a partner who is not just trending what others are doing, but one that invests in understanding what your unique needs are for your business.

What also becomes important is keeping the complex part of the equation up and running – and all your valuable data safe and secure. Because that data can be mined to provide valuable competitive insights, or it can be compromised with malicious intent.

And that's where we come in. Our 97% customer retention rate is a testament to our "customer-first" model. First and foremost, our mission is to serve as a trusted IT advisor to our customers, to offload mission-critical processes that detract from their core lines of business.

We can be your one connection for whatever technologies you may need today, tomorrow and ten years from now.

# 13. Vendor Certifications

We work with more than 100 technology partners – leading hardware companies and software providers – so we can deliver the right solution for your unique needs. Our experience with these other leading companies enables us to design, implement, manage and support even the most complex multivendor environments.

## Virtualization

- Cisco Networking Infrastructure Sales Specialist
- Cisco Data Center Networking Infrastructure Support Specialist
- Cisco Data Center Application Services Support Specialist
- Cisco Data Center Application Services Design Specialist
- Cisco Data Center Networking Infrastructure Solutions Design
- VMware Certified Professional
- VMware Certified Professional – Datacenter Virtualization
- VMware Certified Design Expert
- APC – HP Virtualization Solutions
- ASC – HP Virtualization Solutions

## Server

- HP ProLiant Servers Service Qualifications
- AIS - ProCurve Networking
- Dell Blade Server Solutions
- HP Blade Systems
- Dell Server Basics
- Microsoft Certified Solutions Expert
- Microsoft Certified Technology Specialist
- Microsoft Certified Solutions Associate
- Microsoft Certified Systems Administrator
- Microsoft Certified Application Developer
- Microsoft Certified Professional in Systems Integration
- Microsoft Certified Solutions Expert
- Microsoft Certified Technology Specialist
- Dell Blade Servers Solutions
- Dell Tower and Rack Server Solutions
- Dell Compellent Storage Technical Architect
- Dell EqualLogic Sales Training

## Network

- Cisco Certified Internetwork Expert – Routing & Switching
- Cisco Building Scalable Internetworks
- Cisco Certified Internetwork Professional
- Cisco Certified Network Associate
- Cisco Certified Design Associate
- Cisco Certified Network Professional
- Cisco Certified Design Professional
- Microsoft Certified Network Product Specialist



## Storage

- Cisco Data Center Storage Networking Design Specialist
- Cisco Data Center Storage Networking Support Specialist
- Cisco Storage Networking Sales Specialist
- EMC Technology Architect – VNX Storage Solution
- EMC Technology Architect – ISILON Solutions
- EMC Technology Architect – Data Protection
- EMC Implementation Engineer – VNX Solutions
- EMC Implementation Engineer – ISILON Solutions
- EMC Implementation Engineer – Recover Point Solutions
- EMC Implementation Engineer – Symmetrix Solutions
- AIS – Specialty in HP StorageWorks P400 SAN Solutions



## Security

- Cisco Certified Internetwork Expert – Security
- Cisco Securing Hosts Using Cisco Security Agents
- Cisco VPN Security for Account Managers
- Cisco Implementing Intrusion Prevention Systems
- Cisco Implementing Secure Converged Wide Area Networks
- Cisco IOS Security Specialist
- Cisco Securing Cisco Network Devices
- Cisco Securing Networks with PIX and ASA
- Cisco Information Security Specialist
- Cisco Security Sales Specialist
- Cisco Secure VPN
- Cisco Security Solutions and Design Specialist
- Cisco Firewall Specialist
- Cisco Certified Security Professional
- Cisco IPS Specialist
- Microsoft Certified Systems Administrator Security



**Elite Partner**



**Microsoft**  
**GOLD CERTIFIED**  
 Partner

## Unified Communications

- Cisco Certified Internetwork Expert – Voice
- Cisco Certified Voice Professional
- Cisco Advanced IP Communications Sales Specialist
- Cisco IP Contact Center Express – Sales
- Cisco Implementing QOS
- Cisco Deploying QOS in the Enterprise
- Cisco Rich Media Communications Specialist
- Cisco Voice Over IP
- Cisco Voice Over Frame Relay
- Cisco Unified Presence Specialist
- Cisco Unity Support Specialist
- Cisco Unity Design and Networking
- Cisco IP Telephony Troubleshooting
- Cisco IP Telephony Express
- Cisco IP Telephony Design Specialist
- Cisco Rich Media Communications
- Cisco IP Contact Center Express Specialist
- Cisco Customer Response Solution
- Cisco Unified Communication Systems Engineer
- Unified Contact Center Enterprise Implementation Specialist



**VEEAM**



## 14. Cisco Certifications

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### 372 Certifications

- Cisco Master Collaboration Specialization
- Cisco Master Cloud and Managed Services Program
- Cisco Master Security Specialization
- Cisco Advanced Technology Partner for Contact Center Enterprise (UCCE)
- Cisco Advanced Technology Partner for Customer Voice Portal (CVP)
- Cisco Advanced Technology Partner for TP Video Master
- Cisco Advanced Technology Partner for Identity Services Engine
- Cisco Advanced Technology Partner for IP Interoperability and Collaboration Systems
- Advanced Borderless Networks Architecture Specialization
- Advanced Collaboration Architecture Specialization
- Advanced Data Center Architecture Specialization
- Cisco Powered Managed Business Communications
- Cisco Powered Managed Unified Communications

### Individual Certifications

- Advanced WLAN for Software Engineers
- Building Scalable Cisco Internetworks
- CCDA –Design Associate
- CCDP –Design Professional
- CCENT –Networking Technician
- CCIE –Internetwork Expert
- CCIP –Internetwork Professional
- CCNA –Advanced Routing & Switching
- CCNA –Network
- CCNA –Data Center
- CCNA -Voice
- CCNA –Wireless
- CCNP
- CCNP –Advanced Wireless
- CCNP –Voice
- Collaboration
- IP Telephony
- Advanced Collaboration Architecture
- CallManager Express
- Data Center Unified Computing
- Express Collaboration Systems
- Express Foundation
- Network Security
- QoS
- Sales Expert

- Secure PIX Firewall Advanced
- Secure VPN
- Telepresence Video
- Wireless LAN
- Unified Computing Technology
- Unified Contact Center Enterprise
- Advanced WLAN for Software Engineers
- Building Scalable Cisco Internetworks
- CCDA –Design Associate
- CCDP –Design Professional
- CCENT –Networking Technician
- CCIE –Internetwork Expert
- CCIP –Internetwork Professional
- CCNA –Advanced Routing & Switching
- CCNA –Network
- CCNA –Data Center
- CCNA -Voice
- CCNA –Wireless
- CCNP
- CCNP –Advanced Wireless
- CCNP –Voice
- Collaboration
- IP Telephony
- Advanced Collaboration Architecture
- CallManager Express
- Data Center Unified Computing
- Express Collaboration Systems
- Express Foundation
- Network Security
- QoS
- Sales Expert
- Secure PIX Firewall Advanced
- Secure VPN
- Telepresence Video
- Wireless LAN
- Unified Computing Technology
- Unified Contact Center Enterprise

#### **Cisco Implementation and Support**

- IP Contact Center Expert
- IP Telephony
- Unified Communications Manager
- Unity Connection
- Voice

# ConvergeOne



## 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> 3/21/18	<b>Agenda Item:</b> 171.872 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>The Board will have the opportunity to address any items that are moved from the consent calendar.</p>	



## Galt Joint Union Elementary School District

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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 3/21/18	<b>Agenda Item: 171.873</b> Board Consideration of Approval of 2017-18 Comprehensive Safety Plans for Lake Canyon Elementary, River Oaks Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and Robert L. McCaffrey Middle School
<b>Presenter:</b> Donna Mayo-Whitlock	<b>Action Item:</b> XX <b>Information Item:</b>
<p>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.</p> <p>Additional plan procedures for safety drills (such as active shooter conditions) are confidential and not included for public review for security purposes.</p>	





**Galt Joint Union Elementary School District**

# **Greer Elementary School**

## **2017-2018 Comprehensive Safety Plan**



Draft

- Approved by the School Site Council November 28, 2017
- Pending approval by the Board of Education

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## 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

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
<b>Suspension Data</b>	11	12	11	6	9	11	13	5	8
<b>Expulsion Data</b>	0	0	2	0	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	Fall 2017
Hope	61%	36%	39%
Engagement	65%	51%	64%
Entrepreneurial Aspiration	2.58	2.36	2.35
Career and Financial Literacy	3.27	2.95	3.14

### **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 and Second Step, 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

### **Classroom Meetings**

Teachers create an environment in which learning, opinions, and concerns are taken seriously, and in which learners participate as valued and influential contributors to the classroom community. All teachers complete the first eight weeks of lessons to help learners get to know one another, set classroom norms, and apply positive social values to their interactions with others. Issues-based lessons are used whenever needed.

### **Restorative Practices**

School staff use restorative practices to promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill-building, cooperation, and mutual understanding.

### **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, Running for Rhett, field trips, and Open House. Parents are an integral part of the English Language Advisory Committee, Parent Club, and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Personalized Learning Plans and access to the grade book, through the Parent Portal, to help guide involvement. Additionally, parenting classes support effective parent involvement.

### **After School Programs**

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

- **After School Education and Safety**  
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 is 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 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the

district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

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

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

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

### **Dress Code**

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

#### **District Dress Code**

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, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.
- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

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

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

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

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

### **The Galt Police Department**

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

### **Crossing Guards**

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

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district 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**

### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

## **Definition of Surveillance Levels**

### **Standard Surveillance**

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

### **Heightened Surveillance**

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms



- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

### **Intensive Surveillance**

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

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

### **Influenza Case Definition**

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

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



Galt Joint Union Elementary School District

**Galt Joint Union Elementary  
School District**

**2017-18  
Comprehensive Safety Plan  
for  
Lake Canyon Elementary  
School**

Approved by the School Site Council on  
\_\_\_\_\_ March 12, 2018 \_\_\_\_\_

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

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✓= Mandatory

✘= DO will provide

# Assessment of Current Status of School Crime



Safety is always a top priority at Lake Canyon Elementary. Our staff continually emphasizes keeping students safe at school through strict behavior standards, limited access to the campus through one entrance/exit, services from a school resource officer, campus supervisors, and activities that keep students participating in school.

The crime rate at Lake Canyon Elementary continues to be low. Due largely to strong community support, the commitment to safety of our staff, and our many community partnerships.

New web based surveillance cameras have been installed and are in excellent working condition. The 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 ongoing review and update of campus security.

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

Supervision of students is extremely important to us at Lake Canyon Elementary. We employ 7 part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and crosswalks. These employees receive regular training in first aid, positive discipline and “bully proofing”. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. They also receive ongoing training and workshops throughout the school year.

We discourage students from arriving at school before 7:30 a.m. due to lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason. The principal contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries for student play areas. Gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. We strictly adhere to Megan’s Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Safety Drills are practiced regularly at

Lake Canyon Elementary, so that all students and staff know how to respond should there be an emergency.

Buses load/unload in a separate parking lot from the student pick-up/drop-off zone. Adult crossing guards are responsible for the crosswalks at Lake Canyon Avenue and Beaver Parkway, a busy intersection. Yard Supervisors also monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces or wait in the parent pick up lane for children. Signage directs parents to the correct drop off and pick up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait behind the orange sidewalk lines until children are dismissed by the teacher. Parents are welcomed to visit classrooms after all children have been walked to the waiting area.

Clear school rules, and fair, consistent consequences also contribute to our overall safe and positive environment. These rules, as well as other information such as how parents can help their children succeed in school are communicated to parents regularly via school and classroom newsletters, flyers, events and assemblies. Lake Canyon utilizes a restorative justice approach to behavior incidents on campus. In addition, Lake Canyon implements listening circles and weekly staff and student gatherings through our House System.

Lake Canyon implements an extensive after school club offering each trimester which includes over twenty interest based clubs. This strong offering supports a positive school climate and culture.

The results of the Gallup Poll Survey and the Healthy Kids survey indicate strong engagement and hope results for Lake Canyon students. For example, the Lake Canyon 2017 Gallup student engagement measure was 82%, up from 2016.

#### \_\_Funding

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

#### \_\_Professional Development Activities

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

and intervention training, restorative practice training, and ongoing Fred Jones-based classroom behavior management training.

## **Child Abuse Reporting Procedures**

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

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

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

Important elements of the reporting process include the following:

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

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

Counseling and Wellness Services

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

**Important Phone Numbers**

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

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

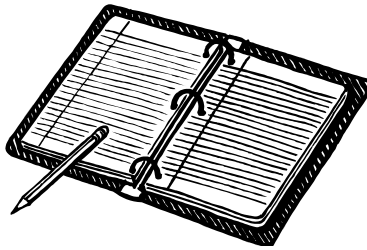
Galt Police Department..... (209) 366-7000

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

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



# 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:

<b>Suspension and Expulsion Data Lake Canyon</b>					
<b>2015-16</b>	<b><i>Suspensions</i></b>	<b>9</b>	<b><i>Expulsion</i></b>	<b>0</b>	
2016-17	Suspensions	2	Expulsion	0	

### **Mandatory Suspension and Expulsion**

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

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.

- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

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

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

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

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

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

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### **Preventing Discrimination and Harassment**

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

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

- Policies are provided to employees and employee organizations

The key components of those policies are outlined below:

**Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.
2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint.

Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

- Within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

**Harassment:**

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

a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

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

## Dress Code

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

### District Dress Code

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

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

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

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

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

All undergarments must be covered at all times.

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

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

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

The following items of clothing are also prohibited at school:

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

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

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

## **Bullying/Cyberbullying:**

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

Prohibited student conduct includes, but is not limited to:

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

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

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

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

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.



# School Behavior Expectations

## 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

**Lake Canyon** 

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

## Positive School Culture and Climate-

### Lake Canyon's Essential 33 and House System-

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

Planned benefits to students:

- Being a part of a smaller community helps students acclimate quickly to their school environment and experience an immediate sense of belonging.
- Students have a team of caring faculty/staff mentors.
- It allows students to have an opportunity to interact with students from all grade levels.
- It increases opportunities for student leadership.
- It reinforces our campus essentials and expectations
- It can be a source of positive peer-pressure and motivation that can have a positive effect in the classroom.
- At weekly rallies, students will have opportunities to enjoy creative expression, physical activity, and social engagement. Music and chants are extensively used to support expression and engagement.
- Studies show that schools with House systems have happier, more engaged students and have more school spirit than they did before a House system was implemented.



## **Lake Canyon's Implementation of Restorative Justice-based behavior support and Restorative thinking**

is a significant shift from punishment-oriented thinking. People, including students, who are invited into restorative dialogue are sometimes confused by the concept of "making things right." Their default response to the question "What can we do to make things right?" often has to do with punishment. It is said that "children live what they learn." When what they have learned is that troublesome behavior demands a punishment-oriented response that is how they will live. But restorative practices invite different ways of responding. These new ways must be learned through experience. The activities of Lake Canyon's implementation give students the necessary experiences to support a shift toward restorative ways of thinking and behaving.

Restorative Justice Implementation for students who are sent to speak with administration and engage in a discussion which includes a series of five probing questions which include:

- |  |
|--|
| 1. What happened, and what were you thinking at the time?                |
| 2. What have you thought about since?                                    |
| 3. Who has been affected by what you have done? In what way?             |
| 4. What about this has been hardest for you?                             |
| 5. What do you think you need to do to make things as right as possible? |

**Affective Statements:** the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.

**Restorative Discussion:** A restorative approach to help those harmed by other's actions, as well as responding to challenging behavior exists in asking key questions.

### **2017 Gallup Poll results:**

**Engagement 82%...up from previous years**

**Hope 57%...up from previous years**

### **2017 CA Healthy Schools Survey-**

The California Healthy Kids Survey includes information on the following points:

- school performance, support and engagement
- supports for learning at school
- disciplinary environment fairness and respect
- school violence, victimization and safety
- home supports and involvement in schooling
- alcohol and other drug use
- tobacco use
- physical health and
- gender breakdowns

Lake Canyon specific results indicate a continued positive and safe school culture is being implemented as evidenced by metrics including:

Key Indicators of School Climate and Student Well-Being:

School Engagement and Supports

Academic motivation- 48%

Caring adult relationships- 54%

High expectations- 48%

School Safety

Feel safe at school-74%

Disciplinary Environment

Students well-behaved- 42 %

Students treated fairly when break school rules- 49 %

Students treated with respect- 81 %

## 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 Curriculum/Lake Canyon House System**

The Lake Canyon House System and the use of character curriculum, such as the Caring School Community K-5<sup>th</sup> grade curriculum, is 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.

## **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**

## **2017-2018 Comprehensive Safety Plan for**

### **Marengo Ranch Elementary School**

Approved by the School Site Council on Jan 23, 2018

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. Fencing around the campus and security cameras are in place.

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

### **2015-2016 Marengo Ranch Suspension Data:**

**16 suspensions (10 students) / 0 Expulsions**

### **2016-2017 Marengo Ranch Suspension Data:**

**6 suspensions (5 students) / 0 Expulsions**

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

Supervision of students is extremely important at Marengo Ranch Elementary. We employ 8 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 meet frequently with administration to discuss how things are going throughout the day. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. Site funding sources supply safety equipment: orange cones, stop signs, staff uniforms, raincoats, etc.

School gates open at 7:30am and parents are welcome to walk their children to the playground areas. When the 7:55am warning bell rings, parents are asked to head off campus and the gates are locked for the day. At the end of the day, the gates are opened for dismissal.

We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise.

School staff receive information related to the school safety plan and safety drills are practiced monthly, so that all students and staff know how to respond should there be an emergency. Classroom doors are locked at all times.

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.

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 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

## Harassment:

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions, Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions

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

## Dress Code

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

### District Dress Code

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

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

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

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

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

All undergarments must be covered at all times.

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

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

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

The following items of clothing are also prohibited at school:

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

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

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

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



## **Bullying/Cyberbullying:**

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

Prohibited student conduct includes, but is not limited to:

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

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

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

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

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

## School Rules

### ***Be Responsible    Be Respectful    Be Safe***

Students will see these rules posted as quick reminders. An example of what each of those statements look like is outlined below:

All students at Marengo Ranch School will demonstrate their ***Responsibility*** by:

- Following the rules
- Completing their work
- Taking care of school property
- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their ***Respect*** toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a ***Safe*** school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself

## Safety To and From School

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

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

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

### **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 7th grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

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

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

## **Pandemic Flu Response**

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

- School closure
- Evacuation procedures

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

### **SURVEILLANCE / REPORTING**

#### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from  
an influenza-like illness
- Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
- Sample Attendance Log to document flu-related absences to document need to apply for an  
Average Daily Attendance Waiver

## Definition of Surveillance Levels

### Standard Surveillance

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<sup>o</sup> 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.



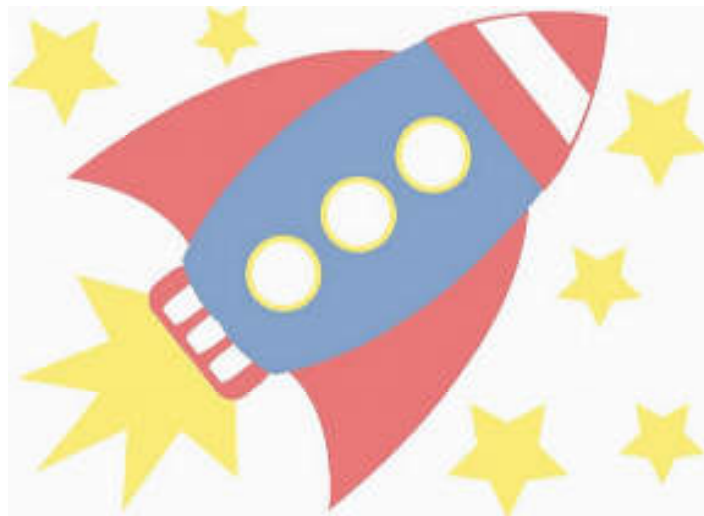


**Galt Joint Union Elementary School District**

# **River Oaks Elementary School**

**2017-**

**2018**



## **Comprehensive Safety Plan**

**Approved by the School Site Council on: 3/13/18**

**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.

## Suspensions & Expulsions

### Suspension Data

2013-2014	2014-2015	2015-2016	2016-2017
12	9	11	2

### Expulsion Data

2013-2014	2014-2015	2015-2016	2016-2017
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 supervise the playgrounds, cafeteria, parking lots, crosswalks, and bus loading zone. We conduct monthly yard duty meetings to collaborate about school needs and student support. In addition, the district nurse provides annual first aid training.

The River Oaks campus is now fully fenced with locking gates. During school hours, approximately from 8:05 to 2:25, the gates are kept closed and locked. All visitors and volunteers are required to sign in at the office and wear a visitor's sticker or badge. We adhere to the Megan's Law and require all volunteers to be cleared before working with students or attending field trips. Staff members are also required to wear identification. All classrooms and offices have phones for emergency purposes. Classroom doors are kept locked during the school day. All doors have a window or peephole in order to see out before opening a door. Emergency drills are practiced monthly to ensure all staff and students know how to respond in case of an emergency. The Galt Police Department observed our lockdown drill in January 2016 to provide support and feedback. We will be scheduling another visit from our police department in 2018.

## **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 5th 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 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
<b>Hope</b>	59%	60%	62%	51%
<b>Engagement</b>	79%	73%	80%	64%



# 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:

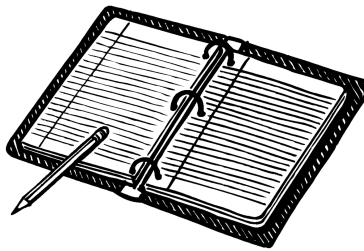
- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include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

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- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.

- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

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

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

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

# Notifying Teachers of Dangerous Students



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

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

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

# Preventing Discrimination and Harassment



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



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

The key components of those policies are outlined below:

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

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

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

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

- The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
- If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)

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

## **Harassment**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
  
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be 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
- Family Dance
- River Oaks Rockets Facebook Page
- River Oaks Rockets Twitter Page



# Funding

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

Site and district funds are used for the following:

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

PTA Funds are used for the following:

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

# Counseling and Wellness Services

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



**Galt Joint Union Elementary School District**

# **Valley Oaks Elementary School**

## ***2017-2018 Comprehensive Safety Plan***



**Home of the Stingers**

**Approved by the School Site Council on March 12, 2018**  
**Approved by the Board of Education on \_\_\_\_\_**

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## 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 for all our students. Valley Oaks has the prime educational responsibility for furthering a positive understanding and practice of discipline among its students. When rights and responsibilities are ignored or forgotten disciplinary actions become necessary. Among our interventions, suspensions are included.

Our assessment of the current status of school 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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Suspensions	38	29	17	23	36	23	19
Expulsions	1	0	0	4	1	0	0

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 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", a program of the Galt Police Department, may 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 thru 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 Grade 5-6 SPED class, 5th and 6th grades, and our 1st grade, and will be used with more grades as the program expands. Throughout the year teachers continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Valley Oaks School. Any visitor to Valley Oaks School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Ten yard supervisors work throughout the day to monitor student safety on the playground and in the cafeteria. Bi-monthly staff meetings are held for yard supervisors which provide ongoing training and address safety issues. School safety rules are well established and are enforced by all staff members. Surveillance cameras are used to monitor entrances, exits, and student areas. In addition, security fencing, with safety gates will be installed in the latter half of the 2017-2018 school year. This will allow, during the day, only one entrance into Valley Oaks - through the office.

The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. To assist with this, the district provides two full time 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.

## **PREVENTATIVE MEASURES**

### **Drills**

Fire Drills (Monthly) and Lockdown drills (2x yearly) are conducted at Valley Oaks to help promote knowledge of proper procedures for students and staff in case of a fire or intruder/active shooter.

### **Campus Security**

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

- Classroom doors will be locked during the school day
- Specific locations are designated for student drop-off and pick-up. The protocols for drop-off and pick-up will be updated when the security fencing is completely installed.
- 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 behavioral, 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.

## Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put student strengths into action. Students set goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we will create higher engagement and hope for our youth. Students in 4th grade take the Gallup Strengths Finder Assessment, which highlights 3 strengths in each student. Teachers of students in Grades K-3 help “spot” strengths in them and encourage them to know and utilize their strengths.

## 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, over the past 3-4 years, **hope and engagement** from our Valley Oaks students continues to not only improve, but outperform the Galt school district and students across U.S. who also take this poll!*

Survey Categories	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Hope	41%	52%	57%	59%
Engagement	72%	67%	70%	72%

## Healthy Kids Survey

Every three (3) years, students in 5th grade at Valley Oaks and throughout California take the California Healthy Kids Survey. This survey asks questions about key indicators of school climate and student well-being, in the areas of: School Engagement and Supports, School Safety, Disciplinary Environment, and Lifetime Substance Use. Listed below are some of the results:

	School Engagement/ Supports	School Safety	Disciplinary Environment	Lifetime Substance Use
<b>Student Responses</b>	<i>Academic Motivation</i>	<i>Feel Safe at School</i>	<i>Students treated with respect</i>	<i>Alcohol or Drug Use</i>
Average % Reporting “Yes, all of the time”	<b>57%</b>			
Average % combines “Most of the time” and “All of the time”		<b>79%</b>	<b>94%</b>	

Average % Reporting "Have you ever used...?"				<b>19%</b>
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### **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 has 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

### **Relational Aggression Training**

Sometimes relational aggression is referred to as emotional bullying or the "mean girl" phenomenon and involves social manipulation such as:

- excluding people from a group
- spreading rumors
- breaking confidences or sharing secrets
- recruiting others to dislike a target

In general, girls tend to be more relationally aggressive than boys, especially during fifth grade through eighth grade. This year will be the first year in which students in grades 5-6 will receive a training on what Relational Aggression is and how to best avoid it.



## **Safe School Ambassadors**

This is the first year of implementation of Safe School Ambassadors. Students in grades 4-6 were selected, based on desire and recommendation, to be trained in how to best handle situations where conflict or disagreements arise. They received two days of training at the beginning of the year and have regular check-ins with their “family” and their “family” leader - to refocus and review positive strategies.

## **Funding**

Available sources of funding are targeted to address school safety issues. We use funding from the Local Control Funding Formula. Additional state and federal funding may be used to improve the school climate, improve classroom management, provide comprehensive student mental health services, and/or respond to 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, Family Literacy Night, Open House, Día del Niño, Fall Carnival, Family Art Night, and other events. Parents are an integral part of the English Language Advisory Committee, Parent Teacher Organization (PTO), and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Personalized Learning Plans and access to the grade book through the Illuminate Parent Portal. Additionally, information on district-level parenting classes disseminates literature on effective parenting skills and involvement in the education of their children.

Communication with parents is achieved through multiple means. Valley Oaks has a school website, Facebook page, and Twitter account. Updates occur regularly, and the school-wide Blackboard Connect system is also used to relay important messages via phone call, email messages, and text messages.

## Child Abuse Reporting Procedures

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

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 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance

officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

**Harassment:**

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions

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

## **Dress Code**

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

### **District Dress Code**

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

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

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

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

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

All undergarments must be covered at all times.



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

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

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

The following items of clothing are also prohibited at school:

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

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

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

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

### **Bullying/Cyberbullying:**

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

Prohibited student conduct includes, but is not limited to: Bullying of students or staff; including, but 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

### BE KIND

- Help others
- Be friendly
- Give compliments, not put downs
- Try to understand the needs of others
- Be considerate of others' feelings
- Use words like please, thank you, excuse me

Each classroom teacher 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, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.
- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian. and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

## **Safety To and From School**

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

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

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

### **The Galt Police Department**

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

### **Crossing Guards**

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

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district web site at:

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

## Dealing with Hate Crimes

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

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

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

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

## Collaborative Relationships for Strengthening School Safety

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.



- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families' safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

### **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 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**

**2017-2018  
Comprehensive Safety Plan  
for**

**Robert L. McCaffrey  
Middle School**

**Approved by the School Site Council on: March 2 , 2018**

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

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✓ = Mandatory

✗ = DO will provide

## Assessment of Current Status of School Crime

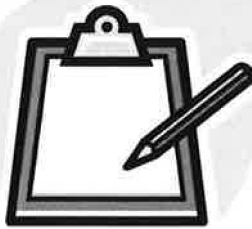
Robert L. McCaffrey Middle School continues to employ a Citizenship Development Program (CDP) that holds students accountable for their actions while at the same time keeping an open line of communication with parents/guardians. This fair and consistent program helps modify unacceptable behaviors thus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

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

11% decrease in the # of suspensions  
100 % decrease in the # of expulsions

### 2016-2017 District Suspension Data:

**51 suspensions / 0 Expulsion**



## **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.

In addition to these programs we annually survey students and parents regarding the school environment and safety.

### **Preventing Gang Behavior**

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

### **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.

## **STOP it Bully Proofing App**

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 STOPIT APP. This App is monitored 24/7 with the counselor being the lead contact.

## **Restorative Practice**

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. This restorative practice is used on a regular basis with students. 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. We provide a full-time counselor and part-time social worker that work diligently to meet social/emotion and academic needs of our students.

The McCaffrey School Bright Future Learning Center (BFLC) is open daily from 8:00 am-5:15 pm everyday, except Wednesday until 4:45 pm. The BFLC provides students with a quiet place to study as well as participate in innovation center activities.

Multi-Tiered System of Support (MTSS) and Student Success Team (SST) meetings are also part of McCaffrey’s interventions. MTSS is the practice of providing high-quality instruction and intervention and it’s the process of documenting performance of evidence if a student needs extra supports at different levels. Any time the team, parents, or administrators see a concern with a student, either learning or behavioral, the team holds a monthly MTSS meeting or 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 California Healthy Kids Survey and GALLUP Poll are two powerful tools that we use to help accurately identify areas of student and school strengths and weaknesses, and address related needs. They help to provide a comprehensive, data-driven, decision-making process to guide efforts to improve school climate, learning supports, and engagement, as well as identify and increase the quality of health, prevention, and youth development programs.

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

# Important Phone Numbers

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

## Student Behavior Standards

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

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

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

### **Article 1 Section 28C**

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

The specific information regarding mandatory suspension and expulsion:

### **Mandatory Suspension and Expulsion**

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

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

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

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

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

## **Notifying Teachers of Dangerous Students**

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

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## **Preventing Discrimination and Harassment**

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

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

The key components of those policies are outlined below:

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

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

extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

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

## **Harassment:**

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, midriffs, 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 (worn 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

**Step 1:** Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs incident in Illuminate as a minor incident. Lunch detention issued by office.

**Step 2:** Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs incident in Illuminate as a minor incident. Lunch detention issued by office.

## ADMINISTRATION HANDLES CONSEQUENCES FOR STEP 3 AND BEYOND

**Step 3....** Student sent to office & meets with administration or school counselor to discuss behavior concerns. If the incident takes place in class, the teacher calls home and logs incident into Illuminate. A behavior plan may be developed at this time. If developed, the behavior plan will be signed by the student, parent(s), counselor and administration. All teachers will receive a copy of the behavior plan.

**Step 4....** Detention issued and an SST is set up to review behavior concerns. Counselor will set up the SST and invite teachers.

**Step 5....** “1” week of detention issued & parent contact is made stating next **Step** may result in a suspension.

**Step 6.... (THIS IS A STRIKE)** “1” Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

- ✓ Student is ineligible to participate in all school activities for 6 school weeks (30 school days).

**Step 7.... (THIS IS A STRIKE)** “2” Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

- ✓ Student is ineligible to participate in all school activities for 12 school weeks (60 school days).
- ✓ “1<sup>st</sup>” SARB letter sent home for behavior.

**Step 8.... (THIS IS A STRIKE)** “3” Day In-School or At-Home Suspension.

- ✓ Student is ineligible to participate in all school activities for the remainder of the school year.
- ✓ “2<sup>nd</sup>” SARB letter sent home for behavior.

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

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

**Step 10.... (THIS IS A STRIKE)** “5” Days of At-Home Suspension

**Step 11.... (THIS IS A STRIKE)** “5” Days of At-Home Suspension  
Recommendation for expulsion if the student has accumulated 20 days of suspension

**Step 12.... (THIS IS A STRIKE)** “5” Days of At-Home Suspension  
Recommendation for expulsion if the student has accumulated 20 days of suspension

## **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 including 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

**\*If you do not make your AR goal the only level you can earn is Green.**

### **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.

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

**Hours:** 8:00 a.m. to 5:15 p.m. daily, except Wednesday until 4:45.

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

- Nearly 8,000 books
- Book Fair
- Afterschool Clubs
- All textbooks and chromebooks are issued through the library

#### BFLC 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 BFLC, books and others
- Student ID required for BFLC use (book check out and games)

The BFLC should be for...

- Homework
- Research
- AR tests
- Check out books/drop off books
- Reading
- Games
- A place to get away/relax
- Use if the Innovation Center

### **McCAFFREY ATHLETIC TEAM POLICY**

At McCaffrey we understand the importance of athletic competition for our students. Participating in school sports is considered a privilege, and we feel the necessity to set a high standard for our student athletes. Here are the following guidelines for participating in athletics:

- (1) Students must have a grade of 70% or higher in all classes.
- (2) A player cannot 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 (30 school days).
- (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**

### **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 11, 2018. *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.



## **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
- Trauma Informed Practices Training
- Restorative Practices Training

All students participate in a first day of school assembly to review safety rules and procedures. Additionally, coverage of student handbook takes place during the first week of school. Students participate in safety drills during the school day as well as after school (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
- School Social Worker
- 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.



## 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> 3/21/18	<b>Agenda Item: 171.874</b> Board Consideration of Approval of Resolution #13; Calling the Election and Requesting Consolidation with November 6, 2018 General Election
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>
<p>The district election will be held on the same date as the November 6, 2018 General Election. Pursuant to Elections Code 10403, we are required to file a resolution requesting consolidation and setting forth the exact form of any question(s) or office(s) to be voted upon at such election.</p> <p>Board approval is recommended.</p>	

**GALT JOINT UNION [ELEMENTARY] SCHOOL DISTRICT  
RESOLUTION NO. 13  
CALLING GENERAL DISTRICT ELECTION**

WHEREAS, an election will be held within the Galt Joint Union [Elementary] District that will affect Sacramento and San Joaquin Counties on November 6, 2018, for the purpose of electing three (3) Board of Trustees Members; and

WHEREAS, a statewide general election will be held within the County of Sacramento on the same day; and

WHEREAS, Elections Code §10403 requires jurisdictions to file with the Board of Supervisors, and a copy with the Registrar of Voters, a resolution requesting consolidation with a statewide election.

THEREFORE, BE IT RESOLVED, that the Galt Joint Union [Elementary] School District requests the Board of Supervisors of Sacramento County to consolidate the regularly scheduled General Election with the statewide election to be held on November 6, 2018; and

BE IT FURTHER RESOLVED, that the

- Candidate pays at the Voter Registration and Elections office, or  
(check one)
 Candidate will be billed by the district, or  
 District pays for the candidate statement

for the publication of the candidate’s statement, pursuant to Elections Code §13307. The limitation on the number of words that a candidate may use in his/her candidate’s statement is 200 words; and

BE IT FURTHER RESOLVED, that if a tie vote makes it impossible to determine which of two or more candidates has been elected to the governing board, the winner or winners shall be determined by lot.

BE IT FURTHER RESOLVED that the District agrees to reimburse the Registrar of Voters for actual costs accrued for each election, such costs to be calculated by the proration method set forth in the County’s current Election Cost to Allocation Procedures.

PASSED AND ADOPTED by the following vote on March 21, 2018.

<b>YES Votes</b>	<b>NO Votes</b>	<b>ABSENT</b>	<b>ABSTAIN</b>
_____	_____	_____	_____
<b>(Number)</b>	<b>(Number)</b>	<b>(Number)</b>	<b>(Number)</b>

ATTEST:

\_\_\_\_\_  
*John Gordon, Board President*

\_\_\_\_\_  
*Karen Schauer Ed.D., Superintendent*



## Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632  
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### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 3/21/18	<b>Agenda Item: 171.875</b> Board Consideration of Approval of GJUESD School Psychologist Salary Schedule
<b>Presenter:</b> Donna Mayo-Whitlock Tom Barentson	<b>Action Item:</b> XX <b>Information Item:</b>

The Psychologists schedule has been changed to better align with the certificated salary schedule and to strengthen the recruitment and sustainability of school psychologists.

The schedule has been ratified by GEFA.

The Fiscal Impact is estimated at \$5000, which can be multi-funded from appropriate resources.

Attached:

- 2018-19 Salary Schedule
- 2017-18 Salary Schedule

**GALT JOINT UNION SCHOOL DISTRICT  
PSYCHOLOGIST SALARY SCHEDULE  
2018-19**

	BA	BA+45	BA+60	BA+75	BA+90
1	60,794	68,343	70,393	72,505	
2	62,314	70,393	72,505	74,680	
3	63,872	72,505	74,680	76,921	
4	65,468	74,680	76,921	79,228	
5	67,105	76,921	79,228	81,605	
6	68,783	79,228	81,605	84,053	
7		81,605	84,053	86,575	
8		84,053	86,575	89,172	
9		86,575	89,172	91,847	
10		89,172	91,847	94,603	
11			94,603	97,441	
12			97,441	100,364	
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13					105,382
15					106,699
18					108,033
21					109,384
24					110,751

MA  
\$1000

200 days/8 hours per day  
 Class 1/Steps 1-6 2.5%  
 Class 2-4/Steps 1-12 3%  
 Class 4/Step 13 5%  
 Class 4/Steps 15-24 1.25%



**GALT JOINT UNION SCHOOL DISTRICT  
PSYCHOLOGIST  
SALARY SCHEDULE  
2017-18**

	BA + 45	BA + 90
1	63,872	68,343
2	68,343	73,127
3	73,127	78,246
4	78,246	83,723
5	83,723	89,584

MA: \$1000

Longevity: \$600  
After 5/10/15 consecutive years District service

Board Approved June 27, 2017



## 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> 3/21/18	<b>Agenda Item: 171.876</b> Board Consideration of Approval of GJUESD Job Descriptions <ol style="list-style-type: none"><li>1. Dispatcher</li><li>2. Instructional Assistant</li><li>3. Yard Supervisor</li></ol>
<b>Presenter:</b> Donna Mayo-Whitlock Tom Barentson	<b>Action Item:</b> XX <b>Information Item:</b>
<p>Three job descriptions were ratified by CSEA:</p> <ol style="list-style-type: none"><li>1. Dispatcher</li><li>2. Instructional Assistant</li><li>3. Yard Supervisor</li></ol> <p>Board approval is recommended.</p>	

## **GALT JOINT UNION SCHOOL DISTRICT**

**JOB TITLE: Dispatcher**

### **DESCRIPTION OF BASIC RESPONSIBILITIES:**

Under general supervision of the Director of Transportation, and exercises general supervision over bus operators. Will plan, schedule and dispatch pupil transportation services; provided administrative assistance in safety, operations and personnel matters in transportation services.

**SUPERVISOR: Transportation Supervisor**

### **TYPICAL DUTIES (includes but not limited to):**

1. Conduct annual planning for home to school transportation services; assist the Director of Transportation in designing routes and schedules; plan fall and summer routes and schedules.
2. Oversee dispatching of bus operators and radio contact with buses.
3. Confer with administrative personnel, drivers, site personnel, and the public on transportation services and problems.
4. Oversee bus operators; assume responsibility for a variety of personnel actions including participation in the selection, training and supervision of staff members.
5. Provide administrative assistance in personnel safety, accident reporting, public relations and other operational concerns.
6. Coordinate Activity Trips with district staff and assign drivers per applicable contract language.
7. Will drive school bus and district vehicles, as needed, to cover routes when district drivers are not available.
8. Perform related duties as assigned.

### **EMPLOYMENT STANDARDS:**

#### **Knowledge of:**

1. Transportation needs and operational concerns in a large school district
2. State and district policies and regulations governing bus operations
3. Principles and techniques of effective supervision
4. Scheduling and route planning techniques
5. Record keeping and reporting systems
6. Personnel rules and procedures of the District
7. California State Motor Vehicle code, the California State Education Code and District Policies and requirements relevant to the operation of vehicles used in transporting students

#### **Ability to:**

1. Effectively schedule and dispatch operations in a large transportation system
2. Oversee the work of others
3. Keep records accurately
4. Respond to emergency and problem situations
5. Establish and maintain effective working relationships with others; interact courteously and effectively with the public

6. Operate a bus or other automotive equipment safely and effectively

**EDUCATION, EXPERIENCE & REQUIREMENTS:**

1. High School Diploma or G.E.D.
2. Possession of current valid Class B Driver's License with Air Brake, Passenger and School Bus Endorsements. A current California Special Certificate to operate school buses and a current DL-51 Medical Certificate. Other legal requirements required to operate a school bus
3. Two years of full-time experience in route planning, scheduling and fleet operations.
4. TB Clearance

**PHYSICAL CHARACTERISTICS:**

1. Requires light physical effort and exertion.
2. Work both inside and outside in a variety of temperatures and weather conditions.

**OTHER QUALIFICATIONS:**

Fingerprint clearance

Valid California Driver's License

Applicant for this position may be tested for appropriate skills prior to employment.

Applicant for this position will be subject to random drug testing.

# **GALT JOINT UNION SCHOOL DISTRICT**

**JOB TITLE:** Instructional Assistant

## **DESCRIPTION OF BASIC FUNCTION:**

To assist teachers in the instruction, supervision, and training of individuals or groups of students by performing a variety of instructional support activities related to an effective learning environment.

**SUPERVISOR:** Principal or designee

**TYPICAL DUTIES:** Regular Instructional Assistants or Bilingual Instructional Assistants may be asked to take on any of these responsibilities.

1. Establish and maintain positive relationships with students, teachers, fellow IAs, school administrators, and other staff members.
2. Employ a broad range of instructional techniques to retain student interest and maximize learning.
3. Prepare and deliver interventions that promote learning and student engagement across all grade levels. Specific interventions may include individualized and/or small group instruction of the district's reading program, writing program and any other interventions at the appropriate reading/academic levels. This could also include age appropriate math and science interventions.
4. Test general and special education students to group them in the appropriate reading and/or intervention groups that will meet their needs in reading accuracy, fluency, spelling, and comprehension.
5. Recognize the need for adjustment in intervention groups so students will be in the most effective reading situation.
6. Provide certificated staff with information on student progress through observation, daily contact, and maintenance of accurate student progress records, such as placement and mastery tests, and intervention logs.
7. Monitor and/or administer the ELPAC test for grades TK-8.
8. Assist with preparation of ELPAC materials.
9. Provide technical support of students on technology devices.

## **EMPLOYMENT STANDARDS:**

### **Knowledge Of:**

Safe practices in classroom environment

Interpersonal communication skills using tact, patience, and courtesy

Age appropriate methods of tutoring and motivating students

Proper use of English, spelling, and grammar

General use of computers and other office equipment when needed

**Ability To:**

Demonstrate proficiency in reading, writing, and mathematical skills

Supervise students in a variety of situations and settings

Establish and maintain accurate test/assessment records

Communicate effectively in both oral and written forms

Be adept at managing multiple responsibilities simultaneously while meeting deadlines

**EDUCATION:**

High school diploma or equivalent and pass the instructional assistant exam

**CERTIFICATIONS AND OTHER REQUIREMENTS:**

First Aid Certification

CPR Certification

Criminal Justice fingerprint clearance

Provide TB test clearance

**PHYSICAL DEMANDS:**

Ability to lift 25 lbs. maximum or carry any object weighing up to 15 lbs

## **GALT JOINT UNION SCHOOL DISTRICT**

**JOB TITLE:** Yard Supervisor

### **DESCRIPTION OF BASIC RESPONSIBILITIES:**

To monitor and supervise students during activities outside individual classrooms, at meals, and recess times to ensure their health and safety and exercise responsibility for their conduct.

**SUPERVISOR:** Principal or Assistant Principal

### **TYPICAL DUTIES:**

1. Maintains the safety and order of students within assigned areas such as playgrounds, cafeteria, hallways, rest rooms, and busses while enforcing school rules/regulations.
2. Monitors students while eating in assigned classroom/ cafeteria, playground/buses, maintaining orderly student behavior and conduct, assisting students with breakfasts/lunches, dismissing students as directed by site Administrator.
3. Supervises bus lines to promote positive behavior and assist students on and off appropriate busses as needed.
4. Performs crossing guard duties assuring student's safe crossing of streets leading to/from the school campus.
5. Supervise student restrooms for safety measures.
6. Sets up playground equipment and monitors the proper use of all playground equipment and student's play/recreational activities to ensure school rules are followed and student safety in playground areas.
7. Assists students to line up in designated areas when bell rings for class time, recess time and lunch time until teachers arrive, escorting students from classrooms to other academic classrooms as needed.
8. Regularly inspects assigned areas for unsafe conditions and refers potential hazards to the Principal.
9. Anticipates and intervenes to prevent situations that may cause accidents or endanger students' welfare or safety.
10. Follows established procedures in case of accident, injury, or illness, performing basic First Aid to injured students as needed and attends/reports student injuries to appropriate office staff and escort student to office as needed.
11. Assists with discipline consistent with assigned area and intervenes and resolves minor student disputes.

12. Issues disciplinary slips, writes up warnings and discipline cards, and/or refers problems to teacher/Principal, escorting students to site Administrator for misconduct and assist as needed by administrator.
13. Issues written acknowledgement of good behavior.
14. Performs cleanup duties during breakfast/lunch/activities as directed by site Administrator/Cafeteria Lead/Bus Driver.
15. Directs non-students off school grounds.
16. Directs parents and visitors to proper office or classroom.
17. Performs other duties similar to the above in scope and function as required.

### **EMPLOYMENT STANDARDS:**

#### **Knowledge of:**

- Age appropriate methods of tutoring and motivating students;
- Use of proper English and grammar
- Children's recreational activities, games, etc.

#### **Ability to:**

- Maintain a firm but patient and courteous attitude toward students;
- Maintain a positive and safe environment
- Follow district and school policies related to the conduct, safety, and welfare of students in assigned areas;
- Communicate tactfully and effectively with children;
- Understand and communicate effectively in both oral and written forms;
- Effectively supervise students on school playgrounds and other areas as assigned;
- Exercise tact, diplomacy, and good judgment in dealing with students;
- Establish and maintain effective work relationships with those contacted in the performance of required duties.

#### **Requires:**

- First aid certificate including CPR
- TB Test clearance
- Criminal Justice/fingerprint clearance
- Annual CPI (Crisis Prevention Institute) Training

### **MEDICAL CATEGORY I:**

- Normally located in a work environment with light physical qualifications and requirements.
- Required to perform duties outdoors throughout the school year.
- Ability to lift 25 lbs. maximum or carry any object weighing up to 15 lbs.