



WATERFORD UNIFIED SCHOOL DISTRICT

2023- 2024

SCHOOL YEAR

COMPREHENSIVE DISTRICT SAFETY PLAN

*RICHARD MOON PRIMARY • LUCILLE WHITEHEAD INTERMEDIATE •
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WUSD Board Approval Confirmed by:

| Name | Title | Signature | Date |
|----------------------------|------------------------|-----------|-------------------|
| <i>Mrs. Sheila Collins</i> | <i>Board President</i> | | <i>01/11/2024</i> |
| <i>Jose M. Aldaco</i> | <i>Superintendent</i> | | <i>01/11/2024</i> |

**Waterford Unified School District
Comprehensive Safety Plan – AB 1432**

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Comprehensive Safety Plan Purpose & Compliance

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

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

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

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

Comprehensive School Safety Plans must include the following elements:

- ✓ Assessment of school crime committed on school campuses and at school-related functions
- ✓ Child abuse reporting procedures
- ✓ Disaster procedures
- ✓ Suspension and expulsion policies
- ✓ Procedures to notify teachers of dangerous pupils
- ✓ Discrimination and harassment policies
- ✓ School wide dress code policies
- ✓ Procedures for safe ingress and egress
- ✓ Policies enacted to maintain a safe and orderly environment
- ✓ Rules and procedures on school discipline
- ✓ Hate crime reporting procedures
- ✓ Tactical procedures for responding to criminal incidents on campus

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

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

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As defined in **WUSD Board Policy 0450**, the Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Superintendent or designee shall oversee the development of a districtwide comprehensive school safety plan that is applicable to each school site. (Education Code 32281)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following:

- ✓ How the safety plan addresses the needs of each school and students within that school
- ✓ How the school site council or safety planning committee, when writing the plan, considered the “three essential components” described in Education Code 35294.21, including ensuring each student a safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student’s resiliency skills

A copy of the comprehensive district safety plan shall be available for review at the Waterford Unified School office and is posted on the district website .

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Declaration regarding WUSD board policy and administrative regulation references:

Except when specifically quoted, the WUSD Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language.

To review these policies and regulations in their entirety, please see the district office during regular business hours or visit www.waterford.k12.ca.us, click on “School Board” in the navigation bar then from the menu select “WUSD Board Policies”.

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WUSD Guiding Principles

Board of Trustees Philosophy and Goals

Waterford Unified School District is committed to developing each student in a safe and supportive environment by providing a quality, balanced education which leads to academic and career excellence in a global society. Our students will be respectful, well-rounded citizens who reflect community pride.

As part of the Board of Trustees' responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.

The Board of Trustees has established the following as Local Goals:

1. Develop systems that prepare students to be competitive in college and careers and develop interpersonal skills to be productive, contributing citizens.
2. Provide a broad course of study that includes services and programs that develop students' physical, mental, social, and academic growth and school connectedness.
3. Develop and foster relationships with all parents and community as valued stakeholders in our educational system.
4. Provide high levels of professional learning and collaboration to support student success.
5. Provide relevant and interactive learning experiences where students collaborate, communicate, think critically, and use creativity to succeed in a globally-connected world.
6. Optimize fiscal, technological, operational, and human resources to ensure all students graduate college and or career ready.

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that district goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP).

Safety Plan Vision

To support the philosophy and goals of the Waterford Unified School District we strive for a safe learning environment where students are empowered to achieve through strong connectedness to their school and community.

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

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Components of the Comprehensive School Safety Plan

As a small school district (enrollment of 2,500 or below), the WUSD Comprehensive District Safety Plan encompasses all six campuses. In addition, each school site in the district maintains and annually updates a site-specific comprehensive safety plan that is adopted at a regularly scheduled Board meeting prior to January of each school year. Site-specific procedures to implement the components of this district wide plan will be included within the body or appendices of this document.

WUSD Safety Planning Team and Advisors

This plan was reviewed and updated during the 2023-24 school year, with revisions made based on input received from those listed below during regular meetings held throughout the year.

Jose M Aldaco, District Superintendent

Carolyn Viss, Assistant Superintendent, Ed. Services

Gene Blocker, Director of Maintenance, Facilities, & Operations

Araseli Zamora, Business Manager

Suzanne Bauer, Director of Transportation

Tiffany Gothan, Nutritional Services Manager

Site Administrators and Staff

- o Waterford High School: James Stotlar, Principal; Veronica Romero, Vice Principal
- o Sentinel High School/Waterford Alternative Programs: Tonya Bibbins, Principal
- o Waterford Jr. High School: Yvette Hall, Principal
- o Lucille Whitehead Intermediate School: Ryan Smith, Principal
- o Richard Moon Primary School: Maria Tillery, Principal
- o Waterford Child Development Center, Diane Callahan, Director
- o Expanded Learning Opportunities, Jenn Parman

Michael Parker, Stanislaus County Deputy Sheriff

Irma Davila / Sanja Ognjenovic, District/School Nurse

Kevin Cuellar, Waterford Junior High Counselor

Mary Horning, Stanislaus Behavioral Health Recovery Services, Student Assistant Specialist

Chloe Erickson, Moon Behavioral Support Program Assistant

Amy Oliver, LWIS Behavioral Support Program Assistant

Mark Dressler, Waterford Adult Education Secretary / WAP Instructional Aide

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Assessment of School Safety

Education Code, Section 32282 (a) 1

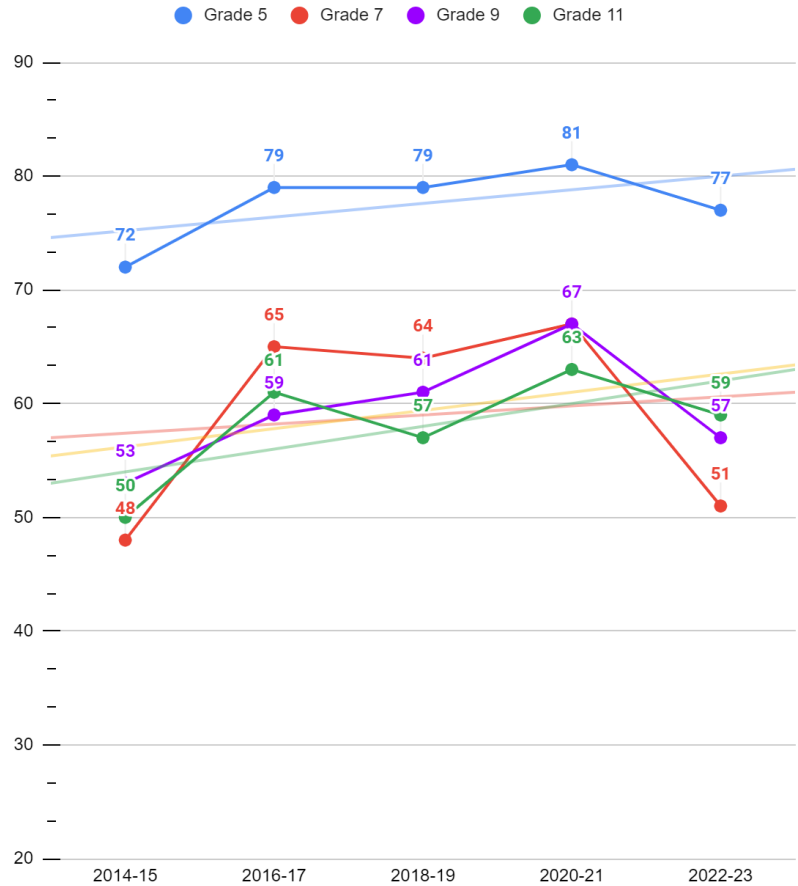
WUSD has a solid history of safe schools both in the social and physical climate. As a small and tight-knit town, the community of Waterford is most often supportive of the school in both academic efforts and youth safety and development. Despite high regional rates of drug abuse and manufacturing as well as gang violence, our schools continue to provide a safe haven for students. A review of school suspension and expulsion data (as published by the CDE), campus policies and procedures, and safety interviews with school administration and staff showed an overall safe campus climate and a district commitment to student safety.

The overall perception of school safety continues to show levels of students' feelings of safety at school that are trending in a positive direction. This is measured through the California Healthy Kids Survey (CHKS), which is conducted in grades 5, 7, 9, 11 and among all grades in the alternative education setting. Perceptions of overall safety are measured by asking students how safe they feel at school.

Secondary students are provided a five point scale for response and elementary students are given four options. This assessment considers two perspectives of that data: One is the percentage of students who report the highest level of safety, "very safe" among secondary students and "yes, all of the time" for elementary. The second is the percentage of students who report that they don't feel unsafe. This group is the total percentage of students who select any option besides a ranking of unsafe. This includes any students in secondary grades who noted that they were neutral on their feelings of safety.

Another key indicator of a positive school climate among WUSD schools is the high percentage of students reporting strong school connectedness. More than half of all students responded with high percentages on indicators showing school connectedness. These percentages are calculated based on responses to several questions about characteristics of school connectedness. Students were asked questions about feeling close to people at school, feeling a part of the school, being treated fairly by teachers, feeling happy to be at the school and feeling safe.

CHKS: "Feel Safe at School" Percentage

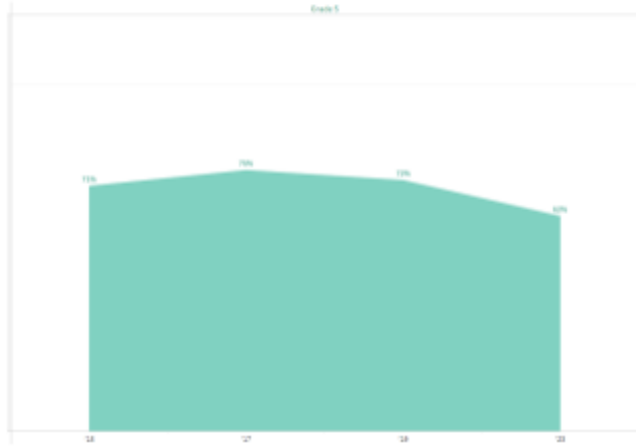


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District: Waterford Unified
School Connectedness Scale (In-school Only) | Average percent of respondents reporting 'Yes, all of the time' or 'Yes, most of the time'

- Item(s)**
- Do you feel close to people at school?
 - Are you happy to be at this school?
 - Do you feel like you are a part of this school?
 - Do teachers treat students fairly at school?
 - Do you feel safe at school?

Answer choices
No, never; Yes, some of the time; Yes, most of the time; Yes, all of the time



District: Waterford Unified (Stanislaus County)
School Connectedness Scale (In-School) | Average percent of respondents reporting 'Strongly Agree' or 'Agree'

- Item(s)**
How strongly do you agree or disagree with the following statements?
- I feel close to people at this school.
 - I am happy to be at this school.
 - I feel like I am part of this school.
 - The teachers at this school treat students fairly.
 - I feel safe in my school.

Answer choices
Strongly disagree, Disagree, Neither disagree nor agree, Agree, Strongly agree



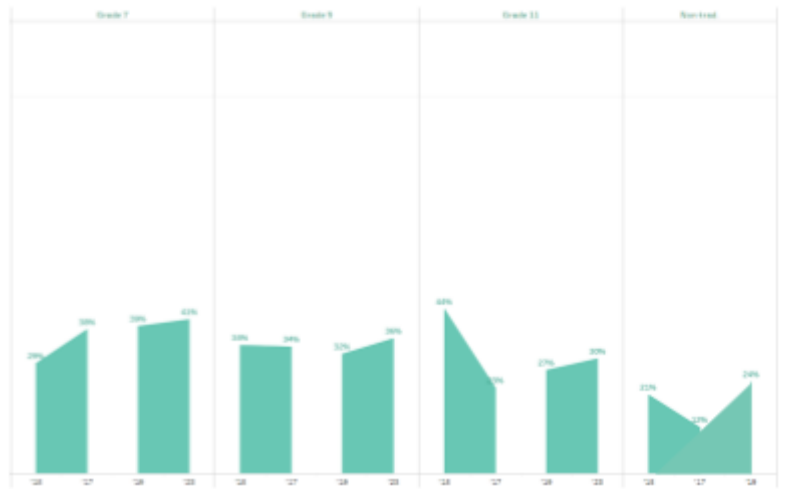
The next indicator of significant note is the percent of students reporting they had experienced harassment at school. The CHKS asks secondary students if they have experienced harassment in the past 12 months, while the elementary survey asks how often students are “hit or pushed” and have “mean rumors or lies” spread about them. The charts shown below show the percent of students in 7th, 9th and 11th grades who responded yes, that they had experienced any type of harassment in the past 12 months. The chart reporting on the response from 5th grade students shows those who responded they have experienced mean rumors spread about them and are hit or pushed either “most of the time” or “all of the time”. Students in 5th grade have reported a slight decline in harassment over the past eight years. However, there has been a significant increase among 7th, 9th, and 11th graders. These results also show WUSD secondary students reporting slightly higher levels of harassment than the statewide and countywide results. A comparison of the elementary student data was not possible as statewide and countywide results were not available.

District: Waterford Unified (Stanislaus County)
Any Harassment on School Property | One or more times in the past 12 months

Please note: 'You are an immigrant or someone thought you were' was added in 2018 to the reasons for being harassed or bullied on school property. The 2018 Any Harassment on School Property results are not comparable to results in earlier years.

- Item:** During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
- Your race, ethnicity, or national origin
 - Your religion
 - Your gender
 - Because you are gay, lesbian, or bisexual (added in 2019-20) or someone thought you were
 - A physical or mental disability
 - You are an immigrant or someone thought you were (added in 2017-18)
 - Any other reason

Answer choices: 0 times, 1 time, 2 to 3 times, 4 or more times



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District: Waterford Unified
Been Hit or Pushed | Average percent of respondents reporting 'Yes, all of the time' or 'Yes, most of the time'

Items: Do other kids hit or push you at school when they are not just playing around?

Answer choices: No, never; Yes, some of the time; Yes, most of the time; Yes, all of the time

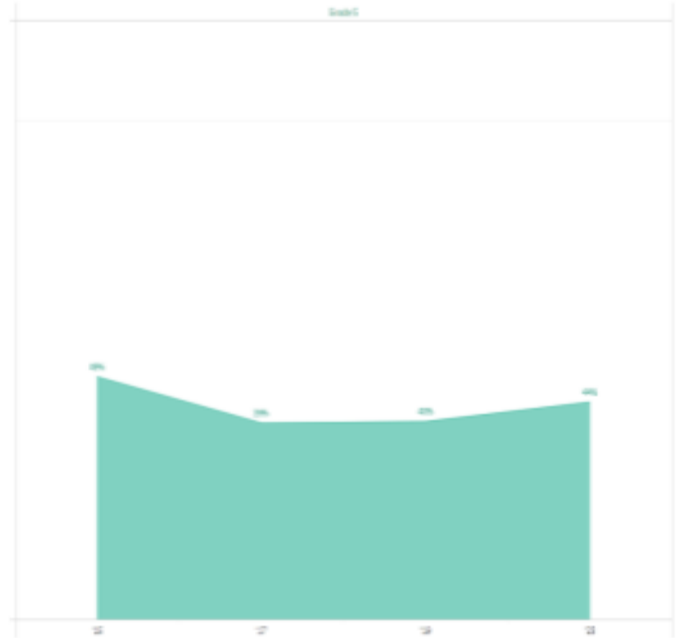


District: Waterford Unified
Had Mean Rumors or Lies Spread About You | Average percent of respondents reporting 'Yes, all of the time' or 'Yes, most of the time'

Please note: Remote students were excluded from this measure in the 2020-21 school year.

Items: Do other kids at school spread mean rumors or lies about you?

Answer choices: No, never; Yes, some of the time; Yes, most of the time; Yes, all of the time



All WUSD school sites are implementing Multi-Tiered Systems and Supports (MTSS) practices, and students participate in anti-bullying curriculum and activities through organizations such as ASB (Associated Student Body) at the high school and LC (Leadership Class) at the junior high school.

The CHKS also includes surveys to measure student mental wellness, especially related to chronic sadness and suicidal thoughts. These additional data points were added to the safety plan in order to assist in tracking needs and outcomes of additional counseling supports. Students are asked if in the past 12 months they have felt so sad or hopeless that it has affected their ability to participate in regular activities for a period of two weeks or more. This question, while complicated, helps measure a level of chronic sadness that may be approaching a diagnosable mental health problem for students. The other data point included in this assessment is students' responses when asked if they have seriously considered suicide in the past 12 months. Both of these have become critical data points for schools across California as mental health problems have become more common and suicide rates are increasing among adolescents. Teachers have been provided with professional development training in the areas of Suicide Prevention and Trauma-Informed Practices.

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District: Waterford Unified

Experienced frequent sadness | Average percent of respondents reporting 'Yes, all of the time' or 'Yes, most of the time'

Item: Do you feel sad?

Answer choices

No, never; Yes, some of the time; Yes, most of the time; Yes, all of the time



District: Waterford Unified (Stanislaus County)

Experienced chronic sadness | Past 12 months

Item: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Answer choices: Yes, No



District: Waterford Unified (Stanislaus County)

Considered Suicide | Past 12 months

Item(s): During the past 12 months, did you ever seriously consider attempting suicide?

Answer choices

Yes, No



School safety walk-through assessments were also conducted at all WUSD schools in August to December 2022. In general, all schools fared very well. WUSD schools are in very good condition with excellent ongoing maintenance and compliance with applicable laws and general safety strategies. Campuses are clearly identified with welcoming signage and campus displays that help support a positive school climate. All doors have been upgraded to be lockable from the inside, which is an important security feature. Some areas of improvement that have been identified include the installation of perimeter fencing, upgrading older single bell alert systems to multi-sound digital alarms, and installing video surveillance. Although these are all high-cost upgrades, long-term planning has begun to address these needs. Another key school safety strategy found effective in other areas included the use of a crime or security concern reporting hotline. Administrators all reported that students and parents generally call the school office with concerns. In the fall of 2019 an online tip line application was released to students and parents called “Stop It”. Use of this app has been maintained at low levels and we now find submissions coming in anonymously by not just students and parents but staff and

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community members as well. All sites have a designated account but a submission can also be made without selecting a specific school.

All school sites showed general crisis response procedures posted in classrooms and plans for schoolwide incidents. All school sites are working toward consistent crisis response procedures. In 2018-19, all WUSD schools began working with Stanislaus County Sheriff's City of Waterford Assigned Chief, Deputy Michael Parker to develop more detailed campus intruder and other crisis response plans. Deputy Parker also worked with the site to conduct several variations of lockdown drills, providing an effective and safe training program for school staff. A review and update of site crisis response plans, especially the incident command team rosters and the addition of an active shooter response procedure, are being developed.

District/Campus Safety Strategies and Programs

Education Code 32282 (a) 2 (A)-(J)

As written in **WUSD Board Policy 5142**, the Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166

According to **WUSD Board Policy 5141.4**, the Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

All school staff members are to inform school administration by the end of the regular school day when the knowledge or substantiated suspicion of child abuse was attained. All school staff members are also required to directly contact the Stanislaus County Child Welfare Services child abuse report hotline at 2-1-1 or 1-800-558-3665 during regular business hours

(<https://stanislauscounty211.org/crisis-services/protective-servicesreport-potential-abuse/child-abuse-reporting/>)

. Notification procedures shall be carried out in coordination with the district Child Welfare and Attendance Coordinator to allow for additional assessment and counseling of the student.

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

In **WUSD Board Policy 3516**, the Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for

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handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Waterford Unified School District Crisis Response plan is included in the appendices, and accomplishes the following:

- ✓ Appendix B: District Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS. Provides emergency contact information for district staff in
 - o Appendix B.1: District Staff Emergency Contacts – Confidential. Provides emergency contact information for school site staffing and their respective roles in a crisis at each school site.
 - o Appendix B.2: Campus Staff Emergency Contacts – Confidential. Provides emergency contact information for districtwide staffing and their respective roles in a crisis districtwide.
 - o Appendix B.3: Crisis Response/Community Emergency Contacts. Provides the contact information for all emergency services accessible in the Waterford and greater Stanislaus County community.
 - o Appendix B.4: WUSD Incident Command System. Describes the ICS structure for the district crisis response team.
 - o Appendix B.5: District/Campus Emergency Evacuation Plans – Confidential. Defines specific evacuation procedures for the district office and school sites developed with considerations for students with physical disabilities.
- ✓ Appendix C: Emergency Response Guidelines. Describes the four step procedure to use to identify an emergency, the level type of emergency, immediate response and communication actions
- ✓ Appendix D: Types of Emergencies & General Procedures. Guidelines Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake to unlawful demonstrations on a campus.

(i) Earthquake and Multi-hazard Emergency Procedure System

WUSD Administrative Regulation 3516.3 describes the district's policies for establishing an earthquake emergency procedure system and defines several key procedures including alignment with SEMS and NIMS, a definition of drop procedures and a list of response activities to occur during and immediately following an earthquake.

(ii) Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

Through **WUSD Board Policy 5144.1 and 5144.2**, the Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

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The policy also describes disciplinary guidelines in accordance with state and federal law, Student Due Process, Supervised Suspension Classroom, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

As described in **WUSD Board Policy 4158**: the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

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

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

(E) Discrimination, Harassment and Bullying Policies

Additional code reference: Education Code 200-262.4

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **WUSD Board Policy 0410**, which states that the Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

WUSD Board Policy 5145.3 states that district programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other

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activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

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

WUSD considers bullying a form of harassment and will treat it as such, especially when the bullying is in regards to a student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

As written in **WUSD Board Policy 5145.7**, the Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

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

WUSD Board Policy 5131.2 explicitly prohibits bullying by stating that no student or group of students shall,

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through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(F) School-wide Dress Code

Additional code reference: Education Code 35183

As described in **WUSD Board Policy 5132**, the Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

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

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

For campus-specific detailed dress code requirements, please refer to the student and parent handbooks that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(G) Procedure for Safe Ingress and Egress to and from School

Through a collection of Board Policies, Waterford Unified School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- o **BP 5142**: describes a collection of policies and procedures to ensure student safety and details procedures to enhance pedestrian safety. Included in policy language; “To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.”
- o **AR 3543**: provides a framework for school bus transportation safety plans and procedures including, student and parent education, bus evacuation exercises, limitations on school bus operation for foggy conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- o **BP 5131**: holds students accountable for conduct not only on campus but also on their way to and from school.
- o **BP 5131.1**: defines specific expectations of student conduct while riding a school bus.
- o **BP 5131.7**: prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.
- o **BP 5112.5**: defines the closed-campus designation for all schools within the district.

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Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in **Appendix B.5: District/Campus Emergency Evacuation Plans.**

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in **WUSD Board Policy 1250:**

To ensure the safety of students and staff and avoid potential disruptions, any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. For registration purposes, all visitors must provide an appropriate government identification card or a state identification card which is processed through an online identity verification program called Raptor prior to being allowed entry to school campuses. This program also runs all person(s) through the Meagan’s Law database as an additional layer of protection for student safety.

For purposes of school safety and security, the principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

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

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

As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action”.

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

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| Safe Physical Climate Goal: | Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive. | | | |
|--|---|--|--|---|
| Objectives | Action Steps | Resources | Project Lead | Output Measure |
| 1) Identify and address/secure critical facility vulnerabilities and hazards | <p>Evaluate the effectiveness of alarms and assess for sound on different points on campus during drills.</p> <p>Conduct nighttime light survey for areas to increase lighting</p> <p>Update Evacuation Maps annually and after any construction that impacts path of travel</p> <p>Maintain gates and fences and add appropriate signage at all points of entry</p> <p>Ensure placement and inspection of AEDs/ Narcan/ Epipens are appropriate and marked.</p> <p>Ensure accessibility to AED/Narcan/Epipens during business hours</p> <p>Train staff for AEDs/Narcan/Epipens annually</p> <p>Campus supervision aides actively monitoring the school campuses during school day</p> <p>Evaluate playground structures for safety quarterly</p> | <p>Staff Surveys</p> <p>Parent / Community Input Events</p> <p>Annual Facility Inspection Team (FIT) Report</p> <p>CRSIG</p> <p>StopIt App</p> <p>Campus Maps</p> <p>Campus walks with M&O and DO</p> | <p>District Safety Coordinator</p> <p>Director of Maintenance</p> <p>School Site Administration / Designee</p> | <p>District surveys and feedback documents</p> <p>StopIT App reports related to physical safety issues</p> <p>Scores and number of corrections from CRSIG Facility Inspection Team (FIT) reports</p> <p>Fire Alarm Reports</p> <p>Work order requests and completion rates / turnaround time to correction</p> <p>Campus walks with M&O, site administrator, and DO monthly</p> <p># of walks done with M&O</p> |
| 2) Review, strengthen and train staff/school partners/ outside agencies on crisis response plans | <p>Collaborate with local public safety and emergency response agencies to assess and revise campus crisis response plans, including campus intruder or active shooter responses</p> <p>In coordination with public safety partners, review and update campus crisis response plans and develop emergency response media for classrooms and common spaces</p> <p>Provide site staff, faculty and outside agencies training on crisis response procedures</p> <p>Provide information to parents on what to expect during a school crisis situation including protocols for communication, student reunification on district webpage and updated annually</p> <p>Include law enforcement input on areas to expand staff understanding and skills involving school crisis and responses</p> <p>Review Raptor policies and practices annually with classified office staff and administration</p> <p>Select a school site to evaluate the effectiveness of the student reunification component of the RAPTOR program, planning in spring 2024 and pilot for fall 2024</p> | <p>Online training through FEMA</p> <p>Crisis Mgmt. and Safety training at SCOE</p> <p>Stanislaus County Sheriff</p> <p>SCFPD Fire Marshal Inspections</p> <p>On-site active threat training</p> <p>CSSP Training</p> <p>Raptor Training</p> | <p>Superintendent</p> <p>School Site Administration / Designee</p> <p>Stanislaus County Sheriff's Dept.</p> <p>Stanislaus County Fire Protection District</p> <p>Waterford Fire Station 24</p> <p>SCFPD Fire Marshal</p> | <p>Annual review and update of site plans and district safety plan, to include evacuation maps, ICS facility locations and response teams</p> <p>Development and installation of emergency response media for classrooms</p> <p>Fire drills and lock-down exercises will be logged by site administration</p> <p>Safety Buckets Annual Inspection / Usage</p> <p>PD agendas and attendance for active threat, CSSP, and Boundaries training</p> |

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| Safe Social Climate Goal: | Our students and staff thrive together in an environment of mutual respect, personal accountability and a commitment to excellence. | | | |
|--|--|--|--|---|
| Objectives | Action Steps | Resources | Project Lead | Output Measure |
| 1) Provide students with behavioral support and accountability with a multi-tiered system of supports | <p>Implement Staff PD related to how to maintain and establish appropriate interaction (e.g. Boundaries) with students in different settings and scenarios</p> <p>Continue to implement the Multi-Tiered System of Support (MTSS) across all school sites. Teams will meet monthly and use data for decision making and problem solving</p> <p>MTSS will be implemented with fidelity as measured by a Tiered Fidelity Inventory (TFI) tool</p> <p>Add / maintain counselors and behavioral analysts to support student behavioral, mental wellness, and emotional support needs</p> <p>Provide staff with classroom management and behavioral support strategies to assist students in the classroom and on the campuses based on a needs assessment bi-annually (eg. PBSS)</p> <p>Provided training and support to classified and certificated staff at sites for de-escalation response.</p> <p>Develop and implement a Social Emotional Learning (SEL) curriculum for elementary and intermediate schools including BSPA led small group instruction</p> <p>Unify consistent positive behavior support strategies, behavioral norms, and expectations across school sites</p> <p>Expand/maintain access to behavior training/strategies to staff such as BSPA's, yard duties, campus supervisors, ASP and ELOP staff members</p> | <p>Boundaries Training</p> <p>Behavior Support Program Assistants (BSPA)</p> <p>Board Certified Behavior Analyst (BCBA)</p> <p>Positive behavior support strategies (PBSS)</p> | <p>MTSS Team Leads and Teams</p> <p>Superintendent</p> | <p>TFI outcomes</p> <p>Behavior Support Program Assistants (BSPA) provided across all school sites</p> <p>A behavioral analyst support to the school sites across the district</p> <p>Mental health professionals will serve students at all school sites TK-12 including alternative education</p> <p># of MTSS referrals, students eligible, students exiting</p> |
| 2) Provide students and parents with skills and resources to prevent harassment, bullying and promote cultural sensitivity / inclusion | <p>Maintain and promote anonymous reporting systems like Bully Box and/or StopIT</p> <p>Provide quarterly informational materials via IC Messenger and/or Class Dojo to parents about different reporting systems like StopIT, Raptor and/or Thrillshare</p> <p>Continue offering parent and teacher training, such as Parent Institute for Quality Education (PIQE), Cyber Safety Info Night</p> <p>Expand parent knowledge of fire prevention, bus evacuations, earthquake and lockdown drills via district website</p> <p>Provide training to parents and students about harassment, bullying, and cultural sensitivity / inclusion via parent nites, student assemblies, classroom presentations and community education events</p> | <p>“Stop-It” App</p> <p>PIQE</p> <p>MTSS referrals</p> <p>CSSP training</p> <p>Raptor</p> <p>CalHOPE grant</p> <p>School site assemblies</p> <p>SCOE Consultant</p> | <p>MTSS Team Leads and Teams</p> <p>Counselors</p> <p>PBSS Lead Team</p> | <p>StopIT App reports related to harassment and bullying concerns</p> <p># of parents and teachers that participate in the events offered</p> <p># of referrals per site per year for counseling completed by staff, student and parent/guardians</p> <p>CHKS survey of student / staff /parent perception of safety on campuses</p> |

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| | | | | |
|--|---|-------------|---|---|
| | Create communication campaign via district social media options to promote monthly character traits at elementary and intermediate schools | | | # of Trainings / # of yearly meetings |
| 3) Continue to engage students in leadership experiences that promote school climate and connectedness | <p>Provide staff and student training to support the coordination of campaigns and activities that increase positive student interaction and connections.</p> <p>Provide student and parent involvement experiences that promote positive behaviors</p> <p>Promote the inclusion of cultural sensitivity and school climate / connectedness through community events such as National Nite Out, Trunk or Treat, Love Waterford, and through site associated parent organizations such as WHS Ag Booster, Waterford Education Foundation, etcetera</p> <p>Create opportunities for students to lead and develop peer training materials for how to prevent harassment, bullying and character traits, etcetera</p> <p>Maintain and expand access to leadership opportunities for students via Leadership Class at WJHS, Associated Student Body (ASB) class at WHS, Tobacco Use Prevention Education (TUPE), Protecting Health and Slamming Tobacco (PHAST), Friday Night Live (FNL), Athletics, Future Farmers of America (FFA), Clubs, CAT, Committed, Career and Technical Student Organizations (CTSO), Cub Patrol, and other on-campus student organizations and club</p> | FNL TUPE | LC and ASB Advisors TUPE advisors FNL coordinator | <p># of students participating in LC, ASB, and other listed groups and clubs</p> <p># of activities or campaigns organized by these student leaders</p> <p>Estimated number of students directly reached through these activities</p> <p># of students participating in some type of club or organization offered through the schools.</p> <p>Calendar of opportunities and student organizations/club meetings</p> |

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(I) School Discipline Rules and Consequences

Additional code references: Education Code 35291 and 35291.5

WUSD Board Policy 5131 identifies district-wide standards for student conduct:

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

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

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

Prohibited student conduct includes but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.
3. Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.
4. Conduct that disrupts the orderly classroom or school environment.
5. Willful defiance of staff's authority.
6. Damage to or theft of property belonging to students, staff, or the district.
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
7. Obscene acts or use of profane, vulgar, or abusive language.
8. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.
9. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)
Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
10. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time.

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, and transfer to alternative programs in accordance with Board policy and administrative regulation, and contact with local law enforcement as appropriate.

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

For campus-specific rules and comprehensive description of conduct and student behavior expectations, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

WUSD Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

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

Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation. **WUSD Board Policy 5136**

Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school. **WUSD Board Policy 5131.7**

Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. **WUSD Board Policy 5145.9 Hate Motivated Behavior** In addition, the District utilizes **STOPit** for its school locations to report any type of behavior including hate and bullying anonymously.

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(J) Tactical Responses to Criminal Incidents

WUSD places the highest priority on the safety of students, visitors and school personnel. A key part of ensuring this safety is the quick and coordinated response to criminal incidents that may occur on campus. To effectively and efficiently respond to such incidents, WUSD staff will follow these steps:

1. Upon discovery or witness of a criminal incident, all students will immediately notify a staff member or other adult on campus. Adults will immediately notify the front office at the school where the incident occurred.
2. The administrator or administrator designee will initiate one of the following processes:
 - a. If there is an existing or imminent threat to the safety of students, call 911 and the district office, then immediately activate an appropriate emergency response procedure like lockdown or secure school.
 - i. Await the arrival of emergency responders and follow their instructions as they will have incident command during these types of incidents.
 - b. If there is no longer an immediate threat but a criminal incident (or non-violent criminal incident) has recently occurred while students are on campus then contact the Sheriff’s Office using the non-emergency dispatch number (209) 552-2472, and request assistance with an in-person response.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Await the arrival of emergency responders and coordinate a unified command to ensure the safety of students and school personnel, property and the environment.
 - c. If the criminal incident occurred while no students were present, such as but not limited to vandalism on the weekend, then notify the Sheriff’s Office using the non-emergency dispatch number to request support.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Follow the instructions of the dispatch operator or other law enforcement representative. This could include filing a criminal report by phone or using an online system.

(K) Emergency Response Procedure for Suspected Opioid Overdose

The California Education Code (EC) Section 49414.3 authorizes school districts to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or other trained personnel to use Naloxone (Narcan) or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. In addition, Section 49414.3 states that a school district may designate one or more staff to receive initial and annual refresher training, based on standards regarding the storage and emergency use of Naloxone (Narcan) or another opioid antagonist. Staff have been trained and Narcan has been distributed in school offices at all K-12 schools in Waterford Unified School District.

In the event that a student is suspected of overdosing on fentanyl or any other opioid while under the supervision of school district staff, trained staff member(s) present will immediately implement intervention and call 911.

Intervention steps:

Assess the situation. If a student is found unresponsive, displaying shallow breathing, attempt to rouse them and call 911 immediately. Inform the site and district leadership.

Administer Naloxone or other approved opioid antagonist¹ following the procedure provided in annual training (view the video titled HOW TO USE NARCAN® NASAL SPRAY at <https://narcan.com/resources> for the procedure)

Stay with the individual until the ambulance arrives, and administer additional doses if needed

¹ “Opioid antagonist” means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose

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Safety Plan Review, Evaluation and Amendment Procedures

The Waterford Unified School District comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in November of each school year.

Pursuant to Education Code Section 35294.6(a), the Waterford Unified School District adopted this annual comprehensive school safety plan at the regular meeting of the Board of Trustees referenced on the cover page of the plan. An opportunity for public comment was provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Waterford Unified School District Office. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in the District Office.

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under Education Code Section 32281, the California Public Records Act (Government Code 6254 parts *c* and *aa*) and/or prescribed by WUSD Administrative Regulation 1340, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the WUSD Board of Trustees and withheld from public release of the Comprehensive District Safety Plan:

- ✓ Any appendices that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site.
- ✓ Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in GC 6254.3.)
- ✓ Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

As described in Education Code 32281(f)(1), the school district may elect not to disclose those portions of the comprehensive school safety plan that include “tactical responses to criminal incidents.” And according to procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “**For Official Use Only (FOUO)**”, will be reviewed only in a closed session of the WUSD Board of Trustees and released only for official safety assurance or crisis response use:

- ✓ Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc.), and supplies storage.

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Safety Plan Appendices

Appendix A: Safety Planning Process

| Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc.)</i> | Date and Time | Referenced Documents <i>(description and location)</i> |
|--|---|---|
| Preliminary discussion, overview, and planning for update of Comprehensive District Safety Plan. <i>(Carolyn Viss, Jose Aldaco, Tonya Bibbins)</i> | February / March 2023 | <i>None attached</i> |
| County Safety Meeting - Stanislaus County Safety Symposium - countywide meeting of administrators, law enforcement and local officials meeting to discussion ways to enhance safe learning environments <i>(Jose Aldaco, Tonya Bibbins)</i> | July 28, 2023 8:00 - 4:30 pm | <i>SCOE, Flyers and registration</i> |
| Comprehensive School Safety Plans (CSSP) Training - Statewide training on the new changes and requirements for CSSP's <i>(Jose Aldaco, Tonya Bibbins)</i> | August 30, 2023 9:00 - 11:00 am | <i>PPT and registration</i> |
| Follow-up discussion and planning for update of Comprehensive District Safety Plan <i>(Jose Aldaco, Tonya Bibbins)</i> | September 13, 2023 11:00 am – 12:00 pm | <i>None attached</i> |
| Crisis Response / Lockdown training/drills/debriefing once a month at all 5 school sites <i>(Carolyn Viss, Jose Aldaco, site admin & staff)</i> | Monthly at all 5 school sites | <i>Lockdown log</i> |
| Site & district Fire Inspections conducted at each of the five WUSD campuses <i>(Fire Marshal, Joshua Lefler, Gene Blocker)</i> | November 21, 2023 | <i>Fire Inspection reports provided to site & district officials</i> |
| Site safety assessments conducted at each of the five WUSD campuses <i>(Gene Blocker & Vendor)</i> | September 5 - 8, 2023 | <i>Safety assessment reports provided to site and district administrators (FIT Reports)</i> |
| Preliminary school data research for campus assessments; collected from CHKS, CDE DataQuest, and regional safety data <i>(Carolyn Viss)</i> | 2014/15 thru 2022/23 | <i>None attached; results summarized on page 6; original data available through state reports</i> |
| Draft WUSD Safety Plan review with Superintendent | September 13, 2024 | <i>None attached</i> |
| Draft WUSD Safety Plan review with District Wide Safety and Wellness Committee - Reviewed document, activities with current goals and actions | September 27, 2023 | <i>Agenda and attendance</i> |
| Draft WUSD Safety Plan review with Dep. M. Parker of Stanislaus County Sheriff's Office | September 27, 2023 December 06, 2023 | <i>None attached</i> |
| Draft WUSD Safety Plan provided to Fire Marshal | September 27, 2023 | <i>None attached</i> |
| School sites provided draft copy for review with staff and parent organizations for suggestions and feedback. Draft reviewed with School Site Councils as an agendized item for approval <i>(Carolyn Viss, Jose Aldaco, site admin)</i> | October / November 2023 | <i>See SSC agendas, attendance and minutes</i> |
| Draft reviewed with School English Learner Advisory Committees and District English Learner Advisory Committee as an informational item with feedback and suggestions collected <i>(Carolyn Viss, Jose Aldaco, site admin)</i> | October / November 2023 | <i>See ELAC/DELAC agendas, attendance and minutes</i> |

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| | | |
|--|-----------------------------|--|
| Draft WUSD Safety Plan review with Superintendent and Site Administrators during Monthly Management meeting (<i>Carolyn Viss, Jose Aldaco, site admin</i>) | August / December 2023 | <i>None attached</i> |
| WUSD School Board safety plan presentation, review, public comment, and approval | January 11, 2024 7:00 pm | <i>Meeting agenda, minutes, and handouts</i> |

Appendix B: District Crisis Response Plans

The following sections provide key information for crisis response for WUSD. While this information represents the basic tools needed for an effective crisis response, WUSD will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone crisis response plan, will be referenced in the Comprehensive District Safety Plan as it is developed.

Appendix B.1: District Staff Emergency Contacts – Confidential

Copies of District Staff Emergency Contacts were provided to emergency personnel in the Waterford Emergency Service Area and a copy is available at the District office.

Appendix B.2: Campus Staff Emergency Contacts – Confidential

Copies of Campus Staff Emergency Contacts were provided to emergency personnel in the Waterford Emergency Service Area and a copy is available at the District office.

Appendix B.3: Crisis Response/Community Emergency Contacts - For all emergencies call 911!

Public Health and Safety

| Vendor | Number | Purpose/Subject |
|-----------------------------|---------------------------------|--------------------------------|
| County Sheriff | (209) 552-2468 | Non-emergency |
| County Fire | (209) 869-7470 | Non-emergency, main office |
| Waterford Fire Station 24 | (209) 634-7070 | Non-emergency |
| CHP, Stanislaus-Atwater | (209) 356-2956 | Non-emergency |
| County Animal Control | (209) 558-7387 | Animal-related issues |
| American Red Cross | (209) 383-2150 / (209) 523-6451 | Merced Office / Modesto Office |
| Child Welfare Services | (866) 901-3212 | 24/4 hours reports |
| Air Pollution Control Dist. | (209) 497-1000 | Info on air quality |

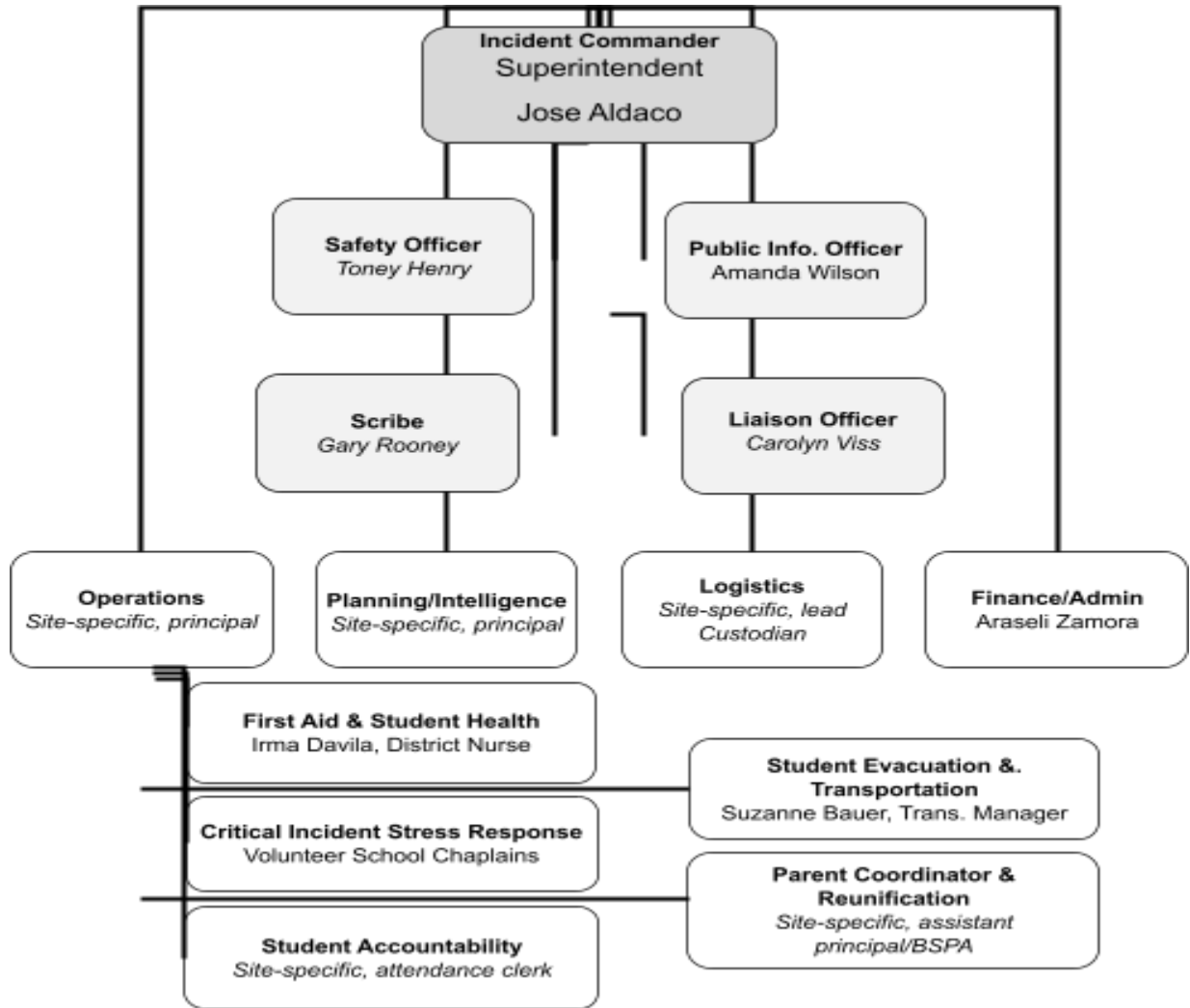
Public Utilities

| Vendor | Number | Purpose/Subject |
|-----------------------------|---------------------------------|---|
| PG&E (natural gas) | (800) 684-4648 | Gas leaks |
| Modesto Irrigation District | (209) 526-8222 / (209) 526-7337 | Electrical Emergencies / Customer Service |
| City of Waterford | (209) 874-2328 | Water & Public Works |
| County Public Works | (209) 525-4130 | Regular hours only |

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Appendix B.4: WUSD Incident Command System

Standardized Emergency Management System/ Incident Command System Overview



The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. ICS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge

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about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Appendix B.5: District/Campus Emergency Evacuation Plans

District and Campus specific emergency evacuation plans are available to emergency services and school site staff only. As a safety precaution, they are not publically available. Emergency evacuation plans are maintained for the following school locations.

- District Office Complex Evacuation Plan
- Richard Moon Elementary School
- Lucille Whitehead Intermediate School
- Waterford Child Development Center
- Waterford Junior High School
- Waterford High School
- Sentinel High School

Appendix C: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

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STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Appendix D: Types of Emergencies & General Procedures

AIRCRAFT CRASH - The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE - This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lockdown or Evacuate Building.

ARMED ASSAULT ON CAMPUS - This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful

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item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE - This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE - This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to **call 911**. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

DISORDERLY CONDUCT - This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE - Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION - This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA - This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS - This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING - This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

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LOSS OR FAILURE OF UTILITIES - This addresses situations involving a loss of water, power or other utility 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. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH - This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

PSYCHOLOGICAL TRAUMA - When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the WUSD School Resource Chaplains. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

SUSPECTED CONTAMINATION OF FOOD OR WATER - This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposely contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT - An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.