

Comprehensive School Safety Plan

2023-2024 School Year

School: Great Valley Academy
CDS Code: 50-10504-0117457
District: Great Valley Academy
Address: 3200 Tully Rd.
Modesto, CA 95350-0811
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Approved by:

Name	Title	Signature	Date
Jeremy Coe	Board President		
Thomas Anderson	Superintendent/CEO		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the Great Valley Academy, school administration offices and online at www.greatvalleyacademy.com.

Safety Plan

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

GVA recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting. A copy of the comprehensive school safety plan shall be available for review at the Great Valley Academy, school administration offices and online at www.greatvalleyacademy.com

Vision

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Philosophy

At Great Valley Academy, we believe:

- Every child is unique and can learn like a gifted learner — visually.
- Students deserve the opportunity to have instruction delivered in a way that is relevant and meaningful. School should be a non-threatening environment that emphasizes relationships.
- Character education should be taught, modeled and assessed. Highly trained, motivated teachers are essential.
- Parental involvement and support are an essential elements of a quality educational experience.

GVA 5 Pillars

1. Great Valley Smart (GVS)
2. Character Development
3. Climate: Safe/Loved/Learning
4. Mastery Learning
5. Highly Qualified and Dedicated Staff

Safety Plan Vision

To support the vision, mission and the five pillars of Great Valley Academy, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connections to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that potentially degrade our schools' social and physical climate.

Components of the Comprehensive School Safety Plan (EC 32281)

Great Valley Academy Safety Committee/GVA Safety Planning Team Members and Contributors

Tom Anderson, Superintendent/CEO
Brianna de Visser, Principal
Jennifer Farley, Sr. Vice Principal
Lacey Woods, Vice Principal
Jacquie Lester, Paraprofessional/Connecting Room
Hugo Vega Jr., Maintenance
Brenda Collins, Administrative Assistant
Vicki Block, Classroom Teacher
Lesley Willems, Specialties Teacher
Josh Clayton, Site Safety Consultant/Chief of Police, Patterson

Assessment of School Safety

An assessment of School Safety at GVA Modesto was conducted in the Site Safety Team meetings during the 2022-2023 school year. Information was received from all school administrators, the 2022-2023 Site Safety Team, and Josh Clayton as a Site Safety Consultant.

Some of the key safety concerns raised during the assessment of school safety include:

Supervision of all entrances/exits
Emergency procedure training for staff
Recess behaviors/plans (pertaining to safety)

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

GVA recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

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

GVA has a responsibility to protect students by facilitating prompt reporting of known and suspected incidents of child abuse and neglect. Specifically, California Penal Code section 1 1166 requires any child care custodian who has knowledge of, or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance to Child Protective Services (CPS) immediately, or as soon as practically possible.

Child abuse should be reported immediately by phone, or as soon as practically possible, to the county Child Protective Services agency. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. This procedure is outlined in more detail in the Reporting Procedures section, below.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the school principal, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

Definitions

1. "Child Abuse" or "neglect" includes the following:

- a. A physical injury inflicted by other than accidental means on a child by another person.
- b. Sexual abuse of a child.
- c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
- d. Unlawful corporal punishment or injury resulting in a traumatic condition.
- e. Neglect of a child or abuse in out-of-home care.

Child abuse and/or neglect includes both acts and omissions on the part of the responsible person.

2. "Mandated Reporters" include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; designated classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters, or counselors of a child abuse prevention program.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training/experience, to suspect child abuse.

5. "Child" means any person under 18 years of age.

Reporting Procedures

1. Step #1: Telephone Report, Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to a child protective agency or law enforcement agency.

a. This report will include:

1. The name of the person making the report.
2. The name of the child.
3. The present location of the child.
4. The nature and extent of any injury.
5. Any other information requested by the child protective agency, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.
 - (i) When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.

b. If the agency asks the child be held until authorities arrive, the employee must remain with the child.

2. Step #2: Written Report

- a. Within 36 hours of making the telephone report, the employee shall complete and mail to the local child protective agency (or law enforcement as appropriate) a written report, "Suspected Child Abuse Report," which includes a completed Department of Justice form (DOJ SS 8572). The DOJ SS 8572 Form is available at <http://ag.ca.gov/childabuse/pdf/ss 8572.pdf>.
- b. The written report is to be addressed to the person to whom the telephone report was made.

3. Step #3: Internal Reporting

- a. Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Campus Principal, Vice Principal or designee as soon as possible after the initial telephone report to the appropriate

agency. The Campus Principal, Vice Principal, or designee 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 Campus Principal, Vice Principal, or designee may assist in completing and filing the necessary forms. The mandated reporter shall not be required to disclose his/her identity to the Campus Principal or Vice Principal.

b. He/she may provide or mail a copy of the written report to the Campus Principal, Vice Principal or designee without his/her signature or name. Reporting the information to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

Legal Responsibility and Liability

1. Mandated Reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. This immunity shall apply even if the Mandated Reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his or her professional capacity or outside the scope of his or her employment.
2. If a Mandated Reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The Mandated Reporter may also be held personally liable for damages resulting from any injury to the child after a failure to report and could incur costs of defense and any subsequent damages to the child.
3. All employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, the Charter School is not obligated to defend an employee who neglects or fails to make a required report.
4. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report shall be made by a member of the team selected by mutual agreement and a single written report made and signed by the selected member of the reporting team. However, if any member of the reporting team knows or should know that the selected member failed to make the report, that member thereafter has a duty to do make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

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 him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code

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

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Campus Principal, Vice Principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form before removing a child from school grounds.

When School Employees are Accused of Child Abuse

Regardless of the identity of the suspected child abuser, the major responsibilities of Mandated Reporters are to: 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities.

Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Failure to report suspected child abuse may result in disciplinary action up to and including release from at-will employment.

Training

The Charter School shall provide training to all new personnel regarding the obligations as Mandatory Reporters and the steps required to report suspected abuse. Child abuse reporting procedures are reviewed yearly for all returning Charter School employees.

Notifications

The Campus Principal, Vice Principal or designee shall provide all new employees who are mandated reporters a statement that informs them of their status as mandated reporters and their reporting obligations under Penal Code 1 1 166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 1 1166 and that they will comply with those provisions. The signed statements shall be retained by the Campus Principal, Vice Principal or designee

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

Disaster Plan

The GVA Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Great Valley Academy emergency preparedness and crisis response plans are included in the appendices, and accomplish the following:

Appendix C: GVA Emergency Operations and Response, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS, and

Appendix C.1: GVA Crisis Response Team with Contacts —Confidential provides emergency contact information for district staff

Appendix C.2: GVA Emergency Response Procedures Flipchart — For Official Use Only (FOUO) Flipchart describes detailed steps to be taken by all personnel and students for a safe and effective response to emergencies and provides specific evacuation procedures for the School Office and school sites developed with considerations for students with physical disabilities

(i) Earthquake and Multi-hazard Emergency Response Procedure System

GVA has defined emergency response procedures for earthquakes and other hazards in the Crisis Response Plans described in the appendices of this plan. This district follows the recommended "drop, cover and hold on" procedures for earthquake response. The plans also align with standards established by NIMS and SEMS and call for response actions to be coordinated using ICS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the School Emergency Response Procedures flipcharts. These additional supporting plans are provided to school personnel as references and are not included as part of this public document.

Public Agency Use of School Buildings for Emergency Shelters

(ii) Use of School Buildings for Emergency Shelters

The Board 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.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The GVA Board desires to prepare students for responsible citizenship by fostering self-discipline and the acceptance of personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. This policy also states that staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The GVA Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes the guidelines, in accordance with state and federal law, Suspension and Expulsion Procedure.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office, and filed under Appendix D: Student and Parent Handbooks.

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

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the Superintendent or designee shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

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

GVA's comprehensive prohibition of discrimination, harassment, and bullying across all school programs and activities states that the Board of Education is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are four that clearly define the expectations and procedures regarding occurrences of discrimination, harassment, intimidation and bullying:

GVA determines that district programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Education shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Superintendent of GVA is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate

in the complaint process established pursuant to this policy and the administrative regulation.

Any student who engages in harassment, including sexual harassment, of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

For campus-specific bullying and cyber-bullying policies, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office.

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

The GVA Board expects that students will present themselves in an orderly manner conducive to the advancement of education. Their appearance should be neat and acceptable to the general society and appropriate to activities at school. The Board considers this to be a judgment area for the principal of each school and specific rules will be an administrative decision.

Uniforms

Students and staff at Great Valley Academy will wear uniforms daily. We have chosen uniforms because they:

Allow students and staff to focus on learning

Help eliminate student or staff judging each other because of brand names, etc. Improve the safety and security of the school

Improve behavior and discipline in the school

Help develop a sense of unity

Ensure that appropriate clothing will be worn to school

Emphasize the individuality of each child

For campus-specific uniform policies, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office.

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

-Great Valley Academy has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

-To assist students in safely crossing streets adjacent to or near school sites, the Board may establish a safety patrol. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

-GVA holds students accountable for conduct not only on campus but also on their way to and from school.

-GVA holds visitors accountable to signing in at the front office. Visitors will be asked to show identification if not recognized.

Visitors will be asked to place a visitor's label on their shirt.

-Checking students out of school: Parents will need to sign their child out in the office and the student's teacher will be notified to send the student to office.

-If a child arrives after the school day has begun, parents will be required to sign their child in at the office.

-GVA prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind, including when on their way to and from school.

-If a student flees campus staff personnel calls administration. Administration will call parents and Police Department to receive guidance.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix C.2: GVA Emergency Response Procedures Flipchart.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds.

For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

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

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5, and SB 671)

Great Valley Academy Student Conduct Code

GVA identifies school-wide standards for student conduct:

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

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of school rules related to conduct.

Refer to Student/Parent Handbook for Prohibited Behaviors.

Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, and contact with local law enforcement as appropriate.

Students also may be subject to discipline for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or district property or disrupts the orderly delivery of the educational program.

At GVA, students may possess or use on school campus personal electronic signaling devices including, but not limited to, smart watches and cellular/digital telephones, tablets, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. Devices are turned off during class time and at any other time directed by a GVA employee.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

A school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

For a comprehensive description of conduct and student behavior expectations, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the Student and Parent Handbooks.

GVA describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The GVA Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Additional Policies are listed below, which describe overarching discipline standards for specific area of concern. Violation of these items will result in student referral to campus administration and may lead to suspension or expulsion. These include:

Conduct Code Procedures

(J) Hate Crime Reporting Procedures and Policies

The GVA Board desires to protect the right of every student to be free from hate-motivated behavior. The Board will promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. GVA prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

In addition, the GVA shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(K) Procedures to Prepare for Active Shooters

Procedure has been created but not included in this document due to safety of staff and students.

(L) Procedures for Preventing Acts of Bullying and Cyber-bullying

For a comprehensive description of procedures, please refer to the Student and Parent Handbook distributed at the start of each school year.

To help prevent bullying and cyber-bullying, GVA conducts the following:

- Junior High Assembly conducted by Stanislaus County Sheriff's office
- Connecting room usage for peer mediation/conflict resolution/reflection/coping skills and strategies
- Family meetings in classrooms weekly focusing on caring habits and other topics

(M) Protocol for Responding to Student Opioid Overdose (SB10)

[SB 10](#) authored by Senator Dave Cortese (D-Santa Clara), requires school safety plans for schools serving students in grades 7 to 12, including charter schools, to include a protocol for responding to a student's opioid overdose. In authoring the bill, the Senator stated: "Fentanyl was responsible for an astounding one in five youth deaths, ages 15-to-24, in California last year. In one year alone (2019-2020), fentanyl overdoses among youth nearly doubled and we have seen that trend continue to increase. This drug can be found in fake and counterfeit pills that are sold through social media or e-commerce platforms, making them available to youth."

During the comprehensive CPR/First-Aid/Epi-Pen training, staff will be trained to recognize an opioid overdose and how/when to administer NARCAN nasal spray. (Once administered, 911 needs to be called) The School nurse/CPR First Aid Instructor will review this annually with all staff. Staff will be made aware of where the NARCAN spray is stored on campus. (Modesto: Behind front desk staff)

(N) Annual Evaluation Plan for Students with Disabilities (SB323)

[SB 323](#) specifically requires that comprehensive school safety plans address accommodations related to relevant federal disability laws and requires that the annual evaluation of those plans ensures appropriate adaptations to school safety practices are in place for students with disabilities. The bill further authorizes parents and others to bring a concern about a student's safety to the principal.

Annually, the Site Safety Team will review the Site Safety Plan and make appropriate and merited adaptations for pupils [and staff] with disabilities. All newly expressed safety concerns for students [and staff] with disabilities will be reviewed by the principal as presented and then addressed if deemed merited.

Safety Plan Review, Evaluation and Amendment Procedures

The Great Valley Academy comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January of each school year.

Great Valley Academy adopted this annual comprehensive school safety plan at the regular meeting of the Board of Education as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in the Documented Safety Planning Process.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection in Great Valley Academy front office.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

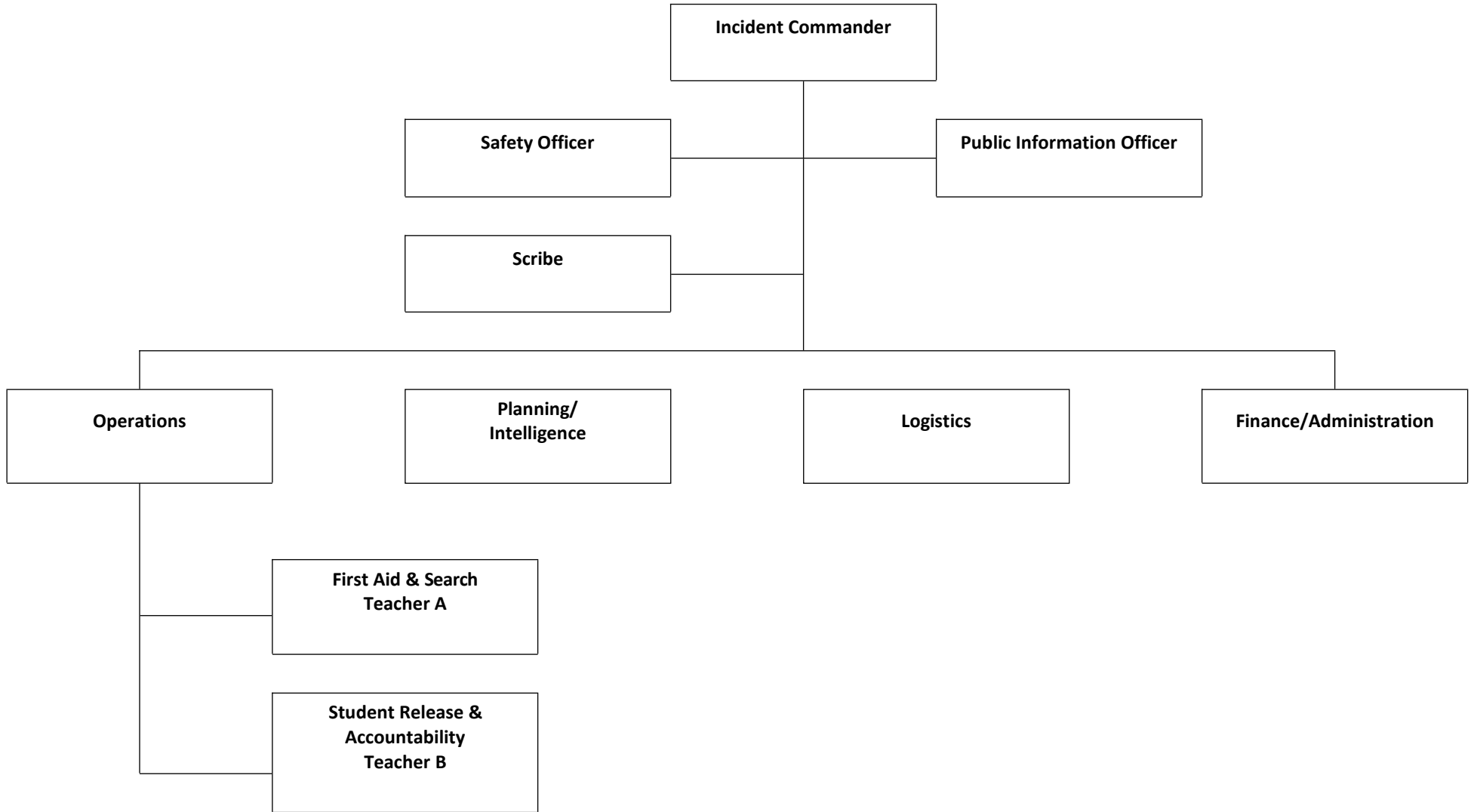
Type	Vendor	Number	Comments
Gas	PG&E	1-877-660-6789	
Electric First Responder	MID	1-888-897-8222 (209) 526-8222	
First Responder	Modesto Fire Department	(209) 342-9141 (209)572-9855	Station 11 Station 5
First Responder	Modesto Police Department	(209)552-2470	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e., review steps, meetings conducted, approvals, etc.)	Date and Time	Attached Document (Description and location)
GVA Site Safety Meetings	August 24, 2023 (3:15-4:15) September 21, 2023 (3:15-4:15) October 26, 2023 (3:15-4:15) November 17, 2023 (3:15-4:15) January 25, 2024 (3:15-4:15) February 22, 2024 (3:15-4:15) March 28, 2024 (3:15-4:15) April 25, 2024 (3:15-4:15) May 23, 2024 (3:15-4:15)	All meetings will be on the Modesto Campus in room 19. Link to Agendas

GVA Safety Committee Meetings (Multicampus)	October 27, 2023 (1:00-3:00) November 17, 2023 (1:00-3:00) December 15, 2023 (1:00-3:00) January 26, 2024 (1:00-3:00) February 23, 2024 (1:00-3:00) March 15, 2024 (1:00-3:00) April 26, 2024 (1:00-3:00) May 10, 2024 (1:00-3:00)	Neighborhood Church or Modesto Campus Site Safety Committee Playbook/Agenda
Staff Training: CPR/First Aid	September 22, 2023 November 3, 2023 January 12, 2024	Biannual Training on Modesto Campus Initial and recertification of First Aid/CPR/AED training
Junior High Safety Presentation	December 15, 2023 April 5, 2024	Safety Presentation for junior high student by local law enforcement about human trafficking and how to stay safe. Topics covered are: - Internet Safety - Trolling (What is it? How to watch for it) - App Safety - How to Limit Personal Information Online
Safety Drills	Fire Drills: 8/23 @ 1:00, 11/17@10:40, 1/17@9:00, 2/26@12:30, 5/16@10:00 Lockdown: 10/17@9:10, 1/25@1:00, 4/25@10:50 *Earthquake (always followed by fire drill): 10/19@10:20, 3/12@11:00	Monthly on GVA Campus
Staff Training	August 1-4, 2023	Back to school Training with General Safety Review for all staff
Supervisors and Managers Leadership Institute	July 25, 2023 (1-3) November 3, 2023 (1-3) February 12, 2024 (8:30-11:30) June 3, 2024 (12-4)	Meetings to train/align multicampus located at Neighborhood Church
Pro-Act Training	March 21, 2023 June 6-8, 2023	Training as needed for select staff De-escalation training for heightened behavior
Staff Training	September 9, 2022	4-8 Grades Training, General Site Safety
Staff Training	September 23, 2022	K-3 Grades Training, General Site Safety
Staff Training	November 4, 2022	K, 2-8 Grades, Human Trafficking
Staff Training	January 20, 2023	3-8 Grades, Gen Site Safety Review
Staff Training: Site Safety Training	February 13, 2023	All Staff, Hands-On Active Threat Training

Great Valley Academy 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

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

Biological or Chemical Release

Bomb Threat/ Threat Of violence

Bus Disaster

Disorderly Conduct

Earthquake

Explosion or Risk of Explosion

Fire in Surrounding Area

Fire on School Grounds

Flooding

Loss or Failure of Utilities

Motor Vehicle Crash

Pandemic

Psychological Trauma

Suspected Contamination of Food or Water

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Emergency Evacuation Map

Not included for public display.