



GOLDEN VALLEY
CHARTER SCHOOLS

Golden Valley River School Comprehensive School Safety Plan

Updated April 2026

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Child Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to police or sheriff's department or the county welfare office.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to a police or sheriff's department or the county welfare office, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to police or sheriff's department or the county welfare office. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single

report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Principal or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Disaster Procedures, Routine and Emergency

The intent of this plan is to clarify school disaster procedures, both routine and emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Teacher Will:

1. Give "duck, cover and hold" instructions in event of earthquake. In this case, each pupil and staff member shall take cover under a table or desk, drop to their knees, with the person's head protected by their arms, and the person's back to the windows. The drop procedure shall be held at least once a school quarter in elementary schools and at least once a semester in secondary schools.
2. Evacuate building in case of fire or after an earthquake
 - Take emergency folder and duffel bag and evacuate students to assigned area.
 - Take first aid kit and duffel bag only when evacuating after an earthquake.
 - Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
 - Remain with class and report anyone who is missing.

- Take appropriate first aid action.
 - Refrain from re-entering buildings until deemed safe.
3. Dismiss students to go home only to parent or responsible adult designated on child's emergency release form. Child must be signed out by parent or a responsible adult.

Assigned School Director Will:

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to principal for further instructions.
5. Set up and coordinate a first aid center.

Assigned School Director Will:

1. Assign available adults to tasks as needed.
2. Decide if evacuation to a designated shelter is necessary.

School Secretary Will:

1. If telephones are operable:
Notify the police department and/or fire department.
 - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department.

Bomb Threats

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

Use of School Buildings, Grounds and Equipment

During a local or regional emergency, it may become necessary for the school campus to be used as an emergency shelter, operational center for first responders, or staging area for emergency services or first responder equipment. To meet the needs of the community and non-government volunteer organizations such as the Red Cross, Golden Valley Charter Schools will work collaboratively with law enforcement, fire and other community or charitable emergency responders to support and provide locations for emergency operations. All requests for the use of this facility will be forwarded to the Central Office at 916-597-1478. Golden Valley will coordinate with the school site team for approval and determination of appropriate site access and security needs.

Refuge Shelter During an Evacuation Order by Local Authorities

Operational Area Coordination and Emergency Evacuation Procedures

Golden Valley Charter School – River Campus is located in **Orangevale, California**, within **Sacramento County**. The school falls under the jurisdiction of the **Sacramento County Operational Area (Sacramento County OA)**, which serves as the intermediate level of emergency coordination between local jurisdictions and the State of California Office of Emergency Services (Cal OES).

The Sacramento County Operational Area is responsible for coordinating emergency response, communication, and resource allocation among county departments, local agencies, school districts, and charter schools during emergencies, including natural disasters, fires, and large-scale evacuations.

Evacuation and Refuge Shelter Procedures

In the event of an evacuation order or emergency requiring relocation, Golden Valley Charter School will prioritize the **safety and accountability of all pupils and staff** before considerations related to campus facilities.

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Procedures include:

- Immediate implementation of the school's evacuation protocols as outlined in the
- Emergency Response section of this Safety Plan
- Supervised evacuation of students by classroom teachers and assigned staff using established evacuation routes

- Staff will carry emergency rosters, first aid kits, and essential student information
- Attendance will be taken once students reach the designated evacuation or refuge location

Identification of Refuge Shelters

The school maintains **pre-identified primary and secondary off-site refuge locations** appropriate for walking-distance evacuations and larger-scale relocations, as coordinated with local authorities. Refuge locations are selected based on safety, accessibility, capacity, and suitability for supervising students.

If conditions require relocation beyond pre-identified sites, the school will follow direction from emergency responders and the Sacramento County OA.

Communication and Coordination With the Operational Area

During an evacuation or fire-related emergency:

- School administration will notify the **Sacramento County Operational Area** or follow OA-directed communication channels as appropriate
- Coordination with local fire, law enforcement, and emergency management agencies will be maintained through the OA
- The school will follow OA guidance regarding sheltering, relocation, reunification, and re-entry
- Families will be notified using established communication systems (e.g., ParentSquare, phone, email) as soon as it is safe and feasible

Fire Response and Protection of School Facilities

Once all pupils and staff are confirmed safe and accounted for:

- The school will cooperate fully with fire authorities and the Sacramento County OA regarding site access and emergency operations
- Decisions related to the defense of school structures, utilities, and facilities will be directed by fire officials and the OA
- School staff will not re-enter evacuated areas unless cleared by appropriate authorities
- Staff receive training on evacuation routes, supervision responsibilities, and emergency communication procedures
- Evacuation and OA coordination procedures are reviewed regularly and updated as needed to align with county and state emergency management requirements

Rules and Procedures of School Discipline

Student Discipline, Suspension, and Expulsion Procedures

Golden Valley Charter School maintains and enforces a comprehensive Student Behavior Policy and Suspension and Expulsion Policy designed to ensure a safe, orderly, and supportive learning environment for all students, staff, and community members. These policies align with applicable provisions of the California Education Code and are applied consistently across all school-sponsored activities, including on-campus instruction, school-sponsored events, and transportation to and from school.

General Student Discipline Framework

The school emphasizes restorative practices, progressive discipline, and developmentally appropriate responses to student behavior. Interventions may include, but are not limited to:

- Classroom-based behavioral supports and teacher-led interventions
- Restorative conversations and conflict resolution
- Behavioral support plans and collaboration with families
- Counseling, social-emotional supports, and referrals to support services
- Administrative interventions when warranted

Disciplinary responses are designed to correct behavior, support student growth, and maintain campus safety while minimizing disruption to learning whenever possible.

Suspension and Expulsion

Golden Valley Charter School may impose suspension or recommend expulsion when a student's conduct violates school rules, threatens the safety of others, or substantially disrupts the educational environment, in accordance with Education Code sections 48900–48927 and the school's adopted policies.

Suspension or expulsion decisions are made with consideration of:

- The age of the student
- The nature and severity of the behavior
- Prior interventions and disciplinary history
- Safety and supervision considerations

Due process protections, including notice and the opportunity for a hearing when required, are provided in all applicable cases.

Acts Requiring Mandatory Recommendation for Expulsion

In accordance with Education Code section 48915(c), the school **shall immediately suspend and recommend expulsion** for a student who commits any of the following acts at school, at a school activity, or while under the supervision of school personnel:

1. Possessing, selling, or otherwise furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or sexual battery
5. Possessing an explosive

When any such act occurs, the school will:

- Immediately remove the student from the situation to ensure safety
- Notify appropriate law enforcement agencies as required
- Initiate suspension and expulsion procedures without delay
- Implement emergency response protocols as outlined in the Safety Plan
- Communicate with families consistent with legal and confidentiality requirements

Integration With School Safety Procedures

Student discipline policies are closely integrated with the school's emergency response, threat assessment, and reporting procedures. Behavior that presents a potential danger, violent threat, or unlawful activity is addressed promptly using coordinated administrative, disciplinary, and safety protocols.

All staff are trained on reporting requirements, supervision responsibilities, and escalation procedures to ensure timely response and consistent application of policy.

The Golden Valley Charter School Student Behavior Policy and Suspension and Expulsion Policy are:

- Board-adopted
- Provided to families annually
- Available through the school office and school website

These policies are reviewed periodically to ensure compliance with state law and alignment with best practices for student safety and wellbeing.

Notifying Teachers of Dangerous Pupils

When the Principal becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous five years that could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, the School shall create a separate and confidential file for the student. The information in the file shall contain written school records maintained in the ordinary course of business or information from a law enforcement agency.

When a student has been assigned to a teacher, the Principal shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to engage in these acts. The teacher will be asked to review the student's confidential file in the school office.

Teachers with access to this information will be reminded to keep the information in strict confidence and not to disseminate the information to anyone else, including verbally. This information will also be shared with all certificated personnel with direct supervisory or disciplinary responsibility over the student, including special education teachers, specialty teachers, coaches, and after-school program staff.

Anti-Discrimination and Anti-Harassment Policies

It is the policy of Golden Valley Charter Schools to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Golden Valley Charter Schools to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived, or singularly or a combination of two or more of the following protected characteristics: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locs and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School. Additionally, the Charter School shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. 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, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School 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. The School 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 shall provide School 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.

Definitions

Discrimination: **Discrimination** is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: **Harassment** is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on the student's physical or mental health; 3) causes a reasonable student to experience substantial interference with the student's academic performance; 4) causes a reasonable student to experience interference with the student's ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may

involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.

- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a “Burn Page,” an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or Board will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination

of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Schoolwide Dress Code Prohibiting Gang-Related Apparel

This plan aligns with California Education Code requirements stating that:

- A schoolwide dress code may prohibit pupils from wearing gang-related apparel.
- The Comprehensive School Safety Plan must define "gang-related apparel" if such a dress code exists.
- The definition must be limited to apparel reasonably determined to threaten the health and safety of the school environment.
- Gang-related apparel is not considered protected student speech for the purposes of this dress code.
- The dress code must be enforced consistently by the principal or designee on school grounds and at school-sponsored activities.

1. Definition of "Gang-Related Apparel"

For purposes of this plan and the district’s dress code, “gang-related apparel” refers to:

- Any article of clothing, accessory, symbol, gesture, or manner of wearing apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health or safety of the school environment by indicating or implying membership or association with a gang, criminal organization, or group engaged in unlawful or violent activities.

This definition is limited strictly to items that pose a legitimate safety threat and is based on evidence, law enforcement guidance, and ongoing safety assessments.

Gang-related apparel may include, but is not limited to, items that:

- Display specific colors, numbers, letters, symbols, or insignia associated with known gangs.
- Are worn in specific combinations, folding patterns, or styles that signify affiliation.
- Replicate local or regional gang dress commonly identified by law enforcement.
- Have been involved in intimidation or violence within the school community.

A regularly updated list of prohibited items—developed in consultation with local law enforcement, safety personnel, and community input—will be maintained by the site administrator and disseminated to families annually.

2. Dress Code Enforcement

The dress code policy, including the prohibition on gang-related apparel, shall be enforced consistently:

- On all school campuses
- During school hours
- At all school-sponsored activities, including athletics, field trips, dances, performances, and extracurricular events

A. Responsible Personnel

- The principal is the primary authority for enforcement.
- The principal may designate administrators, campus supervisors, teachers, counselors, or other appropriate staff to assist in enforcement.

B. Enforcement Procedures

When a student is found to be wearing or displaying gang-related apparel:

- i. The staff member will address the issue promptly and discreetly.
- ii. The student will be asked to remove, cover, or exchange the item if possible.
- iii. The item may be confiscated, consistent with school policy.
- iv. Staff will notify the principal or designee.

- v. Parent/guardian contact will occur for repeated violations or when the item poses an immediate safety concern.
- vi. Restorative or educational approaches may be used to address underlying issues.

Disciplinary action shall follow the district's existing discipline framework and state guidelines and shall not be punitive beyond what is reasonably necessary to ensure safety.

3. Non-Discrimination and Equity

The enforcement of this policy:

- Must be fair, unbiased, and culturally sensitive.
- Shall not unfairly target students based on race, ethnicity, national origin, religion, or cultural expression.
- Shall adhere to the legal requirement that only apparel creating a reasonable safety concern may be restricted.

4. Updates and Review

Recognizing that gang affiliation symbols may evolve, the list of prohibited items will be reviewed:

- Annually as part of the Comprehensive School Safety Plan review
- After consultation with local law enforcement or community safety partners
- Following any incident that may require revision

Changes will be communicated promptly to staff, students, and families.

5. Declaration of Non-Protected Status

In accordance with California Education Code, for purposes of this dress code:

Gang-related apparel is not considered a protected form of student speech or expression due to the substantial threat it poses to the safety and security of the school environment.

This clarification ensures that safety-driven restrictions are legally enforceable.

The GVCS Dress Code can be found in the Student and Family Handbook located on the Golden Valley website (<https://goldenvalleycharter.org/Policies-Regulations>).

Safe Ingress and Egress to and from the School

Main Loop and Staff Lot:

- Pull ALL THE WAY forward before dropping off or picking up.
- Form one line and keep right.
- 15 second drop-off/pick-up.

- Drivers may not exit the vehicle.
- Students may not enter/exit vehicle from driver's side.
- Please wait until your child is safely away from your vehicle & onto the curb/ or in pedestrian walkway before driving off.
- You may safely merge out of the drop-off/pick-up lane to exit the Lot or Loop, to keep the flow.
- NO LEFT TURNS OUT OF THE MAIN LOOP.
- Left turns out of the Staff Parking Lot are okay.
- Please use your blinker when exiting the Staff Lot; it is okay to form two lines to exit left or right.

Driving:

- Observe 5 MPR in loop/parking lot.
- No cell phone use please – stay focused.
- No U-Turns on Lake Natoma Drive.
- Do not cause traffic back-ups on Lake Natoma. Instead, please continue on around the block & come back through when traffic is flowing.
- Watch for children and other pedestrians.

Parking:

- Do not park or stop in crosswalks or red zones.
- Do not block neighbors' driveways or vehicles.
- Do not double-park/stop in the street to drop off your child.
- Do not move neighbors' trash cans in order to park your car.
- Do not park or drop-off in the red zone in front of the school office.
- Do not park in the staff parking lot unless you are staff and have a parking permit, or have a handicapped placard.
- Please allow vehicles to access to enter/exit Handicap spaces in Staff Lot.

Walking:

- Always use the crosswalks when crossing the street—children AND adults.
- Do not walk across the middle of the parking lot or loop —please use the striped yellow path and/or sidewalks instead.

Please be courteous and follow the directions given by our Traffic Monitors. If you have any questions or concerns, please contact the office.

Tactical Responses to Criminal Incidents

Lock Down/Take Cover:

The LOCK DOWN procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the area. LOCKDOWNS are initiated by the Principal or designee. They are usually made with the recommendation from Law Enforcement, although this is not a requirement.

A LOCK DOWN will be initiated by a series of short blasts using the bell system along with the announcement “LOCK DOWN, LOCK DOWN, LOCK DOWN” through the phone. This requires that the teachers lock their doors, close and cover their windows, and direct students to take cover under their desks or on the floor away from the windows. As much as possible, everyone should be out of sight.

If you hear “RING- RING -RING ...”, OR “LOCK DOWN, LOCK DOWN, LOCK DOWN”....
Initiate lock down procedures!!!

- Get all students to the first/closest lockable room
- If you have a door that opens to an adjacent room, lock it as well
- Look for and gather any students who may be near your room and bring them into the security of that room
- Your class room should remain locked until further instructions are delivered over the intercom. If you must open your door during a LOCK DOWN to let a student in, EXERCISE EXTREME CAUTION!!!
- Pull curtains and lock doors. Cover ALL windows including door window;
- Take roll using roster in front of Safety Folder and Individual Room Life Surveys;
- Identify/list missing and injured students.
- Identify/list extra students sheltered in classroom (student name and teacher name);
- Wait for designated contact in the office/command center to call you, then report status (“all present,” “all present plus student A from teacher B’s classroom,”) etc.
- Remain in room with door locked until all-clear signal is given.
- REMEMBER: If a student is not in your room when a LOCKDOWN is ordered, it means that the child has been directed into the nearest secure room. Wait to be called from the office to report missing or extra students using the INDIVIDUAL ROOM LIFE SURVEY.

Assessment and Response to Reports of Dangerous, Violent, or Unlawful Activity

- Call emergency Lockdown/Shelter-in-Place/Evacuation
- Call 9-1-1
- Communicate via cell phone to any group off campus (field trip or walking field trip)
- If dangerous, violent or Unlawful activity occurs during a field trip/nature walk:
 - Evacuate students/instruct chaperones to escort students to a safe space
 - Call 9-1-1
 - Call school to inform when students are safe and secure
 - School will notify CO and parent body when able

Cardiac Arrest or Similar Life-Threatening Medical Emergency

1. Purpose and Scope

This section establishes procedures to recognize and respond to sudden cardiac arrest (SCA) or other life-threatening medical emergencies occurring on school grounds. The purpose is to ensure rapid, coordinated, and effective intervention consistent with nationally recognized evidence-based emergency cardiac care guidelines, including American Heart Association (AHA) recommendations.

The plan applies to:

- Students
- Staff
- Visitors
- Volunteers
- Community members using facilities (e.g., after-hours events)

2. Legal Authority

This section is included pursuant to the July 1, 2025, California School Safety Plan requirement for procedures that address response to cardiac arrest or similar medical emergencies.

This plan is designed to reflect guidance from:

- American Heart Association (AHA) Cardiac Emergency Response Plan (CERP)
- AHA CPR and Emergency Cardiovascular Care (ECC) Guidelines
- California Education Code – School Safety Plan requirements
- Good Samaritan liability protections under California law

3. Definitions

Sudden Cardiac Arrest (SCA): A life-threatening condition in which the heart suddenly stops beating effectively, leading to collapse, unresponsiveness, and lack of breathing or abnormal breathing.

Automated External Defibrillator (AED): A portable device that analyzes the heart rhythm and provides an electric shock when indicated.

First Responder Team (FRT): Designated school staff trained in CPR/AED use who respond to medical emergencies on campus.

Cardiac Emergency Response Plan (CERP): A coordinated plan that establishes specific roles and responsibilities to ensure rapid response to cardiac emergencies.

4. Evidence-Based Core Elements

This plan incorporates the AHA’s recommended core components, including:

- Early recognition
- Early activation of 911
- Early CPR
- Early defibrillation using AEDs
- Effective coordination among staff and EMS
- Post-event review and continuous quality improvement

5. Roles & Responsibilities

A. School Administration

- Maintain the Cardiac Emergency Response Plan as part of the CSSP.
- Designate a Cardiac Emergency Response Coordinator (often the school nurse or designee).
- Ensure AEDs are accessible, maintained, and inspected regularly.
- Support staff training and awareness efforts.

B. Cardiac Emergency Response Coordinator

- Maintain AED inventory, inspection logs, and service schedules.
- Ensure signage, mapping, and public awareness of AED locations.
- Coordinate schoolwide CPR/AED training opportunities.
- Lead post-incident evaluation and quality improvement efforts.

C. Staff Trained in CPR/AED

- Serve as First Responder Team members.
- Respond immediately to cardiac emergencies.
- Provide hands-only CPR and use AED until EMS arrives.
- Participate in annual refresher training.

D. All Staff

- Recognize signs of cardiac arrest.
- Immediately call 911 and activate school emergency protocols.
- Retrieve AEDs when directed.

6. AED Placement, Access & Maintenance

A. AED Placement

AEDs shall be located in high-visibility, easily accessible areas consistent with AHA recommendations, including but not limited to:

- Main office
- Gymnasium or multipurpose room
- Cafeteria

Goal: AED should be retrievable and applied to the victim within 3 minutes of collapse.

B. AED Signage

- AED locations shall be marked with standardized signage.
- AED locations shall be included on the campus safety map and in the Emergency Procedures Quick Guide.

C. Maintenance

- Monthly visual inspection of devices (battery status, pads, cabinet function).
- Annual testing/maintenance per manufacturer guidelines.
- Replacement of used or expired pads and batteries promptly.
- Documentation maintained for 5 years.

7. Recognition of Cardiac Arrest

Staff should suspect a sudden cardiac arrest if an individual:

- Collapses unexpectedly
- Is unresponsive
- Is not breathing or is gasping
- Has no detectable pulse (if trained to check)
- Exhibits seizure-like activity upon collapse

When in doubt, treat as cardiac arrest.

8. Emergency Response Procedures (AHA-aligned)

A. Immediate Actions (First 1–2 Minutes)

- i. Assess responsiveness and breathing.
- ii. Call 911 immediately (or direct another staff member to do so).
- iii. Activate school emergency response system (call office/main admin).
- iv. Start hands-only CPR (push hard and fast in center of chest).
- v. Send someone to retrieve the nearest AED.

B. AED Use

Once an AED arrives:

- i. Turn on the AED and follow audio/visual prompts.
- ii. Expose the chest and attach pads.
- iii. Ensure no one is touching the victim during rhythm analysis.
- iv. Deliver shock if advised.
- v. Resume CPR immediately after shock until AED instructs otherwise or EMS arrives.

C. Continued Care

- Continue CPR/AED cycles until EMS takes over.
- Provide information to EMS (collapse time, CPR started, AED shocks delivered).

9. Communication Protocol

During and after an emergency:

- Main office will notify administration and call security/campus supervisors if applicable.
- Administration will coordinate site access for EMS.
- After the emergency is resolved, the administrator or nurse will notify the parent/guardian (if a student), district office, and any required agencies.

10. Post-Incident Review & Documentation

Within 48 hours, the Cardiac Emergency Response Coordinator will:

- Complete a written incident report
- Download and submit AED event data (if applicable)
- Conduct a debrief with responders
- Identify improvement opportunities for training or plan updates

The Safety Committee will review the incident in its next meeting.

11. CPR/AED Training

The school encourages:

- Annual hands-on CPR training for staff
- AED familiarization sessions
- Integration of CPR/AED skills into staff safety meetings
- Training aligned with AHA or other nationally recognized programs

12. Liability Protections

Staff acting in good faith and within the scope of their training are protected under:

- California Good Samaritan Law
- Federal Cardiac Arrest Survival Act
- Education Code liability protections

13. Annual Review

This plan shall be reviewed:

- Annually during the CSSP update cycle
- After any cardiac emergency event

- When AED equipment or placement changes
- When national guidelines are updated

Revisions will be approved through the standard governance process and shared with all school employees.

Opioid Overdose

In accordance with California Education Code §49414.3

1. Overview & Purpose

This section outlines the school's procedures for preventing, recognizing, and responding to opioid overdoses on campus. The goal is to ensure rapid, safe, and coordinated response to suspected overdoses using naloxone (Narcan) or other state-approved opioid antagonists.

2. Legal Authority

California Education Code §49414.3 authorizes schools to:

- Maintain opioid antagonists on site
- Train voluntary personnel to administer naloxone
- Provide emergency medical assistance during a suspected opioid overdose

3. Roles & Responsibilities

A. School Administration

- Ensure naloxone supply is maintained, stored securely, and accessible.
- Identify and support voluntary staff participants.
- Include opioid overdose procedures in emergency response training and drills.

B. School Nurse / Health Services Designee

- Provide or coordinate annual staff training.
- Maintain inventory, expiration tracking, and documentation.
- Oversee reporting and follow-up procedures.

C. Authorized Trained Personnel

- Respond to suspected overdoses.
- Administer naloxone per training and protocol.
- Activate EMS and follow chain-of-command notification procedures.

4. Procurement, Storage & Inventory

- A. Naloxone will be obtained from the California Naloxone Distribution Project, local public health agencies, or pharmacies under a standing order.
- B. Medication will be stored in clearly marked, secure, but rapidly accessible locations such as the Main Office.

- C. Inventory will be logged and monitored monthly for expiration.
- D. Used or expired doses will be disposed of per manufacturer and health department guidelines.

5. Recognition of Opioid Overdose

Staff should suspect opioid overdose if any three or more of the following are observed:

- Unresponsiveness or inability to wake
- Slow, shallow, or absent breathing
- Pinpoint pupils
- Blue or gray lips, fingernails, or skin
- Snoring, choking, or gurgling sounds
- Evidence of drug paraphernalia nearby

Note: Staff should treat any medical emergency with these symptoms as a suspected overdose unless definitively known otherwise.

6. Emergency Response Procedures

A. Immediate Actions

- i. Ensure scene safety.
- ii. Call 911 and report a suspected opioid overdose.
- iii. Notify the main office and request a trained responder and naloxone kit.
- iv. Check for breathing and responsiveness.
- v. Provide CPR or rescue breathing if trained and safe to do so.

B. Administration of Naloxone A trained responder shall:

- i. Follow protocol for nasal spray or auto-injector administration.
- ii. Note time of administration.
- iii. If victim does not respond within 2–3 minutes, administer a second dose if available.
- iv. Continue monitoring breathing and provide care until EMS arrives.

C. Transfer of Care

- EMS personnel assume medical care upon arrival.
- Used naloxone devices should be provided to EMS for disposal.

7. Communication & Follow-Up

A. Required Notifications

After the emergency is stabilized, school administration will notify:

- Parent/guardian (unless unsafe or prohibited)
- District office or superintendent

- School nurse/health services
- Other agencies as required by law

B. Documentation (within 24 hours)

Incident report must include:

- Student/individual involved
- Symptoms observed
- Time and dosage of naloxone administered
- Staff responders
- Actions taken before EMS arrival
- Outcome and follow-up recommendations

C. Confidentiality

All documentation and communication shall comply with:

- FERPA
- HIPAA (if applicable)
- District confidentiality protocols

8. Staff Training

Training is voluntary and must be completed annually. It will include:

- Signs and symptoms of opioid overdose
- Safe and correct naloxone administration
- Emergency activation and communication
- Good Samaritan protections
- Post-incident reporting

A roster of trained personnel will be maintained in the Safety Plan's Emergency Response Team (ERT) appendix.

9. Liability & Good Samaritan Protections

Per Education Code §49414.3:

- Staff administering naloxone in good faith and in accordance with training are protected from civil liability and disciplinary action.
- Participation is voluntary; no employee is required to administer medication.

10. Annual Review & Updates

This section of the Safety Plan shall be reviewed:

- Annually during the Safety Plan update cycle
- After any naloxone administration event

- When laws, training, or medications change

Updates will be approved through the school's standard Safety Plan approval process.

Medication & Emergency Medical Response

Purpose

This establishes procedures for the safe administration of medication, and the prevention and response to medical emergencies, including anaphylaxis, in accordance with California Education Code sections 49423, 49423.1, 49414, and related statutes.

Administration of Medication

1. Authorization Requirements

The Charter School shall not administer medication to any student unless the following conditions are met:

- a) A written statement from a licensed healthcare provider specifying:
 - Name of medication
 - Dosage, method, and time schedule
 - Duration of administration
 - Statement that medication is necessary during school hours
- b) A written statement from the parent/guardian:
 - Requesting administration of medication
 - Granting permission for communication with the healthcare provider
- c) For self-administration of emergency medication (epinephrine or inhalers):
 - Written confirmation from the healthcare provider that the student is capable of self-administration
 - Written parent/guardian consent and liability acknowledgment

Medication authorization forms shall be renewed annually and whenever changes occur.

2. Designation of Personnel

Medication shall be administered only by:

- A credentialed school nurse, or
- Designated trained school personnel acting in accordance with California law

3. Storage and Handling

- a) All medications shall be:
 - Stored in a locked and secure location
 - Clearly labeled with student identification
- b) Refrigerated medications shall be stored in a locked refrigerator
- c) Access shall be limited to authorized personnel only
- d) Unused or expired medication shall be returned or disposed of per applicable law

4. Documentation and Recordkeeping

The school shall maintain a Medication Administration Record (MAR) for each student, including:

- Healthcare provider authorization
- Parent/guardian consent
- Medication log documenting:
 - Date, time, dosage
 - Method of administration
 - Name and signature of administering personnel

All records shall be maintained in compliance with student confidentiality laws (FERPA and applicable state law).

5. Error Reporting

Any deviation from the prescribed medication procedure shall be reported immediately to:

- School administration
- Parent/guardian
- Healthcare provider (as appropriate)

Emergency Medical Response

General Emergency Procedures

1. All staff shall maintain current First Aid and CPR certification
2. In the event of a medical emergency:
 - Immediate care shall be provided
 - Emergency Medical Services (911) shall be contacted when necessary
 - Parents/guardians shall be notified promptly

The Charter School shall not honor Do Not Resuscitate (DNR) orders, and staff shall initiate resuscitative efforts in all cases.

Emergency Epinephrine and Anaphylaxis Response

1. Stock Epinephrine Requirement (EC §49414)

The Charter School shall:

- Maintain a supply of epinephrine auto-injectors
- Ensure availability during the school day and at school-sponsored activities
- Store epinephrine in an accessible but secure location

2. Training Requirements

The Charter School shall designate and train personnel in:

- Recognition of anaphylaxis symptoms
- Proper administration of epinephrine auto-injectors
- Emergency follow-up procedures

3. Recognition of Anaphylaxis

Anaphylaxis is defined as a severe, potentially life-threatening allergic reaction, which may include:

- Respiratory distress (wheezing, shortness of breath)
- Swelling of throat or tongue
- Hives or widespread rash
- Difficulty swallowing or speaking
- Signs of shock

4. Administration of Epinephrine

Trained personnel may administer epinephrine when:

- A student or individual is reasonably believed to be experiencing anaphylaxis
- A physician is not immediately available

Epinephrine may be administered:

- With a student-specific prescription, or
- From the school's stock supply

5. Emergency Response Protocol

Upon administration of epinephrine:

- a) Call 911 immediately
- b) Notify school administration
- c) Contact parent/guardian
- d) Monitor the individual until emergency responders arrive
- e) Document the incident in accordance with school procedures

Emergency Preparedness and Communication

- The Charter School shall maintain:
 - Updated emergency contact information for all students
 - Readily accessible emergency response protocols
- Staff shall be informed of:
 - Students with known medical conditions (as appropriate)
 - Emergency procedures and assigned roles

Confidentiality

All student medical information shall be:

- Treated as confidential
- Shared only with personnel who have a legitimate educational interest
- Maintained in secure and restricted-access records

Annual Review

These procedures shall be:

- Reviewed annually as part of the Comprehensive School Safety Plan
- Updated as needed to ensure compliance with California law and best practices

The school is committed to maintaining a safe and responsive environment for all students by ensuring compliance with California Education Code requirements related to medication administration and emergency medical response, including the availability and use of epinephrine for anaphylaxis.

Field Trips: Safety & First Aid

While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit.

All emergency contact information, medical information, allergies, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.

Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043).

All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.

Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

The GVCS Field Trip Policy can be found on the Golden Valley website (<https://goldenvalleycharter.org/Policies-Regulations>).

Immigration Enforcement Presence on Campus

Purpose

This establishes clear, calm, and legally compliant procedures to:

- Protect students and staff
- Maintain campus safety and order
- Prevent unauthorized access to students or records
- Reduce trauma and disruption

This plan applies whenever immigration-enforcement officers appear on campus seeking access to:

- Students
- Staff

- Records
- School grounds

Immediate Safety Response: Light Lockdown Protocol

If immigration enforcement personnel are observed on campus or at campus entry points:

1. Activate Light Lockdown

The Principal or designee will announce over the intercom:

- “Attention staff: Please initiate [CODE WORD].”

2. Staff Actions During Light Lockdown

Upon hearing the code word teachers and staff will:

- Immediately close and lock classroom doors.
- Continue instruction calmly.
- Keep students inside classrooms.
- Not release students to restrooms or other locations.
- Not permit student pickup until cleared.
- Await further instructions.

Front office staff will:

- Suspend routine visitor access.
- Lock exterior access points if not already secured.
- Notify Principal if not already aware.

This is a precautionary safety measure, not an emergency lockdown.

3. Ending the Light Lockdown

Once officials leave campus or situation is resolved the Principal announces:

- “All clear. Thank you for your cooperation.”
- Teachers resume normal operations.
- Administrative team debriefs.
- Counseling support made available if needed.

Contact and Escort Protocol

If immigration enforcement personnel arrive:

1. Officials will be escorted to the front secured entry area of the school, not the main office. Office staff will remain with immigration officials and will contact the administrator.
2. The designated administrator will approach calmly.
3. Officials will not be allowed to move freely on campus.
4. Students will not be accessed.

Administrative Response Procedures

At the front secured area the administrator will:

1. Request identification (name and badge number).

2. Document credentials.
3. Ask the reason for presence.
4. Request any warrant or legal documentation.
5. Make copies or photograph documents.
6. Immediately notify Executive Director.

Determining Legal Authority

A. No Judicial Warrant

If officials present:

- ICE administrative warrant
- Notice of inspection
- Unsigned subpoena
- Verbal request

THEN:

- Inform officials the school must consult legal counsel.
- Do not grant access.
- Maintain light lockdown until officials depart.
- Document interaction.

Staff shall not consent to access

B. Judicial Warrant (Signed by Judge)

If officials present a valid federal judicial warrant:

1. Verify judge's signature.
2. Confirm specific name and scope.
3. Contact Executive Director immediately.
4. Comply only within scope of warrant.
5. Continue light lockdown to limit disruption.

Parent Notification

If a student is interviewed or accessed:

- Parent consent is required unless judicial warrant restricts notification
- Parents must be notified immediately if access occurs.

All parents and guardians will be notified via ParentSquare if immigration officials are on campus as soon as possible.

Documentation Requirements

Administrator must document:

- Officer name and badge number
- Copies of credentials
- Reason for request

- Documentation provided
- Whether warrant signed by judge
- Scope of request
- School response
- Time on campus
- Staff involved

Report must be:

- Sent to legal counsel
- Provided to Governing Board
- Reported to Bureau of Children’s Justice (BCJ@doj.ca.gov)

If a Parent/Guardian Is Detained

If school becomes aware of parent detention the school will follow emergency card procedures:

- Release only to designated emergency contact.
- Accept Caregiver’s Authorization Affidavit if presented.
- Contact CPS only if no authorized adult is available.

Annual Preparedness Measures

- Annual staff training on light lockdown and code word.
- Front office scripting practice.
- Emergency contact verification with families.
- Reinforcement that emergency card information is confidential

Communication Guidelines

- No staff member discusses student immigration status.
- No media comment without Executive Director authorization.

Safety Priorities

1. Protect students.
2. Prevent unauthorized access.
3. Avoid escalation.
4. Maintain calm instructional environment.

Instructional Continuity Plan

Introduction and Intent

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Golden

Valley Charter Schools (GVCS) with a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for GVCS Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

Objectives

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
 - a. Full day, in-person instruction
 - b. Hybrid instruction (part time in-person instruction and remote learning)
 - c. Remote learning with live virtual instruction (synchronous)
 - d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.

Decision-Making Matrix for Instruction & Services

The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation
Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning / Hybrid	Partner Schools, Neighboring School Districts, Community Centers or other location	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication Platform, Phone Trees	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals
Public Health Emergency (Pandemic, Epidemic)	Remote Learning/ Hybrid	Outdoor Locations, Hybrid, Full Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication Platform, Virtual Meetings	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals
Power Outage	Paper-Based Instruction / Hybrid	Open Schools in Unaffected Zones/ Partner Schools	Modify Assignments, Paper-Based Work	Automated Phone Calls/Texts, District Website Updates, Phone Trees	Print Materials, Generator Access, Emergency Meals
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation-Based	Partner Schools, Portable Classrooms	Individualized IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Communication Platform Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution
Security Threat (Active Threat, Civil Unrest)	Shelter-in-Place or Full Remote Learning	EOC-assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two-Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (computers, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals

Instructional Continuity & Compliance

GVCS strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, RUSD will enact instruction for students for in-person learning or remote learning in accordance with the emergency situation.

- School sites will have defined metrics to return to site-based learning including, but not limited to: 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
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Instructional Preparedness

GVCS teachers are trained in adopted technology and platforms. RUSD a Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Alternative Schooling Locations

GVCS will coordinate internally with functioning school sites, or externally with neighboring districts, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

Hybrid Learning Models

When remote learning is necessary, GVCS will strive to achieve at minimum a combination of in-person and remote learning based on safety assessments as soon as practicable.

Independent Study (IS) Requirements

GVCS will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

Materials, Supplies, and Technology Support

GVCS will facilitate distribution of materials needed to support remote learning including but not limited to paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital platforms (e.g., Google Classroom, Zoom, Learning Management Systems), etc., to ensure equitable access to learning. Service Provision GVCS will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements.

Communication Methods

GVCS will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. GVCS will account for staff and students and identify their needs.

Immediate Emergency Alerts

GVCS will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, district website updates, social media, hotline, and/or local media broadcasts postings with multilingual and ADA support for accessibility as feasible.

Parent & Staff Updates

GVCS will use the established parent communication platform, email notifications, online webinars, phone trees, and/or district website postings with multilingual and ADA support for accessibility as feasible.

Student Engagement

GVCS will ensure regular check-ins through virtual platforms with qualified staff, certificated staff instructional supervision, service provision through virtual platforms or alternative locations, counselor support hotlines and care centers (as feasible), digital learning tools, and access to community support as feasible.

Resource Allocation

Technology & Learning Materials for Remote Learning

GVCS will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off in coordination with community partner agencies.

Mental Health & Counseling Services

GVCS will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

Meal Distribution & Nutrition Access

GVCS will coordinate with community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

Logistics

Coordination with Local Agencies

GVCS will continue to partner with transit authorities, emergency management offices, and law enforcement to ensure safe student transport.

Family Support

GVCS may provide access and information for carpool coordination for families, cost coverage for emergency use of public transportation, and enacts emergency pick-up protocols consistent with family reunification planning.

Plan Review & Update

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by GVCS in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, GVCS curriculum and resources, community needs, and technological advancements.

Appendix A: Sample Instructional Continuity Plan Communication

Modeled after the CDE-provided Instructional Continuity Plan Sample from [La Canada posted in 2025 due to the Easton Fire](#).

GVCS Instructional Continuity Plan Informational Overview

In response to the significant loss and disruption caused by the [name of emergency] for many students and staff, we have created this temporary Instructional Continuity Plan. At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once GVCS is able to meet the conditions of safe reopening. This Instructional Continuity Plan assumes that the wide majority of our students will be returning to in-person instruction on [date of anticipated reopening], while providing access to an emergency remote learning plan for those unable to come to campus. (Please note that pending Board approval, if weather or infrastructure conditions change such that the conditions for a safe reopening are not met, the same plan will be followed with adjusted timelines.)

Staff Workdays	Schools Reopen
[insert dates]	[insert dates]

School Reopening Target Date

If the conditions for safe reopening are met, GVCS schools will reopen on [date] for in-person learning following [insert school hours/schedules (ex. “regular school day schedules”)]. Staff will work on [insert dates] to prepare remote learning activities for students unable to attend school in-person, ready classrooms, and prepare for the return of students. Unlike the period of schooling during the COVID pandemic, GVCS is returning to in-person instruction as the primary method of school and instructional delivery. Students who are able to come to school must come to school.

Medication Reminder

Families will need to send any refrigerated medicine to school along with their students as power has been off at the schools.

Emergency Remote Learning Plan Summary

This temporary Emergency Remote Learning Plan will run from [insert start date] through [insert end date]. The Emergency Remote Learning Plan is intended to serve those students and families residing in the affected areas of [insert area] and for those [insert area] residents with prevailing health conditions that make a return difficult. This Emergency Remote Learning Plan has been created so that students may have access to course materials and be able to continue to make academic progress toward the goals of their course(s).

Emergency Remote Learning Plan Dates	[insert start date] through [insert end date]
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Families must contact the school attendance office by calling [phone number, form, or email] to share the duration of the absences from school and sign the agreement for remote learning. The

school attendance office will code their participation in remote learning for these school days. While mostly applicable to secondary school students in grades XXX, students will be asked to engage in essential assignments that will be graded and submitted via Google classroom.

Remote Learning Resource Access

Resources for remote learning will be available for pick-up at [location] on [date and time]. Alternative resource delivery may be available based on need. Please let the school attendance office know if your family is unable to access the pick-up location. Meals are available for pick-up at [school site or other location] at [day(s)/time]. Meals are also available through in coordination with [community agency] for families unable to pick-up.

Participation in Athletics and Extracurriculars

Students participating in emergency remote learning are students who are not able to come to in-person school for reasons directly related to the [insert emergency name]. This means that students participating in emergency remote learning are not able to participate in athletics or other extracurricular activities while on emergency home learning.

Emergency Remote Learning Plan

TK/K

- Reading: 20 minutes- Read aloud with an adult or listen to audiobooks.
- Math 20 minutes- Practice your numbers, counting, and math facts with an adult.
- Writing 10 minutes- Practice writing upper- and lower-case letters, numbers, and name
- Enrichment- Legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

1st/2nd Grade

- Reading: 30 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 30 minutes- Practice your numbers and math facts with an adult
- Writing 20 minutes- Keep a daily journal- Journal Prompt Suggestions
- Enrichment- Legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

3rd/4th/5th Grade

- Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 45 minutes- Practice your numbers and math facts with an adult
- Writing 30 minutes- Keep a daily journal about your day
- Enrichment- Legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

6th/7th/8th Grade

Check Google classroom for each class and complete the essential assignments posted by the teachers. Hand in assignments based upon proposed due dates. The completion of assignments is to provide access to course content and materials in order to support student learning progress.

For those with internet access, here are options varying by grade level: Here are some apps to explore:

- Brainpop
- IXL
- Everyday Math games
- Listenwise
- Typetastic
- Typing Agent
- Code.org

Students Who Need to Access Campus

The period of school closure was done as an emergency response. GVCS recognizes that students may need to collect personal items and school materials from campus. GVCS campuses will open to students on [insert date and time] to access [insert permitted locations] pending that the evacuation orders have been lifted and the campus is free from hazards.

Student and Staff Safety While on Campus

Safe air quality is one of the conditions that must be met for school to reopen. For students and staff who wish to have access to personal protective equipment, GVCS schools will make available KN-95 masks. Masks will be available in the main office and at distribution tables at school sites.

Planning for Next Round of Weather

Current weather forecasts show [insert concerning weather conditions, if any] on [insert days of concern] that will need to be monitored for campus impacts

Access to Supports

- GVCS provides access to mental health professionals via [insert means to access counselors virtually by appointment, care centers, community supports, etc., with locations, dates, and times as appropriate].
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
 - [Soluna](#) is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found [here](#).
 - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 [Medi-Cal threshold languages](#); age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the [DHCS website](#).

Appendix B: CDE Resource List

School Safety

- [CDPH Office of School Health Hub](#) provides key resources and information to support safe, in-person learning in TK-12 schools and mitigate the spread of communicable diseases. CDPH adds new resources to the Hub on a routine basis. Communication
- The Office of Education Technology at the US Department of Education provides [natural disaster resources and digital learning guides](#) for parents and families, school leaders, and teachers.
- The [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet](#) (PDF) provides strategies for LEAs to form partnerships and communicate with families and guardians.

Instruction and Assessment

- Utilize California's [Digital Learning Integration & Standards Guidance](#) to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [EC Section 53008] and related [Screening for Risk of Reading Difficulties FAQs](#).)

Improved Access

- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides [guidance to support Special Education](#) students with remote learning.
- Review the CDE [English Learner Independent Study Frequently Asked Questions](#) (FAQs) for information and considerations regarding EL students participating in an independent study program.
- The US Department of Education [Natural Disaster Support Guidance](#) page includes resources for restoring the teaching and learning environment.

Professional Learning

- The [California Educators Together](#) platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free, high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.
- The San Diego County Office of Education (SDCOE) designed units in each content area that offer [essential K–12 learning](#). The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers [virtual professional learning](#) for each grade level/span.
- The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable California's schools to be leaders in supporting proactive and early intervention to

collectively respond to the social, emotional, and behavioral health needs of students, families, and educators.

- [Greater Good Science Center SEL Modules \(scroll down to register\)](#)
- [SEL Basic Course](#)
- [Learning Hub](#)
- The Office of the California Surgeon General provides [Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings](#). Safe spaces is a free, online training designed to help early care providers, TK-12 educators and other school personnel recognize and respond to trauma and stress in children.

Well-Being

- [Safety and school crisis resources](#) created by the National Association of School Psychologists include evidence-based initiatives which create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- CDE provides [guidance and resources for supporting social and emotional learning](#) and Social and Emotional Support During Distance Learning.
- CDE “[Help for Students in Crisis](#)” provides resources for addressing mental health and wellness while school sites are closed.
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
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Support Services

- The National Center for Homeless Education provides information to support [Disaster Preparation and Response](#) for students who are experiencing homelessness.
- In "[Lessons from Real Life](#)", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.

- The CDE provides [Disaster Guidance for Child Nutrition Programs](#).
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a [Guide to Federal Nutrition Programs During Disasters](#).