



Comprehensive School Safety Plan

2023-2024 School Year

School: Vernon E. Greer Elementary School
CDS Code: 34 67348 0119420
District: Galt Joint Union ESD
Address: 248 W. A Street
 Galt, CA 95632
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Approved by:

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Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	10
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	14
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	16
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	16
(E) Sexual Harassment Policies (EC 212.6 [b]).....	17
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	21
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	22
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	22
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	23
(K) Hate Crime Reporting Procedures and Policies	25
(J) Procedures to Prepare for Active Shooters.....	26
Procedures for Preventing Acts of Bullying and Cyber-bullying	26
Opioid Prevention and Life-Saving Response Procedures	27
Safety Plan Appendices.....	30
Emergency Contact Numbers	30
Safety Plan Review, Evaluation and Amendment Procedures.....	31
Vernon E. Greer Elementary School Incident Command System	32
Incident Command Team Responsibilities.....	33
Emergency Response Guidelines	34
Step One: Identify the Type of Emergency	34
Step Two: Identify the Level of Emergency	34
Step Three: Determine the Immediate Response Action	34
Step Four: Communicate the Appropriate Response Action	34
Armed Assault on Campus	34
Biological or Chemical Release.....	35

Bomb Threat/ Threat Of violence 35

Earthquake 36

Explosion or Risk Of Explosion 38

Flooding 39

Heat Illness Prevention 39

Loss or Failure Of Utilities 40

Pandemic 41

Tactical Responses to Criminal Incidents 43

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.

<https://greer.galt.k12.ca.us/School/Safety/index.html>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Vision

Greer Elementary School's Comprehensive School Safety Plan Vision is to increase the sense of "community" at our school. A safe community school is a place where learning can occur in a welcoming environment free of intimidation, violence, and fear for all.

Mission

Greer Elementary is committed to the safety and security of students, staff, and visitors. Professional development and collaborative partnerships are necessary to the success of the safety plan and emergency management efforts that include prevention, preparedness, response, and recovery relevant to potential natural and human-caused crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Vernon E. Greer Elementary School Safety Committee

Stephanie Simonich-Principal
Leah Wheeler-Assistant Principal
Sofia Flores-Principal's Secretary
Lisa Pino-Counselor
Danielle Anderson: Speech Therapist
Lucia Walker-Attendance Secretary
Jennifer Doberneck-Health Assistant
Lien Xi Mental Health Clinician
Ingrid Carrillo BOA
Veronica Salgado Extended Learning Coordinator

Assessment of School Safety

Vernon E. Greer Site Suspension & Expulsion Data:

Suspension Data

2019-2020 = 4
2020-2021 = 0
2021-2022 = 4
2022-2023 = 34

Expulsion Data

2019-2020 = 0
2020-2021 = 0
2021-2022 = 1
2022-2023 = 1

As noted on the California Dashboard, 3.3% of students were suspended at least one day. This is an increase of 2.8% compared to the previous year.

We expect to see a decrease in the number of suspensions each school year. The decrease should be attributed to the consistent school-wide management system and TK-6 implementation of the character education program Second Step.

Vernon E. Greer School Attendance Rates

As noted on the California Dashboard, 33.3% of students were chronically absent. This is a decline of 24% compared to the previous year.

Vernon E. Greer California Healthy Kids Survey Results

In the 2022-2023 school year, the 5th and 6th grade learners took the California Healthy Kids Survey. This survey provides data to assist our school in: (1) fostering safe and supportive school climates, social emotional competencies, and engagement in learning, (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

Anti-Bullying Climate

82% of 5th grade learners and 94% of 6th grade learners indicated that grown-ups make it clear that bullying is not allowed. 79% of 5th grade learners and 70% of 6th grade learners indicated that if they tell a teacher, the teacher will do something to help.

School Environment, School Connectedness, and Academic Motivation

66% of 5th grade learners and 60% of 6th grade learners indicated that teachers and grown-ups at school care about them.
44% of 5th grade learners and 57% of 6th grade learners indicated that teachers and grown-ups at school listen when they have something to say.
46% of 5th grade learners and 53% of 6th grade learners indicated that teachers and grown-ups at school make an effort to get to know them.
62% of 5th grade learners and 56% of 6th grade learners indicated that adults who work at this school tell them they do a good job.
74% of 5th grade learners and 85% of 6th grade learners indicated that adults who work at this school believe that every student can be a success.
70% of 5th grade learners and 43% of 6th grade learners indicated that they feel like they are part of this school.
67% of 5th grade learners and 53% of 6th grade learners indicated that they feel safe at this school.

Social Emotional Health

72% of 5th grade learners and 72% of 6th grade learners indicated that they have belief in self.
64% of 5th grade learners and 68% of 6th grade learners indicated that they have belief in others.
77% of 5th grade learners and 72% of 6th grade learners indicated that they are persistent.
59% of 5th grade learners and 63% of 6th grade learners indicated that they have school supports.
68% of 5th grade learners and 72% of 6th grade learners indicated that they have peer supports.
63% of 5th grade learners and 68% of 6th grade learners indicated that they have the strength of empathy.
54% of 5th grade learners and 50% of 6th grade learners indicated that they feel optimistic.
74% of 5th grade learners and 57% of 6th grade learners indicated that they are thankful regarding school.
76% of 5th grade learners and 76% of 6th grade learners indicated that they have a growth mindset.
25% of 5th grade learners and 32% of 6th grade learners indicated that they have social emotional distress.

Promotion of Parent Involvement

90% of parents indicate this school promptly responds to phone calls, messages, or emails.
88% of parents indicate this school is welcoming to and facilitates parent involvement.
84% of parents indicate this school encourages parents to be active partners in educating their child.
98% of parents indicate that school staff treat parents with respect.
92% of parents indicate teachers at this school communicate with parents about what their children are expected to learn in class.
90% of parents indicate school staff take parents' concerns seriously.
96% of parents indicate this school is a safe place for their children.

Staff Working Environment

87% of staff indicate this is a supportive and inviting place for staff to work.
81% of staff indicate this school promotes trust and collegiality among staff.
94% of staff indicate this is a safe place for staff.
88% of staff indicate adults who work at this school have close professional relationships with one another.
94% of staff indicate adults who work at this school support and treat each other with respect.
97% of staff indicate adults who work at this school feel a responsibility to improve this school.

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

Greer Elementary School provides a variety of opportunities for students that promote a positive learning environment. At the beginning of the school year, a school-wide discipline program with clearly defined rules and expectations is communicated to teachers, staff, parents, and students. Throughout the year teachers and staff continue to reinforce positive and appropriate social experiences for students.

Student safety is a priority at Greer Elementary School. Any visitor to Greer Elementary School is required to check in at the school office. Visitors sign in and wear a visitor's badge during their visit. The district provides yard supervisors and crossing guards to ensure that students are safe on campus before, during, and after school. Eight yard supervisors work before school and throughout the day to monitor student safety on campus, the playground, and in the cafeteria. Eight-yard supervisors work after school to monitor student safety on campus. Monthly staff meetings are held for yard supervisors which provide on-going training and address safety issues. All district employees wear a picture identification badge so that they can be clearly identified. School safety rules are well established and are enforced by all staff members. The district takes great effort to ensure that Greer Elementary School is clean, safe, and functional. To assist with this, the district provides three full time custodial staff to clean and maintain the school on a regular basis.

VO.

The Galt Joint Union Elementary School District has adopted a Custodial Handbook describing cleaning standards for all schools. Site repairs and landscaping care are addressed through the District Maintenance and Operations Department. A maintenance help desk is utilized to ensure prompt service and to address emergency repairs.

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

Campus Security

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

Classroom doors will be locked during the school day

A specific location is designated for student drop-off and pick-up

Security Gates are locked or closed to provide one way in and one way out

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

Security equipment is appropriately utilized

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

District guidelines when all administrators are off campus.

Notify staff that administration will not be on campus

Notify staff who the Teacher In Charge (TIC) will be. When possible, the TIC should have an administrative credential.

Staff should know the steps they would take to reach the TIC in an emergency or for a discipline issue.

The TIC should have access to a master key and possibly a radio.

The TIC should know site and office Lockdown Procedures.

The office staff should know how to reach the TIC at all times.

The TIC should know to call the district office for support, as needed.

District office and superintendent should know when all administrators are off campus.

Collaborative Relationships for Strengthening School Safety

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

The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.

The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.

Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.

Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.

Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.

The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

Counseling and Wellness Services

Counseling and wellness services are available. These services include:

Psychologist

School Counselor

Mental Health Clinician

Attendance

Referrals to community support services

Student Behavior Standards

Behavior standards are included in the District's "Parent Information Guide" which is distributed to all families the first week of each school year. This information can also be accessed on our school website.

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

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

Article 1 Section 28C

The Guide describes attendance, truancy, citizenship, work habits, and appearance expectations as well as providing detailed information regarding school and District interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

Preventative School Measures

Learner Supports

A multi-tiered system of support that uses data to help match academic and social-emotional behavior assessment and instructional resources to each and every learner's needs.

Positive Behavioral Interventions and Supports

An evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Fred Jones Positive Discipline

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

Recognizing Youth Strengths and Talents

As a school community, we understand and recognize the strengths and talents of our youth. Teachers create activities and projects to put learner strengths into action. Learners set goals for their future by incorporating their individual strengths. By recognizing and building upon learner strengths, we will create higher engagement and hope for our youth.

SECOND STEP Conflict Resolution

Each classroom implements a grade-level social-emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal-setting.

Caring School Community Classroom Meetings

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

Restorative Practices

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

Classroom Calming Corners

Each classroom has safe and comforting space for a learner to take deep breaths and let their emotions settle before they become too big for the child to handle.

Fostering Resilient Learners

Trauma invested practices for building strong relationships and creating a safe space to enable learners to learn at high levels.

Sensory Room

A classroom is provided for learners to have space to explore activities that calm them or engage them in activities they like.

Classroom Charter

Teachers and learners create determine how they want to feel in the classroom, what actions will promote those feelings, and agreed upon actions for how to prevent and manage conflict.

Bucket Filling

We fill each other's buckets to resolve negativity, bullying, and bucket dipping.

Digital Citizenship

Teachers build a positive school culture that supports the safe and responsible use of technology with Common Sense Education's K-12 Digital Citizenship Curriculum. Learners build skills around critical thinking, ethical discussion, and decision making.

Therapy Dog

Maggie helps our learners improve social skills verbal communication. She makes us smile.

Parent Involvement and Family Engagement

Parental involvement and family engagement are increased by promoting events such as Back to School Night, Fall Carnival, Movie Nights, Round-Ups, Runnin for Rhett, field trips, and Open House. Parents are an integral part of the English Language Advisory Committee, Parent Club, and School Site Council. They are encouraged to volunteer on campus and in classrooms. Parents are provided with Personalized Learning Plans and access to the grade book, through the Parent Portal, to help guide involvement. Additionally, parenting classes support effective parent involvement.

Greer Extended Learning

The after-school program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for learners.

Acceleration Blocks

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

School Counselor

The site school counselor supports all learners in a variety of ways. These supports can focus on behavior, academic needs, or social and emotional support.

Mental Health Clinician

The site mental health clinician provides mental health services and community resources to learners and families. SCOE's School Based Mental Health and Wellness Program is an extension of the Sacramento Health Center.

School Resource Officer

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

(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
(name of appropriate agency)

3331 Power Inn Road, Sacramento, CA 95826
(address)

916-875-5437
(phone number)

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.

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)

Gate #4 opens at 7:30 am. Students arriving at this time proceed into the cafeteria for breakfast. Intermediate students may go to their assigned playground. Primary students remain in the cafeteria until 7:55 am when teachers pick them up from their assigned playground. Gate #1, for kindergarten, opens at 7:55 am and children walk to their classroom. At 8:00 am, we close and lock gate#1. At 8:05 am, we close and lock gate #4.. At the end of the day, we open the gates for dismissal and parents wait at grade level assigned gates for their child/children.

We strictly adhere to Megan's Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus.

In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Staff can also access the school address system if needed.

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

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

Safest Route to School

Suggested walking and bike riding routes to school can be found on the district website at:

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

Crossing Guards

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

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.

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

Component:

Safe School Environment

Element:

Implement Second Step in all classrooms.

Opportunity for Improvement:

Skills for Everyday Success

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teach children the skills they need to thrive: Social-emotional learning helps students succeed in the classroom and throughout their lives.	Grade-level scope and sequence and pacing guide and monitor completion	Second Step digital access	Lisa Pino	school climate surveys, SEL surveys, office referrals, suspension/expulsion data, and attendance rates

Component:

Physical Safety

Element:

School campus will receive maintained in good repair.

Opportunity for Improvement:

Facility Inspection Tool (FIT) recommendations

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improvement of school grounds	Meet with the CBO and District Maintenance Team	2023-2024 FIT Report	District Maintenance Team	completed maintenance tickets

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

Vernon E. Greer Elementary School Student Conduct Code

Behavior Policy

It is our goal to make our school a safe and engaging place for students to learn and to have a consistent and predictable policy that everyone can understand and support.

The following three behaviors summarize the behavior expectations for our students:

BE SAFE

Keep hands, feet, and objects to yourself

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

Keep inappropriate comments to yourself

BE RESPECTFUL

Follow adult directions

Be polite to adults and students

Listen to what others have to say

Wait your turn

Leave others' work and belongings alone

Try to understand the needs of others

Be thoughtful of others' opinions and beliefs

Use appropriate language at all times

Remove hats before entering any building

BE RESPONSIBLE

Follow school rules

Complete your work

Take care of school property

Make coming to school a priority

Accept responsibility for your mistakes
Wear appropriate clothing for school
Deliver all school communication to parents

School-wide Rules

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

Playground Rules

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

Cafeteria Rules

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

Bus Rules

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

Arrive at designated bus stop five (5) minutes prior to the scheduled arrival of the bus. Use only designated bus stops.
Wait quietly at the bus stop, away from the roadway. After the bus has come to a complete stop, board the bus in an orderly manner.

When necessary to cross the street, always wait for the driver to tell you it is safe for you to cross after the driver is stationed in the center of the street.

Be a quiet passenger, go directly to the seat, sit down facing forward and keep all parts of your body inside the bus. Keep the aisle clear at all times.

Refrain from transporting hazardous or destructive objects of any kind, such as weapons, glass containers, sharp objects, skateboards and helium balloons.

All balls must be contained in a plastic, paper or athletic bag. Keep books and supplies contained in backpacks while on board.

Help keep the bus safe and free from litter by not eating or drinking on the bus

Be courteous to the bus driver, students and other passengers. Fighting or wrestling on buses will result in a referral and/or loss of transportation privileges.

Remain quiet at all railroad crossings.

When disembarking, move away from the bus immediately. If you left something on the bus, stand away from the door and get the driver's attention by calling out to the driver before approaching the bus again.

Give the bus driver a written request when you must get off at a bus stop other than your designated stop. The request must be signed by the parent or guardian and approved by the site administrators. There are no exceptions.

Defacing the bus, damaging seats or tampering with any school bus or safety equipment will be grounds for immediate denial of transportation.

Use of video cameras aboard the bus is at the discretion of the transportation department and can lead to discipline.

Conduct Code Procedures

Each classroom teacher will design a management system based on Fred Jones Tools for Teaching. Students not following school rules while on the playground, cafeteria, or around school campus will receive a Student Behavior Report. When receiving a Student Behavior Report, school personnel will discuss the reason for the referral with the child and a form will be given to the student to take home for parent/guardian signature. Student Behavior Reports must be returned to school on the following day.

Office Referral

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

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

Fighting (engaging in, threatening or attempting)

Disrespect

Defacing school property

Defiance of authority

Exhausting the classroom management system

Teachers, staff, and families work together to encourage children to make appropriate choices and follow school rules.

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

(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 Appendices

Emergency Contact Numbers

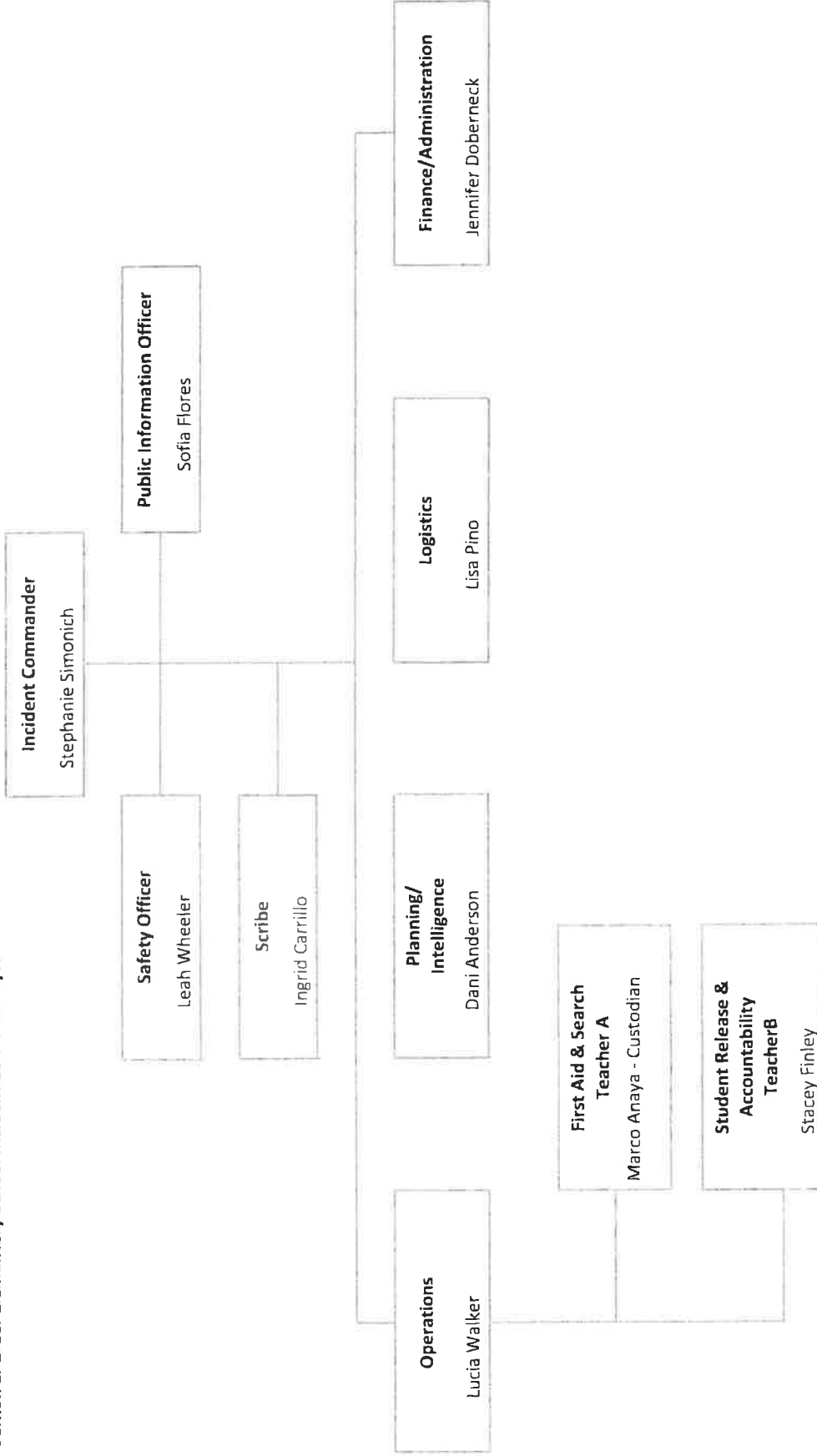
Utilities, Responders and Communication Resources

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

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
The Safety Plan is revised annually to include up-to-date data and current status and goals. The plan is reviewed by the Greer School Safety Committee, School Site Council, local law enforcement, local fire department, principal and Director of Educational Services for site approval. The plan is submitted to the Galt Joint Union Board of Education for district level approval and publication.	February 21, 2024	NA

Vernon E. Greer 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.

Offsite 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 copy-cat 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
 - b. Sacramento County Office of Emergency Services – <https://sacoes.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/>

Blank lined area for notes or additional information.

Staff Name	Health Concern	Care Plan and Medication

Special Needs Staff-Describe:

Blank lined area for describing special needs staff.

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

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RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS



SCHOOL DISTRICTS

HOW TO STEP 1

Find the current local air quality conditions (AQI) at fire.airnow.gov. To find forecasted air quality conditions go to 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? 201-300	LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED? ≥301
ACTIVITY	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ 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 ¹ 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
AQI	0-50	51-100	101-150	151-200	201-300	≥301
RECESS (15 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities Make indoor space available for sensitive individuals ¹ Increase rest periods and substitutions to lower breathing rates	Exercise indoors or limit vigorous outdoor activity to maximum 15 minutes Sensitive individuals ¹ 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
PHYSICAL EDUCATION CLASS (60 MIN)	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition Reduce vigorous exercise to 30 minutes per hour 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 ¹ should remain indoors	Practice or event should be rescheduled, moved indoors or discontinued	Practice or event should be rescheduled, moved indoors or discontinued
ATHLETIC PRACTICE/ SCHEDULED SPORTING EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition	Decrease duration of events exceeding two hours Consider rescheduling or relocating event	Event should be rescheduled, moved indoors or discontinued	Event should be rescheduled, moved indoors or discontinued
SCHEDULED OUTDOOR EVENT	No Restrictions	Ensure sensitive individuals ¹ are medically managing their condition	Ensure sensitive individuals ¹ are medically managing their condition			

¹ 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.

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

*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 Ext (Magenta/4) and Major (Red/3) risk levels, CDPH recommends mor