



Comprehensive School Safety Plan

**2023-2024
School Year**

School: McCaffrey Middle School
CDS Code: 34 67348 0100040
District: Galt Joint Union ESD
Address: 997 Park Terrace Drive
Galt, CA 95632
Date of Adoption: 2/21/2024
Date of Update:
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- with Staff
- with Law Enforcement 1-25-2024
- with Fire Authority 1-25-2024

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)..... | 8 |
| (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)..... | 12 |
| (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines..... | 14 |
| (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)..... | 15 |
| (E) Sexual Harassment Policies (EC 212.6 [b])..... | 15 |
| (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) | 19 |
| (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)..... | 21 |
| (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)..... | 21 |
| (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) | 24 |
| (K) Hate Crime Reporting Procedures and Policies | 26 |
| (J) Procedures to Prepare for Active Shooters..... | 27 |
| Procedures for Preventing Acts of Bullying and Cyber-bullying | 27 |
| Opioid Prevention and Life-Saving Response Procedures | 28 |
| Safety Plan Appendices..... | 30 |
| Emergency Contact Numbers | 30 |
| McCaffrey Middle School Incident Command System..... | 31 |
| Incident Command Team Responsibilities..... | 32 |
| Emergency Response Guidelines | 33 |
| Step One: Identify the Type of Emergency | 33 |
| Step Two: Identify the Level of Emergency | 33 |
| Step Three: Determine the Immediate Response Action | 33 |
| Step Four: Communicate the Appropriate Response Action..... | 33 |
| Armed Assault on Campus | 33 |
| Biological or Chemical Release..... | 34 |
| Bomb Threat/ Threat Of violence | 34 |

Earthquake..... 35

Explosion or Risk Of Explosion 37

Flooding 38

Heat Illness Prevention 38

Loss or Failure Of Utilities 39

Pandemic 40

Tactical Responses to Criminal Incidents 42

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at McCaffrey Middle School, 997 Park Terrace Drive, Galt CA 95632.

Safety Plan Vision

"At McCaffrey Middle School, our vision is to create a safe and secure environment where students, staff, and visitors feel protected and valued. Through proactive measures, vigilance, and community collaboration, we are committed to fostering a culture of safety that enables optimal learning and growth for every individual within our school community."

Components of the Comprehensive School Safety Plan (EC 32281)

McCaffrey Middle School Safety Committee

Carlos Castillo-Principal
Joshua Saldate-Vice Principal
Eva McCormick-School Secretary
Erica Stancil-Attendance Tech
Cheryl Baglietto-Health Tech
Amy Wilson-Yard Supervisor
Matt Walters-School Resource Officer

Assessment of School Safety

McCaffrey Middle School employs a multifaceted approach to assess school safety, utilizing various data points in the development of its comprehensive safety plan. The assessment involves the analysis of several key indicators, including but not limited to suspension data, the Healthy Kids Survey, and an in-house safety survey.

Suspension data is examined to understand patterns of student behavior and identify areas that may require targeted interventions. The Healthy Kids Survey provides valuable insights into the overall well-being and perceptions of students, offering a comprehensive perspective on the school environment. Additionally, an in-house safety survey is conducted to gather feedback from the school community, including staff and students, ensuring an understanding of safety concerns and potential improvements.

These diverse data points collectively inform the development of the school's safety plan, ensuring that it is tailored to address specific challenges and foster a secure environment for both students and staff. The incorporation of various assessments allows for a well-rounded and evidence-based approach to enhancing school safety.

The percentage number represents the Average Percent of 7th and 8th grade respondents reporting "Agree or Strongly Agree" Listed below are the results:

School Engagement and Supports

51% of 7th grade and 52% of 8th reported School connectedness
61 % of 7th grade and 62% of 8th grade reported Academic motivation
53% of 7th grade and 59% of 8th grade reported having Caring adult relationships
65% of 7th grade and 69% of 8th grade reported High Expectations
21% of 7th grade and 23% of 8th grade Meaningful participation
45% of 7th grade and 43% of 8th grade Facilities upkeep
45% of 7th grade and 46% of 8th grade Promotion of parent involvement in school

School Safety

44% of 7th graders and 60% of 8th graders: School perceived as very safe or safe
42% of 7th graders and 35% of 8th graders: Experienced any harassment or bullying
43% of 7th graders and 36% of 8th graders: Had mean rumors or lies spread about you
27% of 7th graders and 19% of 8th graders: Been afraid of being beaten up
11% of 7th graders and 10% of 8th graders: Been in a physical fight
13% of 7th graders and 11% of 8th graders: Seen a weapon on campus
32% of 7th graders and 30% of 8th graders: Cyberbullying

Substance Use and Physical/Mental Health

5% of 7th graders and 8% of 8th graders: Current alcohol or drug use
2% of 7th graders and 2% of 8th graders: Current marijuana use
2% of 7th graders and 2% of 8th graders: Current binge drinking
1% of 7th graders and 2% of 8th graders: Very drunk or "high" 7 or more times, ever
2% of 7th graders and 3% of 8th graders: Been drunk or "high" on drugs at school, ever

1% of 7th graders and 1% of 8th graders: Current cigarette smoking
4% of 7th graders and 5% of 8th graders: Vaping
19% of 7th graders and 13% of 8th graders: Sleep deprivation (less than 8 hours)
32% of 7th graders and 26% of 8th graders: Experienced chronic sadness/hopelessness
10% of 7th graders and 11% of 8th graders: Considered suicide

School Climate Scales

68% of the 7 graders and 61% of 8th graders: Student learning environment
31% of 7th graders and 26% of 8th graders: Learning engagement climate
50% of 7th graders and 38% of 8th graders: Fairness and respect
17% of 7th graders and 24% of 8th graders: Racial/Ethnic conflict
56% of 7th graders and 52% of 8th graders: Respect for diversity
77% of 7th graders and 73% of 8th graders: Clarity of rules
29% of 7th graders and 39% of 8th graders: Disciplinary harshness
43% of 7th graders and 44% of 8th graders: Student peer relationships
67% of 7th graders and 64% of 8th graders: Supports for social and emotional learning
43% of 7th graders and 38% of 8th graders: Anti-bullying climate
36% of 7th graders and 45% of 8th graders: Quality of school facilities
56% of 7th graders and 53% of 8th graders: Time for lunch

Key Indicators of Social-Emotional Health

62% of the 7 graders and 61% of 8th graders: Covitality
58% of the 7 graders and 56% of 8th graders:elief in self
69% of the 7 graders and 70% of 8th graders:Belief in others
67% of the 7 graders and 69% of 8th graders:Emotional competence
54% of the 7 graders and 51% of 8th graders:Engaged living
74% of the 7 graders and 72% of 8th graders:Growth mindset
75% of the 7 graders and 77% of 8th graders:Goals
64% of the 7 graders and 65% of 8th graders:Collaboration

Covitality Domains and Subdomains

58% of the 7 graders and 56% of 8th graders: Belief in self
70% of the 7 graders and 68% of 8th graders:Self-efficacy
59% of the 7 graders and 60% of 8th graders:Self-awareness
46% of the 7 graders and 41% of 8th graders:Persistence
69% of the 7 graders and 70% of 8th graders:Belief in others
72% of the 7 graders and 68% of 8th graders:School supports
65% of the 7 graders and 70% of 8th graders:Family connectedness
68% of the 7 graders and 72% of 8th graders: Peer supports
67% of the 7 graders and 69% of 8th graders:Emotional competence
72% of the 7 graders and 71% of 8th graders: Emotional regulation
67% of the 7 graders and 74% of 8th graders: Empathy
63% of the 7 graders and 61% of 8th graders:Behavioral self-control
54% of the 7 graders and 51% of 8th graders: Engaged living
48% of the 7 graders and 46% of 8th graders: Optimism
62% of the 7 graders and 61% of 8th graders: Gratitude
52% of the 7 graders and 47% of 8th graders: Zest

Suspension Data 22-23:

It is important to note that some incidents involve the same student, either repeating the same violation or violating different Ed. Code violations.. Additionally, a few students are noted for multiple Ed Code violations.

Breakdown

103 total suspensions:
45 incidents for 7th grade
58 incidents for 8th grade

50 incidents for 48900a1- fight
4 incidents for 48900b - possession of a dangerous object
26 incidents for 48900c - possession or under the influence
1 incident of 48900f - damage to school or private property
2 incidents for 48900g - stole or attempted to steal school or private property
14 incidents for 48900i - committed an obscene act (sextexting or sending inappropriate pictures)
3 incidents for 48900j - selling of drug paraphernalia
3 incidents for 48900r - bullying/sexual harassment
1 incident for 48900.4 - harassment or intimidation
1 incident for- 48915a2 - possession of a knife

Parent conferences were held to collaboratively address the challenges faced by the students, and discuss additional supports that may be needed. Recognizing the need for comprehensive assistance, these students were referred for counseling support with either one of our school counselors or a referral was made to the mental health clinician. The mental health clinician provided specialized guidance and resources to help students navigate emotional and psychological well-being. In addition, teachers offered tailored academic support. Thus ensuring a holistic approach to address both behavioral and educational aspects.

Through these coordinated efforts involving counseling, parental involvement, and academic support, McCaffrey Middle School aims to provide a well-rounded and personalized assistance system for students facing challenges, fostering a supportive environment that encourages their overall well-being and success.

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

Our mission is clear: for students, staff, and parents to unite in working towards success for all at Robert L. McCaffrey Middle School. As a dedicated staff, our commitment is unwavering – to provide each child with a safe and successful school day, ensuring a positive middle school experience for all our students.

Key strategies we have in place to promote a safe and successful environment for our students:

Positive School Climate:

- Implementation of "Dawg Catcher" cards to recognize students following school rules or displaying positive behavior.
- "Renaissance" program to highlight and reward students for academic success.
- Establishment of a "Wellness Center" as a safe space for students experiencing mental health issues, staffed by our counselors.
- Integration of "Second Step," a social and emotional learning program delivered through physical education classes.
- Creation of "Positive Bulldog Behaviors" lessons by the administration team to focus on positive behaviors around campus.
- Annual surveys of students and parents regarding the school environment and safety through CalSCHLs.

Preventing Gang Behavior:

- Close collaboration with the Galt Police Department and a school resource officer.
- Implementation of a dress code reflecting efforts to discourage gang-related clothing or items.

Expanded Learning:

- Offering an after-school program five days a week, providing snacks, homework and tutoring support, as well as outdoor and indoor enrichment activities.

Student Safety and Reporting System:

- Introduction of the "STOPit App" for online reporting of bullying, self-harm, and safety concerns.
- Collaboration with the Sacramento County District Attorney's Office for trainings in "Social Media Awareness" and "Fentanyl Awareness."
- Implementation of the "ICARE" form that student can use to report bullying, self-harm, and other safety concerns.

Student Supports:

- Staffing of the counseling department with two counselors and a mental health clinician from Sacramento County Office of Education.

- Availability of conflict mediation for students to resolve issues with peers or teachers.
- Conflict/Peer mediators-students were trained by the counseling department to facilitate conflict mediation between other students

Emergency Preparedness:

- Regularly scheduled emergency drills throughout the school year to train students and staff on emergency procedures.

Restorative Practice:

- Ongoing exploration of professional development on "Restorative Practices" to strengthen our school community.

Prevention/Intervention Strategies:

- Establishment of the Bright Future Learning Center (BFLC) providing students with a quiet, safe place to study.
- Operation of the Wellness Center supervised by our counselors for students feeling overwhelmed.
- Presence of the Alternative Center run by a credentialed teacher to work with students facing behavioral challenges.
- Implementation of Multi-Tiered System of Support (MTSS) and Student Success Team (SST) meetings to address learning and behavioral concerns.

Our collaborative efforts and commitment to these strategies aim to create an environment where every student can thrive.

(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)

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

Earthquake Drill:

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

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

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

Mitigation:

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

Preparedness:

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

Response:

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

Recovery and Reconstruction:

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

Fire Drills:

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

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

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

Lockdown and Shelter In-Place Drills:

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

Evacuation Procedures:

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

Adaptations for Students with Disabilities

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

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

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

Require access to prescribed medication

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

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

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

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

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

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

Mandatory Suspension & Expulsion

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

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

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

1. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil.
2. Unlawful possession of any controlled substance, as listed in Health and Safety Code sections 11053, et seq., except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.

3. Robbery or extortion.
4. Assault or battery upon a school employee. The governing board may expel for these violations on finding: ? That other means of correction are not feasible or have failed in the past.
5. That the student's presence creates a continuing danger to the physical safety of the student or others. Discretionary Expulsion The principal/superintendent may recommend expulsion, and the governing board may expel for violations of §48900 (a)- (e), but only on the governing board's finding:
6. That other means of correction are not feasible or have failed in the past
7. That the student's presence creates a continuing danger to the physical safety of the student or others

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

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

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

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

Board Policy and Administrative Regulations: 5145.7

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

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

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

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

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

Instruction/Information

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

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

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

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

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

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

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

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

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

Disciplinary Actions

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

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

Record-Keeping

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

Definitions

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

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

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

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

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

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

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

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

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

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

Examples of Sexual Harassment

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

Unwelcome leering, sexual flirtations, or propositions

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

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

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

Spreading sexual rumors

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

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

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

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

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

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

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

Notifications

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

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

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

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

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

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

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

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

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

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

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

Reporting Complaints

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

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

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

Complaint Procedures

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

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

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

Dress and Grooming Board Policy and Administrative Regulations 5132

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gang-Related Apparel

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

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

The dress code at McCaffrey Middle School plays a crucial role in maintaining a safe, professional, and focused learning environment. It serves as a foundational element to foster a positive atmosphere conducive to effective teaching and learning. The guidelines are designed to create a sense of unity, minimize distractions, and contribute to an overall school culture that prioritizes respect, responsibility, and an optimal educational experience.

DRESS CODE

The administration is aware of the changing nature of style in student dress. We seek to balance current style with a dress code that allows for full physical participation in school activities and does not otherwise distract from or degrade the educational atmosphere of the school.

Due to the highly changeable nature of gang-associated clothing, the administration reserves the right to declare any clothing, accessories, colors of specific items of clothing, signs, and graffiti which has been identified as associated with gangs, as off-limits on the school premises.

Dresses, Skirts, Shorts

- All must hit the tips of the child's fingertips. If the dresses, skirts, shorts, ride up above the fingertips, the student will NOT be allowed to contact an adult for a change of clothing; students will be asked to change into clothes provided by the office staff for the rest of the school day.

Pants

- Sagging or excessively baggy pants are inappropriate and not permitted.
- Pants must be worn at the waist and a belt must be worn if one is necessary to keep the pants from sagging. Sweat pants should have a drawn string and should be worn at the waist.
- Pants and bib overalls are to be properly fastened.
- Distressed jeans with holes above the child's fingertips are not allowed. No skin showing. Leggings can be worn under the jeans so that skin does not show.

Belts:

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

Shoes:

- Shoes must be worn at all times and must have a rubber sole.
- House shoes (i.e. house slippers are not allowed)
- Lace up athletic shoes are best.
- If backless shoes are worn, students must bring an extra pair of shoes

suitable for PE.

Tops:

- Must cover the upper body during normal activity.
- Undergarments should not show including the view from the back.
- No low cut, halters tops, midriffs, sheer/see through, spaghetti straps, razorback, tank tops, tube tops or muscle shirts are not allowed. Tops should have sleeves

Jewelry:

No spike or sharp earrings (cones/gauges), necklaces, bracelets, or chains allowed.

No red or blue crosses or rosaries.

Face piercing is highly discouraged; if it becomes a distraction in class, the student will be asked to remove piercings.

Necklaces with bullet shells/ammunition are not allowed.

No lanyards or chains hanging out of pocket.

Hats/Beanies:

- The wearing of hats is permitted on school grounds as long as they are worn properly. Hats must be taken off when entering a building except in the multipurpose room during lunch. Five school wide violations will result in loss of hat privileges for 30 days.

Bandanas:

- Are not to be worn or displayed on backpacks or clothing.

Pajamas/Slippers/Blankets

- Are not appropriate for school wear.

General:

Any clothing, jewelry, accessories, notebooks, pins, posters, or other items which symbolize recognized groups whose practices intimidate, disrupt activities, or incite the social population are disruptive to school operations and the educational process, and will not be allowed at school. Clothing, jewelry, and body markings must be free of writing, pictures, or any insignia which are crude, vulgar, profane, sexually suggestive, or which advocate racial, ethnic, or religious prejudice, or the use of drugs, alcohol, or vape/tobacco.

The “eight ball” and “smile now, cry later” symbols are not allowed. “Area Code” numbers are not allowed at school. Any clothing that has been identified by the school and/or Galt PD as gang related is not allowed.

Note: The administration has the discretion to ban any clothing that may be disruptive to school. Students will be NOT be allowed to contact an adult for a change of clothing; students will be asked to change into clothes provided by the office staff for the rest of the school day.

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

McCaffrey Middle School has implemented stringent procedures to ensure the safety of students and staff during school hours. All teachers and staff are required to enter through the main office or use their gate key for access to the campus. Gates are locked at 8:30 am as a security measure. Parents and outside visitors must check in at the office, while parents or guardians checking out students need valid identification and must be listed on the student's emergency card.

Deliveries are directed to the office, and parents or guardians wanting to visit a class must provide a 24-hour notice to the administration and relevant teachers. McCaffrey Middle School has introduced an online program called Minga, serving as a digital hall pass for students when they need to use restroom facilities, visit the health office, see a counselor, or attend other areas on campus. The program not only enables administrators to monitor student passes but also restricts groups of friends from being outside their classrooms simultaneously, enhancing overall security and supervision.

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

Component:

Student Mental Health

Opportunity for Improvement:

Assist students with mental health concerns

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|--|--|------------------------------|--|
| <p>The goal of the "Wellness Hub" Program is to establish a comprehensive and inclusive mental health support system at McCaffrey Middle School, fostering a nurturing environment for both students and staff. This initiative aims to prioritize mental health and emotional well-being, ensuring that everyone feels supported and equipped with the resources needed to thrive academically and personally.</p> | <p>Mental Health Resource Center:</p> <p>Establish a dedicated physical space on campus as the "Wellness Center" where students and staff can access informational materials, resources, and self-help tools related to mental health.</p> <p>Mental Health Awareness Campaigns: Launch regular awareness campaigns throughout the school year to reduce stigma surrounding mental health.</p> <p>Conduct presentations to educate the school community about the importance of mental well-being and available support services.</p> <p>Anonymous Reporting System: Establish an anonymous reporting system for students and staff to raise concerns about their well-being or the well-being of others. Ensure that reported concerns are addressed promptly and confidentially.</p> | <p>Trainings, community partnerships, curriculum</p> | <p>Counseling Department</p> | <p>The evaluation process will consist of student and staff surveys, student sign-in sheet, discipline data, and attendance data</p> |

Component:
Student Behavior

Opportunity for Improvement:
In recognizing the opportunity to improve student behavior at McCaffrey Middle School, we are committed to implementing proactive measures. By fostering a positive and respectful school culture, setting clear behavioral expectations, and providing consistent recognition for positive conduct, we aim to create an environment conducive to learning and personal growth. We see an opportunity to leverage peer mentorship, integrate character education, and explore restorative justice practices to address conflicts constructively. Additionally, involving parents and encouraging student participation will contribute to a collaborative approach in shaping a school community where positive behavior thrives."

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|---|---|------------------------------|------------------|--|
| <p>The objective of the "Positive Behavior Reinforcement Initiative" is to enhance and promote positive student behavior at McCaffrey Middle School. This initiative aims to create a school culture that encourages respect, responsibility, and cooperation among students, fostering an environment conducive to learning and personal growth.</p> | <p>Behavioral Expectations: Clearly define and communicate behavioral expectations to all students, emphasizing a positive and respectful approach to interactions within the school community.</p> <p>Recognition and Rewards System: Implement a structured system to recognize and reward positive behavior. This may include a "Student of the Month" program, merit points, or other incentives to acknowledge and celebrate students who consistently exhibit positive behavior.</p> <p>Parental Involvement: Engage parents in the initiative by providing regular updates on their child's positive behavior, as well as offering resources and strategies for reinforcing positive behavior at home.</p> <p>Teacher Professional Development: Provide ongoing professional development for teachers to enhance their skills in fostering positive behavior, classroom management, and conflict resolution.</p> <p>Regular Data Analysis: Regularly analyze behavior data, including incidents and interventions, to identify trends and adjust the initiative as needed for continuous improvement.</p> | <p>Training, curriculum,</p> | <p>Principal</p> | <p>Evaluation will be conducted by using student discipline data, surveys, and staff input</p> |

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

McCaffrey Middle School Student Conduct Code

Conduct Code Procedures

BEHAVIOR EXPECTATIONS

McCaffrey Middle School will not tolerate any comments or gestures which are vulgar or obscene or which discriminate against others on account of sex, race, ethnicity, sexual orientation, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for bullying other students or for using insults, slurs, or fighting words that may disrupt school activities.

Students will be held accountable for following school rules and should be aware that not understanding a rule or not knowing about it is not an acceptable excuse for misbehavior. If a student does not understand any of the school rules or have questions about them, they should make an appointment with an administrator or counselor to ask questions or get clarification on any of the school rules.

At McCaffrey Middle School, all students are expected to adhere to the following basic school rules:

Be Nice

Be Safe

Be Responsible

The following general types of behavior are not acceptable at McCaffrey Middle School and may result in a STEP on our CDP discipline system, loss of privileges, lunch detention, suspension or expulsion:

Bringing a toy gun or replica of a gun to school

Bullying; repeated actions with the intent to scare others

Causing, attempting to cause, or threatening to cause physical injury to another person

Posting inappropriate pictures, comments on social media

Disrupting classes, students, and teachers

Racial slurs of any kind

Failure to report to detention

Failure to follow directions

Fighting, encouraging students to fight, watching fights, video-taping fights, posting fights online

Explosives/Flammable materials (Firecracker, stink bomb/spray)

Hand-holding, kissing, and hugging – no PDA

Leaving campus without a pass

Possession of a dangerous object

Possessing, using, selling, or being under the influence of a controlled substance or alcoholic beverage

Sexual harassment

Smoking

Spreading rumors that may cause a school disruption i.e a fight

Stealing

Tagging, gang related activities

Tardies to school or between classes

Taunting or teasing with the intent to hurt or embarrass others

Threats and intimidation

Throwing food or littering on campus

Throwing or shooting objects -harmful to school property or another student or staff member

Truancies

Unnecessary physical contact such as shoving, kicking, horseplay

Vandalism

Vulgar gestures

Weapons of any kind

Willfully using force or violence on another person

No Gum

Fighting consequences:

1st fight will receive a 1-3 day suspension

2nd fight will receive a 3-5 day suspension, SARB letter, and possible recommendation for expulsion

3rd fight will receive a 5 day suspension, a SARB hearing, and a recommendation for expulsion

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

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

Students engaging in unacceptable behavior may be placed in an alternative setting when the school administration considers it an appropriate alternative. Students displaying unacceptable behavior in the alternative setting may be suspended.

School authorities have the legal right and the responsibility to search any student when/if they have reason to believe the student is in possession of drugs, alcohol, vape/tobacco, weapons, items belonging to someone else, or anything else that is inappropriate for a safe school setting. If any such items are found it is the responsibility for school authorities to seize the item. (Penal Code 62610) The school may also enlist the services of law enforcement to search for illegal substances.

Mandatory Recommendation for Expulsion (EC 48915-c) - The principal must suspend and recommend expulsion for (1) possessing, selling or otherwise furnishing a firearm, (2) brandishing a knife at another person, (3) unlawfully selling a controlled substance, and (4) sexual assault or sexual battery.

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

Students who have accumulated a total of 20 days of suspension in one school year will be recommended for expulsion. Any student who has been expelled during the school year will not be allowed to participate in any of the end of the year activities.

Students will be held accountable for their behavior to and from school, as well as during school hours and school-sponsored events.

Citizenship Development Plan McCaffrey Middle School

All NON-STEP incidents must be logged in Synergy>Teacher's Notes

Step 1: Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs the incident in Synergy>Incident Referral. Under description type "STEP 1" and describes the incident. Grade level detention issued by the office.

Step 2: Teacher has conferenced privately with the student about their behavior and has contacted the parent. Teacher logs the incident in Synergy>Incident Referral. Under description type "STEP 2" and describes the incident. Grade level detention issued by the office.

Step 3.... Student sent to an alternative setting during class to discuss behavior concerns. Teacher logs the incident in Synergy>Incident Referral labeled "STEP 3". A Disciplinary Action form may be developed at this time. If developed, the form will be signed by the student and emailed to the parent and teachers by a counselor or administrator.

ADMINISTRATION HANDLES CONSEQUENCES FOR STEP 4 AND BEYOND

Step 4.... Student sent to the alternative setting during class to discuss behavior concerns. A Disciplinary Action form will be developed at this time and emailed to the parent and teachers. An SST may be set up to review behavior concerns. Counselors will set up the SST and invite teachers.

Step 5.... Student sent to the Office and consequences determined by the administration & parent contact is made stating the next Step may result in a suspension.

Step 6.... (THIS IS A STRIKE) "2-3" Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

Student is ineligible to participate in all school activities for 6 school weeks (30 school days).

Step 7.... (THIS IS A STRIKE) "2-3" Day In-School or At-Home Suspension or Restorative Practice Interventions as determined by the administrator.

Student is ineligible to participate in all school activities for 12 school weeks (60 school days).

"1st" SARB letter sent home for behavior.

Step 8.... (THIS IS A STRIKE) "3-4" Day In-School or At-Home Suspension.

Student is ineligible to participate in all school activities for the remainder of the school year.

"2nd" SARB letter sent home for behavior.

Step 9.... (THIS IS A STRIKE) "4-5" Days of At-Home Suspension

"3rd" SARB letter sent home for behavior and referral to SARB.

Step 10.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

Step 11.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

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

Step 12.... (THIS IS A STRIKE) "5" Days of At-Home Suspension

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

(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.

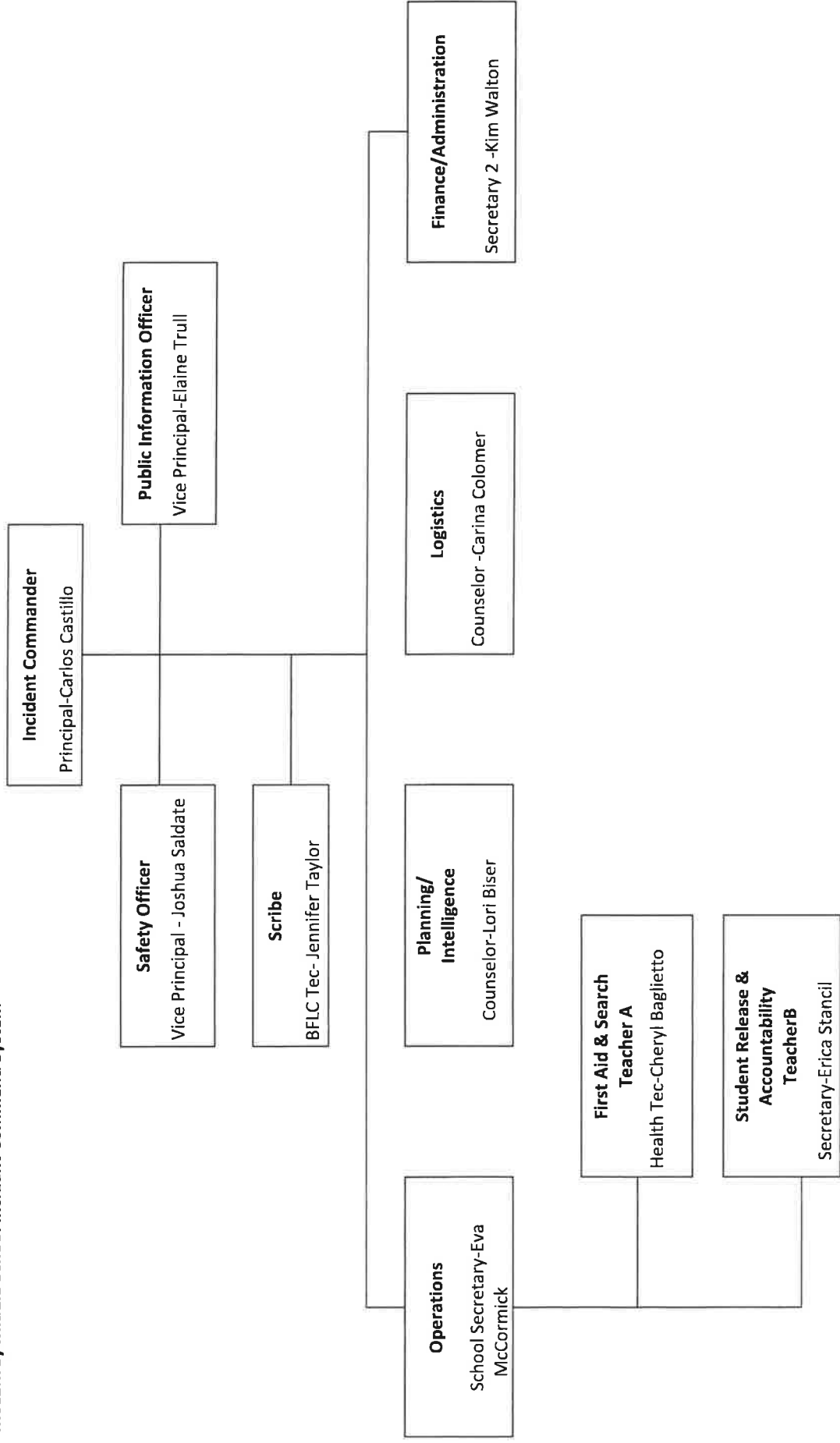
Safety Plan Appendices

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 | |

McCaffrey Middle 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

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.

NARCAN ADMINISTRATION PROTOCOL

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

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

Suspicion of opioid overdose can be based on:

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

Opioid Overdose vs. Opioid High

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

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

RESPOND:

Immediately call for help

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

REVERSE:

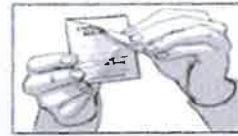
Administer naloxone

Via Intra-Nasal Narcan:

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

Remove NARCAN Nasal Spray from the box.

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



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



Gently insert the tip of the nozzle into either nostril.

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



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

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



(Graphic credit: ADAPT Pharma, 2015)

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

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

REFER:

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

References

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

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

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

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

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

RECOMMENDED ACTIONS DURING WILDFIRE SMOKE AND OTHER UNHEALTHY AIR QUALITY EVENTS

SCHOOL DISTRICTS

HOW TO USE THIS CHART

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 ¹ 201-300 | LEVEL 6 HAZARDOUS SCHOOL CLOSURE MAY BE CONSIDERED ² ≥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 | Sensitive individuals ¹ should exercise indoors or avoid vigorous outdoor activities 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 |
| 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 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 |
| SCHEDULED OUTDOOR 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 |

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 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 | <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 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 Living spaces without air conditioning can become uncomfortable during the afternoon 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 | <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 |
| 2 (Orange) | Moderate | <ul style="list-style-type: none"> 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 Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help | <ul style="list-style-type: none"> 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"> 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 |
| 3 (Red) | Major | <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. |
| 4 (Magenta) | Extreme | <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 |

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