



Galt Joint Union Elementary School District
Valley Oaks Elementary School



2022-2023 Comprehensive Safety Plan

Home of the Stingers

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

Approved by the Board of Education:

Table of Contents

Assuring Each Student a Safe Physical Environment

Page

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

Assessment of Current Status of School Safety/ Discipline

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

Our assessment of the current status of school discipline indicates that most of our suspensions have occurred due to failure to follow EC 48900 (a.1). This includes: Caused, attempted to cause, or threatened to cause physical injury to another person (fighting).

Site Suspension and Expulsion Data

Suspension Data

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

Expulsion Data

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

We expect to see a decrease in the number of suspensions each school year. While we hold students to a high behavioral standard and work consistently with students through restorative practices and preventative behavior measures and instruction, grievous offenses are not tolerated. We have a consistent school-wide Behavior Norms Matrix that is reviewed every day and we have implemented a character education program with our school counselor (Second Step). Additionally, we have a full-time bilingual school counselor, who works with students daily on decision-making skills and character building. The 2020-2021 school year was heavily affected by COVID-19, with students doing most of the school year via Distance Learning – hence the zero suspensions in that year.

Strategies for Providing and Maintaining a Safe School Environment

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

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

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

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

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

PREVENTATIVE MEASURES

Drills

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

Campus Security

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

- Classroom doors will be locked during the school day
- Specific locations are designated for student drop-off and pick-up
- Protocols are in place to ensure the safety of students during emergency situations
- Security surveillance equipment is appropriately utilized
- Law enforcement and mental health professionals participated in the review and update of campus security protocols
- Direct communication can be made to the district office and to local law enforcement

Stinger Cards

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

Principal’s Pat on the Back

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

Recognizing Youth Strengths and Talents

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

strengths in each student. Teachers of students in Grades K-3 help “spot” strengths in them and encourage students to know and utilize their strengths.

CalSCHLS Student Survey

In the 2021-2022 school year, our 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.”

Key Indicators of School Climate and Student Well-Being		
	Grade 5 %	Grade 6 %
School Engagement and Supports		
School connectedness	71	63
Academic motivation	85	66
Caring adults in school	76	56
High expectations-adults in school	87	78
Meaningful participation	49	36
Facilities upkeep	70	82
Parent involvement in schooling	76	66
Social and emotional learning supports	78	68
Anti-bullying climate	81	75
School Safety		
Feel safe at school	62	68
Feel safe on way to and from school	83	74
Been hit or pushed	30	12
Mean rumors spread about you	35	20
Called bad names or target of mean jokes	48	23
Saw a weapon at school	17	6
School Disciplinary Environment		
Rule clarity	96	74

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

Character Education

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

Conflict Resolution

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

- Define
- Explain
- Discuss
- Resolve

Relational Aggression Training

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

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

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

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

Funding

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

Professional Development Activities

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

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

Parent Involvement

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

Communication with parents is achieved through multiple means. Valley Oaks has a school website, Facebook page, Instagram, and Twitter account. Updates occur regularly,

and the school-wide Blackboard Connect system is also used to relay important messages via phone call, email messages, and text messages.

Child Abuse Reporting Procedures

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

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

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

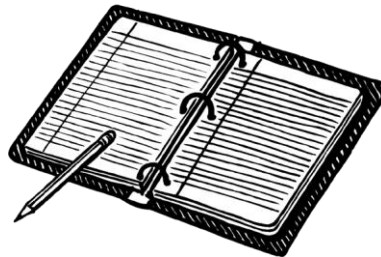
Important elements of the reporting process include the following:

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

Important Phone Numbers

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

Behavior Standards



Student Behavior Standards

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

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

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

Article 1 Section 28C

The *Guide* describes attendance, truancy, citizenship, work habits and

appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

Mandatory Suspension and Expulsion

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

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

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

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

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

Notifying Teachers of Dangerous Students

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

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

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

Preventing Discrimination and Harassment

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

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

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

Discrimination (Uniform Complaint Procedures):

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

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

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

Harassment:

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

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

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

Dress Code

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

District Dress Code

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

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

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

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

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

All undergarments must be covered at all times.

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

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

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

The following items of clothing are also prohibited at school:

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

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

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

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

Bullying/Cyberbullying:

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

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

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

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

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

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

Valley Oaks School Rules

Behavior Policy

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

BE SAFE

- Keep hands, feet and objects to yourself
- Demonstrate good sportsmanship by using school equipment appropriately, stay on the playground area and use sidewalks
- Keep inappropriate comments to yourself

BE RESPECTFUL

- Follow adult directions
- Be polite to adults and students
- Listen to what others have to say
- Wait your turn
- Leave others' work and belongings alone
- Try to understand the needs of others
- Be thoughtful of others' opinions and beliefs
- Use appropriate language at all times
- Remove hats before entering any building

BE RESPONSIBLE

- Follow school rules
- Complete your work
- Take care of school property
- Make coming to school a priority
- Accept responsibility for your mistakes
- Wear appropriate clothing for school
- Deliver all school communication to parents

BE KIND

- Help others
- Be friendly
- Give compliments, not put downs
- Try to understand the needs of others
- Be considerate of others' feelings
- Use words like please, thank you, excuse me

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

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

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

Office Referral

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

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

- Fighting (engaging in, threatening or attempting)
- Disrespect
- Defacing/destruction of school property
- Defiance of authority
- Exhausting the classroom management system

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

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

School-wide Rules

- Walk on sidewalks and blacktop
- Hands-off policy: Keep your hands and feet to yourself
- Objects that are dangerous to others should not be brought to school. Those objects include, but are not limited to: weapons, poppers, pointed objects, and toys that resemble weapons
- Toys, cards, sports equipment, music devices, cameras and any other electronic devices are not allowed at school during school hours
- Cell phones must be turned off and kept in backpack when a student enters the school campus
- Gum, candy, soda, or sunflower seeds are not allowed
- Students must play in the designated play areas only
- Fighting, play fighting, rough play, inappropriate language, and throwing dangerous objects are not allowed
- Bathrooms are not to be played in

- Students are not allowed in classrooms without an adult present

Playground Rules

- Walk on the blacktop
- Footballs, soccer balls must be on the grass area at all times
- Balls may be thrown or bounced on the blacktop (no kicking)
- Dodge ball must be played on the printed circle- keep balls below the waist
- Food is not allowed on the playground, only at the tables/designated areas for eating
- Take turns using the drinking fountain
- Jumping from any climbing equipment is not allowed
- Use the ladder to get up to the slide and slide down in a sitting position, feet first
- Playing tag or running around climbing equipment is not allowed
- Follow the rules of the sport you are playing
- Games will be stopped if there is any rough playing or arguing
- Seek help and assistance from an adult when a conflict occurs
- Balls may be bounced against ball walls only
- Rainy/wet days – the only balls out are basketballs, four-square, and tether balls (depending on how wet the ground is)
- Equipment is not to be used if it is wet and slippery
- When the bell rings stop play and listen for the “un-freeze” whistle
- Drinks and restroom use must be completed before the ending recess bell rings

Cafeteria Rules

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

Bus Rules

The following rules and regulations have been established by the State of California and our district for the safe transportation of all school bus passengers:

- Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stop.
- Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.
- When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.
- Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of

your body inside the bus. Keep the aisle clear at all times.

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

Safety To and From School

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

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

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

The Galt Police Department

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

Crossing Guards

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

Dealing with Hate Crimes

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

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

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

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

Collaborative Relationships for Strengthening School Safety

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Cosumnes Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.

- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families' safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

Prevention and Intervention Strategies

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

PROJECT ALERT

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

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

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

SCHOOL COUNSELOR

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

SCHOOL RESOURCE OFFICER

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

Pandemic Flu Response

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

- School closure
- Evacuation procedures

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

Surveillance and Reporting

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

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

Definition of Surveillance Levels:

Standard Surveillance

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

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

Heightened Surveillance

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

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

Intensive Surveillance

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

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

Influenza Case Definition

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

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

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