



# Comprehensive School Safety Plan

## 2023-2024 School Year

**School:** Valley Oaks Elementary School  
**CDS Code:** 34 67348 6033310  
**District:** Galt Joint Union Elementary School District  
**Address:** 21 C Street  
 Galt, CA 95632  
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**Approved by:**

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Araceli Gamez	School Secretary	<i>[Signature]</i>	1/13/24
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## **Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year.

A copy of the Comprehensive School Safety Plan is available for review at Valley Oaks Elementary School, 21 C Street, Galt, CA 95632.

## **Safety Plan Vision**

The vision of the Comprehensive School Safety Plan at Valley Oaks is to continue the sense of community at our school. Our safe community school is a place where learning occurs in a welcoming environment free of intimidation or violence, and promotes positive relationships and behavior experiences for all.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Valley Oaks Elementary School Safety Committee

David Nelson, Principal; Leah Wheeler, Asst. Principal; Hector Reyes, School Counselor; Araceli Gamez, Secretary; Sylvia Ferreira, School Site Council Member

### Assessment of School Safety

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

School Suspension and Expulsion from Valley Oaks shows the following:

#### Suspensions

2018-2019: 18

2019-2020: 5 (COVID-affected year)

2020-2021: 0 (COVID-affected year)

2021-2022: 8

2022-2023: 9

#### Expulsions

2018-2019: 0

2019-2020: 0

2020-2021: 0

2021-2022: 0

2022-2023: 0

Data shows that in the 2022-2023 school year, we had 9 students who were suspended from school, which was an increase from 8 in the 2021-2022 school year. This is a percentage of 1.7% of our students were suspended for one (or more) days. Our assessment of the current status of school discipline indicates that the majority of our suspensions have occurred due to failure to follow EC 48900 (a.1). This includes: Caused, attempted to cause, or threatened to cause physical injury to another person (fighting).

We expect to see a decrease in the number of suspensions each school year. While we hold students to a high behavioral standard and work consistently with students through restorative practices and preventative behavior measures and instruction, grievous offenses are not tolerated. We have a consistent school-wide Behavior Norms Matrix that is reviewed every day and we have implemented a school-wide character education program with our school counselor (Second Step). Additionally, we have a full-time bilingual school counselor, who works with students daily on decision-making skills and character building. Over time, our suspensions have reduced from 18 in 2018-2019 to 9 in 2022-2023.

### CalSCHLS Student Survey

In the 2022-2023 school year, our 5th and 6th grade students took the CalSCHLS Student Survey. It measures key indicators of Student Climate and Student Well-Being. This survey asks questions about key indicators of school climate and student well-being, in the areas of: School Engagement and Supports, School Safety, Disciplinary Environment, and Lifetime Substance Use. Listed below are the results. The percentage number represents the Average Percent of 5th and 6th grade respondents reporting "Yes, most of the time" or "Yes, all of the time." Data shows that our Valley Oaks students score very high in the areas of Academic Motivation, High Expectations-Adults in School, Parent Involvement in School, Social/Emotional Learning Supports, Anti-Bullying Climate, Feeling Safe on Way To/From School, Rule Clarity, Students Treated with Respect, and in all areas of Substance Abuse.

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

Grade 5%	Grade 6%

64%	62%
Academic motivation	
87%	76%
Caring adults in school	
62%	65%
High expectations-adults in school	
82%	84%
Meaningful participation	
34%	41%
Facilities upkeep	
63%	57%
Parent involvement in schooling	
76%	71%
Social and emotional learning supports	
73%	75%
Anti-bullying climate	
70%	73%

#### School Safety

Feel safe at school	
67%	62%
Feel safe on way to and from school	
89%	79%
Been hit or pushed	
37%	22%
Mean rumors spread about you	
33%	29%
Called bad names or target of mean jokes	
38%	42%
Saw a weapon at school	
8%	12%

#### School Disciplinary Environment

Rule clarity	
86%	90%
Students well behaved	
50%	41%
Students treated fairly when break rules	
50%	54%
Students treated with respect	
75%	75%

#### Substance Use, Routines, Peer Relationships and Physical/Mental Health

Alcohol or drug use	
19%	19%
Marijuana use	
0%	0%
Cigarette use	
0%	2%
Vaping	
0%	0%
Late bedtime (after 10 pm)	
17%	56%
Cyberbullying	
11%	17%

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

Valley Oaks School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year a school-wide discipline program with clearly defined rules and expectations is communicated to parents and students. Parents and students are provided with a school handbook that reviews all school rules. Students are also reminded during morning announcements each day about the school rules and how to apply them during the school day. "Second Step", a program designed to help students with their social and decision-making skills, has been expanded in use and is taught to all students in all grades. Throughout the year teachers continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Valley Oaks School. Any visitor to Valley Oaks School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Ten yard supervisors work throughout the day to monitor student safety on the playground and in the cafeteria. Regular staff meetings are held for yard supervisors which provide ongoing training and address safety issues. School safety rules are well established and are enforced by all staff members. Surveillance cameras are used to monitor entrances, exits, and student areas. In addition, security fencing, with safety gates were installed at the end of the 2018-2019 school year. This allows, during the day, only one entrance into Valley Oaks - through the office.

The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. To assist with this, the district provides two full-time and two part-time custodial staff to clean and maintain the school on a regular basis. Site repairs and landscaping care are addressed through the district maintenance and operations department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

Valley Oaks school pride shows through the care of our facilities by staff, students and parents. Students are mindful of using walkways rather than grassy areas. School rules promote taking care of school property.

Intense modernization efforts took place at Valley Oaks during the 2018-2019 school year, including renovation of three main buildings (HVAC, electrical, exterior wood/paint, roofing, etc.) and of the Multi-Use Room and cafeteria/kitchen.

### **PREVENTATIVE MEASURES**

#### **Drills**

Fire Drills (Monthly) and Lockdown drills (2x yearly) are conducted at Valley Oaks to help promote knowledge of proper procedures for students and staff in case of a fire or intruder/active shooter.

#### **Campus Security**

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

Classroom doors will be locked during the school day

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

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

Security surveillance equipment is appropriately utilized

Law enforcement and mental health professionals participated in the review and update of campus security protocols

Direct communication can be made to the district office and to local law enforcement

#### **Stinger Cards**

As a school community, we understand the need to recognize positive behaviors and actions from the students in order to maintain a school that promotes peace and positivity. One of the ways this is accomplished is through the use of "Stinger Cards". Stinger Cards are given throughout the school day to students who demonstrate one (or more) positive character traits (Caring, Honesty, Responsibility, Integrity, Respect for Others, Citizenship, Planning and Decision Making, and Problem Solving). Students may receive a pencil when they enter their Stinger Cards in the Stinger Card containers in the office. Winners are selected each week on Friday and at the Monthly Sing-Along, and each winner is entitled to a choice of a prize from the Principal's Prize Box.

### Principal's Pat on the Back

Another way that the Valley Oaks community promotes positive school culture and behavior is through the distribution of the "Principal's Pat on the Back" certificate. Teachers recognize student behavioral, social, and academic successes by filling out a Principal's Pat on the Back certificate. Each morning, the principal reads over the school intercom system the names of the students who receive this recognition. The teacher then presents the Principal's Pat on the Back certificate to the student in the classroom.

### Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put student strengths into action. Students set goals for their future by incorporating their individual strengths. By recognizing and building upon student strengths, we will create higher engagement and hope for our youth. Students in 4th grade take the Gallup Strengths Finder Assessment, which highlights 3 strengths in each student. Teachers of students in Grades K-3 help "spot" strengths in them and encourage students to know and utilize their strengths.

### Character Education

Character education teaches the habits of thought and deeds that help people live and work together as families, friends, neighbors, communities and nations. Character education will enable students and adults to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Character education is approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. Student leadership and involvement are essential for character education to become a part of a student's beliefs and actions. At Valley Oaks, we continue to recognize students for displaying the Eight Great Traits. We do this on a daily basis through the issuing of Stinger Cards and on a monthly basis by recognizing students at our Monthly Sing-Along. Each teacher chooses a student(s) who has displayed the "Trait of the Month" and they are publicly recognized in the Sing-Along. Additionally, each student who earns "Trait of the Month" may be recognized on the school's social media sites and/or school newsletter and gets to have "Pizza with the Principal".

### Relational Aggression Training

Sometimes relational aggression is referred to as emotional bullying or the "mean girl" phenomenon and involves social manipulation such as:

- excluding people from a group
- spreading rumors
- breaking confidences or sharing secrets
- recruiting others to dislike a target

In general, girls tend to be more relationally aggressive than boys, especially during fourth grade through eighth grade. This year is the 4th year in which students in grades 4-6 have received training on what Relational Aggression is and how to best avoid it.

In 2023-2024 a training for boys is being created that is more reflective of issues that boys tend to have: "roasting", name-calling, and physical aggression.

### Parent Involvement

Parental involvement is increased by promoting events such as Back to School Night, Family Math Night, Family Literacy Night, Open House, Día del Niño, Fall Carnival, Family Art Night, and other events. Parents are an integral part of the English Language Advisory Committee, Parent Teacher Organization (PTO), and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Report Cards and access to the grade book through the Synergy ParentVue Parent Portal. Additionally, information on district-level parenting classes disseminates literature on effective parenting skills and involvement in the education of their children.

Communication with parents is achieved through multiple means. Valley Oaks has a school website, Facebook page, Instagram, and Twitter account. Updates occur regularly, and the school-wide Blackboard Connect system is also used to relay important messages via phone call, email messages, and text messages.



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

Child Abuse Prevention and Reporting: Board Policy/Regulation 5141.4

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

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

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

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

Neglect of a child as defined in Penal Code 11165.2

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

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

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

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

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

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

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

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

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

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

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

## Reportable Offenses

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

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

## Responsibility for Reporting

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

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

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

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

## Reporting Procedures

### Initial Telephone Report

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

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

Sacramento County Child Protective Services  
3331 Power Inn Road, Sacramento, CA 95826  
916-875-5437

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

### Written Report

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

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

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

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

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

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

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

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

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

#### Internal Reporting

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

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

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

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

#### Training

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

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

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

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

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

#### Victim Interviews by Social Services

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

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

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

The selected person shall not participate in the interview.

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

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

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

#### Release of Child to Peace Officer

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

#### Parent/Guardian Complaints:

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

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

#### Notifications

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

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

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

The Superintendent or designee also shall notify all employees that:

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

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

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

**Disaster Plan (See Appendix C-F)**

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

**Earthquake Drill:**

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

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

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

**Mitigation:**

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

**Preparedness:**

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

**Response:**

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

**Recovery and Reconstruction:**

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

**Fire Drills:**

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

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

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

Lockdown and Shelter In-Place Drills:

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

Evacuation Procedures:

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

### **Adaptations for Students with Disabilities**

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

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

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

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

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

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

### **Public Agency Use of School Buildings for Emergency Shelters**

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

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

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

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

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

#### **Mandatory Suspension & Expulsion**

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

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

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

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

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

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

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

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

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

Board Policy and Administrative Regulations: 5145.7

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

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

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

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

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

Instruction/Information

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

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

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

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

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

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

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



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

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

#### Disciplinary Actions

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

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

#### Record-Keeping

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

#### Definitions

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

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

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

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

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

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

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

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

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

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

#### Examples of Sexual Harassment

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

Unwelcome leering, sexual flirtations, or propositions

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

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

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

Spreading sexual rumors

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

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

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

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

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

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

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

#### Notifications

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

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

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

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

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

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

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

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

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

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

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

#### Reporting Complaints

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

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

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

#### Complaint Procedures

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

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

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

Dress and Grooming Board Policy and Administrative Regulations 5132

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

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

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

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

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

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

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

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

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

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

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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

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

**Gang-Related Apparel**

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

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

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

There are two main drop-off and pick-up points for students at Valley Oaks. The main drop-off/pick up area is at the front of the school, and the secondary drop-off/pick-up area is on the east side of the school. At the front of the school, there is space for parents to park their vehicles either directly in front of the school or across the street. There are three different crosswalks at the front of the school, and each of these crosswalks has Yard Supervisors assisting students and families cross the street to get to/from school. There are additional Yard Supervisors providing supervision of students as they arrive to/leave school. The secondary drop-off/pick-up area on the east side of the school also has a crosswalk that is monitored by a Yard Supervisor before and after school. Students enter/exit through the east gate.

Valley Oaks has four gated entrances at the front of the school. One of the gated entrances is for cafeteria entrance only. This gate is opened at 7:30am for students who enter the cafeteria for breakfast. Students remain in the cafeteria until 7:45am, at the earliest. The other three gated entrances at the front of the school are closed until 7:45am, when Yard Supervisors open them for students to enter campus. With the exception of Kindergarten students and students in Special Education, parents are not permitted on campus without checking in at the main office. At 8:00am, all gates, including the east gate/entrance are closed and remain closed throughout the entire school day, until students are dismissed at 2:30pm. Parents or visitors coming on to the Valley Oaks campus need to check in at the office, sign in, and wear a visitor's pass at all times when on campus, and return their visitor pass when they exit the school through the office.

Valley Oaks Staff has two parking areas - the main parking lot on the east side of the school, and a smaller parking lot on the west side of the school. These parking areas are for Valley Oaks staff only, as there are just enough parking spaces for the entire Valley Oaks staff. A Yard Supervisor is at the entrance of the main staff parking lot before school to ensure adequate staff parking and flow of parents dropping their students off.

At Valley Oaks, there is a drive-thru bus pick-up/drop-off area. Due to the limited number of buses that come to Valley Oaks, this area can also be used for parents picking up/dropping off students. However, when a bus is present, the bus has the right of way, and no other vehicles may block or get in the way of the buses.

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

**Component:**

Social

**Element:**

School-wide suspensions (cyberbullying)

**Opportunity for Improvement:**

Over the last few years, we have seen an increase in the number of students who have been suspended from school for utilizing technology to cyberbully other students. We look to decrease the number of cyberbullying incidents by increasing student awareness of what cyberbullying is, how to avoid it, how to report it, and the consequences for students who engage in cyberbullying.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the number of students suspended for cyberbullying	Hold assemblies for each grade level, making students aware of what cyberbullying, how and why it is not allowed, how to report it, and what the consequences are for those who engage in cyberbullying.	School suspension data; Leading research data on cyberbullying in schools.	David Nelson, Principal; Leah Wheeler, Asst. Principal; Hector Reyes, Counselor	

**Component:**

Physical

**Element:**

School Repairs (Interior/Exterior)

**Opportunity for Improvement:**

According to our recent Facility Inspection Tool (FIT) Report, there are identified areas of the school that need to be repaired.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Keep the school facilities safe by making repairs to identified interior/exterior areas of the school.	Site personnel will coordinate with district office personnel and the district maintenance team to plan and carry out repairs to the areas identified in the FIT report	Site Custodial Team, District Maintenance Team, District Office Personnel	David Nelson, Principal; Alejandra Garibay, CBO.	

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

**Valley Oaks Elementary School Student Conduct Code**

Valley Oaks Elementary has four core school rules: 1) Be Safe, 2) Be Responsible, 3) Be Respectful, and 4) Be Kind.

**Conduct Code Procedures**

**Behavior Policy**

It is our goal to make our school a safe and engaging place for students to learn. It is our goal to have a consistent and predictable policy that everyone can understand and support. The following four behaviors summarize our behavior expectations for our students:

**BE SAFE**

Keep hands, feet and objects to yourself

Demonstrate good sportsmanship by using school equipment appropriately, stay on the playground area and use sidewalks

Keep inappropriate comments to yourself

**BE RESPECTFUL**

Follow adult directions

Be polite to adults and students

Listen to what others have to say

Wait your turn

Leave others' work and belongings alone

Try to understand the needs of others

Be thoughtful of others' opinions and beliefs

Use appropriate language at all times

Remove hats before entering any building

**BE RESPONSIBLE**

Follow school rules

Complete your work

Take care of school property

Make coming to school a priority

Accept responsibility for your mistakes

Wear appropriate clothing for school

Deliver all school communication to parents

## BE KIND

Help others

Be friendly

Give compliments, not put downs

Try to understand the needs of others

Be considerate of others' feelings

Use words like please, thank you, excuse me

Each classroom teacher designs their management system and communicates that with students and family in the beginning of the school year. Students not following school rules while on the playground, cafeteria or around school campus may receive a Behavior Citation (from Yard Supervisors) or a Behavior Report (from teacher). When receiving a Behavior Report, the school personnel will discuss the reason for the citation with the child and a form will be given to the student to take home for parent/guardian signature. Behavior Reports must be returned to the teacher/issuer on the following school day. Efforts were made during the 2018-2019 school year, through the Valley Oaks Leadership Team, to make a comprehensive system of expectations and consequences for behavior at the school. The Behavior Norms Matrix is part of these school-wide expectations.

## Office Referral

More serious behaviors are handled through an Office Referral. The student will be called to the office to discuss the problem and the consequences can include a parent conference (phone or in person), loss of participation in a school sponsored activity, and/or in-school suspension or at-home suspension.

Students will be sent to the office to speak with an administrator for the following reasons:

Fighting (engaging in, threatening or attempting)

Disrespect

Defacing/destruction of school property

Defiance of authority

Exhausting the classroom management system

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

In addition to the general rules, specific rules must also be followed while in the cafeteria, playground and while riding the bus. A suspension can affect the participation of special classroom functions such as a field trip, promotion activities, etc. If behavior is a serious concern, the parent will be asked to attend any off-school grounds activities with their child to assist with supervision.

## School-wide Rules

- Walk on sidewalks and blacktop
- Hands-off policy: Keep your hands and feet to yourself
- Objects that are dangerous to others should not be brought to school. Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons
- Toys, cards, sports equipment, music devices, cameras and any other electronic devices are not allowed at school during school hours
- Cell phones must be turned off and kept in backpack when a student enters the school campus
- Gum, candy, soda, or sunflower seeds are not allowed
- Students must play in the designated play areas only
- Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
- Bathrooms are not to be played in
- Students are not allowed in classrooms without an adult present

## Playground Rules

- Walk on the blacktop
- Footballs, soccer balls must be on the grass area at all times
- Balls may be thrown or bounced on the blacktop (no kicking)
- Dodge ball must be played on the printed circle- keep balls below the waist
- Food is not allowed on the playground, only at the tables/designated areas for eating
- Take turns using the drinking fountain

- Jumping from any climbing equipment is not allowed
- Use the ladder to get up to the slide and slide down in a sitting position, feet first
- Playing tag or running around climbing equipment is not allowed
- Follow the rules of the sport you are playing
- Games will be stopped if there is any rough playing or arguing
- Seek help and assistance from an adult when a conflict occurs
- Balls may be bounced against ball walls only
- Rainy/wet days – the only balls out are basketballs, four-square, and tether balls (depending on how wet the ground is)
- Equipment is not to be used if it is wet and slippery
- When the bell rings stop play and listen for the “un-freeze” whistle
- Drinks and restroom use must be completed before the ending recess bell rings

#### Cafeteria Rules

- Walk in a straight line
- Keep hands and feet to yourself at all times
- Remain seated until your table is dismissed
- Help us maintain a clean place to eat
- Raise your hand if you need any type of assistance
- Place all balls and recess equipment in the area by the front doors
- Sit at your assigned table/space at the table
- Talking softly to friends at your table is o.k. - shouting is not
- Eat your own food, not other people’s food
- If you need to go to the restroom, raise a hand to ask for permission
- Wait to be dismissed before dumping your tray
- Walk inside the cafeteria at all times

#### Bus Rules

- The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:
- Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stop.
- Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.
- When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.
- Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of your body inside the bus. Keep the aisle clear at all times.
- Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.
- All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.
- Help keep the bus safe and free from litter by not eating or drinking on the bus
- Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.
- Remain quiet at all railroad crossings.
- When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver’s attention by calling out to the driver before approaching the bus again.
- Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian. and approved by the site administrators. There are no exceptions.
- Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.
- Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.



### **(K) Hate Crime Reporting Procedures and Policies**

Per Board Policy 5145.9 Hate-Motivated Behavior

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

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

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

#### Grievance Procedures

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

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

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

### **(J) Procedures to Prepare for Active Shooters**

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

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

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Bullying Board Policy 5131.2

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

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

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

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

#### Bullying Prevention

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

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

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

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

#### Intervention

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

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

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

#### Complaints and Investigation

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

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

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

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

#### Discipline

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

### **Opioid Prevention and Life-Saving Response Procedures**

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

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

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

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

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

National Association of School Nurses, NARCAN ADMINISTRATION PROTOCOL,

#### **RECOGNIZE:**

1. Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

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

Suspicion of opioid overdose can be based on:

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

#### **RESPOND:**

Immediately call for help

1. Call for help- Dial 911.
2. Request Advanced Life Support.
3. Assess breathing: Perform rescue breathing if needed.
4. Place the person on their back.

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

REVERSE:

Administer naloxone

Via Intra-Nasal Narcan:

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

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

REFER:

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

## Safety Plan Review, Evaluation and Amendment Procedures

The Safety Plan will be created and reviewed by the School Site Council, the Site Safety Team, and the school staff. As it is reviewed and evaluated, if/when there are items discussed to be added to/removed from the document, it will be reviewed by all of the named groups/teams, and an amendment to the Safety Plan may be created. It then would be submitted to the district administration and school board for approval, if necessary.

## Safety Plan Appendices

### Emergency Contact Numbers

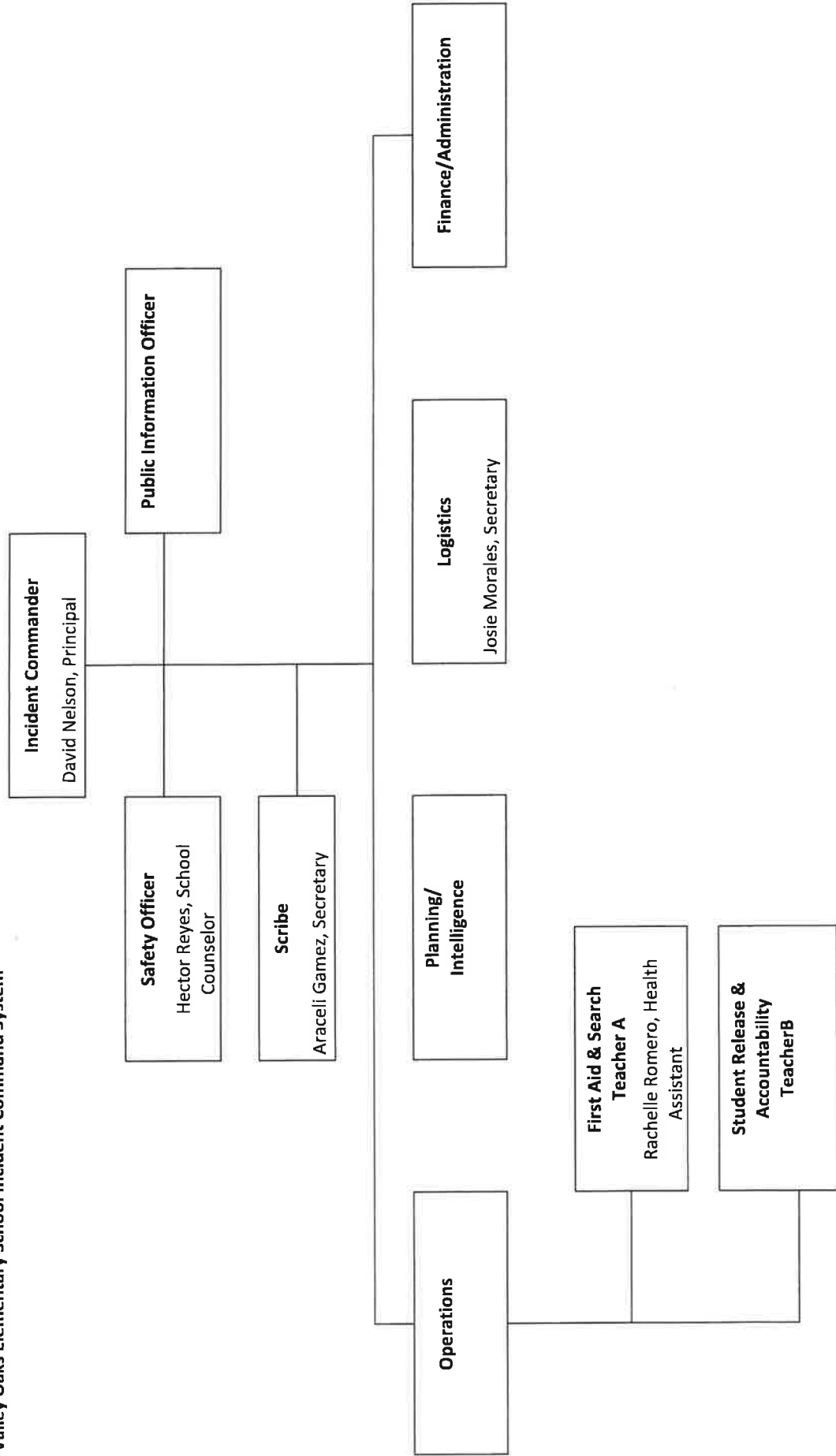
#### Utilities, Responders and Communication Resources

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

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Review with School Site Council; Approval	2/14/24; 3:00pm	
Review with Staff	3/04/24; 8:15am	

**Valley Oaks Elementary School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

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

#### **Logistics**

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

#### **Finance & Administration**

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



## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

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

Determining the appropriate actions to take is a multistep process:

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

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

### Step Two: Identify the Level of Emergency

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

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

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

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

### Step Three: Determine the Immediate Response Action

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

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

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

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

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

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

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

### Step Four: Communicate the Appropriate Response Action

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

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

### **Armed Assault on Campus**

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

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

### **Biological or Chemical Release**

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

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

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

### **Bomb Threat/ Threat Of violence**

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

Initial Considerations:

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

Administrator's Response:

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

fire authorities.

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

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

- a. If a search is necessary, advise staff to conduct a visual search of their immediate area / classroom for suspicious items.
- b. Staff should be familiar with their work areas and items that are out of the ordinary should be easily spotted
- c. Assign staff to specific areas of the campus to search outdoor areas or large spaces.
- d. This is a cursory search and should be done visually only. Items of concern should not be moved, opened, or touched.
- e. Suspicious items should be reported to administration

4. If a suspicious item is identified the room should be evacuated and the item left untouched and in place.

- a. Staff and students should evacuate taking only their personal belongings
- b. Turning off site bell or intercom systems
- c. Moving a specific distance away or to a location that provides additional protection.

Staff / Teacher Response:

1. Be familiar with your work area / classroom and be able to identify items that appear out of place or suspicious
2. If advised via school communication system a possible bomb threat, follow all instructions provided by the administration
  - a. Do not share in the information with students unless specifically directed to do so by the administration
3. If advised to conduct a search of your work area / classroom
  - a. Conduct a visual search only
  - b. You may open cabinets / drawers, but do not disturb the contents
  - c. If you locate an item that appears suspicious, or does not belong in your work area/classroom, report the item immediately and include a full description
  - d. Do not touch or move the item, leave it in place
  - e. Evacuate the room
  - f. When all persons have exited, lock the doors to eliminate persons from entering
  - g. Go to the site evacuation location or alternate location if directed to do so

What does a suspicious item look like?

1. A suspicious item may be anything that is significantly out of the ordinary for the area / space, but may also include typical items that are displaying uncharacteristic appearance such as, but not limited to:
  - a. An out of place backpack, without an apparent owner
  - b. An out of place box or envelope not belonging to anyone and without knowledge why it is there.
  - c. An item constructed of PVC or metal pipes with sealed ends
  - d. An item that is leaking or with an oily appearance of petroleum, fuel, or grease with similar odors
  - e. An item that appears to have unusual wires protruding
2. If directed by administration or law enforcement to evacuate an area:
  - a. Instruct students to take their personal belonging and backpacks with them as they exit
  - b. When the last person has exited the room, lock the door
  - c. Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement
  - d. Update your student roster, notify administration of status and location.

Resuming Normal Activities

The decision to resume normal activities is the responsibility of the site administrator but may be made in conjunction with or recommendation from law enforcement or fire authorities. Depending upon the level of action taken, advise the site via PA or email system it is safe to return to normal activities.

Threat of Violence

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

### **Earthquake**

Earthquakes present a number of safety hazards. Injuries may result from falling debris, ruptured gas lines and other infrastructure or electrical failures. Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools; staff are trained annually.

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

### **Earthquake While Indoors at School**

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

### **Earthquake While Outdoors on School Grounds**

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

#### Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

#### Explosion or Risk Of Explosion

Explosions, aircraft crashes, and similar incidents can result in widespread damage occurring from the immediate explosion or impact and through the dispersal of injurious debris.

If inside classrooms or other buildings:

1. Initiate the "duck and cover" procedure.
2. The fire alarm may or may not sound
  - a. Do not evacuate your location until determined safe or advised to do so
  - b. If no alarm is sounded assess the situation and evacuate everyone by a safe route to the pre designated evacuation location
3. Be aware of the possibility of secondary explosions and scattered, injurious debris
4. If the normal evacuation area is not safe or there is no apparent safe route to the area, evacuate to an alternate area, or utilize an alternate route to a location preferably upwind from the location of the incident.
  - a. Advise the administration of your location.
5. Account for the students and other persons within your group.
6. Notify admin of any injured persons within your class or group and Initiate appropriate first-aid or other supportive care
7. Wait for further instructions.

If outside of classrooms or other buildings:

1. Instruct everyone to lie flat on the ground.
2. Do not run toward or enter any buildings.
3. Assess the situation:
4. As soon as it is safe to do so, instruct everyone to proceed to the normal evacuation area.

5. If the normal evacuation area is not accessible or unsafe, proceed to an alternate assembly area, preferably upwind from the incident site.
  - a. Advise the administration of your location..
6. Account for the students and other persons within your group and report to administration.
7. Notify admin of any injured persons within your class or group
  - a. Initiate appropriate first-aid or other appropriate care
8. Wait for further instructions.

**Administration:**

1. Call 911 as soon as practicable (if appropriate)
2. Activate the site's emergency notification system
3. Notify the District Office
4. Initiate emergency communications
5. Assess the safety of the site
  - a. If the site is safe, may advise to return to classrooms
  - b. If the site is unsafe, initiate appropriate site evacuations and family reunification procedures.

**Flooding**

Flooding events are a known and possible threat within the Sacramento / Central Valley region. Flooding events may come with a warning or may transpire quickly due to an overwhelming deluge of water from a weather event or infrastructure failure.

**Administration & Support Staff Actions:**

1. Advise the site staff of the flooding risk
2. Initiate appropriate shelter-in-place actions
3. Notify District personnel
4. Monitor emergency weather channels and/or online sources
  - a. National Oceanic and Atmospheric Administration - [www.noaa.gov](http://www.noaa.gov)
  - b. Sacramento County Office of Emergency Services – <https://saco.es.saccounty.net>
5. Assign appropriate site staff to exterior posts as necessary
6. Monitor the incident and be prepared to coordinate with the district to determine if/when school should be concluded or act if emergency evacuations are necessary

**Teachers And Other Staff Actions:**

1. Your first responsibility is to supervise your students, but be prepared to help with other assignments as needed
2. Monitor the incident and review safety information
3. Cancel outdoor activities
4. Keep all students in classrooms
5. Communicate staff/student safety and accountability through school emergency communication system as requested
6. If advised to evacuate the room OR if your room is quickly inundated with water and emergency evacuation is necessary:
  - a. Quickly exit the room
  - b. Move to the predesignated evacuation location OR if the area is unsafe to an alternate location preferably uphill.
  - c. Do not cross any areas of puddled or moving water
  - d. If unable to safely evacuate advise the administration and wait for first responders/rescuers

**Maintenance Staff Actions:**

1. Should assist with monitoring the exterior areas of the campus
2. When/if appropriate – shut off all utilities at main power and close the main gas and water valves prior to completing evacuation from site

**Heat Illness Prevention**

**Air Quality & Extreme Heat**

## GUIDANCE & RESOURCES GENERAL INFORMATION

As extreme heat and smoke events become more common in our region, it is essential that schools be prepared to adjust their operations to ensure the health and safety of children and employees.

This may include:

- paying extra attention to sensitive individuals (e.g. asthma or other medical conditions);
- moving outdoor events and activities indoors;
- limiting vigorous activity; and/or
- postponing or canceling events.

## AIR QUALITY & SMOKE EVENTS

Poor air quality, such as that caused by wildfire smoke, can make being outdoors both unpleasant and unhealthy. Due to Sacramento County's size and geography, air quality can vary greatly throughout the county.

Resources have been developed by The Sacramento Metropolitan Air Quality Management District to monitor air quality near school site(s) and make decisions about adjusting operations accordingly. See attached:

Appendix 3: AQMD - AB 661 AQI Chart (Schools Rebrand)

Appendix 4: CDPH Heat Risk Grid

Board Policy: Policy 5141.7: Sun Safety

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

The Superintendent or designee may coordinate sun safety and UV radiation education and policy efforts with the California Department of Public Health, the local health department, and other local agencies and/or community organizations. He/she shall involve students, parents/guardians, and the community in support of such school-based programs.

The Superintendent or designee may incorporate sun safety elements into the curriculum in order to increase students' understanding of the health risks associated with overexposure to UV radiation from the sun or artificial sources and to encourage students to engage in preventive practices. Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

Students shall be allowed to wear sun-protective clothing. (Education Code 35183.5)

Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen shall be encouraged to apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee shall evaluate the adequacy of shaded and/or indoor areas for recreation at each school and shall consider the provision of sufficient shaded areas in plans for new construction or modernization of facilities. The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level. Staff shall be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing. The Superintendent or designee may inform school staff and

parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

### **Loss or Failure Of Utilities**

Power outages may be caused due to severe weather, site based or local area mechanical failure, or as part of a community power safety shutoff plan during high winds and elevated fire conditions.

Schools, along with general learning activities can remain open and operational even during a power outage for periods of time if relative conditions are cooperative. For example, if the weather is moderate, heating or air conditioning is not essential, and accommodations can be made for student nutritional needs and general safety.

This site does not have specific back-up power or a dedicated generator for use during power outages.

Response to an unplanned power outage:

In the event the power goes out prior to or anytime during the school day:

1. Site administration should notify staff of the incident, including any necessary action.
2. Site administration will notify the District Office as well as the Facilities and Maintenance team of the outage.
3. If lunch or other meal service is interrupted, Nutritional Services will coordinate the preparation and delivery of bagged meals.
5. Teaching staff may be directed to identify alternative student learning activities.
6. The district office will assist site administration in notifying parents and guardians of the situation and any details related to continuing, modifying or ending the school day.

Response to a planned or long-term power outage:

In the event of a power outage known to last a full school day or longer, site administration will coordinate with the district Superintendent to determine the need for school closure.

The site and district office will notify parents and guardians of the closure or plan to continue operations along with any details related to alternative study, learning enrichment activities or modification to the school day.

### **Pandemic**

Responding to Pandemic Influenza in the Classroom

What is Pandemic Influenza:

Pandemic influenza is a virulent human flu that causes a global outbreak, or pandemic, of serious illness. Pandemic influenza differs from other types of flu because there is little natural immunity and the disease can spread easily from person-to-person.

According to the World Health Organization (WHO), "An influenza pandemic occurs when a new influenza virus appears against which the human population has no immunity, resulting in several simultaneous epidemics worldwide with enormous numbers of deaths and illness. With the increase in global transport and communications, as well as urbanization and overcrowded conditions, epidemics due to the new influenza virus are likely to quickly take hold around the world."

Outbreaks of influenza, or the flu, are commonplace, usually occurring during the fall and winter seasons.

How does Pandemic Influenza differ from other types of influenza?

Influenza is a highly contagious respiratory virus that is responsible for annual epidemics in the United States and other countries. Each year thousands of people are hospitalized and/or die in the U.S. from influenza infection or a secondary complication. During an influenza pandemic, the level of illness and death from influenza will likely dramatically increase worldwide.

Defined, types of influenza include:



- Seasonal (or common) flu: a regularly occurring respiratory illness that can be transmitted person-to-person. Most people have some immunity, and a vaccine is available.
- Epidemic flu: an outbreak of influenza that is larger than the usual expected numbers of flu cases, but is not necessarily global.
- Avian (or bird) flu: a type of flu caused by influenza viruses that occur naturally among wild birds. The H5N1 variant is deadly to domestic fowl and can be transmitted from birds to humans. There is no human immunity and no vaccine is available.
- COVID-19 (SARS-CoV-2): a virulent flu that is caused by infection with the coronavirus first identified in 2019 that spreads more easily than flu and can cause more severe illness in some people. COVID-19 may take longer to show symptoms and may be contagious for longer periods of time. A vaccine is available.
- Pandemic flu: a virulent flu that infection humans and causes a global outbreak, or pandemic, of serious illness. Pandemic flu occurs when a new strain of flu appears because there is little natural immunity and the disease can spread easily from person-to-person.

#### Surveillance and Reporting:

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

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

#### Definition of Surveillance Levels:

##### Standard Surveillance

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

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

##### Heightened Surveillance

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

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

##### Intensive Surveillance

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

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

### Influenza Case Definition:

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

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

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

### Responding to Pandemic Influenza:

Schools must prepare to respond to pandemic influenza before an outbreak occurs. Teachers, in particular, interact with students and parents on a daily basis and can promote good hygiene practices, such as:

- Covering mouths and noses with a tissue when coughing or sneezing.
- Washing hands thoroughly and frequently with soap and water. Alcohol-based hand sanitizers can be used if soap and water are not available.
- Cleaning surfaces and classroom items such as desks, doorknobs, keyboards, and/or pens with cleaning agents.
- Sending sick students' home and advising parents to keep their children home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of a fever-reducing medicine). If the flu is more severe, extend the time students' or staff should stay at home.

To minimize disruptive student learning due to increased absences, teachers can implement alternate teaching strategies and lesson presentation methods such as:

- Preparing alternate lesson plans
- Preparing hard-copy packets for at-home students
- Developing online materials and/or content
- Using recorded or live class sessions

This document is in accordance with California Department of Public Health (CDPH) COVID-19 Public Health Guidance for K-12 Schools, Centers for Disease Control and Prevention (CDC), and Sacramento County Department of Health Services. This document is subject to change and will be updated as needed, per Public Health requirements.

### **Tactical Responses to Criminal Incidents**

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

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

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

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

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

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

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

**Confidential Special Need / Assistance List**

To remain compliant with privacy laws, lists of individuals with health concerns or those requiring assistance due to a functional disability should not be kept directly within the tactical plan. The site administrator or designee should keep this list in a secured location they can access in case of a critical emergency and/or evacuation. For the CSSP simple state where this information can be found if needed.

Student Name	Health Concern	Care Plan and Medication

**Special Needs Students-Describe:**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

Lined writing area with 10 horizontal lines.

Staff Name	Health Concern	Care Plan and Medication

**Special Needs Staff-Describe:**

Lined writing area with 10 horizontal lines.



## NARCAN ADMINISTRATION PROTOCOL

### RECOGNIZE:

#### Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

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

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

#### Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

## RESPOND:

### Immediately call for help

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



## REVERSE:

### Administer naloxone

#### Via Intra-Nasal Narcan:

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

**Remove** NARCAN Nasal Spray from the box.

Peel back the tab with the circle to open the NARCAN Nasal Spray.



**Hold** the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



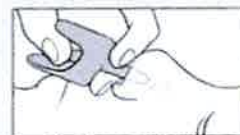
**Gently insert the tip of the nozzle into either nostril.**

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



**Press the plunger firmly** to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



(Graphic credit: ADAPT Pharma, 2015)

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

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

## REFER:

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

## References

ADAPT Pharma. (2016). Helpful Resources. Available at: <http://www.narcannasalspray.com/helpful-resources/>

Centers for Disease Control and Prevention. (2012). Community-Based Opioid Overdose Prevention Programs Providing Naloxone — United States, 2010 MMWR February 17, 2012/ 61(06), 101-105. Available at: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6106a1.htm>

Davis, C., Webb, D., Burris, S. (2013). Changing Law from Barrier to Facilitator of Opioid Overdose Prevention. Journal of Law, Medicine & Ethics, 41(Suppl. 1), 33-36.


Reduction Coalition. (n.d.). Perform Rescue Breathing. Available at: <http://harmreduction.org/issues/overdose-prevention/overview/overdose-basics/responding-to-opioid-overdose/perform-rescue-breathing/>

Loimer, N., Hofmann, P., Chaudhry, H.R. (1992). Nasal administration of naloxone for detection of opiate dependence. Journal of Psychiatric Research, 26, 39-43.

Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution. (n.d.) Opioid Overdose Education and Naloxone Distribution MDPH Naloxone pilot project Core Competencies. Available at: <http://www.mass.gov/eohhs/docs/dph/substance-abuse/core-competencies-for-naloxone-pilot-participants.pdf>



## VO SCHOOL-WIDE BEHAVIOR MATRIX

	<b>CAFETERIA</b>	<b>PLAYGROUND</b>	<b>WALKWAYS</b>	<b>RESTROOM</b>	<b>OFFICE</b>
 <b>BE SAFE</b>	<ul style="list-style-type: none"> <li>*keep YOUR hands &amp; YOUR food to YOURself</li> <li>*quiet voices</li> <li>*walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>*follow established rules/expectations for games, structures &amp; equipment</li> <li>*walk on the blacktop</li> <li>*keep your hands, feet &amp; body to yourself</li> <li>*NO chase games</li> </ul>	<ul style="list-style-type: none"> <li>*walk in line with eyes forward</li> <li>*hands to self</li> <li>*stay outside of white door lines</li> <li>*stay on walkways and in designated areas</li> <li>*do NOT open gates for anyone to to come onto school campus</li> </ul>	<ul style="list-style-type: none"> <li>*use restroom for intended purpose</li> <li>*keep feet on ground</li> <li>*use restroom by yourself (no big friend group)</li> </ul>	<ul style="list-style-type: none"> <li>*walk at all times</li> <li>*keep walkway in front of desk clear</li> <li>*keep body still</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>*politely pick up after yourself</li> <li>*follow entry, dismissal, and exit procedures</li> <li>*follow all adult directions</li> <li>*food stays in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>*follow all adult instructions</li> <li>*use and return equipment properly</li> <li>*take care of your own needs before the bell (restroom, drink, snack)</li> <li>*leave sticks on the ground</li> <li>*hands off others - no tag games</li> </ul>	<ul style="list-style-type: none"> <li>*walk on walkways only</li> <li>*keep hands &amp; feet to self</li> <li>*walk in straight line</li> <li>*keep playground balls/ equipment in hands until playground</li> </ul>	<ul style="list-style-type: none"> <li>*use and dispose of supplies appropriately</li> <li>*respect fixtures and use for intended purpose</li> <li>*TP in toilet; Paper towels in garbage</li> </ul>	<ul style="list-style-type: none"> <li>*sit where directed &amp; stay seated</li> <li>*must have a pass or a stinger card to be in the office during school hours</li> </ul>
<b>BE RESPECTFUL</b> <small>(Voice Level 0 = Silent; Voice Level 1 = Whisper; Voice Level 2 = Normal Voice; Voice Level 3 = Outside Voice)</small>	<ul style="list-style-type: none"> <li>*keep hands to self</li> <li>*keep own food on own tray</li> <li>*follow adult directions without argument</li> <li>*talk to elbow partner at voice level 1-2</li> </ul>	<ul style="list-style-type: none"> <li>*listen/speak to YS as you would your teacher</li> <li>*take turns/don't interfere with others' games</li> <li>*show good sportsmanship</li> <li>*take care of equipment</li> <li>*water fountains are for drinking only</li> </ul>	<ul style="list-style-type: none"> <li>*be agreeable with all school staff</li> <li>*keep voice level to 0-1</li> <li>*respect classes in session</li> <li>*hands-off safety fencing</li> </ul>	<ul style="list-style-type: none"> <li>*flush toilet when done</li> <li>*be quick and quiet</li> <li>*respect privacy of others</li> <li>*voice level 1-2</li> </ul>	<ul style="list-style-type: none"> <li>*QUIET (people are working) Voice Level 0-1</li> <li>*wait your turn (patience)</li> <li>*mind your own business</li> </ul>
<b>BE KIND</b>	<ul style="list-style-type: none"> <li>*use kind words w/ everyone</li> <li>*use table manners (clean up)</li> <li>*be patient</li> <li>*be helpful</li> </ul>	<ul style="list-style-type: none"> <li>*be inclusive and welcoming</li> <li>*use kind and encouraging words</li> <li>*respect games already in progress</li> <li>*wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>*greet others with a smile &amp; quiet hello</li> <li>**stay to the right &amp; be polite"</li> </ul>	<ul style="list-style-type: none"> <li>*report any issues to your teacher</li> <li>*wait your turn</li> <li>*put trash in garbage can</li> </ul>	<ul style="list-style-type: none"> <li>*use "please and "thank you" when someone helps you</li> <li>*wait your turn</li> </ul>

\*\*\* This list shows examples of behavior expectations. It does NOT list every possible behavior. \*\*\*

# RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



## SCHOOL DISTRICTS

### HOW TO STEP 1

**USE THIS CHART** Find the current local air quality conditions (AQI) at [fire.airnow.gov](http://fire.airnow.gov). To find forecasted air quality conditions go to [AirQuality.org](http://AirQuality.org).

### STEP 2

Once you know the AQI nearest your school or outdoor event, use the table below to help you plan and make decisions during a wildfire smoke event or anytime the AQI increases.

	LEVEL 1 GOOD 0-50	LEVEL 2 MODERATE 51-100	LEVEL 3 UNHEALTHY FOR SENSITIVE GROUPS 101-150	LEVEL 4 UNHEALTHY 151-200	LEVEL 5 VERY UNHEALTHY SCHOOL CLOSURE MAY BE CONSIDERED <sup>2</sup> 201-300	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED <sup>2</sup> ≥301
<b>ACTIVITY</b>	No Restrictions	Ensure sensitive individuals <sup>1</sup> are medically managing their condition	Sensitive individuals <sup>1</sup> should exercise indoors or avoid vigorous outdoor activities Allow individuals who complain of difficulty breathing to play indoors	Exercise indoors or avoid vigorous outdoor activities Sensitive individuals <sup>1</sup> or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
<b>AQI</b>	0-50	51-100	101-150	151-200	201-300	≥301
<b>RECESS (15 MIN)</b>	No Restrictions	Ensure sensitive individuals <sup>1</sup> are medically managing their condition	Sensitive individuals <sup>1</sup> should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals <sup>1</sup> Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals <sup>1</sup> or any individual who complains of difficulty breathing should remain indoors	No outdoor activity All activity should be moved indoors or discontinued	No outdoor activity All activity should be moved indoors or discontinued
<b>PHYSICAL EDUCATION CLASS (60 MIN)</b>	No Restrictions	Ensure sensitive individuals <sup>1</sup> are medically managing their condition	Ensure sensitive individuals <sup>1</sup> are medically managing their condition Increase rest periods and substitutions to lower breathing rates	Reduce vigorous exercise to 30 minutes per hour Increase rest periods and substitutions to lower breathing rates Sensitive individuals <sup>1</sup> should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
<b>ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT</b>	No Restrictions	Ensure sensitive individuals <sup>1</sup> are medically managing their condition	Ensure sensitive individuals <sup>1</sup> are medically managing their condition Increase rest periods and substitutions to lower breathing rates	Reduce duration of events exceeding two hours Consider rescheduling or relocating event	Practice or event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued
<b>SCHEDULED OUTDOOR EVENT</b>	No Restrictions	Ensure sensitive individuals <sup>1</sup> are medically managing their condition	Ensure sensitive individuals <sup>1</sup> are medically managing their condition	Ensure sensitive individuals <sup>1</sup> are medically managing their condition	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued

<sup>1</sup> Sensitive individuals include anyone with asthma or other heart/lung conditions. Those with asthma should follow their asthma action plans and keep their quick-relief medicine handy.

<sup>2</sup> To meet waiver approval conditions due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction, poor air quality must be shown to be caused by an emergency event such as a wildfire.

# CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the [National Weather Service \(NWS\) HeatRisk tool](#). Learn more about how to stay safe during extreme heat at [CDPH Extreme Heat](#).

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> <li>This level of heat poses little to no risk from expected heat</li> </ul>	<ul style="list-style-type: none"> <li>No elevated risk</li> </ul>	<ul style="list-style-type: none"> <li>No preventative actions necessary</li> </ul>
1 (Yellow)	Minor	<ul style="list-style-type: none"> <li>Heat of this type is <b>tolerated by most</b>; however, there is a <b>minor risk for extremely heat-sensitive groups*</b> to experience negative heat-related health effects</li> </ul>	<ul style="list-style-type: none"> <li><b>Primarily those who are extremely sensitive to heat,*</b> especially when outdoors without effective cooling and/or adequate hydration</li> </ul>	<ul style="list-style-type: none"> <li>Increase hydration</li> <li>Reduce time spent outdoors or stay in the shade when the sun is strongest</li> <li>Open windows at night and use fans</li> </ul>
2 (Orange)	Moderate	<ul style="list-style-type: none"> <li>Heat of this type is tolerated by many; however, there is a <b>moderate risk for members of heat-sensitive groups*</b> to experience negative heat-related health effects, including heat illness</li> <li><b>Some risk for the general population who are exposed to the sun for longer periods of time</b></li> <li><b>Living spaces without air conditioning can become uncomfortable during the afternoon and evening</b>, but fans and leaving windows open at night will help</li> </ul>	<ul style="list-style-type: none"> <li><b>Primarily heat-sensitive or heat-vulnerable groups,*</b> especially those without effective cooling or hydration</li> <li>Those not acclimatized to this level of heat (i.e., visitors)</li> <li>Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue</li> <li>Some transportation and utilities sectors</li> <li>Some health systems will see increased demand, with increases in emergency room visits</li> </ul>	<ul style="list-style-type: none"> <li>Reduce time in the sun during the warmest part of the day</li> <li>Stay hydrated</li> <li>Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.)</li> <li>Move outdoor activities to cooler times of the day</li> <li>For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings</li> </ul>
3 (Red)	Major	<ul style="list-style-type: none"> <li>Heat of this type represents a <b>major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group</b></li> <li><b>Dangerous to anyone without proper hydration or adequate cooling</b></li> <li><b>Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.</b></li> <li><b>Poor air quality is possible</b></li> <li><b>Power interruptions may occur</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Much of the population, especially anyone without effective cooling or hydration</b></li> <li>Those exposed to the heat/sun at outdoor venues</li> <li>Health systems likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li><b>Cancel outdoor activities during the heat of the day**</b> (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day</li> <li>Stay hydrated</li> <li>Stay in a cool place especially during the heat of the day and evening</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.</li> </ul>
4 (Magenta)	Extreme	<ul style="list-style-type: none"> <li>This is a rare level of heat leading to an <b>extreme risk for the entire population</b></li> <li><b>Very dangerous to anyone without proper hydration or adequate cooling</b></li> <li>This is a <b>multi-day excessive heat event</b>. A prolonged period of heat is dangerous for everyone not prepared</li> <li><b>Poor air quality is likely</b></li> <li><b>Power outages are increasingly likely as electrical demands may reach critical levels</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Entire population exposed to the heat is at risk</b></li> <li>For people without effective cooling, especially heat-sensitive groups, <b>this level of heat can be deadly</b></li> <li>Health systems highly likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li><b>Cancel outdoor activities**</b></li> <li>Stay hydrated</li> <li>Stay in a cool place, including overnight</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate.</li> <li>Check on your neighbors</li> </ul>

\*Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.  
 \*\* For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends moratorium and therefore guides canceling outdoor activities based on the scenarios.