
Great Valley Academy

Comprehensive School Safety Plan



BOARD ADOPTED: February 27, 2026

California Brown Act Exemption Disclaimer

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MAPS and TEXT REDACTIONS HAVE BEEN MADE FOR PUBLIC POSTING

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SECTION ONE: IMMEDIATE ACCESS - EMERGENCY INFORMATION

EMERGENCY PHONE NUMBERS

**IN CASE OF AN EMERGENCY, DIAL 911
for
POLICE, FIRE, OR AMBULANCE**

MODESTO CAMPUS

AGENCY	Emergency Number	Non-emergency Number
MODESTO POLICE DEPARTMENT	911	(209) 572-9500
MODESTO FIRE DEPARTMENT	911	(209) 572-9590
AMR AMBULANCE	911	(800) 913-9113

SALIDA CAMPUS

AGENCY	Emergency Number	Non-emergency Number
STANISLAUS COUNTY SHERIFF	911	(209) 552-2468
SALIDA FIRE PROTECTION DISTRICT	911	(209) 497-2389
AMR AMBULANCE	911	(800) 913-9113

CALLING 911

When calling 911, be sure you are in a safe place when calling.

When you call 911, identify your exact location. Remain calm and answer the dispatcher's questions. Police dispatchers are trained to obtain the necessary and required information for a proper emergency response. As the police are being dispatched, answer the questions asked of you by the operator or police dispatcher. Although you are not expected to know all of the answers, answer them to the best of your ability.

If calling from a landline, do not hang up the phone if danger approaches. Just put the phone down and leave the phone line open so the dispatcher can hear what may be happening. If calling from a cellular telephone, take the necessary actions (Run, Hide, Fight) to stay as safe as possible.

GVA EMERGENCY CONTACT PHONE NUMBERS

MODESTO CAMPUS

Title	Name	Number
Principal	Brianna de Visser	[REDACTED]
Assistant Principals	Jennifer Farley/Lacey Woods	[REDACTED]
Facilities Manager	Jeffrey Summers	[REDACTED]
Health Clerk	Sara Valdez	[REDACTED]
Administrative Assistant	Simone Owens	[REDACTED]

SALIDA CAMPUS

Title	Name	Number
Principal	Kayla Jefferson	[REDACTED]
Assistant Principals	Roop Pannu/TBD	[REDACTED]
Facilities Manager	Donnie Cook	[REDACTED]
Health Clerk	Julie Martinez	[REDACTED]
Administrative Assistant	Stacy Schleigh	[REDACTED]

UTILITIES

Utility	Vendor	Number	Comments
Gas	PG&E	1-877-660-6789	Modesto GVA Only
Electric First Responder (Modesto GVA Only)	MID	1-888-897-8222 (209) 526-8222	Modesto GVA Only
Electric/Gas (Salida GVA Only)	MID	1-888-897-8222 (209) 526-8222	Salida GVA Only

MODESTO CAMPUS – IMPORTANT INFORMATION

BUILDING ALARM CODES / CONTACTS

In case a building alarm is accidentally set off, reset the alarm with the code below or contact the following:

OFFICE ALARM CODE
[REDACTED]

Name	Title	Cell Number
Brianna de Visser	Principal	[REDACTED]
Jeffrey Summers	Facilities Manager	[REDACTED]
Marisa Meeks	COO	[REDACTED]
First Security Alarm Systems	Alarm Company	[REDACTED]

MODESTO CAMPUS PERSONS REQUIRING ASSISTANCE

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

In any emergency response, it is important to know the location and status of any people in the affected district facility who may require PERMANENT OR TEMPORARY assistance to evacuate or move to a safe place.

- o Please ensure the site CSSP or this document is updated if you are or know of any person who is mobility-impaired or has other special needs and will need assistance during an emergency.
- o Identify two assistants on the floor who will help the person in an emergency.
- o Discuss expectations with those who volunteer to assist.
- o Regularly review procedures for response options in an emergency.

LIST AS OF: 01/07/2025

Campus Location	Name, Title & Cell Phone	Type Of Assistance Required
Round Building (Room 24)	[REDACTED]	[REDACTED]
Room 26 (Gutierrez)	[REDACTED]	[REDACTED]
Room 36 (Gossett)	[REDACTED]	[REDACTED]

Campus Location	Name, Title & Cell Phone	Type Of Assistance Required
Room 8 (Canela)	[REDACTED]	[REDACTED]
Room 32 (Ruehle)	[REDACTED]	[REDACTED]
Room 17 (Borillo)	[REDACTED]	[REDACTED]
Room 43 (Stalford)	[REDACTED]	[REDACTED]
Room 12 (Sharar)	[REDACTED]	[REDACTED]
Room 43 (Stalford)	[REDACTED]	[REDACTED]
Room 26 (Gutierrez)	[REDACTED]	[REDACTED]

MODESTO CAMPUS – MAPS and RALLY POINTS

MAP of AED & NARCAN KITS

BUILDING EVACUATION ROUTES AND RALLY POINTS

OFF SITE RALLY POINTS (Raley's Parking Lot)



EMERGENCY UTILITY SHUTOFF LOCATIONS

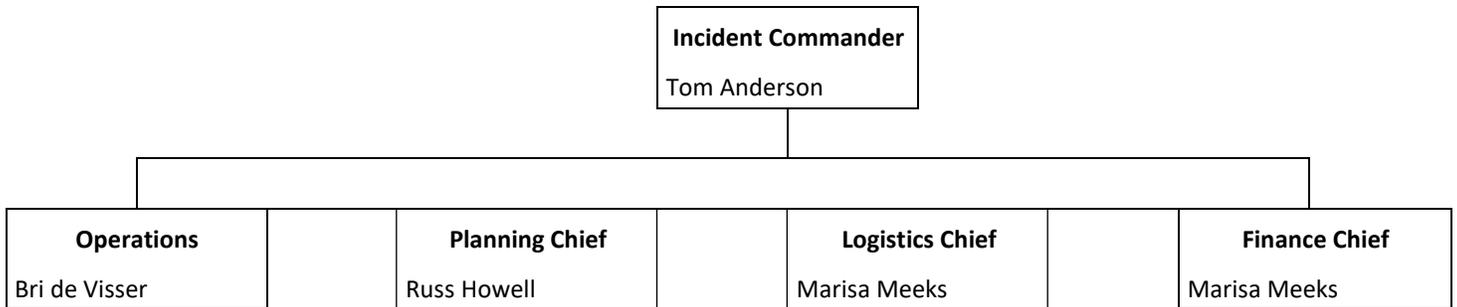
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

MODESTO GVA ICS ROSTER



SEMS/NIMS requires that all public agencies use five designated functions to serve as the basis for organizing emergency planning and response. The five functions are:

1. INCIDENT COMMANDER (MANAGEMENT SECTION)
2. OPERATIONS SECTION
3. PLANNING SECTION
4. LOGISTICS SECTION
5. FINANCE SECTION

The **Incident Commander** provides the executive **management** of the emergency organization. This position sets policy and provides support to the Superintendent.

The **Operations Section** is the responsibility of the Operations Coordinator. The coordinator directs the efforts of various operational branches: Security, Communications Dispatcher, Search and Rescue, Medical, Health and Safety, and Building and Utility.

The **Planning Section** is the responsibility of the Planning Coordinator. The Planning Section supports the Operations Section with confirmation of information, action plans, and status reports. The coordinator is assisted by the Situation Status and Damage Assessment.

The **Logistics Section** is the responsibility of the Logistics Coordinator. The Logistics Section supports the Operations Section with resources. The coordinator is assisted by the Supply & Purchasing, Care/Shelter/Transportation, Facilities, and Human Resources

The **Finance Section** is the responsibility of the Finance Coordinator. The Finance Section works closely with each Section to effectively establish the proper documentation for cost recovery. The coordinator is assisted by Accounting and OES/FEMA Documentation.

SALIDA CAMPUS – IMPORTANT INFORMATION

BUILDING ALARM CODES / CONTACTS

In case a building alarm is accidentally set off, reset the alarm with the code below or contact the following:

OFFICE ALARM CODE
[REDACTED]

Name	Title	Cell Number
Kayla Jefferson	Principal	[REDACTED]
Donnie Cook	Facilities Manager	[REDACTED]
Marisa Meeks	COO	[REDACTED]
First Security Alarm Systems	Alarm Company	[REDACTED]

SALIDA CAMPUS PERSONS REQUIRING ASSISTANCE

LIST AS OF: 01/07/2025

Campus Location	Name, Title & Cell Phone	Type Of Assistance Required
Room 6 and Room 7	[REDACTED]	[REDACTED]
Room 48	[REDACTED]	[REDACTED]
Room 30	[REDACTED]	[REDACTED]
Room 25	[REDACTED]	[REDACTED]
Room 8	[REDACTED]	[REDACTED]

SALIDA CAMPUS – MAPS and RALLY POINTS

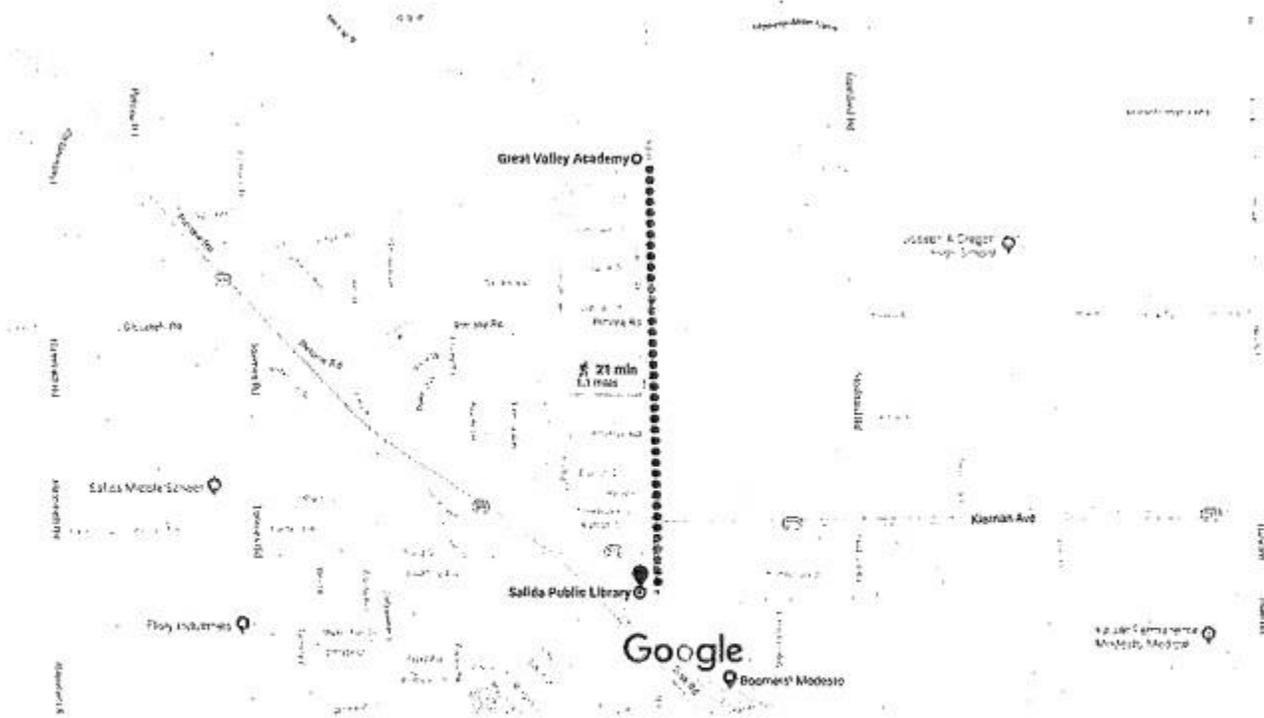
MAP of AED & NARCAN KITS

BUILDING EVACUATION ROUTES AND RALLY POINTS

OFF SITE RALLY POINTS (Salida Public Library)

Great Valley Academy to Salida Public Library

Walk 1.1 miles, 21 min



- ↑ 1. Head south on Sisk Rd toward Sun W Dr
- 📍 Destination will be on the right

1.1 mi

EMERGENCY UTILITY SHUTOFF LOCATIONS

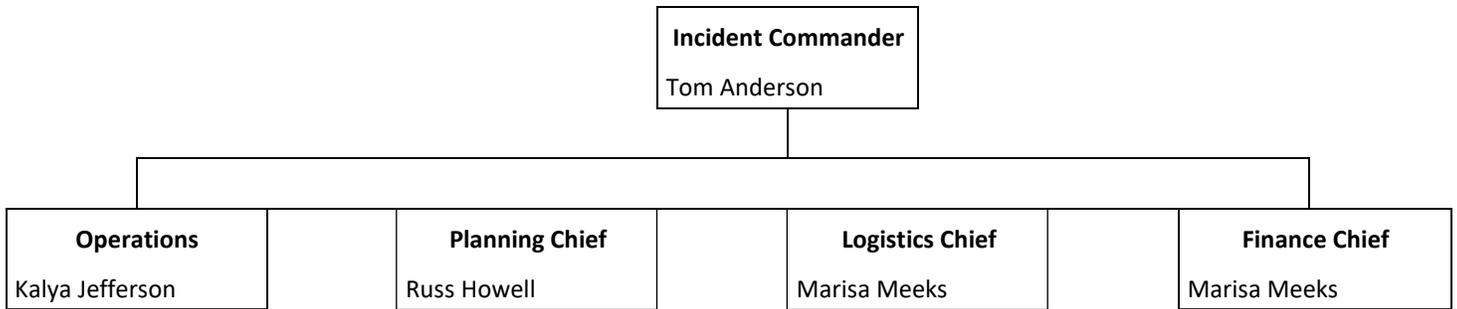
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

SALIDA GVA ICS ROSTER



SEMS/NIMS requires that all public agencies use five designated functions to serve as the basis for organizing emergency planning and response. The five functions are:

1. INCIDENT COMMANDER (MANAGEMENT SECTION)
2. OPERATIONS SECTION
3. PLANNING SECTION
4. LOGISTICS SECTION
5. FINANCE SECTION

The **Incident Commander** provides the executive **management** of the emergency organization. This position sets policy and provides support to the Superintendent.

The **Operations Section** is the responsibility of the Operations Coordinator. The coordinator directs the efforts of various operational branches: Security, Communications Dispatcher, Search and Rescue, Medical, Health and Safety, and Building and Utility.

The **Planning Section** is the responsibility of the Planning Coordinator. The Planning Section supports the Operations Section with confirmation of information, action plans, and status reports. The coordinator is assisted by the Situation Status and Damage Assessment.

The **Logistics Section** is the responsibility of the Logistics Coordinator. The Logistics Section supports the Operations Section with resources. The coordinator is assisted by the Supply & Purchasing, Care/Shelter/Transportation, Facilities, and Human Resources

The **Finance Section** is the responsibility of the Finance Coordinator. The Finance Section works closely with each Section to effectively establish the proper documentation for cost recovery. The coordinator is assisted by Accounting and OES/FEMA Documentation.

REFUGE SHELTER

Modesto Campus refuge center is the rally point located in the evacuation maps identified as Raley's Shopping Center and Raley's Grocery Store.

Salida Campus refuge center is the rally point located in the evacuation maps identified as the Salida Library.

The local fire department would be contacted per the communication plan and executed by the Incident Commander to alert the local fire department of the need to defend the structure in the event of a fire.

EMERGENCY COMMUNICATIONS

WORKING WITH THE NEWS MEDIA

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report to Administration any news media personnel that appear elsewhere on campus.

COMMUNICATION GUIDELINES

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

EMERGENCIES WITHIN SCHOOL

Internal communications will be via:

- Public address systems
- Emails
 - Text Message systems (Remind)
- Message runner
- GVA telephone/emergency radio to administration offices
- GVA's student information systems (School Wise)

External communications will be via:

- The main communications network (ParentSquare)
- News bulletins, Social Media updates, GVA's student information

EMERGENCIES AFFECTING TWO OR MORE SITES

In-district communications will be via:

- Telephone, if operable
- GVA internal communications
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins
- GVA's student information systems (Schoolwise)

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

RADIO SYSTEM USE GUIDELINES

When using the system:

PURPOSE

To standardize the use and protocol of all radios in an emergency situation

OBJECTIVES

- To provide guidelines for the use of base, portable, and mobile radios
- To reduce non-emergency and non-essential traffic to an absolute minimum
- To provide a system of concise communication language that is easy and effective

RESPONSIBILITY

Understand all radios are FCC (Federal Communications Commission) regulated and can be heard throughout the school campus. Use discretion in transmitting any message by radio. Avoid transmitting personally identifiable information.

Before speaking, listen to determine if the channel is currently in use by another.
Use radios for urgent and work-related conversations only.

Instead of sharing proprietary information over the radio, request contact via a telephone extension.

COMMUNICATION PROHIBITED BY THE FCC

- Direct communication of personal messages
- Profane, indecent or obscene language
- Unnecessary or unidentified transmission
- Malicious interference with any other radio transmission

PROTOCOL

1. Non-emergency and non-essential traffic should be kept to an absolute minimum.
2. No transmission is begun without listening for clear air first, as is required by the Federal Communications Commission.
3. KEY-UP (depress Talk button to transmit) and hold for 1-2 seconds before speaking. Release the key when finished speaking.
4. IDENTIFY YOURSELF. Complete your message with a closer so the recipient knows the line is open to respond. (Example: "This is John Smith for GVA SALIDA to Operations Chief. OVER.")
5. The receiving unit will acknowledge the transmission. (Example: "Operations Chief, Maria Ramirez, here. Go ahead, John.")
6. Confirm when a message has been received. Read back the message to ensure accuracy when needed. (Example: "Operations Chief copies John Smith, GVA SALIDA; Students injured: 2, Staff injured: 3, Students missing: 15, Staff missing: 0; two buildings damaged, cannot enter. Incident Command, OUT").
7. When the transmission is finished, both units will SIGN OFF.

(Example: “John Smith OUT” – “Incident Command OUT”)

RADIO USE GUIDELINES

1. Hold the microphone receiver at a 45-degree angle to the mouth to improve transmission quality.
2. Speak slowly and clearly.
3. Acknowledge all transmissions so the sender knows their message was received.

GVA RESPONSIBILITIES FOR STUDENTS

If the superintendent declares a school emergency during the school day, the following procedures will be followed:

In case of a declared emergency by the superintendent via a proclamation statement during school hours, all students will be required to remain at school or at an alternate safe site under the supervision of the school principal or others designated by the principal under these conditions:

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on school records.

If students are on their way to school, they should proceed to school if walking. Parents should follow the directions stated within the ParentSquare message if received while en route. Students who are on their way home from school are to continue home.

During a declared emergency, those students who have not been picked up by their parents or another authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations, and notifications will be made to parents via regular communication channels.

PARENT RESPONSIBILITIES FOR STUDENTS

Parents and legal guardians of students must update the Student Health/Emergency Form when applicable. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is always current.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergencies. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under the school's supervision. It is critical that students do not have directions from parents that are contrary to the school's stated policy on retention at school and authorized release in case of a severe emergency.

BOMB THREAT REPORT FORM

School Name:	Time of call:	Received by:
Date:	Time caller disconnected:	Caller ID if any:

Exact Wording of Threat:

Does the voice sound familiar? Like who?

QUESTIONS TO ASK

1. When will the bomb explode:	6. Did you put the bomb there?
2. Where is the bomb?	7. Why?
3. What does it look like?	8. How did the bomb get into the school?
4. What kind of bomb is it?	9. Where are you calling from?
5. What will cause it to explode?	10. What is your name / address / phone number?

Caller Description

Male Female Unknown Approximate Age:

(Caller's Voice (Circle all that apply))

CALM	ANGRY	EXCITED	SLOW	RAPID	SOFT	LOUD
NASAL	STUTTER	LISP	RASPY	DEEP	RAGGED	LAUGHING
FRIGHTENED	DISGUISED	SERIOUS	INCOHERENT	SLURRED	CONGESTED	CRYING
CRACKING	ACCENT	SLANG	JOKING	DISTINCT	NORMAL	HEAVY BREATHING

Callers Language (circle all that apply)

Well Spoken	Educated	Foul	Reading Something	Taped Message	Young Child	Young Adult	Middle Aged	Older/ Elderly
-------------	----------	------	-------------------	---------------	-------------	-------------	-------------	----------------

Background Noises (circle all that apply)

Street sounds	Voices	Music	Motor	Factory	Animal Noises	Static	PA System	House Noises
Machinery	Windy	Local	Clear	Cellphone	Office	Other:		

SECTION TWO: AB 1747 COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

Beginning in September 2018, CA AB 1747 mandates that individual schools in districts with over 2,500 students must adopt a comprehensive school safety plan by March 1 and must review and update the plan by March 1 of every year thereafter. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. (Amended Ed. Codes 35294.1 & 35294.6)

The school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of CA AB 1747, School Safety Plans.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council, or equivalent of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of CA AB 1747:

- a. Child Abuse reporting procedures
- b. Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
- c. Procedures to notify teachers and counselors of dangerous students
- d. Sexual Harassment Policy
- e. Safe ingress and egress to and from school
- f. Rules and procedures on school discipline to create a safe and orderly environment conducive to learning
- g. Dress code
- h. Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages
- i. Fentanyl (Opioid) Overdose Procedures
- j. Procedures for emergency evacuation of students with disabilities

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under CA AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Ed. Code 32286). The superintendent should ensure that all staff have been trained and are familiar with the contents of this plan.

The template is also designed as a living document to be updated as necessary to meet site, district, and community needs, forms, or requirements.

It is NOT intended to be a “grab and go” guide in an actual emergency.

NOTICE OF PUBLIC MEETING

As directed by CA Ed. Code 32288(b)(1), this safety plan, including the safety plan goals identified in Section 2, shall be presented to designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan.

Prior to adoption, this safety plan was made available to designated invitees for review on the dates listed below:

School	Date of Meeting
Great Valley Academy	2/27/26

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff. A redacted plan will be made available to students, parents, and the community to review in the school site administration or reception office. The redacted plan may be posted on the school website.

Great Valley Academy should ensure that this comprehensive school safety plan and all school safety materials and emergency communications for parents and guardians be made available in languages other than English for limited English proficient families.

NOTICE OF NON-COMPLIANCE

Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. (Ed. Code 32288.)

If the State Superintendent of Public Instruction (SSPI) determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. (Ed. Code 32287.)

Notify the SSPI in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:

California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

SECTION THREE: SCHOOL SAFETY PLANNING COMMITTEE

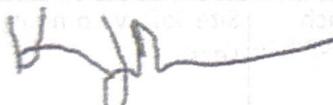
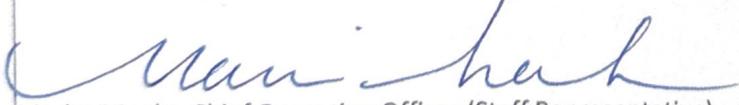
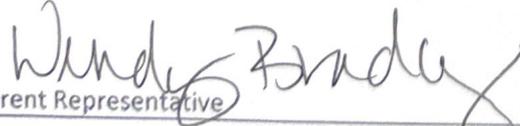
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Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed. Code 39294.2)

Great Valley Academy SAFETY PLAN 2025 – 2026

The undersigned members of the Great Valley Academy Safety Planning Committee certify that the requirements for CA AB 1747, Comprehensive School Safety Plan, have been met.

Great Valley Academy Safety Planning Committee	
 Tom Anderson, Superintendent, CEO	2/19/26 Date
 Kayla Jefferson, Principal, Salida GVA	1/22/2026 Date
 Brianna de Visser, Principal, Modesto GVA	1/22/26 Date
 Marisa Meeks, Chief Operating Officer (Staff Representative)	2/20/26 Date
Law Enforcement Representative	Date
 Parent Representative	2/27/26 Date

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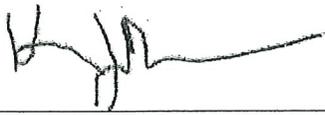
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Marisa Meeks, Chief Operating Officer (Staff Representative)	Date
 Law Enforcement Representative	Date 2-20-26
Parent Representative	Date

ANNUAL SAFETY GOALS

The GVA Safety Planning Committee identifies safety-related goals for the school year and discusses the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Great Valley Academy superintendent.

GOALS ASSESSMENT

Progress on annual safety plan goals is assessed each year at the Safety Committee’s last meeting in May.

Great Valley Academy Safety Goals 2026-2027		
	Strategies to be Used	Person Responsible
Objective 1:	Showcase annual student safety week. Students participate in safety drills, classroom lessons on safety, learn how to be safe on campus, and visit with emergency responders, if available.	Site Vice-Principals
Objective 2:	Continue to train students and staff on necessary safety protocols and what to do in an emergency.	Site Principals

	Strategies to be Used	Person Responsible
Objective 1:	Incorporate new laws and requirements for the CSSP by March 1st each year.	Site Safety Committee Lead
Objective 2:		

ASSESSMENT OF CRIME ON CAMPUS

Each school is required to assess the current status of school crimes committed on the school campus and at school-related functions. This is accomplished by reviewing the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; California Healthy Kids Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Crime at GVA Modesto and GVA Salida is very low. This is due to the fact that parental involvement is emphasized. It is essential to the students that parents and families are involved in educational success as well as school activities. Parents are welcome to attend Collaborative Coffee meetings and are encouraged to attend events such as Back-to-School, Open House, and awards ceremonies.

Data Source	2023-2024	2024-2025	2025-2026
Suspensions (Number of Incidents)	Mod 21 Sal 42	Mod 39 Sal 95	Mod 28 Sal 53
- Violence	Mod 0 Sal 0	Mod 35 Sal 92	Mod 27 Sal 49
- Tobacco	Mod 0 Sal 0	Mod 1 Sal 1	Mod 1 Sal 1
- Drugs or Alcohol	Mod 1 Sal 0	Mod 0 Sal 1	Mod 0 Sal 3
- Weapons	Mod 0 Sal 1	Mod 3 Sal 1	Mod 0 Sal 2
Expulsions	Mod 0 Sal 0	Mod 0 Sal 0	Mod 0 Sal 0
Vandalism (Number of Incidents)	Mod 9 Sal 3	Mod 5 Sal 2	Mod 2 Sal 0
Attendance , General Ed. (%)	Mod 94.3% Sal 94.2%	Mod 94.2% Sal 93.8%	Mod 94.8% Sal 95.2%
Attendance , Special Ed. (%)	Mod 93.8% Sal 94.4%	Mod 93.1% Sal 94.3%	Mod 93.4% Sal 95.4%
BTAT Referrals	Mod 0 Sal 0	Mod 0 Sal 0	Mod 0 Sal 0

SECTION FOUR: MANDATED POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. Per Ed. Code 32282, the comprehensive school safety plan shall include, but is not necessarily limited to, the following:

Limited information is available in this section for a brief description of these mandated policies and procedures. For the full text of these policies, refer to the Great Valley Academy Parent Handbook.

- A) CHILD ABUSE REPORTING POLICY
- B) WEAPONS AND DANGEROUS INSTRUMENTS POLICY
- C) SUSPENSION, EXPULSION, OR MANDATORY EXPULSION POLICY
- D) NOTIFICATION OF DANGEROUS STUDENT POLICY
- E) SEXUAL HARASSMENT POLICY
- F) SCHOOL DISCIPLINE POLICIES
- G) BULLYING / CYBER-BULLYING
- H) DRESS CODE
- I) OPIOID (NARCAN) POLICY
- J) SUICIDE PREVENTION

CHILD ABUSE REPORTING

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment, or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
 - a. Injury inflicted by another person
 - b. Sexual Abuse
 - c. Neglect of child's physical health and emotional needs
 - d. Unusual and willful cruelty; unjustifiable
 - e. Unlawful corporal punishment
2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - i. To quell a disturbance threatening physical injury to a person or damage to property
 - ii. To prevent physical injury to another person or damage to property
 - iii. For the purposes of self-defense
 - iv. To obtain possession of weapons or other dangerous objects within the control of a child
 - v. To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any childcare custodian, health practitioner, or employee of a child protective agency 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 shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practically possible by telephone, AND a written report must be sent within 36 hours of the telephone call to the child protective agency.

3. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone 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 make the report failed to do so, shall thereafter make such a report.
5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
6. This entire section on Child Abuse has been taken from California Laws Relating to Minors manual.



SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip
	REPORTER'S TELEPHONE (DAYTIME)			SIGNATURE		TODAY'S DATE
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT		<input type="checkbox"/> COUNTY PROBATION		AGENCY	
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED - NAME AND TITLE		Street		City	Zip
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY

Link to fillable form: [State of CA - Suspected Child Abuse Report Form](#)

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by the Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery, or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship or there is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the County of Santa Barbara Child Welfare Services or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

Child Abuse Reporting Numbers:

CSA Children’s Services (Stanislaus County) (209) 558-3627

Law Enforcement Agencies:

Modesto Police Department (209) 572-9500

Stanislaus County Sheriff’s Office (209) 552-2468

E. Staff Training

Within the first six weeks of each 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. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

MEGAN’S LAW NOTIFICATION

The administration shall receive Megan's Law Sex Offender Information from local law enforcement. That information shall be communicated to the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high-risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

WEAPONS AND DANGEROUS INSTRUMENTS

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

POSSESSION OF WEAPONS

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

REPORTING OF DANGEROUS OBJECTS

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

Refer to the full text of policy for prohibited objects.

SUSPENSION AND EXPULSION POLICY

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently,

STAFF NOTIFICATION OF DANGEROUS STUDENTS

It is the duty of Great Valley Academy to notify a teacher of any student who has caused or attempted to cause "serious bodily injury" or physical injury which requires medical treatment. For purposes of reporting, "serious bodily injury" is defined as a "serious impairment of physical condition, including but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement." (Penal Code 243, subd. (e)(5).) "Injury" is defined as "any physical injury which requires professional medical treatment." (Penal Code 243, subd. (e)(60).)

SEXUAL HARASSMENT

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature, when any of four conditions are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education.
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.
3. The conduct or communication has either the purpose or effect of "substantially interfering with a person's education."
4. The conduct or communication creates an "intimidating, hostile, or offensive educational environment."

SCHOOL DISCIPLINE POLICIES

"Every teacher in public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning." (CA Ed. Code 44807)

BULLYING AND CYBERBULLYING

Great Valley Academy recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

FENTANYL (OPIOID) OVERDOSE – NARCAN USE

Senate Bill 10, "Melanie's Law," was enacted in September 2023. This legislation aims to equip middle and high schools in California with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2024/2025 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be

annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.

Melanie’s Law focuses on several essential elements:

- Education and Awareness: Raise consciousness about the dangers of youth fentanyl exposure.
- Training: Mandates that every public school in California train employees, specifically nurses and other employees who volunteer for the training, on opioid prevention and life-saving responses.
- Comprehensive School Safety Plan (CSSP): A structured plan for schools to follow, ensuring student safety against the threat of opioids.

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

Use Naloxone Nasal Spray for known or suspected opioid overdose in adults and children. Each Naloxone Nasal Spray has 1 dose and cannot be reused.

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE***, which often results in death if not treated, include:

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple

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.
- *If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (See NARCAN™ Nasal Spray QUICK START GUIDE below)

- Action 1.
 - Lay the person on their back to receive a dose of Naloxone Nasal Spray
- Action 2.
 - Remove Naloxone Nasal Spray from the box
 - Peel back the tab with the circle to open the Naloxone Nasal Spray
- Action 3.
 - Hold the Naloxone Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.
 - 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
- Action 5.
 - Press the plunger firmly to give the dose of Naloxone Nasal Spray
- Action 6.
 - Remove the Naloxone Nasal Spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
- State: “Someone is unresponsive and not breathing.”
- Give a specific address and/or description of your location
- Follow dispatcher’s instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON’S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, a toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves. Place one hand on the person’s chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose
- If not using a mask, pinch their nose with one hand and place your mouth over the person’s mouth to make a seal and give two (2) slow breaths.
- Watch for the person’s chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON’S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving Naloxone Nasal Spray.
- Watch the person closely until help arrives.
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of Naloxone Nasal Spray administration, another dose may be given.
- Resume rescue breathing if spontaneous breathing does not recur.
- Stay with the person until help arrives.
- Follow school administrator’s guidance regarding the seizing of all illegal and/or nonprescribed opioid narcotics found on victim, process in accordance with Santa Maria Joint Union High School District protocols.

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety.

When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth. Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used. Contact parent/guardian per school protocol.

Complete Report of Naloxone Administration. Link here:

[REPORT OF NAXOLONE \(NARCAN\) ADMINISTRATION](#)

Follow up with treatment referral recommendations.

SUICIDE PREVENTION

Great Valley Academy recognizes that suicide is a leading cause of death among youth, that prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee has developed measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

The publications of many organizations and governmental agencies contain advice for people who are faced with a suicidal person. That advice is summarized below.

Do's

- LISTEN** to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.
- OBSERVE** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- ASK** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Do Not's

- DON'T** leave the person alone for even a minute.
- DON'T** act shocked or be sworn to secrecy.
- DON'T** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- DON'T** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- DON'T** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

DRESS CODE

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.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

PROCEDURES FOR SAFE INGRESS AND EGRESS

Great Valley Academy has established procedures to ensure the safe ingress and egress of students, parents, and school employees to and from school. The information 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 the office.

In the event of a larger community event, alternative check-out procedures may be in place.

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 shall call administration. Administration will call parents and the local law enforcement to receive guidance.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted.

For a list of persons on campus needing assistance, see page 9 or use this link for the Modesto Campus or page 16 or this link for the Salida Campus.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on January 22, 2026 and adopted by Great Valley Academy on June 27, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Great Valley Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- Social Media
- Parent Square

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

GVA has multiple communication methods that enable us to communicate on or off sight, and with or without power. We do not foresee being unable to communicate with our community. If all technology were to cease we would post signs on campus and mail out information.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Students with unique needs will be supported by their teacher as well as through the GVA's Classified Staff, Resource staff, Intervention teacher, Mental Health staff, and County Health Nurse to ensure they are receiving additional supports in all areas, academically, physical health and social/emotionally. GVA holds orientations prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, preview technology platforms, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students and for teachers to be available for parents to call in. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their students and celebrate accomplishments. GVA's Mental Health team will work to provide guidance to families/students for outside resource supports as well as being a resource and support for them. GVA's Mental Health team may provide small group and/or 1 on 1 sessions with students. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by staff to ensure their academic, physical health, and emotional stability. Resources will continue to be updated on the School Website's homepage as well as parent training's and question/answer sessions as needed throughout the year.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Great Valley Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Great Valley Academy is fully equipped to go to remote instruction if an emergency arose.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Great Valley Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

- Zoom will be used to deliver daily lessons live to students with their peers as well as to have a social interaction between teaching staff and students and students with their peers.
- Grade Level Standards covered with emphasis on Mastery Learning to ensure a deeper level of learning.
- Zoom meetings will be recorded and video lesson by the teacher uploaded to Google Classroom for later access.
- Google Classroom utilized for lesson assignments and student work submission.
- Campus Math Program used in grades TK-5th for intervention and acceleration of learning.
- Core 5 Reading Program used in grades TK-5th for intervention and acceleration of learning.
- PowerUp Reading Program used in grades 6-8th for intervention.MAP assessments
- Checking for understanding and progress assessments administered frequently.
- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- Chromebooks, headphones and hot spots will be distributed to students in order to participate in the educational program.
- Integrated and Designated supports for English Learners.
- Special Education accommodations and supports for students with IEPs.
- Translation support to families will be provided through our Spanish speaking staff for communication to our parents. Other language translation services will be provided by a third party.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Through the use of chromebooks, students will have access to all material using Google Classroom and other online Educational programs provided by the school.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

We will ensure that all students have access to chromebooks and internet access. If a student does not have a chromebook assigned to them already, and are in need of one, they will be distributed by staff. Families will be assigned a day/time to come on campus to pick up a chrome book, headphones and hot spot for their student(s). Staff have access to check out devices for themselves as well to support their teaching from home. Technicians will be available via phone or email to assist with any trouble shooting throughout this time staff emails will be shared with families and accessible through our website. Parent technology training's will be held virtually monthly (as needed) to address concerns and questions of parents. Staff will continue to inform the office of additional families in need of technology. Google Classroom will be utilized to post assessments for students. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades. Teachers will keep a log, in a GVA created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the required instructional minutes per week per the annual calendar.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Great Valley Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that pupils and families would need to enroll in or be temporarily reassigned to another school district, Great Valley Academy would work with surrounding districts to place students.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

As soon as an emergency takes place we will communicate to our families, students, staff and faculty through our various methods of communication. We will begin by communicating with our staff and faculty so that they can put into place the protocols for an emergency and be ready to switch over to remote learning. After staff and faculty have been briefed, we will then communicate with families and students to give them instruction, schedules, and answer any questions that may arise. We will use ParentSquare, Instagram, Facebook, website, and all call system to notify parents of the information along with holding Zoom meetings to ensure everyone has the information and know the procedures/protocols. The communication will begin to take place within 24 hours of the emergency, and Zoom meetings will be held within 48 hours of emergency.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Great Valley Academy currently has one to one devices on campus and for students that need devices or hot spots at home, they are checked out to them each year so we are ready for remote learning if that should come about. Teachers are also trained on Google Classroom and Zoom and all of our other online education platforms. This allows us to have a seamless transition from in-person to remote learning in the event of an emergency.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Google Classroom will be utilized to post assignments, lessons, and assessments for students as well as the online MAP assessment program. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Students academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Teachers will keep a log, in a GVA created document, of daily participation of each student's attendance to the live contact times as well as their daily

work completion being documented by the teacher. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the required instructional minutes per week per annual academic calendar.

Students who are new to Great Valley Academy and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given virtually. Extra support will be provided to students by the teacher as well as the Response to Intervention (RTI) aides assigned to the class. In addition to the staff support, Great Valley Academy utilizes a few programs in the areas of English Language Arts and Math (Dreambox, Core 5, Power UP), which all remediate for student's academic needs. Parents and students will be communicated with regularly through phone calls by staff and small group break out sessions for personalized instruction and support. Instructional lessons will also be recorded for students to review at a later time.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Students with unique needs will be supported by their teacher as well as through the GVA's Classified Staff, Resource staff, Intervention teacher, Mental Health staff, and County Health Nurse to ensure they are receiving additional supports in all areas, academically, physical health and social/emotionally. GVA holds orientations prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, preview technology platforms, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students and for teachers to be available for parents to call in. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their students and celebrate accomplishments. GVA's Mental Health team will work to provide guidance to families/students for outside resource supports as well as being a resource and support for them. GVA's Mental Health may provide virtual group and/or 1 on 1 sessions with students. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by staff to ensure their academic, physical health, and emotional stability. Resources will continue to be updated on the School Website's homepage as well as parent training's and question/answer sessions as needed throughout the year.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency requiring a shift to remote learning, our school remains committed to ensuring that all students, including those with Individualized Education Programs (IEPs), continue to receive the services, supports, and accommodations outlined in their plans.

To ensure continuity of services for students with IEPs:

Direct Services: Special education teachers and service providers (e.g., speech, OT, counseling) will deliver instruction and support through virtual platforms such as Zoom, Google Meet, or phone calls, following students' current service schedules as closely as possible.

Collaboration: General education and special education staff will collaborate regularly to ensure accommodations and modifications are appropriately implemented in all online learning environments (e.g., Google Classroom, Seesaw).

IEP Implementation: IEP teams will monitor and document student progress toward goals. Any needed adjustments to services or goals due to remote learning conditions will be made through IEP team meetings, which may be held virtually.

Communication with Families: Regular communication with parents/guardians will be maintained to ensure understanding of services being provided, to support student engagement, and to respond to any concerns or barriers to access.

Accessibility: Instructional materials and digital platforms will be adapted or supplemented to ensure accessibility for all students, including assistive technology when appropriate.

Documentation: Staff will document all services provided, contact logs, and student participation to ensure compliance and support for each student.

Our goal is to ensure equity and access for all learners, including those with disabilities, and to provide a consistent educational experience even during times of disruption.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

In alignment with the California English Learner Roadmap Policy, our school is committed to providing English Learners (ELs) with meaningful access to curriculum, targeted language development, and an affirming, inclusive learning environment—whether in person or during remote instruction.

To ensure continuity of services for English Learners during emergency remote learning:

Integrated and Designated ELD: Students will continue to receive both Integrated English Language Development (ELD) through content area instruction and Designated ELD through scheduled, small-group or individual virtual sessions led by credentialed teachers.

Culturally and Linguistically Responsive Instruction: Instruction will reflect students' home languages and cultures, support socioemotional learning, and build on students' linguistic assets in alignment with Principle One of the English Learner Roadmap.

Access to Core Content: ELs will receive scaffolded, grade-level instruction via digital platforms such as Google Classroom and Zoom, with modifications and supports designed to ensure full participation and comprehension.

Monitoring Progress: Teachers and EL specialists will regularly monitor student engagement and language development progress using formative assessments, student work samples, and ongoing teacher feedback. This will help inform instruction and ensure responsiveness to student needs.

Family Engagement and Communication: Communication with families will be maintained in families' preferred languages, using tools such as phone calls, translated digital messages, and multilingual virtual meetings to ensure families are informed and engaged in their child's learning.

Collaboration: General education teachers, ELD specialists, and support staff will collaborate regularly to align instruction, monitor progress, and ensure ELs receive equitable access to academic and language development opportunities.

This approach ensures that English Learners are supported holistically and equitably, and that their language development and academic achievement continue during any period of remote instruction.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Staff will be trained prior to the start of school of all the safety precautions for themselves and students. Training for teachers on Google Classroom and Zoom are available. Mental Health will be sharing with the Staff, signs to be aware of for their students regarding their well being as well as self care for themselves.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Staff will be trained on how they can be aware of their own well being and mental stability. A group of staff members will participate in a Suicide Prevention Training as well as a Mandated Reporter training (looking for signs during Distance Learning). Administration will continue staff relations and supports during this time. Great Valley Academy will continue to celebrate student successes in the area of Character and Academics. There will be opportunities for students to participate in virtual group sessions related to a variety of topics (art, support groups, Music, Band, Yearbook, etc.). Administrators and Mental Health will also be part of the live interactions with the students, but not to replace the teacher.

Great Valley Academy shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, Parent Square, or by phone to parents whose students are not in attendance on a daily basis. For students who teachers are not able to connect with, those names will be shared with the Principal to follow up with after two absences. The support staff will also support this by making home visits with the Principal as needed. Great Valley Academy's Multilingual staff will assist in communicating with parents who speak Spanish. Teachers will also be tracking student tardies to their virtual meetings and communicating those with parents and the Principal as well.

Plans to provide access back-up, water and medicines in the event of an emergency.

In the event of an emergency that disrupts regular school operations, the following protocols will be implemented to ensure the safety, health, and continued care of all students and staff:

Access to Campus and Safety:

School administrators will coordinate with local emergency services and district personnel to determine when and how access to campus can be safely restored or maintained.

Secure, designated entry points will be used for emergency responders and essential personnel.

If relocation is necessary, alternate sites will be used according to the district's emergency relocation plan.

Water Supply: The school provides bottled water for students and staff as available.

Additional water will be provided by district resources or local emergency services if the situation extends beyond initial reserves.

Medication Access and Distribution: All student medications stored on campus will be kept in a secure, accessible emergency container under the supervision of trained staff.

In the event of a prolonged emergency or relocation, designated personnel (e.g., school nurse or administrator) will manage and administer medications as needed, following each student's health plan and proper documentation protocols.

Parents/guardians will be contacted regarding any medical needs or if medications are administered during the emergency.

These procedures are in place to protect student well-being and ensure essential needs are met during any emergency scenario.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

To ensure that all students continue to receive critical services during periods of remote or hybrid instruction, the following systems and supports will be implemented:

Special Education Services:

Students with IEPs will continue to receive services as outlined in their plans through virtual platforms (e.g., Zoom) to the greatest extent possible.

Special education teachers and service providers (speech, OT, PT, counseling, etc.) will provide individualized and small-group sessions, modified assignments, and accommodations.

Progress monitoring will continue, and IEP meetings will be held virtually with families and team members.

Counseling and Mental Health Support:

School counselors and mental health staff will offer virtual check-ins, individual sessions, and group support through secure video conferencing.

Online resources, coping tools, and mental wellness activities will be shared regularly through classroom platforms and school communication channels.

Staff will maintain regular communication with families to identify and respond to student social-emotional needs.

After-School Programs:

After-school enrichment and academic support programs will be adapted to virtual or hybrid formats when needed.

Activities may include online homework help, clubs, STEM projects, and arts activities through scheduled Zoom sessions.

Attendance and engagement will be monitored to ensure continued student access and participation.

Food Services:

The school will provide meal pick-up or delivery services during remote instruction days, ensuring students have access to breakfast and lunch.

Distribution schedules and locations will be communicated in advance, with accommodations made for families who cannot travel.

Families may also be supported through coordination with community agencies and food banks when necessary.

General Accessibility:

All services will be designed to ensure equitable access for students with diverse needs, including multilingual communication with families, use of assistive technologies, and translation/interpretation support.

Our goal is to maintain consistent, inclusive, and responsive support for all students—academically, emotionally, and physically—regardless of the learning environment.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

To ensure the Instructional Continuity Plan (ICP) reflects the needs and realities of our school community, a collaborative and inclusive approach will be taken involving key stakeholders at all phases of development and implementation:

Administrators

Lead the coordination and oversight of the ICP planning process.

Establish clear goals, timelines, and roles for plan development.

Facilitate collaboration across departments and ensure compliance with district and state guidelines.

Communicate updates and ensure plan implementation fidelity during disruptions.

Faculty and Support Staff

Provide input on instructional needs, student engagement strategies, and barriers to learning during remote or hybrid instruction.

Collaborate in the selection and effective use of digital tools and platforms.

Assist in developing procedures for grading, attendance, instructional delivery, and student support services in virtual settings.

Information Technology (IT) Staff

Assess and support the school's technological capacity, including device distribution, internet access, and platform reliability.

Provide technical input on digital infrastructure and data security.

Train staff and support families in using remote learning tools (e.g., Google Classroom, Zoom).

Troubleshoot technical issues during plan implementation.

Students

Provide feedback through surveys, focus groups, or student leadership meetings regarding their experiences with remote learning.

Help identify what supports or tools enhance learning and engagement online.
Participate in digital citizenship and technology-use training to support plan success.

Parents and Guardians

Engage in surveys, forums, or advisory groups to share concerns, priorities, and suggestions.
Support implementation by ensuring students have access to devices, internet, and learning space at home.
Receive ongoing communication and training to help them navigate digital tools and support student learning at home.
This collaborative model ensures the Instructional Continuity Plan is responsive, equitable, and reflective of the school community's diverse needs. The plan will be reviewed regularly and updated based on stakeholder feedback and lessons learned during implementation.

The ICP will also have been approved by our school board.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to reopening school sites and resuming in-person instruction after a disruption (such as a natural disaster, public health emergency, or infrastructure failure), the following conditions must be met to ensure the safety and readiness of the school community:

1. Safety Clearance

The site must be deemed safe for occupancy by appropriate local authorities (e.g., fire marshal, public health department, facilities management).

Structural inspections, environmental assessments, and/or air quality tests must be passed, depending on the nature of the disruption.

2. Health and Safety Protocols

Public health guidance must support reopening, with all required safety measures in place (e.g., sanitation supplies, personal protective equipment, health screenings, or ventilation standards, if applicable).

Communication of safety protocols to staff, students, and families must be completed before return.

3. Operational Readiness

Utilities (water, electricity, internet, HVAC) must be fully restored and operational.

Food service operations must be inspected and cleared for safe use.

Transportation routes and schedules must be confirmed and communicated.

4. Staffing and Supervision

Sufficient staff must be available to provide instruction, supervision, and support services.

Substitute coverage and contingency plans must be in place for any staff unable to return immediately.

5. Communication and Notification

All families and staff must be notified of reopening plans, schedules, expectations, and any changes to normal procedures.

Clear instructions for staggered or phased returns (if necessary) must be communicated.

6. Instructional Continuity

Teachers must be provided adequate time to transition instructional plans from remote to in-person learning.

Support services (special education, counseling, ELD, etc.) must be ready to resume according to student needs and plans.

7. Technology and Material Recovery

Collection, servicing, or re-deployment of devices, textbooks, and other instructional materials must be completed to support the return.

Meeting these conditions ensures a safe, organized, and equitable return to in-person instruction for all members of the school community.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Great Valley Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Great Valley Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan (ICP) will be reviewed and updated annually, or more frequently as needed in response to:

- Changes in state or district policy
- Updates in public health or emergency management guidance
- Lessons learned from drills, disruptions, or actual implementation
- Feedback from staff, families, and community stakeholders

Formal reviews will occur each spring, in preparation for the upcoming school year by the safety committee, the School Site Council, administration, staff, and school board. Emergency updates may be made at any time, and all stakeholders will be notified of significant changes.

CARDIAC ARREST

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, or
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), or
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

911 should be called immediately if a student or staff member shows signs of cardiac arrest.

Staff members trained in CPR and AED machine use shall attend to the student or staff member until emergency medical services arrive. GVA strives to have all staff members trained in CPR and AED so that if an emergency arises, any staff member can attend to the patient.

Another staff member will call for the school health clerk or nurse while 911 is being called. A site administrator will also be located.

Staff Training:

(1) In addition to the school health clerk and nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable GVA to carry out this Plan. Training shall be renewed at least every two years.

(2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).

(3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

Automated Extremal Defibrillators (AED)

One AED unit is available in the school auditorium foyer in Modesto

Two AED units are available in Salida (school office and PE location)

AED units are tested monthly by school health clerks.

ADAPTATIONS FOR STUDENTS WITH DISABILITIES

Section One of the CSSP identifies students and staff on both campuses that need additional assistance in the event of an emergency.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, GVA plans for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

In any emergency response, it is important to know the location and status of any people in the affected GVA facility who may require PERMANENT OR TEMPORARY assistance to evacuate or move to a safe place.

Incident Command Leaders are responsible for verifying all students and staff with disabilities are accounted for during an emergency and that extra support is deployed to their classroom locations.

RESPONSE PROCEDURES FOR DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY

An Active Shooter/Lockdown Alert is sounded if there is a sniper, armed intruder, or active shooter, or unlawful person is on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the active shooter training and drills- RUN, HIDE, FIGHT. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active Shooter response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes securing building doors, barricading inward opening doors, moving occupants to a safe corner, readying an improvised weapon and turning off/dimming lights.
- Notify administration.
- Call 911 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent.
- Keep students calm by reassuring them that the event will be over soon
- Maintain noise discipline
- Silence electronic devices

When allowed to evacuate:

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

Safe Schools for Immigrants Resolution and Policy



RESOLUTION NO.: 2018.042 REVISED 2026.02.27

Safe Schools for Immigrants Resolution

WHEREAS, it is the right of every child, regardless of immigration status, to access a free public K-12 education and Great Valley Academy welcomes and supports all students;

WHEREAS, federal immigration law enforcement activities, on or around Great Valley Academy property, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education;

WHEREAS, through its policies and practices, Great Valley Academy has made a commitment to a quality education for all students, which includes a safe and stable learning environment, the preservation of classroom hours for educational instruction, and the requirement of school attendance;

AND WHEREAS, educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

NOW, THEREFORE, BE IT RESOLVED that the U.S. Immigrations Enforcement Office (ICE), state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws, are to follow Great Valley Academy Policy 2018.043 (Revised 2026.02.27), attached to and incorporated in this Resolution, to ensure the Great Valley Academy meets its duty to provide all students, regardless of immigration status, access to a free public K-12 education;

BE IT FURTHER RESOLVED, that the Board declares the Great Valley Academy to be a Safe Zone for its students, meaning that Great Valley Academy is a place for students to learn, to thrive and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience;

BE IT FURTHER RESOLVED, it continues to be the policy of Great Valley Academy not to allow any individual or organization to enter a school site (non-public space); given the likelihood of substantial disruption posed by the presence of ICE or state or local law enforcement agencies acting for ICE, any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site;

BE IT FURTHER RESOLVED, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made;

BE IT FURTHER RESOLVED, Great Valley Academy shall make employees, parents and guardians aware of ICE presence at or near the school campuses upon confirmation using the GVA's all school communication platform.

BE IT FURTHER RESOLVED, Great Valley Academy shall make public this Resolution and publish to its website for review by staff, students, and parents using usual means of communication.



BOARD POLICY NO.: 2018.043 REVISED 2026.02.27

Safe Schools for Immigrants Policy

It is the policy of Great Valley Academy (“GVA”) to provide all students with equal rights and opportunities to an education, regardless of specified characteristics, including on the basis of immigration status. A student or family’s immigration status will not be used at GVA as a basis to deny students access or opportunity to an equal education.

School personnel must not allow any third party access to a school site without permission of the site administrator. The site administrator shall not permit third party access to the school site that would cause disruption to the learning environment and only with notice to the Superintendent or designee.

The School Board, in Resolution No. 2018.042 Revised 2026.02.27, based on its educational experience and as part of its deliberative process as our governing body, has found that access to a school site by immigration law enforcement agents substantially disrupts the learning environment and any such request for access should be referred to the Superintendent’s Office immediately. Further, the Superintendent will timely report to the School Board any law enforcement request for student information or for school site access for immigration enforcement.

School personnel must contact the Superintendent’s Office immediately if approached by immigration law enforcement agents.

GVA adheres to all state and federal laws for student protection, including Assembly Bill 699 (April 2018) and Assembly Bill 495 (January 2026). On that basis, GVA proposes the following student procedures:

PROCEDURE

COLLECTION OF PRIVATE INFORMATION:

GVA will not collect or request information or documents regarding the citizenship or immigration status of students or their family members unless required by law.

If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status, or national origin information, GVA shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling in or attending school. GVA shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status.

GVA personnel shall not inquire specifically about a student’s citizenship or immigration status or the citizenship or immigration status of a student’s parents or guardians; nor shall personnel seek or require, to the exclusion

of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin-related information to satisfy the requirements of a special program, GVA personnel shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, the Superintendent of GVA shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Local educational agencies shall note the method of age verification but are not required to maintain a copy of the document used to show age.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, GVA's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

GVA shall not solicit or collect entire Social Security numbers or cards. GVA shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs. When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, GVA shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school. GVA shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction.

INFORMATION SHARING

GVA shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status without first attempting to notify the parent or guardian in compliance with the Family Educational Rights and Privacy Act (FERPA). GVA personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- ✓ Notify a designated GVA official about the information request.
- ✓ Provide students and families with appropriate notice and a description of the officer or employee's request.
- ✓ Document any verbal or written request for information by an officer or employee of an agency for immigration enforcement purposes.
- ✓ Unless prohibited, provide students and parents/guardians with any documents provided by the officer or employee seeking the information.

Except for investigations of suspected child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, GVA shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests. GVA shall make every effort to receive written parental or guardian consent for release of student information, unless the information is for directory information only.

GVA should make a photocopy of the request and immediately consult legal counsel and/or a designated representative of the agency. No information regarding students, their families, teachers, or employees shall be disclosed, to the extent practicable, to an officer or employee of an agency conducting immigration enforcement without a judicial subpoena, judicial warrant, or court order, and any disclosure must be in accordance with requirements set forth in Section 99.31(a)(9)(ii) of Title 34 of the Code of Federal Regulations. If faced with an

administrative subpoena, consult legal counsel to determine how or whether to respond as there is no separate requirement in federal or state law to provide information to the Department of Homeland Security (DHS), ICE, or any other agency within DHS, without a court order, judicial warrant, or judicial subpoena.

GVA's request for written parental, guardian, or eligible student consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. The [local educational agency] shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian, or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, GVA shall not release the information.

If the request seeks information regarding an employee or teacher of the local educational agency, the same procedures as above should be followed, except that human resources personnel should be consulted first.

For any requests for information, the local educational agency is under no obligation to produce the records or information immediately. Rather, the local educational agency should note any designated date for production of records, if one is indicated in the request, and convey that to a designated person at the agency. The agency should designate a contact person to whom such requests for information should be directed.

The local educational agency should obtain the contact information of the person to whom a response to the request for information should be directed and forward such contact information to the person the agency has designated to receive such requests.

DETAINED AND DEPORTED PARENTS/GUARDIANS:

GVA shall encourage families and students to have and know their emergency phone numbers and to know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

GVA shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- ✓ GVA shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- ✓ GVA shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, GVA shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, GVA shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. GVA shall only contact a child protective services agency if GVA's personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

STUDENT AND FAMILY SUPPORT:

GVA will provide "Know Your Rights" information to parents. For example, students have the right to a free public education regardless of immigration status, and GVA will advise parents of this right. This information and notification will be provided in the School's annual notices to parents, or by other cost-effective means.

Know Your Rights

Know Your Rights - Spanish

General Information Policy

GVA will provide an annual notice to parents and guardians of the school's general information policies that includes:

- ✓ Assurances that GVA will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- ✓ A description of the types of student records maintained by the GVA.
- ✓ A list of the circumstances or conditions under which GVA might release student information to outside people or entities.
- ✓ A statement that, unless GVA is providing directory information or information permitted to be disclosed without parental consent under FERPA and the California Education Code, GVA shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.
- ✓ Even for those exceptions that permit the release of education records without parental consent, the agency is required to notify the student and their family unless an exception exists. The agency's policy should explain these exceptions that do not require prior notification.

Directory Information Policy

If GVA decides to release directory information, GVA shall provide an annual notice to parents and guardians, and eligible students in attendance, of GVA's directory information policy that includes:

- ✓ The categories of information that GVA has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- ✓ A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where GVA receives consent as required under state law).
- ✓ The recipients of the directory information.
- ✓ A description of the parent, guardian, or eligible student's abilities to refuse release of the student's directory information, and how to refuse release.
- ✓ The deadline in which the parent, guardian, or eligible student must notify the school in writing that they do not want the information designated as directory information.⁸⁰

BULLYING AND HARASSMENT EDUCATION

GVA shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability • gender • gender identity • gender expression • nationality • race or ethnicity • religion • sexual orientation • association with a person or group with one or more of the aforementioned characteristics • immigration status

The complaint process must include, but is not limited to, the following steps:

- ✓ A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- ✓ A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- ✓ An appeal process afforded to the complainant should they disagree with the resolution of a complaint.
- ✓ GVA shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- ✓ GVA shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

GVA shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

GVA shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- ✓ Discuss the varying immigration experiences among members of the student body and school community;
- ✓ Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- ✓ Identify the signs of bullying or harassing behavior;
- ✓ Take immediate corrective action when bullying is observed; and
- ✓ Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

PROCEDURES FOR IMMIGRATION ENFORCEMENT NOTIFICATION

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

A site administrator, Director of Education Services, COO, or Superintendent would be notified immediately by a staff member or parent of the presence of immigration officers on or approaching a campus. The site administrator, Director of Education Services, COO, or Superintendent would confirm presence by communicating with immigration officers or law enforcement. This communication would be used to gather information, understand the scope of presence, and determine appropriate next steps.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Parents/Guardians and all school personnel would be notified using the all-school communication system (ParentSquare). Notification and instructions would be provided in the communication. Additionally, staff would be sent a text message through Remind 101 with further instructions.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Once it is determined the reason for immigration presence and confirmation has been made, the Superintendent (or designee) would give the approval to notify parents/guardians and school personnel with necessary detail concerning the presence on or around campus. This would be done within 60 minutes of confirmation.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content of the message and timing will be intended to protect the well-being of students, employees, and community on and around the school sites. It will be at the discretion of the Superintendent (or designee) to determine the best tone and communication of the message based on the information available.

Privacy Constraint

The notification shall not include any personally identifiable information.

At no time will school communication to parents/guardians or employees include personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Know Your Rights - <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/student-family-checklist-3-28-18.pdf>

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The Comprehensive School Safety Plan (CSSP) can be accessed from our website www.greatvalleyacademy.com or in our school front offices.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan will align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website.

PROCEDURES REGARDING PUPIL SMARTPHONE USE DURING EMERGENCIES

To be updated by the July 1, 2026 required policy creation deadline.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

To be updated by the July 1, 2026 required policy creation deadline.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

To be updated by the July 1, 2026 required policy creation deadline.

SECTION FIVE: EMERGENCY PROCEDURES

BASIC ACTIONS DURING AN EMERGENCY

Most emergency responses are covered by the following Basic Actions:

Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: SHELTER IN PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
- SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- LISTEN. Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF, IF APPROPRIATE:

- To protect from any airborne hazards, advise students to cover their mouths and nose with a damp cloth or handkerchief.

o A school official (or student if no official is present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

o Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates heat, or may generate sparks.

- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

Action: LEAVE BUILDING

Action: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. This is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake

- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active shooter/Lockdown Alert, when the teacher/admin has ascertained that leaving is the best option.

Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location that is upwind and uphill in the event of a chemical or biological threat

Action: TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Sniper Attack
- Rabid Animal on School Grounds

Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings

o Immediately TAKE COVER under desks or tables and turn away from all windows.

o Explosion/Nuclear Attack:

- Take a protective position, OR,

- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Other Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means available

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by ParentSquare, Email, Phone call, radio broadcast, local television, and ALERT

MEDICAL EMERGENCIES

A medical emergency is a response procedure for an incident involving any person or persons injured or experiencing urgent health issues on the GVA campuses. The procedure is supplementary to calling 911.

Any staff member may initiate a Medical Emergency by notifying supervisors:

Quickly agree who will dial 911 if needed. Call immediately if needed.

When reporting a medical emergency:

- Name of caller
- Location of incident
- That there is a Medical Emergency

Admin or supervisors will:

- respond to the scene or assign staff to the scene as needed
- notify Superintendent's Office if 911 will be called or for significant events
- assign staff to bring AED to scene
- assign staff to direct emergency vehicles
- assign staff to supervise and/or release students as needed

Any time a Medical Emergency is called, an AED will be sent to the site of the Medical Emergency. AEDs are located:

- In Modesto: in the gymnasium. Jump to Modesto map .
- In Salida: inside Room 38, or on the back wall of the hallway behind the front office. Jump to Salida map.

Medically trained staff responding to the Medical Emergency situation will:

- Attend to the victim, assess vital signs, coordinate AED implementation, and provide appropriate medical services until relieved by 911 respondents.
- Complete the AED Use report form which is included in the AED case.
- File the AED Use report with campus Administration.

Medically trained staff responding to the Medical Emergency situation will:

- Attend to the victim, assess vital signs, coordinate AED implementation, and provide appropriate medical services until relieved by 911 respondents.
- Complete the AED Use report form which is included in the AED case.
- File the AED Use report with campus Administration.

Following a Medical Emergency, all responding staff must complete an Incident Log. An Injury report may also be completed to report the nature of the injury if relevant. All logs and reports should be turned in to supervisors before leaving the work site.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

As part of its commitment to provide a safe and healthful work environment, the Governing Board recognizes the importance of staff training on potential exposures. The Superintendent or designee shall establish a written training plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with bloodborne pathogens, including but not limited to hepatitis B virus, hepatitis C virus and human immunodeficiency virus (HIV).

RESCUE BREATHING (Not CPR Rescue Breathing)

- When an adult, child, or infant has a pulse but is not breathing effectively, rescuers should give breaths without chest compressions.
- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

CPR CHEST COMPRESSIONS/RESCUE BREATHING

- Be sure the scene is safe.
- Check the adult, child, or infant for responsiveness and breathing.
- Make sure 911 has been called.
- IF the patient is unresponsive and not breathing, provide 30 chest compressions deep and fast.
- Provide 2 rescue breaths.
- Repeat the compression and breath cycle until an Automated External Defibrillator (AED) is available or Emergency Personnel (EMS) arrives.

TO STOP LIFE THREATENING BLEEDING

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If the limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

TREATMENT FOR SHOCK

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

CHOKING / AIRWAY OBSTRUCTION

- Stand behind the person.

- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

THREATS AND HAZARDS

EARTHQUAKE

Background

Recent experience has proven that school district buildings, both permanent and portable, are among the safest structures in the event of an earthquake.

Of all earthquake preparedness measures, safety drills are the most important. Essential components of earthquake safety drills are discussion, instruction, and physical demonstration (practice drill). In addition to indicating pre-planning needs, effective earthquake drills simulate (1) actions to be taken during an actual earthquake, and (2) actions to be taken after the ground stops shaking. Building evacuation following a major earthquake is imperative due to the potential dangers of fires or explosions. It is necessary to be prepared for the occurrence of probable aftershocks.

Earthquake – Indoors

- A DROP and HOLD command is given by any staff member at first indication of ground shaking.
- All staff/students: DROP and HOLD and assume protective position under table, desk, or other support object. If appropriate, staff/students should hold onto a table/desk leg to keep it over the body. If in the hallway, move to an inside wall, or stand in a doorway.
- Avoid glass and falling objects.
- Move away from windows.
- Move away from heavy suspended light fixtures.
- Extinguish flames, turn off power equipment, and electrical appliances. If the odor of natural gas is detected, turn off gas valves.
- Remain undercover for at least two to three minutes to assess damage/injuries and to wait for the first aftershock to occur.
- After the first aftershock, or after two to three minutes, activate the site earthquake evacuation plan.

Earthquake – Outdoors

- Move to open space away from buildings, trees, and overhead power lines.
- When shaking stops, activate an orderly evacuation.
- Evacuate building(s) according to evacuation plan.
- Transport injured students to Health Services or a designated triage area.
- Do not allow unauthorized persons to return to buildings until the buildings are officially declared structurally safe. Authorized personnel should only return to a building if absolutely necessary.

While Offsite

• If walking to and from school district/work site, move to open space away from buildings, trees, or overhead power lines. Be alert for possible dangers which would require movement. DO NOT RUN.

Non-Earthquake Structure Failure

- Evacuate affected buildings/area and secure to prevent entrance by staff or students.

FIRE

NOTE: Whoever discovers the fire will immediately sound the fire alarm, notify the main office, and provide details of the situation.

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

A fire within a school building:

Site administration will:

- Call 911 and notify the Fire Department, the District Office, and the entire administrative team.
- Initiate Incident Command System.
- Initiate and monitor Evacuation.
- Check with staff for missing staff or students.
- Confer with fire department officials about returning to the building and for further instructions.
- In the event of a fire near Great Valley Academy, determine which of the foregoing actions are required.

Staff will:

- Implement Evacuation.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Render first aid as needed.
- Report injured students or staff to the administration.
- Do not return to the building until the all-clear bell rings.

Facilities Staff will:

- Assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- Open necessary gates for fire trucks and other emergency vehicle access when appropriate.
- Keep access entrances open for emergency vehicles.

Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the superintendent or designee.

Fire Near School

- Call 911 and notify the Fire Department, the District Office, and the entire administrative team.
- Initiate Incident Command System.
- Initiate and monitor Evacuation.
- Check with staff for missing staff or students.
- Confer with fire department officials about returning to the building and for further instructions.

Site Administration will:

- Determine the need to execute an evacuation or shelter in place if a nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.

Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the superintendent or designee.

FLOOD/INUNDATION

Background

This procedure applies whenever storm water or other sources of water flood or threaten to flood school district grounds or buildings. Flooding may occur because of prolonged periods of rainfall, where the site would not have sufficient time to prepare. Alternatively, flooding may occur without warning, because of damage to water distribution systems, or a failure of a nearby man-made dam.

Administrative Staff:

- Initiate appropriate response actions, which may include sheltering in-place, on-site evacuation, or off-site evacuation.
- Call the local fire department and describe the nature and extent of the flooding.
- Supervise on-site evacuation; ensure staff and students evacuate affected buildings using prescribed routes or other safe routes to the assembly/evacuation area.
- Check with staff to ensure accountability for all students/staff.
- Coordinate with facilities to limit damage.

LOSS OF UTILITIES

For emergency utility shut off procedures, jump to Modesto Shut-offs, or Salida Shut-offs.

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.

Upon notice of loss of utilities, the principal or designee will initiate appropriate immediate response actions, which may include Action: SHELTER-IN-PLACE, or Action: LEAVE BUILDING.

- The principal or designee will notify the Maintenance Department and will provide the location and nature of the emergency.
- The principal or designee will notify the Superintendent of the loss of utility service.
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

POWER OUTAGE / ROLLING BLACKOUTS

IT IS GVA's INTENT THAT SCHOOL WILL REMAIN OPEN DURING A POWER OUTAGE.

For emergency utility shut off procedures, jump to Modesto Shut-offs, or Salida Shut-offs.

In the event of a power outage at a school site, site administrators can expect a significant impact on their school. The information below outlines the steps to respond to a power outage and the current availability of services during an outage.

PROCESS

As soon as the power goes out, the following steps should occur.

- Confirm that the power outage is from PG&E and is not localized, blown breaker, etc. Do this by checking the meter. If the PG&E meter's screen is blank, then there is no power from PG&E.
- If it is local, explore the cause.
- If it is due to PG&E, site staff (Facilities Supervisor or site admin) should check the PG&E site here <https://pgealerts.alerts.pge.com/outage-tools/outage-map/>. Note that the PG&E website will often have vague information. Also note, that sites may have multiple meters on the PG&E site.
- District staff (COO or Superintendent) will contact the PG&E liaison to obtain information on the cause and time to restore.

COMMUNICATION

School Administrators should communicate to parents within 15 minutes of a power outage.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine the availability of portable lighting at site, i.e., flashlights & batteries.
- Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Ask your teachers to have alternative teaching methods and plans to be used FOR extended power outages.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances, and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

HEATWAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch - Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.

- Excessive Heat Warning - Heat Index values are forecasted to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- Heat Advisory - Heat Index values are forecast to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use areas shaded from direct sunlight.

The National Oceanic and Atmospheric Administration (NOAA) provides a heat risk tool to advise of heat related impacts on the school district. Link here: [NOAA Heat Risk Tool](#).

Value	Risk of Heat-Related Impacts
0 (Green)	Little to no risk from expected heat.
1 (Yellow)	Minor - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	Moderate - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	Major - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	Extreme - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.

TORNADO / HIGH WIND EVENT

Tornadoes are violently rotating columns of air that extend from a thunderstorm to the ground.

Tornadoes in California are not as threatening as the ones seen in the Midwest States. Most California tornadoes last only a few minutes but should still be considered dangerous. Wind speeds near a tornado can cause bodily harm with flying objects. In recent history, tornadoes have been reported mostly in the Central Valley and have rarely touched down. They generally occur in sparsely populated areas.

Categories of Tornadoes:

EF Number	3 Second Gust (mph)
0	65 to 85
1	86 to 110
2	111 to 135
3	136 to 165
4	166 to 200
5	Over 200

PREPARATION

- The NWS issues Tornado Warnings that are polygon-based and may include an entire county, or more likely portions of neighboring counties.

- Stay abreast of the latest forecast via NOAA Weather Radio, commercial radio, or TV. Keep a watchful eye on the sky and consider postponing outdoor activities or large-scale school functions.

- Know your community's warning system. Communities have different ways of warning residents about tornadoes, with many having sirens for outdoor warning purposes.

o Identify the safer locations on campus. This should be a smaller building like a classroom or office. Interior rooms with no windows, i.e. bathrooms, work rooms, closets, etc. are ideal. Modular buildings, cafeterias, and MPRs should be avoided.

o Practice periodic tornado drills so that everyone knows what to do if a tornado is approaching. This should include "drop" procedures where persons are protected under furniture with arms over the head.

o Prepare for high winds by removing diseased and damaged limbs from trees near school buildings.

o Watch for tornado danger signs:

- Dark, often greenish clouds/sky

o Wall Cloud - an isolated lowering of the base of the thunderstorm

- Debris cloud
- Large hail
- Funnel Cloud
- Roaring Noise

PROCEDURES FOR WHEN A TORNADO WARNING SIREN IS ACTIVATED

- Announce and activate over the school P.A. system tornado response procedures
- Secure all doors and windows

- Turn off appliances and utility meters as much as possible
- Move students and staff to pre-designated safe buildings
- Monitor local media stations for updates and instructions
- Shelter in place until the all clear notification is received

DURING A TORNADO

- The safest place to be is a smaller sturdy building away from windows like a classroom or office that has available items to take cover under. Cover your head with your arms.
- Underground shelters are a great option in areas where available.
- Stay away from windows!
- Get out of large auditoriums, MPRs, or similar large buildings
- If you are caught outdoors, immediately go to your pre-designated safer building or the nearest one.

AFTER A TORNADO

- Continue listening to local news or a NOAA Weather Radio for updated information.
- Stay out of damaged buildings.
- Watch out for fallen power lines or broken gas lines and report them to the utility company immediately.
- Clean up spilled bleaches, gasoline and other flammable liquids that could become a fire hazard.

BIOLOGICAL EMERGENCIES

Background

A Biological Emergency is an incident involving the release of, or exposure to, toxins that are capable of causing bodily harm or death. A biological agent can come in the form of a solid, powder, liquid, or gaseous state.

A biological agent can be introduced through the following:

- By mail, via contaminated letter or package
- Using a small explosive device to help it become airborne
- Through a building's ventilation system
- Using a contaminated item, such as a backpack, book bag, or other parcel left unattended
- By intentionally contaminating a food or water supply
- By aerosol release into the air
- By a missile warhead

The following indicators may suggest the release of a biological substance affecting multiple victims:

- Watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Severe vomiting
- Diarrhea
- Abdominal cramping (if foodborne or waterborne).
- Severe skin reactions for certain other agents.

Other indicators may include the presence of distressed animals or dead birds.

ANTHRAX

Anthrax is the most common of biological agents. Anthrax is a disease-causing organism, which can reproduce and keep spreading long after its release. Anthrax has a low mortality rate when properly treated. Anthrax is usually sent to individuals by letters or packages.

The following steps will assist in identifying suspicious letters or packages:

- The mail is unexpected or from someone you do not know
- It is addressed to a title, but no name
- It is addressed to someone no longer at your address
- It is handwritten and has no return address or bears one that you cannot confirm its legitimacy
- The return address does not match the postmark
- Common words are misspelled
- It is lopsided or lumpy in appearance
- It has wires or tinfoil protruding from the envelope/package
- It is sealed with excessive amounts of tape or string
- It is marked with restrictive delivery instructions, such as "Personal" or "Confidential"
- It has excessive postage
- It has oily stains, discoloration, crystallization, or a strange odor
- It is leaking a powdery substance

The following steps should be taken after a suspicious letter/package is identified:

- Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must treat each incident seriously.
- Do not shake or empty the contents of any suspicious envelope/package.
- Place the envelope/package in a plastic bag or other type of container to prevent leakage of contents.
- If a container is unavailable, cover with anything (e.g. clothing, paper, trash can) and do not remove cover.
- Leave room and close door, or section off area to prevent others from entering. Everyone who touched the letter should wash hands. Wash hands with soap and water to prevent spreading any powder to face, other persons, or other objects.
- Have the school district's ventilation system, heating system, or air conditioning system shut down, if possible, and turn off any blowers to the room.
- Report incident to district administration staff.
- Administration staff should contact local law enforcement. Give specific location of suspicious envelope/package and what makes it suspicious. List all the people in the room or area when the envelope/package was recognized. Give the list to law enforcement and health authorities for follow-up investigations and advice.

The following steps should be taken in the event an envelope/package with powder spills/ leaks out onto a surface:

- Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you must treat each incident seriously.
- Do not clean up the powder. Cover spilled contents immediately with anything and do not re-move cover.
- Leave the room, close and lock the door, or section off the area to prevent others from entering.
- Wash hands with soap and water to prevent spreading powder to face, other persons, or other objects.
- Have the school district's ventilation system, heating system, or air conditioning system shut down, if possible, and turn off any blowers to the room.
- Remove heavily contaminated clothing as soon as possible and place in a sealable plastic bag. Give sealed bag to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectants on skin.
- Report incident to administrative staff.
- Administrative staff should contact law enforcement. Give specific location and type of spilled contents. List all the people in the room or area when envelope/package with powder spilled/leaked.
- If a site or building receives a biological threat by phone alleging a contaminated package, back- pack, or book bag, administration staff should follow the appropriate procedures.

Site Administration will:

- Call 911 and notify first responder agencies.
- Initiate and monitor the evacuation of the building.
- Notify upper administration.
- Shut down air handling system in the building if possible.
- If possible, list all the people who were in the room or area. Give this list to the first responder agencies so that proper instructions may be given for medical follow-up and give to local law enforcement for further investigation.
- Provide first aid/emergency care if needed.

- Keep staff/students in a designated area until the problem is resolved or until further instructions are received from authorities.

ENVIRONMENTAL EMERGENCIES

Background

In the event of site environmental emergencies including chemical spills, asbestos fiber release episodes, and air pollution alerts, site administrators and staff must be able to react quickly and effectively to prevent injury or illness.

In any disaster or emergency situation, site administrators shall be responsible for the safety of, and accountability for, staff and students. In any life-threatening situation, staff/instructors shall take immediate action to provide for the safety of staff and students without waiting for directions from a site administrator.

CHEMICAL SPILL

Administrative Staff:

- Call 911 and obtain information about the substance.
- Assess location of chemical spill and determine appropriate action to take for safety of students and others (e.g., evacuation of room, building, or site).
- Secure the affected area and do not allow staff or students to re-enter until the conditions have been controlled.
- Notify law enforcement immediately.
- Evacuate if necessary. Assure that staff/students move crosswind or upwind from the problem area to avoid inhalation of vapors and proceed in an orderly fashion to a designated safe area.
- Provide first aid/emergency care if needed.
- Keep staff/students in a designated area until the problem is resolved or until further instructions are received from authorities.

ASBESTOS FIBER RELEASE INCIDENT

Disturbance of asbestos-containing material may cause asbestos fiber release which could create a potential health risk for building occupants. Site administrators are responsible for maintaining the site asbestos management plan in a readily accessible location.

Administrative Staff:

- Immediately evacuate building occupants and restrict entry into the area.
- Shut off or restrict the ventilation system and other sources of air movement.
- The CAL OSHA Safety Officer will determine appropriate response actions, including verification of an actual asbestos fiber release and cleanup procedures.

AIR POLLUTION ALERTS

Air pollution alerts occur when AQI of 100 or greater air quality concentrations exist. For the daily air quality forecast, go here: [Daily Air Quality Forecast](#)

Note: The San Joaquin Valley Air Pollution Control District (valleyair.org) also issues an alert for wildfire smoke events. A local area may be affected by smoke or ash. Site administrators are to use discretion in suspending outdoor physical activity.

Strenuous outdoor physical activities for all students and employees shall be discontinued; activities of a less strenuous nature should be substituted. The intensity of an activity and its potential for increasing the respiration rate for an extended period may be deciding factors for canceling certain activities. Heat and stress aggravate respiratory problems.

In Unhealthy (151-200) or above, students shall remain indoors for the duration of conditions; those with respiratory or heart problems should be monitored.

	0 - 50	Good
	51 - 100	Moderate
	101 - 150	Unhealthy for Sensitive Groups
	151 - 200	Unhealthy
	201 - 300	Very Unhealthy
	301 - 500	Hazardous

DISTURBANCES, DEMONSTRATIONS & CIVIL UNREST

BACKGROUND

Site administrators may be confronted with disturbances or demonstrations adjacent to a school district site or on a school district site. The courts have held that demonstrations are lawful as long as the demonstrators' conduct does not materially disrupt class work, involve substantial disorder, or invade the rights of others. However, any demonstration on campus may interfere with school district activities and, therefore, could be unlawful.

Site administrators and police officers are empowered to order persons whose presence interferes with the peaceful conduct of the school district or disrupts the school district or its students or school district activities, to leave campus. Persons who fail to comply with such instructions are subject to arrest.

STAFF, STUDENT EMPLOYEE DISTURBANCES AND/OR DEMONSTRATIONS

Site Administration should carefully assess the situation. Designated free speech areas should be considered prior to any demonstration.

With assistance from campus supervisors or local law enforcement, determine the urgency of the situation, the type of assistance needed, and if the crowd really needs to be dispersed. If demonstrators are participating in an unlawful assembly on campus, or causing class disruptions, it is recommended the site administrator consult with law enforcement officers to establish the best plan of action.

PUBLIC DISTURBANCE AND/OR DEMONSTRATION

- Politely inform the individual(s) they are disrupting the school district, its students, and/or activities and tell them to leave.
- If the individual(s) refuse to comply, notify campus supervisors. An officer(s) will be dispatched to your location.
- If a physical assault begins, call 911.

The officer and site administrator will devise a plan of action. The situation will dictate whether additional officers will be needed and/or if the Emergency Operations Center needs to be activated.

Other Considerations

- Consider placing staff to answer telephone calls from concerned citizens.
- Try to determine the issues causing the disturbance and attempt to communicate with the participants.
- With assistance from campus supervisors, try to meet with authorized representatives or leaders who can present their issues and possibly respond to your needs.

LEGAL AND POLICY CONSIDERATIONS

California Penal Code Section 407 (Unlawful assembly defined)

California Penal Code Section 408 (Participation in unlawful assembly)

California Penal Code Section 409 (Failing to disperse after lawful order)

California Penal Code Sections 415 (Disturbing the peace/school grounds)

California Penal Code Section 626.2 (Entry upon school district grounds by student or employee without permission after written notification of suspension or dismissal)

California Penal Code Section 626.4 (Withdrawal of consent to remain on campus) California Penal Code Section 626.8 (Unauthorized entry upon school grounds)

California Penal Code Section 647c (Obstruction of public way)

California Ed. Code Section 32210 (Willful disturbance of public school district or meeting)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted text block]

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[Redacted text block]

SHOOTINGS AND FIREARMS INCIDENTS

POLICE AND FIRE RESPONSE AND RESPONSIBILITY

Law enforcement or the fire department will take charge of the operation and maintain criminal investigative control of the incident. Police/fire departments will establish a command post(s) at or near your campus where all operations pertaining to the event will be coordinated.

WEAPONS ON CAMPUS

Due to the nature of the society in which we now live, and due to the ready availability of all types of lethal weapons, it is quite possible that guns and other weapons may be brought on-site, either by students, community members, staff, or non-business outsiders. If it is ascertained by staff, law enforcement, or site administration that a weapon(s) has been brought on-site, the following emergency actions will be taken:

Site Administration will:

- Confiscate weapon. If the administration or designee is unable to confiscate the weapon, then:
- Initiate Lockdown. Students and some staff in open areas will return, under supervision of other staff, to the closest building.
- Call 911 and notify local law enforcement, proceed under their direction.
- Initiate Incident Command System.
- Notify GVA Leadership.

Staff will:

- Follow Lockdown procedures.
- If shooting occurs while inside buildings, instruct students and other staff to hide in a safe corner out of sight of windows.
- If shooting occurs while in open areas assist students and other staff to a safe area.

SHOTS FIRED ON CAMPUS

If an individual(s) begins firing a weapon(s), the following actions will be taken:

Site Administration will:

- Inform staff and students in rooms to initiate Lockdown and Action Drop.
- Call 911 and immediately notify law enforcement
- Initiate Incident Command System
- Notify GVA Leadership.
- Work in coordination with supervisors of law enforcement agencies until the situation is resolved.

Staff will:

- In rooms, maintain Lockdown and follow RUN, HIDE, FIGHT procedures, until the situation is resolved. Remain in a safe corner out of sight of windows.
- Lock building doors of non-involved rooms.
- In open areas, move students and staff to safer areas as quickly as possible.

[REDACTED]

BOMBS AND EXPLOSIONS

Background

Most bomb threats are hoaxes. Telephone calls to a school district stating there is a bomb often are made to either disrupt normal activities or provoke an early dismissal. Bomb threats can come in different forms but should be handled in a consistent manner. Safety and the prevention of panic are of paramount importance.

Telephone Bomb Threat

Jump to Bomb Threat Report Form

- Immediately access the Bomb Threat Report Form.
- Stay calm and courteous. Keep the bomb threat caller talking. Ask for a specific bomb location and time of detonation. Gather information.
- Try to signal a co-worker to listen on the telephone line, if possible.
- Write down information. Listen for background noises. Listen closely to the voice for accents, speech impediments or age indications.
- Immediately notify an administrator. Remember not to use two-way radios- they may detonate a device.
- Call law enforcement to report the incident. If a device or suspicious object is located.
- Admin coordinates with campus supervisors to evaluate information received and decide upon a course of action.
- Searching & Evacuations
- Admin should consult with local law enforcement prior to making any decision. Local law enforcement is available to assist and coordinate efforts.
- School district personnel should not search for bombs. However, they can provide assistance to law enforcement personnel.

Initiating a search with the assistance of law enforcement and evacuating the site may be the most desired approach if a suspicious package or device is found. Directing the immediate evacuation upon receipt of any threat has inherent negative consequences. Disruption could prompt more false calls.

SUSPICIOUS PACKAGE FOUND OR REPORTED

- Do not touch or disturb the suspected bomb. Do not use radios or cell phones - these may activate some types of bombs.
- Immediately notify the site administrator, and/or local law enforcement of the exact location and description.
- Utilize site evacuation plan or site fire drill procedure to move all staff and students away from the suspected bomb location. A minimum of 1000 feet is recommended.
- If possible, shut off the gas main and electrical power to minimize the possibility of fire.
- Gather any possible witnesses for law enforcement to interview.

EXPLOSION / DETONATION

- Immediately take cover under, or next to furniture, upon hearing an explosion. Try to remain as calm as possible.
- Try to establish what exploded, the extent of damage, and possible life-threatening hazards to determine your next course of action.
- Take immediate action to ensure your safety and the safety of others. Evacuate according to your site plan if necessary; otherwise, remain in your place of cover.
- If you evacuate, go to an area upwind from the explosion site to avoid possible toxic fumes. If smoke is present, stay low, and exit crawling to avoid breathing fumes.
- Immediately notify the site administrator, campus supervisors, and/or local law enforcement of the exact location and description.
- Custodian or plant operations supervisors should turn off power supplies, electricity, and gas lines if safely possible.
- Ensure no one returns for any reason until city fire personnel officially declare the area safe.

Other Considerations

- Attempt to control the situation to avoid panic.
- Everyone should know and understand his/her role. Practice your response.
- Bomb threats require a response; usually no less than a search by qualified personnel (Police/law enforcement).

TERRORISM

Background

An act of terrorism is most often perpetrated by an individual or group who uses deliberate violence against a government or other authorities to achieve certain goals. Terrorist methods may include the taking of hostages, kidnapping, and the use of bombs and explosions. In a school district situation, a student(s) may be kidnapped and held hostage by another person.

Considerations:

- Obtain a photo of the abducted student/employee and provide it to the police.
- Provide the police with information on known friends of the abducted student/employee.
- Try to obtain a description of the abductor and direction of travel.
- Gather any possible witnesses for law enforcement to interview.
- Remain calm -the prevention of panic is important.

HOSTAGE INCIDENT / KIDNAPPING

Call 911. Be prepared to give the following information:

- Identify hostage location on the site
- Number of assailants, if known
- Number of hostages, if known
- Name of assailants, if known
- Any available description of assailants and weapons
- demands made by the assailants

Notify staff/students to move students away from the hostage location to a safer location.

- Do not evacuate until given instructions by police.

Gather all facts regarding the situation for the police.

- Keep notes on times, any communications from the person holding the hostage(s), and other witness information.
- Provide law enforcement with any assistance:
 - Provide keys for access to classrooms, buildings, and gates
 - Location of power, water, and gas shutoffs
 - Access to roofs
 - Location of phones and other communication devices
- Work with the district office and law enforcement to determine the next steps.
- Gather any possible witnesses for law enforcement to interview.
- Minimize any possibility of the suspect's ability to see or hear news reports.
- Consider the possibility of transportation needs.
- Consider the emotional impact on the students and staff.
- Contact GVA Leadership to assist in media inquiries. This office will coordinate media briefings and media information related to the situation.
- Remain calm-the prevention of panic is important.

Legal & Policy Considerations

California Penal Code Section 207 (Kidnapping)
California Penal Code Section 209 (Aggravating Circumstances)
California Penal Code Section 210.5 (Taking of Hostages)
California Penal Code Section 422 (Criminal Threats)

MASS CASUALTY INCIDENTS

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 911 for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether to activate the ICS system.
- Determine if the problem will continue or if it is over.
- Notify the Superintendent's Office.
- School representatives will meet the Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, and reassure students.
- The Fire Department will notify appropriate agencies for additional help.
- The Crisis Team will convene.
- Contact the Superintendent to determine the need to send students home.

Use the Mass Casualty Patient Tracking Sheet.

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING:

If a student ingested a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

CHEMICAL SPILL ON SITE

The following are guidelines for chemical spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter-In-Place protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that chemical
- Notify GVA Leadership

CHEMICAL SPILL OFF-SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify GVA Leadership with the following information:
 - o Date, time, and exact location of the release or threatened release
 - o Name and telephone number of the person reporting
 - o Type of chemical involved and the estimated quantity
 - o Description of potential hazards presented by the spill
 - o Document time and date notifications made
 - o Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
 - Locate a fire extinguisher and have it present, should the need arise
 - Place reflective triangles or traffic cones if in the street or highway.

DO NOT LIGHT FLARES!

- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

REPORTING CHEMICAL SPILLS

Once an emergency spill response has been completed, the person reporting the initial spill must complete a Hazmat Incident Form. The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL.**

SPILL CLEAN UP

Chemical Spills may not be cleaned up by school personnel. Call the Business Office at 209-576-2283. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

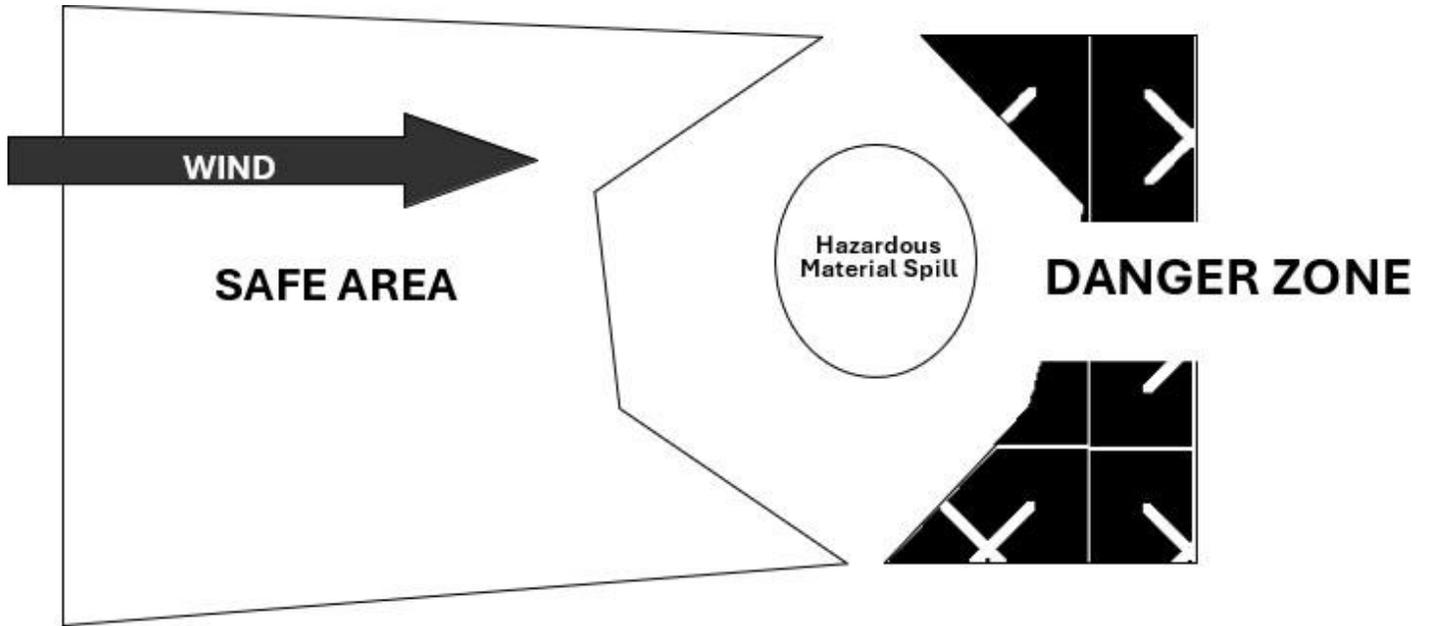
Hazardous Substances include the following, but is not limited to the following:

Gasoline
Lacquer
Thinner
Solvents
Paint

Motor Oil Agricultural Spray Brake Fluid
Diesel Fuel Paint Thinner Airborne Gases/Fumes
Kerosene Stain Antifreeze

If the spill is too great to handle, contact the Business Office at (209) 576-2283.

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, or upstream if possible.



PANDEMIC STRATEGY – FLU

Link to [Pandemic Flu Checklist](#)

Introduction

The purpose of this Influenza Pandemic Response Plan is to lessen the impact of an influenza pandemic on the residents by providing a guide for health care providers for detection and response to an influenza pandemic event.

Background Threat

Influenza is a highly contagious viral disease. Pandemics occur because of the ability of the influenza virus to change into new types, or strains. People may be immune to some strains of the disease either because they have had that strain of influenza in the past or because they have recently received influenza vaccine. However, depending on how much the virus has changed, people may have little or no immunity to the new strain. Small changes can result in localized epidemics. But, if a novel and highly contagious strain of the influenza virus emerges, an influenza pandemic can occur and affect populations around the world.

California, with its West Coast location and several major ports of entry for flights and shipping from Asia (a likely location for the development of a novel virus), would likely be among the first U.S. locations for an influenza pandemic to establish a foothold. The California Department of Health Services (CDHS) estimates that the impact of an influenza pandemic on California's population of 35 million would include:

- 8.8 million persons ill with influenza (estimated range: 5.3 million to 12.3 million) million outpatient visits (estimated range: 2.8 million to 6.6 million).
- 97,200 persons hospitalized (estimated range: 58,300 to 136,000)
- 21,500 deaths (estimated range: 12,900 to 30,200).

An influenza pandemic is unlike any other public health emergency or community disaster:

Many experts consider influenza pandemics to be inevitable, yet no one knows when the next one will occur.

There may be very little warning. Most experts believe that we will have between one and six months between the time that a novel influenza strain is identified and the time that outbreaks begin to occur in the U.S. Outbreaks are expected to occur simultaneously throughout much of the U.S., preventing sharing of human and material resources that normally occur with other natural disasters.

The effect of influenza on individual communities will be relatively prolonged --weeks to months; when compared to minutes-to-hours observed in most other natural disasters. Because of the substantial lead times required for vaccine production once a novel strain has been identified, it is likely that vaccine shortages will exist, especially during the early phases of the pandemic. Effective preventive and therapeutic measures, including antiviral agents will likely be in short supply, as may some antibiotics to treat secondary infections. When vaccine becomes available, it is expected that individuals will need initial priming dose followed by a second dose approximately 30 days later to achieve optimal antibody responses and clinical protection.

Health-care workers and other first responders will likely be at even higher risk of exposure and illness than the general population, further impeding the care of victims.

Widespread illness in the community will also increase the likelihood of sudden and potentially significant shortages of personnel in other sectors who provide critical community services: military personnel, police, firefighters, utility workers, and transportation workers, just to name a few.

Benefits of pre-event planning

In addition to preparing to respond to an actual pandemic, increasing awareness among the public health, medical, and emergency response communities will foster greater concern about "routine", annual influenza epidemics, which kill an average of 20,000 Americans every winter.

Prompt improvements in infrastructure to address the major elements of pandemic preparedness can have immediate and lasting benefits and can also mitigate the effect of the next pandemic. For example, increasing routine, annual influenza vaccination coverage levels in high-risk patients will not only reduce their risk of dying or being hospitalized during the pre-pandemic period, but will also facilitate access to such patients through greater confidence in the benefits of influenza vaccination and expanded programs to access those patients when the next pandemic occurs. Similarly, increasing the coverage of pneumococcal vaccine in such patients could have a significant impact on the incidence and severity of secondary bacterial pneumonia.

MOTOR VEHICLE CRASH

- If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:
 - o Call 911.
 - o Contact the school office to report the incident and any persons injured or trapped.
 - If no buildings are in danger, instruct students to stay inside classrooms.
 - If buildings are damaged, evacuate all students and staff from the building as appropriate. Maintain control of students and take roll and complete accountability reports.
 - If evacuated, wait for instructions from the principal or designee.

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off the emergency switch (if at a gas pump)
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 911

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.).

Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

FALLEN AIRCRAFT

If an aircraft falls near the school, the following will be accomplished:

- The principal will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the principal.
- All students and staff will be kept at a safe distance, allowing for a possible explosion.
- If possible, the principal will determine whether the aircraft is military, commercial, or a private plane.
- Call 911
- Notify the Superintendent or Assistant Superintendent.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a bear, snake, dog, bull, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

- Call Non-emergency.
- The principal/designee will initiate appropriate actions, which include LOCKDOWN or
- EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside.
- It is suggested closing doors or locking gates as a means to isolate the animal.
- Call Animal Control.
- If conditions change or warrant it, the principal/designee will initiate off-site evacuation procedures or call 911.

An animal attack meets the criteria for workplace violence and shall be documented in your SB 553 Workplace Violence Prevention Plan documents.

SECTION SIX: COMPREHENSIVE SCHOOL SAFETY PLAN INFORMATION

LAWS, AUTHORITIES, AND SYSTEMS

Laws and authorities that provide the legal basis for this Emergency Operations Plan include:

FEDERAL LAWS

- Robert T. Stafford Disaster Relief and Emergency Assistance Act 2000 (FEMA 592, June 2007)
- Homeland Security Presidential Directive 5 "Management of Domestic Incidents"
- Homeland Security Act 2002
- Public Law 875, 81st Congress, September 30, 1950 (Emergency Preparedness)

STATE LAWS

- California OES Emergency Services Act
- California Administrative Code, Title 5, Education
- Government Code, Chapter 8, Division 4, Title 1 Sections 3100 and 3101
- Civil Code, Section 1714.5 Liability for Civil Defense Activities
- Government Code Section 3102
- Labor Code, Division 4, Part 1, Worker's Compensation Benefits for Civil Defense and Disaster Service Workers
- Vehicle Code Sections 40830, 41401, and 41402
- Office of Emergency Services Bulletin Number 3, Section 1
- Earthquake Protection Law (Riley Act)
- California Code of Regulations, Title 19, Sections 2400-2450 Government Code 8607 (a)
- Disaster Service Workers, California Labor Code 4351, Governmental Code 3211.92 and 51
- The Katz Bill, California Ed. Code 35295
- California Field Act and Public School Construction, California Ed. Code 17280-17317, 80030-81149

DISASTER SERVICE WORKER STATUS

California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, a state agency, or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed
2. When a state of emergency has been proclaimed
3. When a federal disaster declaration has been made

Per this section, inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

California Civil Code, Chapter 9, Section 1799.102, the "Good Samaritan Liability" law provides protections for those providing emergency care at the scene of an emergency.

No person who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.

SECTION SEVEN: ICS /SEMS /NIMS

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a brief discussion of how the **Standard Emergency Management System (SEMS)** and **the Incident Command System (ICS)** can be adapted to your school. A more thorough discussion starts on page 91. For the Modesto ICS roster, use [this link](#) or go to page 15. For the Salida ICS roster, use [this link](#) or go to page 22.

MAJOR CONCEPTS AND COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

ICS TERMINOLOGY

All teachers and staff in the school should use ICS terminology. The terminology should be known **before** a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar terminology.

HOW ICS FUNCTIONS

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications. Avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

UNIFIED COMMAND STRUCTURE

Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

ADVANTAGES OF USING UNIFIED COMMAND

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

PRE-DESIGNATED INCIDENT FACILITIES

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

On the following pages, SEMS, NIMS, ICS and Unified Command are described in further detail, including training mandated by state law and recommended training to gain a working knowledge of how ICS works. District administrators should have a working knowledge of ICS including SEMS/NIMS.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. The system unifies all elements of California's emergency management community into a single integrated system and standardizes key elements.

SEMS incorporates:

- Incident Command System (ICS) - A field-level emergency response system based on management by objective.
- Multi/Inter-agency coordination - Affected agencies working together to coordinate allocations of resources and emergency response activities.
- Mutual Aid - A system for obtaining additional emergency resources from non-affected jurisdictions.
- Operational Area Concept - County and its sub-divisions to coordinate damage information, resource requests, and emergency response.

To respond to frequent and multiple disasters occurring anytime and anywhere in the state, it is important that emergency response agencies operate within a clear and consistent organizational structure. Public agencies are increasingly required to manage the costs of emergencies more effectively with fewer resources. Many different agencies must work together effectively to protect lives, property, and the environment during disasters. SEMS facilitates priority setting, interagency cooperation, and the efficient flow of resources and information.

INCIDENT COMMAND SYSTEM (ICS)

ICS is defined as a standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. The ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. ICS is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

The purpose of mutual aid is to ensure that after an agency has committed or is about to exhaust all available resources, other public agencies may be called upon to provide assistance. Cities, counties, and the State of California joined together in the Master Mutual Aid Agreement in 1950, which provides for mutual assistance agreements between and among cities, counties, and state and local agencies and districts. Law enforcement and fire services use their mutual aid systems frequently, sometimes on a daily basis.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location, or complexity. It is intended to improve coordination and cooperation between public and private entities in a variety of incident management activities and provide a common standard for overall incident management.

EMERGENCY OPERATIONS CENTER (EOC)

If necessary, the ICS Emergency Response Team will set up an Emergency Operations Center in the Superintendent's Office in the Business Office. This room is equipped with access to computer equipment, supplies, etc.

Staff will meet in the EOC to manage preparations for an impending event or manage the response to an ongoing incident. By gathering the decision makers together and supplying them with the most current information, better decisions can be made. Secondary EOCs should be set up at school sites for large scale response. The EOC supports the following incident management functions:

Activation - Bring knowledge and expertise together to deal with events that threaten the organization

Situation Analysis/Briefing - Gather information to determine what is happening and to identify potential impacts.
Efficiently share information among team members

Decision Making and Planning - Provide a single point for decision-making and decide on a course of action for the current situation

Resource Management - Provide a single point of contact to identify, procure and allocate resources

Incident Management - Monitor actions, capture event data and adjust strategies as needed

FUNCTIONAL ANNEX

DRILLS

When students are involved, the Great Valley Academy should inform parents/guardians in the languages they understand of emergency plans, reunification plans and the necessity of cooperating with first responders in case of an emergency.

EARTHQUAKE DRILLS

The earthquake emergency procedures shall be listed in, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

As used in this safety plan, a “drop procedure” means an activity where each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures are to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Consider evacuation. However, an evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

The earthquake alarm or announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

FIRE DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

STANDARDS FOR A SUCCESSFUL FIRE DRILL

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
- Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

LOCKDOWN DRILLS

For sites that have had Active Shooter Training, conducting an Active Shooter/Lockdown Training Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill after receiving verified training, which should take no longer than 10 minutes and only include trained staff. Elementary schools should conduct drills every other year without students present (or annually if the local police department has the resources to support the drills.) Drills should be scheduled with your School Resource or Liaison Officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

- Conduct a staff meeting. Plan on a 30-minute timeframe to review expectations and standards in terms of:
 1. Locking doors
 2. Moving room occupants to a safe area in the room
 3. Turning off lights
 4. Barricade door (if doors open inward)
 5. Reviewing classroom and all clear procedures
 6. Reviewing off-site evacuation locations.
- Send a follow-up reminder memo to your staff
- Organize your assessment team.
- Conduct the assessment.
- Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

DRILLS AND SAFETY TRAINING RECORD

DATE	DESCRIPTION	ATTENDANCE RECORDS SAVED
8/20/2025	Fire Drill - Modesto	Yes
9/9/2025	Fire Drill - Modesto	Yes
9/16/2025	Fire Drill - Modesto	Yes
10/16/2025	Fire Drill - Modesto	Yes
12/8/2025	Fire Drill - Modesto	Yes
2/23/2025	Fire Drill - Modesto	Yes
10/16/2025	Earthquake Drill - Modesto	Yes
9/23/2025	Lockdown Drill - Modesto	Yes
1/7/2026	Lockdown Drill - Modesto	Yes
2/10/2026	Lockdown Drill - Modesto	Yes
8/20/2025	Fire Drill - Salida	Yes
9/18/2025	Fire Drill - Salida	Yes
10/16/2025	Fire Drill - Salida	Yes
11/17/2025	Fire Drill - Salida	Yes
12/10/2025	Fire Drill - Salida	Yes
1/13/2025	Fire Drill - Salida	Yes
2/12/2025	Fire Drill - Salida	Yes
10/16/2025	Earthquake Drill - Salida	Yes
9/9/2025	Lockdown Drill - Salida	Yes
10/23/2025	Lockdown Drill - Salida	Yes
11/19/2025	Lockdown Drill - Salida	Yes
1/21/2026	Lockdown Drill - Salida	Yes

REPORT OF NAXOLONE (NARCAN) ADMINISTRATION

This is a **CONFIDENTIAL REPORT** for use by Great Valley Academy's legal department. No copies of this report shall be furnished to anyone including employees, students, and parents without permission from the legal department.

REPORT OF NALOXONE ADMINISTRATION	
Demographics and Health History	
Name of Person: _____	Age: _____ Date: _____
School/Site: _____	Location: _____
Type of Person: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor	Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-binary
Ethnicity Description: Spanish/Hispanic/Latino Origin <input type="checkbox"/> Yes (if yes, see below) <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Spanish/Hispanic/Latino Origin	
<input type="checkbox"/> Argentinian <input type="checkbox"/> Colombian <input type="checkbox"/> Costa Rican <input type="checkbox"/> Cuban <input type="checkbox"/> Honduran <input type="checkbox"/> Guatemalan <input type="checkbox"/> Hispanic, Latino/Spanish Origin	
<input type="checkbox"/> Mexican, Mexican American, Chicano <input type="checkbox"/> Nicaraguan <input type="checkbox"/> Panamanian <input type="checkbox"/> Peruvian <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Asian	
<input type="checkbox"/> Salvadorian <input type="checkbox"/> Other South American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Race/Nationality Description:	
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unknown	

Signs of Overdose Present	
<input type="checkbox"/> Blue lips	<input type="checkbox"/> Breathing slowly
<input type="checkbox"/> Shallow breathing	<input type="checkbox"/> Slow pulse
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Weak pulse
<input type="checkbox"/> Other (specify) _____	

Suspected Overdose on What Drugs?	
<input type="checkbox"/> Heroin	<input type="checkbox"/> Benzos/Barbituates
<input type="checkbox"/> Cocaine/Crack	<input type="checkbox"/> Alcohol
<input type="checkbox"/> Methadone	<input type="checkbox"/> Suboxone
<input type="checkbox"/> Unknown	<input type="checkbox"/> Other (specify) _____

Naloxone Administration Incident Reporting

Date of occurrence: _____ Time of occurrence: _____

Vital signs: BP ____ / ____ Temp ____ Pulse _____ Respiration _____

Location where student was found:

Classroom Cafeteria Health Office Playground Bus Other (specify): _____

How was the naloxone given: Injected into muscle Sprayed into nose

Naloxone lot #: _____ Expiration date: _____

Naloxone administered by: (Name) _____

Was this person formally trained? Yes No Don't know

Parent notified of naloxone administration: (time) _____

Was a second dose of naloxone required? Yes No Unknown

➤ If yes, was that dose administered at the school prior to arrival of EMS? Yes No Unknown

➤ Approximate time between the first and second dose: _____

Naloxone lot #: _____ Expiration date: _____

Person's Response to Naloxone

Combative Responsive/Angry Responsive but sedated Responsive and Alert

No response to naloxone

Post-Naloxone Observations (Check all that apply)

None Seizure Vomiting Difficulty breathing Other (specify): _____

Other Actions Taken

Sternal rub Recovery position Rescue breathing Chest compressions

Automatic defibrillator Yelled Shook the person Oxygen

Other (specify): _____

Disposition

EMS notified at: (time) _____

Transferred to ER: Yes No Unknown

If yes, transferred via: Ambulance Other: _____

Parent: At school Will come to school Will meet student at hospital Other: _____

Hospitalized: Yes If yes, discharged after _____ days No

Name of hospital: _____

Student/Staff/Visitor outcome: _____

Comments

Form completed by: _____ Date: _____

Signature: _____ Title: _____

Phone number: (_____) _____ - _____ Ext.: _____

School/Site: _____

School/Site Address: _____

PANDEMIC FLU CHECKLIST

1. Mitigation and Prevention:

Completed	In Progress	Not Started	Action Item
			<p>1.1 Identify or create a countywide, districtwide, or regional committee to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available):</p> <ul style="list-style-type: none"> • District administrators from instructional departments • District administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director • Charter school representative • Private school representative • Before- and after-school program providers • Local health department representative • Mental health professional • Teachers • Parents
			1.2 Review communicable disease policies as well as district and school emergency/crisis response and safe school plans.
			1.3 Determine if any additional policies or procedures are needed.
			1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions
			1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent.
			1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
			1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan.
			1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures.
			1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures.
			1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community.
			1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
			1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.

Completed	In Progress	Not Started	Action Item
			1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
			1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical masks is also recommended.
			1.15 Distribute and display “Handwashing” and “Stop the Spread of Germs” posters in each classroom. (https://www.cdc.gov/handwashing/materials.html)
			1.16 Identify individual(s) to educate families about pandemic flu and the school plan.
			1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
			1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

2. Preparedness

Completed	In Progress	Not Started	Action Item
			2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
			2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
			2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
			2.4 Review procedures for communicating with staff, students, and families.
			2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
			2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
			2.7 Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home.
			2.8 Use prevention strategies NOW for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
			2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.
			2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic

Completed	In Progress	Not Started	Action Item
			flu, common symptoms of loss and grief, and constructive ways to cope with stress.

3. Response

Completed	In Progress	Not Started	Action Item
			3.1 Track the number of staff and students absent daily.
			3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
			3.3 Finalize the information that needs to be communicated to staff, students, and families.
			3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
			3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
			3.6 Conduct timely debriefings with the districtwide and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.

4. Recovery

Completed	In Progress	Not Started	Action Item
			4.1 Mobilize the district crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of a “safe room” for counseling services to be provided.
			4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
			4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
			4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
			4.5 Announce counseling support services that are available to students and families.
			4.6 Provide rest places for those staff and students who tire easily.
			4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
			4.8 Identify students, families, and staff who may need long term physical and mental health support or intervention and develop school and community resources to provide these services.
			4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.
			4.10 Consider offering school-based health and mental health services, if available, by community, school district, or public/nonprofit mental health agencies and identify funding to support these services.
			4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
			4.12 Follow up with student referrals made to community agencies.
			4.13 Conduct debriefings with the crisis recovery team.
			4.14 Document “lessons learned” and incorporate them into revisions and training.

MASS CASUALTY PATIENT TRACKING SHEET

HOSPITALS: _____

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	HOSPITAL

SIGNED _____

Date _____

DANGEROUS STUDENT NOTIFICATION FORM

CONFIDENTIAL

GREAT VALLEY ACADEMY

DANGEROUS STUDENT NOTIFICATION FORM

STUDENT NAME:		STUDENT ID#:
KNOWN OFFENSE DETAILS		
DATE OF OFFENSE:	DATE DISTRICT WAS NOTIFIED OF OFFENSE:	
WHO AT DISTRICT WAS FIRST NOTIFIED:	HOW WAS DISTRICT NOTIFIED (MAIL, PHONE, EMAIL, etc)	
BRIEF DESCRIPTION		
SIGNATURES ON DATE TEACHER WAS NOTIFIED		
TEACHER SIGNATURE:	DATE:	
SITE ADMINISTRATOR SIGNATURE:	DATE:	