

Comprehensive School Safety Plan

LEA: Mt. Diablo Unified School District

School: Concord High School

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School Year: 2023-2024

Public Hearing Date(s): February 27, 2024

X The school certifies completion of this safety plan.

School Site Council Approval: February 27, 2024

Board of Education Approval:

Introduction

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. The California Education Code sections **32280-32289** outline 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. Requirements are:

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

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections **32280-32289**.

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School's Vision Statement EC 32282 (a)(2)(H)

We are a community that strives to inspire independent critical thinkers who are academically, emotionally, socially, and physically prepared to become contributing members of a global society. We are committed to CHS being a safe, inclusive, and orderly environment conducive to learning.

Students will become...

Problem Solvers (CHS Pride Skills)

Complex Thinker: Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems. (MDUSD Graduate Profile)

Responsible Citizens (CHS Pride Skills)

Community Contributor: Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goals. (MDUSD Graduate Profile)

Global Citizen and Responsible Worker: Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society. (MDUSD Graduate Profile)

Effective and Ethical User of Technology: Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions. (MDUSD Graduate Profile)

Inclusive Leaders (CHS Pride Skills)

Health and Wellness Advocate: Demonstrates a commitment to the physical and mental well-being of self and others to make positive and healthy choices. (MDUSD Graduate Profile)

Dedicated Learners (CHS Pride Skills)

Self-Directed Learner: Independently seeks and uses resources including teachers, peers, print, and digital references with perseverance and endurance to engage in new learning toward academic, professional, and personal goals. (MDUSD Graduate Profile)

Effective Communicators (CHS Pride Skills)

Effective Communicator: Is proficient in writing, speaking and listening adapted to audience, task, purpose and discipline. (MDUSD Graduate Profile)

Safety Plan Development and Review Committee EC 32282(e)

| School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members | | Principal or Designee | Other School Staff | Law Enforcement | Parent | Community Member | Student | Other Classified Employee |
|---|----------------------|-----------------------|--------------------|-----------------|--------|------------------|---------|---------------------------|
| | | (B) | (E) | (F) | (G) | (H) | (I) | |
| 1. | Julene MacKinnon | X | | | | | | |
| 2. | Anthony West | | X | | | | | |
| 3. | Jen Kennedy | | X | | | | | |
| 4. | Lisa Cattrone | | X | | | | | |
| 5. | Sheila Bergum | | | | | | | X |
| 6. | Karla Monique Veal | | X | | | | | |
| 7. | Lauren Wood | | | | X | | | |
| 8. | Jamee Longacre | | | | X | | | |
| 9. | Betty Schaffer | | | | X | | | |
| 10. | Keira Molina Paredes | | | | | | X | |
| 11. | Estefani Nieto | | | | | | X | |
| 12. | Katherine Martinez | | | | | | X | |
| 13. | Sophia Oropeza | | | | | | X | |
| 14. | Andrew Smith | | X | | | | | |
| 15. | | | | | | | | |
| 16. | | | | | | | | |
| 17. | | | | | | | | |
| 18. | | | | | | | | |
| 19. | | | | | | | | |
| 20. | | | | | | | | |

Safety Plan Annual Training and Review Log BP 0450; BP 3516

School Year 2023-2024

| Meeting Type | Meeting Date | | | Comments |
|--------------------------|--------------|-----|--------|---|
| | Month | Day | Time | |
| Public Hearing | February | 27 | 3:30pm | Reviewed 2023-2024 Safety Plan with invited public officials |
| SSC Meeting | February | 27 | 3:30pm | Reviewed 2023-2024 Safety Plan with SSC for edits and approval |
| Safety Committee Meeting | March | 4 | 9:00am | Reviewed 2023-2024 Safety Plan with Administrative Council (including Counselors) |
| Faculty Meeting | March | 6 | 3:10pm | Reviewed 2023-2024 Safety Plan with Staff/Teachers |
| Parent Club Meeting | March | 18 | 6:30pm | Reviewed 2023-2024 Safety Plan with PFC |

Meeting agendas, sign in sheets and minutes for all meetings listed on this log are maintained at the school as evidence of compliance.

Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website. www.MDUSD.org.

School Climate

Current Status of School Crime

Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

| Data Source | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|---------|
| Suspensions (number of incidents) | 0 | 51 | 102 | 70 |
| - Violence | 0 | 43 | 73 | 36 |
| - Tobacco | 0 | 0 | 4 | 1 |
| - Drugs/Alcohol | 0 | 5 | 13 | 16 |
| - Weapons | 0 | 0 | 2 | 5 |
| Expulsions | 0 | 1 | 2 | 1 |
| Attendance, general ed. (%) | 99.4 | 94.1 | 92.9 | 94.09 |
| Attendance, special ed. (%) | 98.9 | 93.8 | 91.2 | 77.4 |
| SART (number of referrals) | NA | 340 | 365 | 141 |

| | | | | |
|--|----|----|-----|----|
| SARB (number of referrals) | NA | 17 | 52+ | 32 |
| SARB (number referred to Court) | NA | 0 | 9 | 3 |
| SST (number referrals) | 6 | 1 | 6 | 2 |
| Coordinated Care Team (number of referrals) | NA | NA | NA | 51 |
| Positive Behavior Team Referrals | NA | NA | NA | NA |
| Vandalism Reports | 0 | 2 | 1 | NA |

Assessment of the Current Status of School Crime EC 32282(a)(1) Assessment of the Current Status of School Crime EC 32282(a)(1) with Parent, Teacher, and Student Input

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. The school community generally feels that the campus is safe, positive, inclusive, and free from crime. Students and parents anecdotally report that their children feel comfortable being themselves and feel supported and cared for by staff. Our yearly California Healthy Kids surveys of families, students, and staff reflect this feeling. This year, the number of incidents of school "violence" is currently lower than in 2021-2022 and 2022-2023. Unfortunately, fighting has become a socially acceptable "first choice" to conflict and with increased visibility through social media, the pressure to solve conflict through fighting feels to have increased. Because of this data, the Concord High School has added a layer of support with our Wellness Center, and the addition to our social work specialist overseeing the wellness center. The Administration and Counselors regularly work with students to try to mitigate conflict before it gets physical, by conducting conflict resolutions and brief intervention counseling to help students make better decisions around managing their conflict. We are looking into proactive strategies to help educate students and families on more productive conflict resolution choices in lieu of fighting. Some of these strategies are to have parent conferences with families before any issues turn physical, and the signing of "No Contact" and "Behavior" contracts by the students and parents/guardians. Administration and counselors hold re-entry meetings with students and their parent/guardian before they return to campus from a suspension. We have added a mentoring program three days a week to support our sub groups and provide a safe space for students to express their concerns, complete independent work with the goal to keep students attending school regularly, staying in class and to challenge students' college and career readiness.

Although not statistically proven, we do feel the loss of the SRO (Student Resource Officer) program on our campus. We have had many situations where we would have proactively collaborated with our SRO to help prevent conflict, provide family support, or counsel students. The Administration and Counselors feel the loss of this school based support program.

Provide and Maintain a High Level of School Safety EC 32282(a)(2)

Identify appropriate strategies and programs that provide and maintain a high level of school safety. CHS has a system of supervision during lunch and brunch to provide a high level of support to students, which includes campus supervisors, administrators, and additional teachers and the opening of the school's wellness center. At any given supervision time, up to 8 individuals are spread around campus. There are four full time campus supervisors and three full time Administrators. In order to provide additional coverage during supervision time, we ask for staff volunteers (compensated) to help supervise when campus supervisors and/or administration are absent. We also enlist a part-time substitute campus supervisor. A supervision schedule is created to assign individuals to the different areas of campus. Adjustments are made accordingly when individuals are absent or when we feel there may need to be more supervision in a given area at a given point and time.

Students who leave the school day early for Work Experience or those who have an open 6th period are required to show their schedule or school ID to an administrator or campus supervisor at the front gate prior to exiting. All students with Open 6th period have a sticker on the back of their student ID to present at the gate. All students are required to leave through the front gate. This has increased the interactions between students, campus supervisors, and administrators in a positive way, while also controlling the flow of students in and out of campus during the school day. Students are also required to check in at the Attendance office when returning to campus from an appointment or when arriving over 30 minutes late to school.

There is also a system of supervision built for school activities and events, such as dances and athletic events. The school used to partner with Concord PD to provide support at games and events; however, Concord PD is pulling back from having any sort presence on school campuses. Teachers, administrators, campus supervisors, and parent volunteers are utilized to supervise these events on a regular basis.

Finally, we regularly practice our emergency drills and review the protocols with students and staff.

We are committed to responding quickly to all incidents that present a safety risk to our students and/or staff. Any situation that presents a safety concern to our students and/or staff is taken seriously and investigated thoroughly. We solicit the support from Concord PD for any perceived threat to our campus. Overall, we feel our system of support is very well organized and has been very successful. We continue to look for areas of improvement, as complacency has no place in our school system.

School Interventions and Support Systems BP 5144; AR 5149

MDUSD BP 5144

Discipline

List and describe interventions and support systems that are in place as a deterrent to suspension and expulsion. Our hope is that proactive support can be provided to students through our school based counseling service. The Administration and Counselors meet weekly to discuss students of concern and to determine steps to best support those students and their families. Counselors work tirelessly to intervene with students who are struggling academically, behaviorally, and emotionally by reaching out to parents/guardians, meeting with students, making recommendations for additional support, and creating class schedules that support the students' needs.

The administration uses a variety of alternatives to suspension with includes parent meetings, Principal's conferences, counseling referrals, CARE team referrals, restitution, work detail, Student Attendance Review Team (SART) and Student Attendance Review Board (SARB), teacher/parent conferences, Anger Management referral, Drug/Alcohol referral, tardy sweeps, conflict resolution, letters of apology, Counselor referrals and Student Success Team (SST) referrals are also systems which support positive discipline. The administration and counselors are routinely looking for strategies to help students get on the right track both academically and behaviorally without assertive discipline measures.

Describe the guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on your campus.

As for the emotional and psychological support provided at CHS, students also have access to three full time school counselors and one intervention counselor that provide academic and socio-emotional support. Their presence has helped to provide proactive intervention to students rather than reactive intervention. The goal of all support personnel is to ascertain the immediate needs of the students and determine what factors are interfering with their positive and productive progress at school. The goal is also to provide information, when available and possible, to the Administrative team and teachers to support the students and their parents and guardians. They provide an important service to our school and students, by helping us identify supports and services that will better help the student both personally and academically. Students of concern are discussed in our weekly Tuesday CARE Team Meeting, which includes our counselors, administrator, social worker specialist, and school psychologist. The team works together to plan a strategy to support the student that will generate the greatest chance of success. We are also fortunate to have a Medical program, Fred Finch, on campus, which also provides support to students who qualify. We also have a school psychologist intern that works with students under the guidance of our school psychologist.

This school year continues to present new and challenging circumstances, as the number of students experiencing emotional struggle is at an all time high. Students continue to recover from being at home and on their own for over a year, which presented academic and emotional challenges that are out of the usual scope of our day to day work. Counselors are immersed with supporting students' socio-emotional health and wellness and have little time to complete routine tasks, such as meeting with students for four-year plans and general check-ins. School counselors have a timeline for when they meet with grade-level specific students to review their four-year plans and credit status towards graduation.

See Appendix A

Ensuring a Safe and Orderly Environment AR 0450
Component I: The Social Climate, People, and Programs

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

| Goal #1: Positive School Climate | | | | |
|--|-------------------------------|-----------------------------------|---|--|
| Component I The Social Climate People and Programs | Who will take the Lead | Completion Date and Budget | Resources Needed | How We Will Monitor and Evaluate |
| Activities | | | | |
| 1.0 Administer California Healthy Kids Survey (CHSK) to gather data on student, staff, and parent perceptions of school safety at CHS. | Nashon Williams | November | Student Chromebooks | District completion data |
| 2.0 Utilize TUPE (Tobacco Use and Prevention Education) as a prevention and intervention program for students. | Mikayla Bone | August 2023 - June2024 | TUPE Peer Educators | Evaluate/survey TUPE student leaders; data on students served and groups held. |
| 3.0 Implement Link Crew to support our 9th grade students as they integrate into the academic and social culture of CHS. | Azeema Yayha and Andrew Smith | August 2023 - June 2024 | 0.2 FTE for class and budget allocated for program. | Staff and student survey. Review 9th grade data and data of Link Crew leaders. |

| | | | | | |
|-----|--|---------------------------------|-------------------------|--|--|
| 4.0 | Implement New Student Center to establish a safe space for students to go during unstructured time such as brunch and lunch. and a safe space to re-center and be able to get back to the classroom environment. | Karla Monique Veal | October 2023 | Food/giveaways/supplies | Student survey data |
| 5.0 | Continue Anchor program to support students who are credit deficient. | Julene MacKinnon and Mandy Ganz | August 2023 - June 2024 | Additional FTE to pay for Anchor Counselor | Student transcripts and graduation needs; # of students enrolled and credit completion. |

Goal #2:**Structured Student Support Networks**

| Component I The Social Climate People and Programs | Who will take the Lead | Completion Date and Budget | Resources Needed | How We Will Monitor and Evaluate |
|--|---|-----------------------------------|---|---|
| Activities | | | | |
| 1.0 Student Support Team will serve as the primary body to identify student support needs. | Administration, counselors and teachers | June 2024 | Conference Room | Review student data, identify needs and create action plan with 6 week follow-up scheduled. |
| 2.0 Seek out additional supports, such as math/science interns, outside support programs, etc. | Administration and counselors | June 2024 | District monies and/or LCAP funds | Identify and develop on campus tutors/mentors; AVID and Advisory |
| 3.0 Continue Advisory program: Math Tutoring Program and Writing Center | Two Math teachers | June 2024 | Peer tutors | Student, teacher and staff surveys |
| 4.0 Utilize Bilingual Ambassador/New Student Ambassador Program to support translation needs at school community events. Link Crew (all new 9th graders) | Counselors and EL Coordinator | June 2024 | Student ambassadors | Check in with new students and ambassadors; end of year survey |
| 5.0 Implement Link Crew to support our 9th grade students as they integrate into the academic and social culture of CHS. | Azeema Yahya and Andrew Smith | June 2024, \$4000 | Supply funding and training for leaders | Review 9th grade survey information and Link Leader survey information. |

| | | | | | |
|-----|--|---------------|-----------|----------------|--|
| 6.0 | Fund College and Career Center to provide central resource center for students to receive support. | Sheila Bergum | June 2024 | Physical space | Review college readiness data and number of students access resource. Student surveys. |
|-----|--|---------------|-----------|----------------|--|

Goal #3:

Improve systems to promote safety on campus.

| Component I The Social Climate People and Programs | Who will take the Lead | Completion Date and Budget | Resources Needed | How We Will Monitor and Evaluate |
|---|---------------------------------------|-----------------------------------|---|--|
| Activities | | | | |
| 1.0 Evaluate camera and access concerns on campus | Administrator over facilities | June 2023, \$30,000 | District staff to repair cameras | Review areas of need based on disciplinary incidents or observed need. District replacing existing cameras and adding to critical areas. |
| 2.0 Plan monthly safety drills | Administration | Ongoing | safety drill schedule and instructions for specific drills. | Decreasing speed of execution. |
| 3.0 Ensure campus has a logical and safe path of travel for student when on campus. | Administration | June 2024 | Paint and signage | Monitor student movement on campus to ensure safety. |
| 4.0 Ensure that there is adequate supervision of campus | Administration and campus supervisors | Ongoing, June 2024 | Additional teacher/staff supervisors | Review disciplinary data as it relates to supervision assignments |
| 5.0 Install more efficient drop off "loop." | Administration | June 2023 | District M & O services | Monitor and track traffic efficiency |
| 6.0 Modify bike rack for better security. | Administration | June 2024 | District M & O services | Track "stolen bike" data |

Ensuring a Safe and Orderly Environment AR 0450

Component II: Physical Environment

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

| Goal #1: | | | | |
|---|--|---|---|---|
| Safe and Orderly Campus | | | | |
| Component II Physical Environment Place | Who will take the Lead | Completion Date and Budget | Resources Needed | How We Will Monitor and Evaluate |
| Activities | | | | |
| 1.0 Update signage in parking lot and across campus | Administration | Install signage where needed, July 2024 | signs/mounting hardware | Monitor flow of student/staff/visitor traffic on campus |
| 2.0 Review evacuation routes with students, as well as procedures for all types of emergencies. | Administration | One time each month/quarter | NA | Efficiency of drill execution |
| 3.0 Ensure there are no hazards on campus that will impact student safety. | Administration, Campus Supervisors, Custodians, Landscaper | Ongoing | NA | Daily evaluation of campus. |
| 4.0 Ensure that classrooms, bathrooms, and common spaces are clean and orderly. | Administration and custodians | Ongoing | Cleaning supplies; scheduled times daily to check and clean facilities. | Daily evaluation of campus and classrooms. |
| 5.0 Update parking lot to include a formal drop off for students, while also protecting the area where buses drop students off. | Administration | July 2024 | M&O to paint parking lot | Functionality of parking lot by observation |

| | | | | | |
|-----|---|----------------|-----------|-------------------------------------|---|
| 6.0 | Work on establishing one access ingress and egress to the school campus-front gate and have supervision at this point | Administration | July 2024 | signs indicating main entrance/exit | Observation data from Campus Supervisors, Office Staff, and Administration. |
|-----|---|----------------|-----------|-------------------------------------|---|

Goal #2:

Public Display of Student Work

| Component II Physical Environment Place | Who will take the Lead | Completion Date and Budget | Resources Needed | How We Will Monitor and Evaluate |
|--|---|-----------------------------------|---------------------------------------|--|
| Activities | | | | |
| 1.0 Office | Student Services Secretary and Visual Arts Department | January 2024 | Office display space, Library, and MU | NA |
| 2.0 Open House | Visual and Performing Arts Department | April 26, 2023 | Display boards/cases | Student evaluation of event |
| 3.0 Choir and Instrumental Music Concerts | Performing Arts Department | Ongoing | NA | Student, parent and community evaluation of event; number of events offered. |
| 4.0 Literary Magazine - online | EL & VAPA teachers | ongoing | NA | number of online viewers & survey feedback |

Goal #3:

Clean campus free from excessive garbage and debris

| Component II Physical Environment Place | Who will take the Lead | Completion Date and Budget | Resources Needed | How We Will Monitor and Evaluate |
|---|--|----------------------------|--|--|
| Activities | | | | |
| 1.0 Ensure custodians keep campus free from garbage and debris | Custodians and supervising administrator | Ongoing, June 2024 | Ensure staff has required equipment and supplies | Meet with custodians, assess cleanliness of campus and communicate with District |
| 2.0 Ensure landscaper keeps the campus well maintained | Landscaper and supervising administrator | Ongoing, June 2024 | Equipment and supplies | Meet with landscaper, assess campus and communicate with the District |
| 3.0 Order dumpsters as needed to dispose of large scale garbage and furniture that is not needed. | Administration | Ongoing, June 2024 | Dumpster rental | Assess classrooms and campus space for "clutter" |

School-wide Dress Code BP/AR 5132

MDUSD BP 5132

Dress and Grooming

School Dress Code

CHS Safe Dress Guidelines

CHS believes that students should be given as much choice as possible in how they dress for school. We believe students should be comfortable at school and be allowed to express themselves; however we do believe that students should dress safely and appropriately for an academic setting.

Students must wear:

Shirt/dress: must have fabric in the front and on the sides under the arms

Bottom: pants/sweatpants/shorts/skirt/leggings/dress

Shoes: activity-specific shoe requirements are permitted (sports, PE)

Dress Guidelines:

Certain body parts must always be covered for all students. Clothes must be worn in such a way that private parts and buttocks are covered with opaque material.

Clothing must cover undergarments (waistbands and straps excluded).

Hats, religious/cultural headdresses, and other headwear must allow the face to be visible and not interfere with line of sight of any student or staff. Hoodie sweatshirts must allow for face and ears to be visible.

Clothing must be suitable for all scheduled classroom activities including physical education, Art classes, science labs, construction, auto shop, and other activities where unique hazards exist. Teachers may require or limit certain attire in these environments.

All clothing must not depict the following:

Violent images or languages

Images or language depicting drugs, alcohol or any other illegal item or activity

Hate speech, profanity, pornography

Images that create a hostile or intimidating environment based on a protected class

The administration at CHS reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will be asked to change their clothing and parents will be called if appropriate clothing is not available or the student refuses dress-code-appropriate clothing.

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

Concord High School strives to provide a positive learning environment. Our discipline policy, fairly applied under due process, is designed to preserve that environment. Characteristics of such an environment include:

- Regular student attendance
- Prompt arrival to class
- Students' preparedness to work
- Students' constructive use of class time
- Adherence to established classroom and school rules and expectations
- Courtesy and respect among students and staff
- Respect for personal and school property
- Non-offensive use of language/communication
- Appreciation and recognition of positive behavior
- Limited classroom disruptions
- Acceptable attire

Typical Progressive Disciplinary Action:

- Warning
- Student/Teacher conference
- Failure to earn participation points
- Classroom detention
- Parent contact
- Referral to administration
- Classroom suspension
- Serious offenses may require immediate suspension and/or the possibility of non-participation in extra curricular activities.

Fighting and drug offenses are evaluated on a case-by-case basis. Research states that suspensions are an ineffective way to address discipline situations and we are developing a system of brief intervention and restorative practice to address concerns. Vaping may be considered a "drug violation" and will be treated as such if the vape device is determined to be delivering THC. Students who are suspended for 5 days will also participate in a Principal Conference with the student, their parents, their counselor, a vice principal, and the Principal. This year, we are utilizing a variety of student contracts to address different situations. These include behavior contracts, student success contracts, no-contact contracts, and conflict resolution contracts.

Our goal is to keep kids IN school and support them in their reflection about their choices so that in the future they can make better choices.

See Appendix A

General Emergency Preparedness

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

Purpose of the Plan

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session.

Regulatory Authority

State laws and regulations require school districts develop emergency plans and train staff in emergency response procedures. These include laws applicable to school staff and students as well as Cal/OSHA regulations specifically addressing the safety of district employees.

The Katz Act [California Education Code, §35295-35297] requires schools plan for earthquakes and other emergencies. It also requires training in earthquake preparedness procedures for both certificated and classified staff.

The Petris Bill [Government Code, §8607] requires school districts be prepared to utilize the Standardized Emergency Management System (SEMS) when responding to emergencies. This requires that principles of SEMS are incorporated in District plans; that the Incident Command System (ICS) are used at school sites; that all school personnel are trained in how the respective systems work and correlate; and that schools have drills and exercises in order to practice using the systems.

This plan is designed and structured to ensure compliance with the mandates of state law as well as with Cal/OSHA's Emergency Action Plan Standard Title 8, California Code of Regulations §3220. This regulation requires each employer facility have an Emergency Action Plan which focuses on specific emergency contingencies, response personnel roles, and evacuation plans of each employer's site where employees work. Schools and school districts are included in this mandate.

School Site Emergency Preparedness and Response Coordination

Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

Campus and Facility Site Preparedness Duties

This school and the District have designated specific persons to assume emergency position responsibilities in the event of a site emergency or District-wide disaster. The following information provides a breakdown of these responsibilities:

All School Staff:

- Become familiar with the school's emergency and evacuation procedures.
- Participate in First Aid and CPR training, as appropriate.

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.
- Ensure personnel are properly trained in their respective assignments.
- Conduct survey of personnel to determine CPR/First Aid/Disaster Preparedness/Medical Training.
- Survey parents to determine who may wish to volunteer during an extended emergency or disaster.
- Ensure needs of students and staff with disabilities are provided for in the event of an emergency.
- Designate primary and alternate locations for command post, evacuation, first aid, student release, and morgue.
- See that parents are informed of the plan and its effect upon students.
- Compile/maintain list of local emergency agencies including telephone numbers and addresses.
- Practice building evacuation plans including testing of warning systems, alarm signals, and communications methods.
- With Maintenance and Operations, complete a site and building hazard survey.
- Ensure all emergency equipment and supplies are in usable condition at all times.

Teachers:

- Teachers are responsible for the supervision of students in their charge.
- Understand emergency response procedures.
- Have planned activities for use during disasters to lessen possible tension.

School Office Managers or Designee:

- Organize and maintain the emergency first aid supplies and distribute back-up supplies.
- Assist principal in developing procedures to protect essential records.
- Ensure battery-operated AM/FM radio is available in working condition; know the call number and frequency of disaster information station.
- Maintain an up-to-date list of students and staff who require life sustaining medication.

School Custodians or designee:

- Assist principal in planning control procedures for different types of building damage.
- Routinely check that battery-operated equipment is in working condition.

CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.
- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

The Incident Command System is an emergency response system used to manage an emergency incident at a specific facility or site. The ICS, as designated by the MDUSD, will be used by this school as the formal emergency response structure. This is in contrast to the Standardized Emergency Management System (SEMS) which is used to manage resources at a district-wide level.

The organization of the Incident Command System is based on five major management functions or sections, which are also utilized in the SEMS response structure:

- Command (Management) Team - Provides overall direction of response at the school site
- Operations Team- Supports on-scene response at school site
- Planning Team- Collects, evaluates and documents information about the incident
- Logistics Team - Provides services, personnel and supplies in support of incident response
- Finance Team - Provides financial tracking, procurement and cost accounting of incident response

COMMAND AND ORGANIZATION DURING A CRISIS

Foundations of Crisis Response

The primary foundation for any emergency or crisis response system is to ensure, as much as is humanly possible, the application of the three C's at all times.

These three C's are:

- **Control** – Control is the cornerstone of every crisis/emergency response. In emergency response this is initiated and maintained through the effective use of the Incident Command System.
- **Communication** - Communication is essential to maintaining effective coordination of all response actions. Ongoing communication must be maintained between response persons, school staff, and the command team.
- **Coordination** - Coordination is essential to ensure that the most effective and appropriate response actions are used throughout a response operation. Proper utilization of the Incident Command System will ensure that all response operations are coordinated from a central point and that no response action is taken at cross purposes to any other.

CHAIN OF COMMAND

An appropriate Incident Command System will be utilized during all school emergencies. This will facilitate the maintenance of effective control and coordination at campus emergencies.

In the event of a crisis, the principal will act as the Incident Commander at all school emergencies and is responsible for initiating and carrying out any emergency actions as required. The principal directs the ICS Team members and other school staff in the implementation of the response actions through the assignment of appropriate duties. If the principal/site administrator is not present, or cannot assume control for any other reason, the Chain of Command is as follows:

| | |
|---|-----------------------------------|
| Incident Commander (Principal/Site Administrator) | Julene MacKinnon/Julene MacKinnon |
| IC Alternate #1 | Ryan Hughes |
| IC Alternate #2 | Nashon Williams |
| IC Alternate #3 | Jennifer Mamoot |

INCIDENT COMMAND SYSTEM (ICS)

During campus emergencies, designated school staff function within the Incident Command System until the arrival of outside response personnel. Upon arrival of outside response agencies, the Incident Commander will turn over command of the incident to the ranking response person. The school Incident Commander will document the time of the relinquishing of command and will remain at the Incident Command Post as part of a unified command structure.

The school will coordinate activities with the District Office during a major emergency or disaster. As deemed necessary by the principal or other person acting as the Incident Commander, resource requests will be made by the campus Logistics Team Leader directly to the District Office. All requests for initial emergency assistance will be made to the local emergency response agencies.

Note: Not all members of the ICS will be activated at every emergency. Decisions as to the extent of the response and staff activation will be made by the Incident Commander at the initiation of the response. School staff designated as the primary person for each position is shown following each position title.

SECTION CHIEFS

Incident Commander: Julene MacKinnon

Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District Office

- Communicate and coordinate with Section Chiefs

- Release teachers according to school's first opportunity release.

- Account for the presence of all students and staff as reported by Assembly/Shelter and Care Officer

- Direct the evacuation of the building, if necessary, using prescribed procedures for emergency type and safest evacuation location.

Public Information Officer: Julene MacKinnon

Media liaison, official spokesperson for school; coordinates information for parent community

- Ensures parents and guardians are notified as soon as possible of seriously injured children transported to hospital or other emergency treatment centers.

Reports to Incident Commander

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| <p>Disaster Response Officer: Nashon Williams</p> <p>Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)</p> <p>Reports to Incident Commander</p> |
| <p>Agency Liaison: Ryan Hughes</p> <p>Assists in establishing and coordinating outside agencies that provide services or resources</p> <ul style="list-style-type: none"> Serve as the principal's chief communication agent between school site and District Emergency Operations Center. Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc. As directed by the Incident Commander, reports the emergency to appropriate emergency response agencies and the Superintendent. <p>Reports to Incident Commander</p> |

DISASTER RESPONSE TEAMS

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| <p>Operations Team: Supports on-scene response at school site</p> |
| <p>Operations Team Leader: Jennifer Mahmood</p> <p>Supports on-scene response at school site; develops Incident Action Plan with Incident Commander</p> <p>Reports to Disaster Response Officer</p> |
| <p>Search and Recovery: Mercedes Pena</p> <p>Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression</p> |
| <p>Security/Traffic: Deketrick Jones</p> <p>Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates Fire and Hazardous Materials</p> |
| <p>Crisis Intervention: Eric Diamond/Rebecca Ainsworth</p> <p>Provides onsite counseling and intervention; determines need for outside mental health support</p> |
| <p>First Aid: Fe Pahamtang/Gina Medina</p> <p>Provides triage and medical care; establishes morgue, if needed.</p> |
| <p>Assembly/Shelter and Care: Counselors</p> <p>Provides accounting and long-term care for all students until reunited with parents/guardians; manages food and sanitation needs. Teachers report roll and status of student condition to Assembly/Shelter and Care</p> |
| <p>Student Release: Fabiola Canales</p> <p>Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release</p> |

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| <p>Planning Team: Collects, evaluates and documents information about the incident</p> |
| <p>Planning Team Leader: Jordan Smith</p> <p>Reports to Disaster Response Officer</p> |
| <p>Situation: Fabiola Canales</p> <p>Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map</p> |
| <p>Documentation: Jane Kwiatkowski</p> <p>Collects and archives all incident documents</p> <p>Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.</p> |

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|---|
| <p>Resources/Staffing: Evelyn Howard</p> <p>Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).</p> |
| <p>Demobilization: Jordan Smith</p> <p>Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site</p> |
| <p>Logistics Team - Provides services, personnel and supplies in support of incident response</p> |
| <p>Logistics Team Leader: Patty Castano</p> <p>Review report from Facilities Officer on conditions of utilities to determine if they should be turned off.</p> <p>Reports to Disaster Response Officer</p> |
| <p>Food and Supply: Crista Doan</p> <p>Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers</p> <ul style="list-style-type: none"> Cover and preserve all usable food and water. Direct the rationing, use and preparation of cafeteria food stock and water supply, whenever the feeding of students, staff and/or the community becomes necessary. Report the condition of the kitchen, including any damage, to the Facilities Team Leader.. |
| <p>Transportation: Brenda Urias</p> <p>Arranges transportation for staff, students and supplies.</p> <p>Call Transportation for buses, if necessary.</p> |
| <p>Facilities: Thuan Khuu</p> <p>Recommended filled by School Custodial Team</p> <p>Coordinates site repairs and use of school facilities; arranges for debris removal</p> <ul style="list-style-type: none"> Check water, gas and electricity and report findings to the Incident Commander. Turn off utilities and intake valves on water heaters if directed. Utilities should not be turned off unless absolutely necessary (e.g., broken gas or water mains, or downed electrical wires) Help set up emergency sanitation facilities if needed. Safeguard all usable water within the building. |
| <p>Communications/IT: Minna Banuelos</p> <p>Maintains all communication equipment, including radios; provides services to support information technology.</p> <p>Monitor radio emergency broadcasts.</p> |
| <p>Finance Team - Provides financial tracking, procurement and cost accounting of incident response</p> |
| <p>Finance Team Leader: Minna Banuelos</p> <p>Provides for the preservation of essential school records.</p> <p>Takes student emergency information cards and AM/FM radio as the building is evacuated.</p> <p>Reports to Disaster Response Officer</p> |
| <p>Time: Minna Banuelos</p> <p>Maintains incident time logs for all personnel.</p> |
| <p>Procurement: Minna Banuelos</p> <p>Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts</p> |
| <p>Cost: Minna Banuelos</p> <p>Provides cost estimates, analysis and recommendations for cost savings</p> |

Compensation/Claims: Minna Banuelos

Processes compensation/injury claims related to incident

Teachers - Supervise students in their charge, remain with the students unless assigned to an activated ICS position, or released by Incident Commander

Evacuate safely; take emergency kit and current class list

Take roll as soon as conditions permit such action. **Report missing students to Assembly/Shelter and Care Officer;** if there is reason to believe that a student might be endangered, report need for rescue.

Check with buddy classes when evacuating. If there are seriously-injured persons who cannot be moved report to Search and Recovery Officer

Provide minor first aid until emergency first aid station is established. Indicate need for major first aid assistance. Document first aid provided.

Help to restore order/assist other teachers and students. Talk with students about incident/disaster to help reduce anxiety.

Release students according to the site student release plans as directed by Student Release Officer. When all students are released, physically report to Command Post. Remain on site until released by Incident Commander.

EMERGENCY RESPONSE COMMUNICATIONS

During an emergency:

- Manage your environment to reduce confusion.
- Communicate with students to reduce anxiety and confusion.
- Call 911 if the emergency is in your area (e.g. your classroom) and inform office of the call.
- When evacuating your area communicate all clear by Link to Cliff Notes Evacuation #3 and lock the door. Keep room unlocked if a victim is still inside the room.
- During evacuation do not call the office unless you witnessed the emergency incident or suspects.
- Students should be allowed to text that they are safe but should not talk on the phone.
- Communication may be achieved by the use of intercom, walkie-talkies, telephones, messengers, bullhorns.
- School site direct dial telephones lines will continue to operate. This is usually the line that serves the fax machine. Each site should have one direct-dial telephone unit that can be plugged into this line.
- District school buses have a radio that can call the district. If on campus, the bus radio can be used to communicate with the district.

LOCATIONS

Command Post: The Command Post will be located such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, the medical treatment area and student release areas. School personnel designated to contact outside emergency response agencies will notify the responding agency of the location of the Command Post at the school.

| | |
|--------------------|---------|
| Primary Location | Office |
| Alternate Location | Library |

Evacuation Area: Whenever an evacuation is called ensure that the area is not a potential danger to the evacuees and/or is not in the path of the event. This includes danger from natural disasters, chemical/hazardous materials, explosive devices and potential violence threats. Notify the Incident Commander immediately if evacuation is deemed unsafe.

| | |
|--------------------|--------------------------|
| Primary Location | Blacktop near Gym |
| Alternate Location | Practice/Football Fields |
| Off-Site Location | El Dorado MS Field |
| Alternate Off-Site | Dave Brubeck Park |

First Aid/Emergency Medical Response Center: In the event of a major disaster the First Aid area will act as both triage and treatment units. Two assumptions must be made regarding medical services:

- During a major event, local emergency medical service services may not be available and transportation of the injured may be delayed.
- District employees and visitors will be dependent on first aid rendered by trained district employees.

| | |
|--------------------|----------------|
| Primary Location | Multi Use Room |
| Alternate Location | Small Gym |

Morgue: In the event of a major incident or disaster resulting in fatalities, the local emergency response agencies may need to set up a morgue at the school. Area should be separate from student evacuation locations.

| | |
|--------------------|-------------|
| Primary Location | Weight Room |
| Alternate Location | Room 803 |

Student Release: Students will be released only to authorized adults listed on Emergency Release Cards. Adults picking up students must sign the Student Release Log. Identification must be checked

| | |
|--------------------|-------------------|
| Primary Location | Parking Lot |
| Alternate Location | Practice Fields |
| Off-Site Location | El Dorarado Field |
| Alternate Off-Site | Dave Brubeck Park |

SCHOOL STAFF EMERGENCY RESPONSIBILITIES

General Staff Responsibilities

All staff members are directly responsible for the protection of students, members of the public and school assets. School administrators and teachers must ensure that appropriate steps are taken during emergencies. General responsibilities for ALL school staff in case of emergency include, but are not necessarily limited to, the following:

- Ensure that students are properly notified of the emergency.
- Take appropriate action with students as conditions require.
- Initiate first aid, rescue, equipment shutdown or damage control as needed.
- Account for all students.
- Notify the Assembly/Shelter and Care Officer of missing persons, or of any employees or students who require medical assistance.
- Contact parents or guardians as appropriate.

District Staff as Disaster Workers

The California Government Code [§3100 et. seq.], declares that all public government employees are disaster workers subject to such disaster service activities as may be assigned to them by their superiors or by law. In accordance with these legal responsibilities of public employees, all district personnel are subject to be called upon and must be prepared if at home or elsewhere, to report for duty in the event of an extreme emergency. Arrangements for care of one's family should be prearranged in order to permit discharge of this emergency responsibility. This law applies to District employees in the following cases:

- When a local emergency has been proclaimed
- When a state emergency has been proclaimed by the governor
- When a federal disaster declaration has been made by the president

All staff members should have a personal plan for themselves and their families that can be implemented during an emergency. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency, possibly without contacting their home and families. Staff members with special home considerations should discuss these with the principal prior to any emergency.

Release of Teachers/Staff from Duties as Disaster Workers

Government Code §3100 declares that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employee includes all persons employed by the state or any county, city, state agency or public district, excluding aliens legally employed.

This means all school staff are considered disaster workers during a major emergency. School personnel assigned to school level Incident Command System positions and responsibilities will assume their posts as assigned by the site Incident Commander. Others will remain at a central staging location to await assignment as needed. No staff person will be released from their normal or emergency response duties without the expressed permission of the principal or designee as directed by the superintendent or a designee. School principals will not allow such releases of their staff without first obtaining authorization from the superintendent or a designee.

Priority Release of Employees:

Staff members with special home conditions, such as infant children or invalid relatives, are invited to submit a written petition for "first opportunity" release after the crisis stages of an emergency. The administrator in charge will exercise this release at the earliest opportunity as follows:

- Those with dependents
- Those with no dependents
- Administrators

Potential Emergency Types and Responses Part One

School Administrators, teachers, and other staff will, at some time, be forced to deal with different types of potential or actual crises or emergency situations. The following sections describe the most probable situations, with specific response action directions included for each emergency type. The response actions are determined in coordination with the MDUSD Emergency Response Plan, the Incident Command System, and other district policies and guidelines.

ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION

School Comprehensive School Safety Plans should include courses of action that will describe how students and staff can most effectively respond to an active shooter situation to minimize the loss of life, and teach and train on these practices, as deemed appropriate by the school.

Law enforcement officers may not be present when a shooting begins. The first law enforcement officers on the scene may arrive after the shooting has ended. Making sure the staff knows how to respond and instruct their students can help prevent and reduce the loss of life.

No single response fits all active shooter situations; however, making sure each individual knows his or her options for response and can react decisively will save valuable time. Depicting scenarios and considering response options in advance will assist individuals and groups in quickly selecting their best course of action.

Understandably, this is a sensitive topic. There is no single answer for what to do, but a survival mindset can increase the odds of surviving. As appropriate for your community, it may be valuable to schedule a time for an open conversation regarding this topic. Though some parents or personnel may find the conversation uncomfortable, they may also find it reassuring to know that, as a whole, their school is thinking about how best to deal with this situation.

During an active shooter situation, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned, and commit to action. There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.

As the situation develops, it is possible that students and staff will need to use more than one option. During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

RESPOND IMMEDIATELY

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.²¹ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.²² These studies highlight this delayed response or denial. For example, some people report hearing firecrackers when in fact they heard gunfire.

Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge. For example, train staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., "Gun! Get out!") to those in their charge. In addition, those closest to the public address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

As part of its preparedness mission, Ready Houston produces “Run, Hide, Fight” videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are available free of charge, and many are available at <http://www.readyhouston.tx.gov/videos.html>

Occupants of both towers delayed initiating their evacuation after World Trade Center 1 was hit. In World Trade Center 1, the median time to initiate evacuation was 3 minutes for occupants from the ground floor to floor 76, and 5 minutes for occupants near the impact region (floors 77 to 91). See National Institute of Standards and Technology, 2005. Federal Building and Fire Safety Investigation of the World Trade Center Disaster Occupant Behavior, Egress, and Emergency Communications. Available at http://www.mingerfoundation.org/downloads/mobility/nist_world_trade_center.pdf

Report of the Virginia Tech Review Team, available at <http://www.washingtonpost.com/wpsrv/metro/documents/vatechreport.pdf> and <http://www.washingtonpost.com/wpsrv/metro/documents/vatechreport.pdf>.

23J. Pete Blair with M. Hunter Martaindale, United States Active Shooter Events from 2000 to 2010: Training and Equipment Implications. San Marcos, Texas: Texas State University, 2013. Available at <http://alertrt.org/files/research/ActiveShooterEvents.pdf>

RUN

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

Students and staff should be trained to

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with them, but not to stay behind because others will not go;
- Call 911 when safe to do so; and
- Let a responsible adult know where they are.

HIDE

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and
- Remain in place until given an all clear by identifiable law enforcement officers.

FIGHT

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.²³ While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

BOMB THREAT/SUSPICIOUS PACKAGE

BOMB THREAT

An employee receiving a bomb threat by telephone or other means will utilize the Bomb/Phone Threat Information Checklist form, if possible. The employee, in using the form, will attempt to obtain the following information:

Try to ascertain as much information from the caller or source as possible. Verbatim responses to the following questions are especially desired:

- ✓ When is the bomb to explode?
- ✓ Where is the bomb right now?
- ✓ What kind of bomb is it?
- ✓ What does it look like?
- ✓ Why was the bomb placed here?
- ✓ Note on checklist a description of the caller's voice (sex, age, tone, accent, etc.) and whether it was familiar or not.
- ✓ Note any background noises (train, machinery, airplanes, ocean, traffic, etc.).

Notify the principal or designee.

Principal will notify the police department, the fire department, and the superintendent.

Upon notification of a threat, the principal will decide whether to clear the building for the safety of staff and students. If the emergency action to leave building is ordered, students will move under the full control of their teacher to the designated assembly point. Follow Evacuation procedures.

SUSPICIOUS PACKAGE

Anyone discovering a suspicious package, box or strange device will do the following:

- Not touch or remove strange objects.
- Notify the principal.
- Principal will notify the police department, the fire department and the superintendent.
- Principal will evacuate the buildings.

Whenever a bomb threat is received or a suspicious package is found, a police officer will evaluate the threat or object before instituting a search of the buildings or sounding the signal for staff and students to return to the buildings.

The superintendent is to be kept informed of all actions.

EARTHQUAKE

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action.

If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required.

If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face.

If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult.

If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

SETTLING DOWN AFTER THE FIRST SHOCK:

After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.

When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.

Announce that no student is to return to the room unless directed to do so.

Teachers will take classes to pre-arranged places on the campus.

Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.

School will remain open indefinitely until every student has been released to parents or to an authorized person.

Do not light any fires after the earthquake because of possible gas leaks.

If possible, notify utility companies of any break or suspected breaks in service.

The **Incident Commander** should procure the advice of the Director of Maintenance and Operations regarding the safety of the buildings.

The **Incident Commander** should keep the superintendent informed of conditions at the school.

Whenever possible disaster supplies should be kept in a locked shed away from the school buildings and accessible once all personnel and students are safely accounted for and secured in the evacuation area.

STUDENT RELEASE

Reunification of families with students will begin at the designated student release station and overseen by the **Student Release** team leader. Emergency contacts are listed on the Emergency Information Cards. ID is required and responsible contact will sign out the student and provide phone information.

Students will be released only to authorized adults listed on Emergency Release Card.

- Staff will check identification.
- Adults picking up students must sign Student Release Log and indicate destination.
- If designated student release stations on campus are not usable, release will take place from one of the offsite locations.
- Incident Commander will advise the location and process for students release.
- Additional site practices: Dave Brubeck Park

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

All Mt. Diablo USD schools are encouraged to participate in the annual Great ShakeOut Earthquake Drills. See <https://www.shakeout.org/index.html> for more information.

FIRE

In the event a fire is detected within a school building, the school fire alarm will be sounded. This will automatically implement the action to LEAVE THE BUILDING.

Upon receiving the order to evacuate, staff will assume their designated positions in the hallways of the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: students should move to the closest evacuation area.
3. Upon exit green dot/red dot from white board will be on display to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: report to normal evacuation area.
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:
n/a
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be office manager "all clear to return to class" over the loud speaker

12. Communicate with your students and maintain control.

The fire department will be notified. The police and superintendent should also be notified.

Access roads to the school campus should be kept open by **Security/Traffic** team personnel.

Students and staff will not return to the buildings until the fire department declares the area safe and the **Incident Commander** has announced the ALL CLEAR.

Clothing on fire: STOP. DROP. ROLL. Use other pieces of clothing to help smother the flames. Immediately call 911. Render first aid.

INTRUDER ALERT/ANTI-VIOLENCE RESPONSE

All school visitors must report to the office before moving around the school campus. Visitors will be provided with a brightly colored, easily-recognizable visitor's pass that will be worn in a visible location. Unknown persons without a visitor's pass should be directed to report to the office.

An administrator or a noon/campus supervisor should be called if assistance is needed by another staff person in dealing with an unidentified person on campus.

If anyone sees a threatening intruder on campus who is behaving in a dangerous or unacceptable manner, the office should be notified immediately. Police assistance will be requested if needed. Based on the intruder's behavior, a LOCK DOWN may be initiated. The purpose of a LOCK DOWN is to completely lock down the school. By securing students in their respective classrooms, identifying and isolating the problem becomes easier. Do not attempt to contact the office via the intercom or internal phone system unless you witnessed the incident or saw the suspects. The intercom/telephones will become inoperable if too many people try to use them at the same time. Follow these procedures:

ACTIVE ALERT: LOCK DOWN

The principal will announce via the intercom, "This is a LOCK DOWN alert. Teachers and students please take your places."

STAFF ROLES DURING ACTIVE LOCK DOWN

1. Remain calm, lock door immediately!
2. Do not call office unless you witnessed incident or suspects.
3. Pull in as many students as you can while locking door.
4. Students not in their classroom-report to nearest classroom as quickly as possible. Not able to get in: bathroom/MU/GYM/library.
5. Close windows and curtains or blinds.
6. Shut off all lights in classroom.
7. Turn off all electrical equipment – TV's, etc. (Leave on one computer so classroom and office can communicate via e-mail.)
8. Move students to floor in darkest, safest part of the room away from doors and windows.
9. Take roll.
10. Office will account for students by: teachers call in/email.
11. Keep students completely quiet.
12. Ignore all bells until further notice.
13. Do not allow anyone to leave or enter classroom.
14. Wait quietly for instructions that will follow via the intercom or other means of communication.
15. Do not leave your classroom until you are told to do so by someone who communicates the "All Clear" password for your site. Teachers will be instructed not to allow their students out of their secured classrooms until told to do so by someone who knows the "All Clear" password or a uniformed police officer, if clearly identifiable, tells them it is safe to do so.

PRACTICE ALERT: LOCK DOWN

16. The principal will announce, "This is a/n _____ Drill. Teachers and students take your places for _____."
17. Follow the instructions above for an Active Alert. Release from Drill is: campus supervisor/administration release

Intruder drills are practiced each year. Staff training is provided. Ample warning and preparation are made so that students and families are aware of the drills. Law enforcement should be invited to participate in these drills

Potential Emergency Types and Responses Part Two

CHEMICAL SPILLS WITHIN THE SCHOOL

In the event of a chemical spill or incident at school, the site administrator will determine what emergency action to take depending upon the circumstances. Teachers in the area shall do the following:

- Restrict the area of the incident and evacuate the area as deemed necessary.
- Rescue injured or trapped persons and remove from area, if trained to do so.
- Provide first aid as needed.
- If possible, determine the name(s) of the chemical(s) and provide that to the emergency respondents.
- Allow no one in the immediate area of the spill except emergency personnel.
- The office will alert classes to, "Shelter-in-Place."
- Notify the Superintendent's office.

CHEMICAL ACCIDENT NEAR THE SCHOOL

Warning of a chemical accident is usually received from fire and/or police departments or from emergency services officials when such accident occurs sufficiently near a school to be a threat to the safety of students and staff. An overturned tanker, a broken fuel line, and an accident in a commercial establishment that uses chemicals are all potential hazards. Whether the accident occurs at the school or off the school grounds, the site administrator shall determine if there is need to EVACUATE or to SHELTER-IN-PLACE. This decision will be made in coordination with offsite emergency respondents. If it is necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes. Get upwind as quickly as possible.

CRISIS INVOLVING INDIVIDUAL STUDENTS AND/OR STAFF

The sudden death, serious injury to a student or staff member either through natural causes, accidents or as the result of an act of violence, such as school shooting, missing students (known or suspected abduction), physical assault, sexual assault, non-natural or non-accidental causes or other unexpected events are, without question, a crisis. Responding to these kinds of crisis situations in a timely and effective manner is as critical as dealing with an earthquake or a fire.

1. Contact Student Services to request the District Crisis Intervention Team immediately following a serious injury, accident or death of a student or staff member.
2. Work with your school psychologist to determine identification of short- and long-term interventions for students or staff traumatized by the event.
3. Work with the Superintendent's office to formulate a public statement.
4. Discuss the crisis in a factual manner in follow up meetings and/or communications.
5. Be sensitive to latent behavior problems that are trauma-related.

A general message will be prepared and whenever possible parents will be contacted first in order to be the first adults to provide the information and support their children. All staff will be debriefed and supported. Activities to best meet the needs of the community will be provided aimed at providing counseling, a way for all to process (writing, drawing, and sharing). Activities such as games, music and reading may be planned over a short period of time to reduce anxiety and work demands. Follow and close monitoring for students and staff to insure latent reactions and responses.

DISCARDED WEAPON OR DRUG LAB/PARAPHERNALIA

DISCARDED WEAPON: GUN OR RELATED ITEM

A staff person may discover a discarded gun or related item or a student may also bring this to a staff person's attention.

In these circumstances:

- Staff will remain at the location and notify the office of the situation.
- The office will immediately notify the local authorities.
- Staff will not take any active response role in these situations.
- Keep the area clear of students and faculty until local authorities have arrived.
- As appropriate, conduct a Shelter in Place.

DISCARDED WEAPON: KNIFE OR RELATED ITEM

A staff person may discover a discarded knife or related item or a student may also bring this to a staff person's attention.

In these circumstances:

- Staff will remain at the location and notify the office of the situation.
- Trained staff as designated by principal or designee will recover the item and notify the authorities as appropriate.

DISCARDED DRUG LAB OR DRUG USE PARAPHERNALIA

A staff person may discover a discarded drug lab or drug use paraphernalia or a student may also bring this to a staff person's attention.

In these circumstances:

- Staff will remain at the location and notify the office of the situation.
- The office will immediately notify the local authorities.
- Staff will not take any active response role in these situations.
- Keep the area clear of students and faculty until local authorities have arrived.
- As appropriate, conduct a Shelter in Place.

EXPLOSION

The DROP command is to be given immediately in the event of an explosion at the school or within a school building.

If the explosion occurs within the building or threatens the building, the teacher will then implement the school evacuation plan. Assemble at the designated assembly area.

Sound the fire alarm and proceed as above for a fire.

Notify the superintendent's office.

FALLEN AIRCRAFT

Warning of a failing or fallen aircraft is usually by sight, sound or fire. If an aircraft falls near the school, the following actions will be taken:

- The site administrator will determine which emergency actions should be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the site administrator is unable to direct emergency action.
- Students and staff must be kept at a safe distance from the aircraft, as it may explode. Move crosswind or stay up wind to avoid fumes.
- Call 911

Notify the Superintendent's office.

NATURAL GAS LEAK OR RUPTURED GAS LINE

The site administrator will evaluate the situation and determine the need for a building evacuation.

Offsite emergency respondents will be called if a leak is suspected.

In general, an evacuation of the building(s) will be conducted whenever there is a strong smell of natural gas within the school. Evacuations under other circumstances will be decided upon based on discussions with offsite emergency respondents. The site administrator will then initiate whatever emergency action is required.

Notify the superintendent's office.

RABID OR VICIOUS ANIMAL

If a rabid or vicious animal is at or in the vicinity of the school, the Animal Control Center should be notified immediately. Teachers shall be notified Shelter In Place. Students outside of the building will be quietly and cautiously sent into the nearest building and secured in a room behind closed doors.

Notify the Superintendent's Office.

SEVERE WINDSTORM

Warning of an impending windstorm is usually received via radio, television or civil defense officials. The United States Weather Bureau can usually forecast severe windstorms. If high winds develop during school hours without sufficient warning, the following emergency actions should be taken:

- Implement action to TAKE COVER. Students and staff should assemble inside shelters or buildings.
- Close windows and window coverings. Seek shelter away from windows.
- Remain near an inside, ground level wall if the building is more than one level.
- Evacuate classrooms that bear the full force of the wind.
- Avoid auditoriums, gymnasiums and other enclosures that have long roof spans.
- Keep tuned to a local radio station for the latest advisory information.
- Take roll and complete a Student Accountability Form.
- Notify site administrator of any break or suspected break in utility lines or buildings which might present an additional hazard.
- If possible, contact and report conditions to the superintendent.
- Don't permit any staff to leave the building until the winds have subsided and it is safe to do so.

UTILITIES LOSS OR FAILURE

LOSS OF ELECTRICAL POWER:

Consult PG&E website for grid of outages: www.pge.com
Contact PG&E to report a Power Outage 1 800-743-5002

WATER EMERGENCY:

Contra Costa Water District Emergency Number 925-688-8374
Golden State Water Company Emergency 800-999-4033, 877-933-9533 (TTY- hearing impaired)

PHONE ISSUES:

Contact Technology Information Services (TIS) at extensions 4094 or 4105 to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension 3884 if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services x4124.

If an extended outage is likely, provide a School Messenger update to keep parents/guardians informed.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the **Incident Commander**, will carry out the initial response actions delineated in the ***Emergency Preparedness and Crisis Response Plan***. In consultation with members of the **Incident Command Team**, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency.

Incident Command Team members will immediately assume their designated response duties as activated by the **Incident Commander**. The **Disaster Response Officer** will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned.

When a decision is made to evacuate, the **Assembly /Shelter and Care Team** leader will immediately report to the assembly area and inspect the area for hazards. The **Assembly /Shelter and Care Team** leader will notify the **Disaster Response Officer** immediately if the area is safe. If not, the **Assembly /Shelter and Care Team** will advise that the evacuation be done to the alternate assembly location.

This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's ***Preparedness and Crisis Response Cliff Notes***.

If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: students should move to the closest evacuation area.
3. Upon exit green dot/red dot from white board will be on display to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class: report to normal evacuation area.
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:
n/a
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be office manager "all clear to return to class" over the loud speaker
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area.

ALL students and staff must report to the assembly area and remain there until the **Incident Command Team**, via the **Assembly /Shelter and Care Team**, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's **Student Release Procedures** as outlined in the site's **Preparedness and Crisis Response Cliff Notes**. This will not be done unless it is authorized by the **Incident Command Team**.

Teachers **MUST** take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the **Assembly /Shelter and Care Team** as outlined in the site's **Preparedness and Crisis Response Cliff Notes**. If someone is deemed missing, the teacher is to immediately report this fact to the **Assembly /Shelter and Care Team** as outlined in the site's **Preparedness and Crisis Response Cliff Notes**.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated **Security/Traffic** response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the **Emergency Preparedness and Crisis Response Plan**.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees.

Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

MDUSD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete the **ABC's – Three Steps to Protect Your Child during Emergencies in the School Day (Appendix B)**

In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, **Emergency Cards** shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the **Emergency Student List** or **Emergency Cards** and maintain that in the office emergency evacuation kits.

Parents or others must check with this school's **Student Release** team at the emergency **Student Release Location** prior to pick up of their children. Teachers will release students according to the procedure outlined under the **Emergency Student Release Procedures** described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from **Incident Commander** via **Student Release** team.
2. **Incident Command** will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon **Student Release** team directive.
3. Adults picking up students will identify self at designated **Student Release Location**: Primary On-Site Parking Lot or Alternate On-Site Practice Fields. If campus must be evacuated, Off-Site El Dorado Field or Alternate Off-Site Dave Brubeck Park
4. Students will be released only to authorized adults listed on the **Emergency Card** or **Emergency Student List**. Adults picking up students must sign **Student Release Log** and indicate destination. Unless otherwise directed by **Incident Commander** via **Student Release officer**, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
5. Students may go home with people listed on **Emergency Card** or **Emergency Student List** if parent can't be reached.
6. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs **Assembly/Shelter and Care** team as well as the **Student Release** team, and keeps all documentation.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

TRAINING

The key to effective and coordinated emergency response efforts is the proper training of school response personnel as to their duties in an emergency or disaster. Proper training is mandated under the SEMS requirements for District staff and students and by Cal/OSHA for employees of the District.

ALL DISTRICT RESPONSE STAFF AND STUDENTS

All non-response District staff, as well as all students, will receive training in the following areas:

- Brief overview of the District Emergency Operations Center (EOC) plan and its coordination with School Crisis Response plans.
- Brief overview of the School Crisis Response Plans and its coordination with the District EOC plan.
- Responder positions within each plan and the duty to follow instructions of the response team personnel.
- Use of drills and exercises to provide hands-on instruction to staff and students.

SCHOOL CRISIS RESPONSE TEAM PERSONNEL

All school staff will receive training and detailed information on the **Incident Command System** and its use at a school crisis or disaster response. This will include but is not limited to:

- Initiation and functioning of the ICS Command Post.
- ICS response positions, their responsibilities, and the use of position checklists.
- Development of site Incident Action Plans and the utilization of, and coordination with, EOC actions at the District level.
- Importance of documentation of site ICS activities and damage assessment information.
- Demobilization procedures for down-sizing and closing the ICS Command Post.

DRILLS AND EXERCISES

Because emergencies occur without warning, life-protecting actions must be taken immediately at the first indication of emergency conditions. There may be no time to think through all of the options for what must be done. Emergency drills will be conducted periodically to help familiarize everyone with basic procedures and to help students and staff learn how to react immediately and appropriately.

Exercises and drills will be conducted at the school site level. The essential components of school site emergency drills are classroom training and discussions, demonstrations and exercises designed to help staff and students learn and practice where to seek shelter and how to protect themselves based on the kind of emergency they are facing.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

RECOMMENDED EMERGENCY SUPPLIES

The school shall maintain a quantity of emergency supplies that will be utilized by trained personnel in the event of a school crisis or a district-wide disaster. Some materials should be stored in a central location on campus as a means of providing ready access to assist any area in the school.

Each classroom should also have its own supply of first aid and other equipment to facilitate each teacher in helping the students they are responsible for.

CENTRAL SCHOOL EMERGENCY SUPPLIES

Central School Emergency Supplies are recommended to include at least the following items:

- Two first aid kits (see below)
- Two tool kits (see below)
- Radio (battery-operated) wrapped in plastic bag
- Batteries (left in original packages; replaced in years ending with 0, 3, or 7)
- 5 gallon buckets to be used as water carrier
- Water packets (2-per student)
- Toilet paper
- Hard hats- assembled and ready to use
- Blankets (4 wool, 5 space blankets)
- Large plastic tarps
- Sheets for medical use (slings) or to signal for specific help. (Sheets will be spread out on the lawn as needed. (Colored or labeled depicting triage type- Red/ Yellow/Green)

TEACHER EMERGENCY KITS

Teacher Emergency Kits are located in each classroom. It is recommended they contain at least the following:

- Class lists (updated by the teacher as necessary) with a place for parent signatures when releasing students and to assist in the taking of roll.
- Student Accountability Forms
- List of Special Needs students and Medication(s) Information
- Disaster Emergency Cards (one for each student)
- Simple first aid supplies
- Orange/ ID arm band and name card with teacher's name to be worn by the teacher
- Copy of the Campus Response Plan and the District Disaster Plan (Cliff Notes/Summary of plan)
- Water - 2 packets per student

- Flashlight
- Work gloves
- 40 Plastic garbage bags to be used as rain gear
- Clip board
- Pens/pencils/permanent markers (at least one permanent marker to use for triaging student emergency needs)
- Pad of paper

Each employee should have a personal survival kit available at all times containing prescription medicines, extra eye glasses, change of clothes, toiletries, comfortable shoes, jacket and other necessary items.

FIRST AID KITS

School First Aid Kits are recommended to contain at least the following items:

- First aid manual
- Disposable gloves
- Face masks
- 3 triangular bandages
- 6 stretch gauze bandages
- 2 instant ice packs
- 1 after-burn treatment spray
- 2 packages long bandages
- 30 boxes sterile pads for small wounds (120 pads)
- 2 bottles liquid soap
- 6 bottles aspirin
- Hydrogen peroxide
- Paper towels
- Felt pens to identify injured children sent elsewhere for treatment. Write name on child's arm; non-water soluble
- Sheets
- Needle nose pliers for removal of glass
- 6 sanitary napkins (for severe bleeding)
- A zip lock bag containing:
 - 1 tube medicated ointment
 - 5 smelling salts (ammonia inhalant)
 - 2 rolls tape
 - Tweezers
 - Scissors

TOOL KIT(S)

The school Tool Kit(s) is recommended to contain at least the following items:

- Work gloves
- Goggles
- Flashlight (batteries in package)
- Lantern (batteries in box)
- Duct tape
- Masking tape
- Utility knives
- Hammer
- Blade screwdrivers (small, medium, large)
- Crowbar (a longer crowbar is stored in custodian's office)
- Waterproof matches
- Rope
- Nails
- Sheets (to signal for help)

- Spray paint (used to identify “Condition of Search” X)
- Radio
- Large shovel located in custodian’s office

LIST OF STAFF WITH SPECIAL SKILLS

Each Central School Emergency Kit and each Teacher Emergency Kit will also contain a list of school staff members with specialized emergency skills. These include, but are not limited to:

- Medical or first aid experience
- Search and rescue experience
- Fire-fighting, chemical spill containment experience
- Communications equipment experience (indicate type)
- Emergency vehicle (indicate type)
- Multilingual Speakers

Site Emergency Preparedness Plan

Safety Plan Timeline and Checklist

The timeline and checklist will assist in addressing mandates and determining that the Incident Command System portion of your comprehensive safety plan is in place and functional.

| 2023-2024 MDUSD ANNUAL SAFETY PLAN TIMELINE | | |
|---|--|---|
| MONTH | ACTIVITY | PERSON(S) RESPONSIBLE/DATE |
| August | Facility Hazard Assessment Update School Map(s) Inventory and Replace Supplies Update Staff Roster and Buddy Lists Update Incident Command System (ICS) Assignments and Procedures Staff Review of Safety Plan Mandates ¹ Calendar all Safety Drills Student Instruction on Safety Drills First Fire Drill within 10 days of start of school Parent Advisement Re: Plan | Julene MacKinnon, Principal-8/31/2023 Ryan Hughes, Vice Principal-8/31/2023 Nashon Williams, Vice Principal-8/31/2023 Minna Banuelos, Office Manager-8/31/2023 |
| August/September | Staff Review of ICS Procedures Staff Review of Safety Drill Procedures First Aid Review Conduct Survey of Staff Skills Survey Parents for Emergency Volunteers Update List of Resources | Julene MacKinnon, Principal-9/30/2023 Gina Medina, District Nurse-10/9/2023 |
| August - June | <ul style="list-style-type: none"> * Fire Alarm (EC 32001): All principals shall cause the fire alarm to be sounded at least once every month * Fire Drills (Title 5 TS 550, EC 32001): Elementary and Middle - at least once a month High schools - at least once per semester. Fire Alarm to be sounded in months without a drill * Intruder Drills: all levels at least once per semester * Earthquake Drills (E.C. 35297): Elementary and Middle - once per quarter High schools - once per semester * Shelter in Place Drills: at least once a year (Typically part of county-wide drill first Wednesday of November) | Julene MacKinnon, Principal- Ryan Hughes, Vice Principal- Nashon Williams, Vice Principal- |
| November | Shelter-in-Place | Julene MacKinnon, Principal Nashon Williams, Vice Principal, Ryan Hughes, Vice Principal |

| | | |
|--------------------|---|--|
| January - February | <p>Assessment of Crime Related Data by Staff, Students, SSC, Parents</p> <p>Safety Plan Goals Reviewed/Updated</p> <p>Updated Safety Plan Approved by SSC</p> | <p>Julene MacKinnon- Principal</p> <p>Ryan Hughes, Vice Principal</p> <p>Nashon Williams, Vice Principal</p> <p>Jennifer Mahmood, Vice Principal</p> |
|--------------------|---|--|

Emergency Alarm and Drill Log AR 3516.1

School Year 2023-2024

School: **Concord High School**

Principal: **Julene MacKinnon**

| Type | Month | Day | Time of Day | Comments (Include length of fire drills) |
|------------------------|-----------|-----|-------------|--|
| Fire Alarm Testing | August | 12 | 7:30 AM | Tested Alarm |
| Fire Alarm Testing | September | 9 | 3:30 PM | Tested Alarm |
| Fire Alarm Testing | October | 17 | 3:30 PM | Tested Alarm |
| Fire Drill | October | 20 | 11:00 AM | Alarm tested, students remained in class, all buildings checked. |
| Fire Alarm Testing | November | 15 | 7:30 AM | Tested Alarm |
| Shelter-in-Place Drill | December | 1 | 11:00 AM | Keep students and staff inside. Lock doors. Business as usual inside classrooms. |
| Earthquake Drill | January | 25 | 2:50 PM | Drop. Cover. Hold On. |
| Fire Alarm Testing | January | 10 | 3:20 PM | Tested Alarm |
| Fire Alarm Testing | February | 9 | 3:30 PM | Tested Alarm |
| Intruder Alert Drill | March | 18 | 9:00AM | LOCKDOWN; Remain calm and lock door(s) immediately and close all windows. Stay with students until you receive further instructions. Permit no students answer to a roll call. Prepare a list of those present and those out of the classroom. Shut off all lights in the classroom. Move all students out of their seats and onto the floor in the safest part of the room, away from doors and windows. Ignore all bells. Wait quietly for instructions. Do not leave classroom until "All Clear". |
| Fire Alarm Testing | March | 20 | 7:30 AM | Tested Alarm |
| Fire Drill | April | 16 | 9:45 AM | |
| Fire Alarm Testing | April | 12 | 3:30 pm | Tested Alarm |
| Shelter-in-Place Drill | May | 2 | 9:40 am | students to be in class, lights off doors locked teachers may continue to teach. |
| Fire Alarm Testing | May | 8 | 7:30 am | Tested Alarm |

* **Fire Alarm Testing:** All principals shall cause the fire alarm to be sounded at least once every month

* **Fire Drills (Title 5 TS 550, EC 32001):**

Elementary and Middle - at least once a month

High schools - at least once per semester. Fire Alarm to be sounded in months without a drill

- * **Intruder Drills:** all levels at least once per semester

- * **Earthquake Drills (E.C. 35297):**

Elementary and Middle - once per quarter

High schools - once per semester

- * **Shelter-in-Place:** at least once a year (Typically part of county-wide drill first Wednesday of November)

The Fire Marshall requires that a fire drill log be maintained at the school site for two years and presented during an inspection or by request of the Fire Department.

See Appendix A

Emergency Contact Numbers

Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------------------|------------------------------------|----------------|---|
| Local Hospitals | John Muir-Concord Emergency | 674 2333 | 2540 East Street Concord CA 94520 |
| Local Hospitals | John Muir-Walnut Creek Emergency | 939 5800 | 1601 Ygnacio Valley Rd Walnut Creek CA 94598 |
| Law Enforcement/Fire/Paramedic | Clayton Police | 673 7350 | 6000 Heritage Trail Clayton CA 94517 |
| Law Enforcement/Fire/Paramedic | Concord Police | 671 3200 | 1350 Galindo St Concord CA 94520 |
| Law Enforcement/Fire/Paramedic | Martinez Police | 372 3400 | 525 Henrietta St Martinez CA 94553 |
| Law Enforcement/Fire/Paramedic | Pleasant Hill Police | 288 4600 | 330 Civic Drive Pleasant Hill CA 94523 |
| Law Enforcement/Fire/Paramedic | Walnut Creek Police | 943 5844 | 1666 North Main St Walnut Creek CA 94596 |
| Law Enforcement/Fire/Paramedic | Contra Costa Sheriff's Department | 335 1500 | 561 Pine St #7 Martinez CA 94553 |
| Public Utilities | PG&E Emergency | 1-800-743-5000 | If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and then call 9-1-1 or PG&E at 1-800-743-5000. Consult PG&E website for grid of outages: www.pge.com |
| Public Utilities | Contra Costa Water Emergency | M-F 688 8095 | Before and after hours and weekend emergencies, call 688 8374 |
| American National Red Cross | Bay Area Red Cross Disaster Relief | (415) 427 8000 | 1663 Market St San Francisco CA 94103 |
| School District | MDUSD | 682 8000 | 1936 Carlotta Dr Concord CA 94519 |
| Other | US Federal Aviation Administration | (650) 876 2883 | 603 S.F. International Airport San Francisco, CA 94128 |

Campus Disturbances and Disruptions BP/AR 5131.4; BP/AR 3515.2

MDUSD AR 5131.4

Campus Disturbances

Campus Disturbance Plan.

Concord High School utilizes the Standard Response Protocol (SRP), which was developed by the "I Love U Guys" foundation for disturbances on campus. The SRP focuses not on individual situation, but on the response to any given situation. There are three specific responses to any given situation: Lockdown, Evacuate, Shelter.

Lockdown is followed by "This is a Lockdown. This is not a drill. Teachers secure your classrooms," which is repeated 3 times. At this point the teachers cover windows, lock doors, turn out lights, and move students to floor and away from windows and entry points. The doors are not to be opened for any reason and will only be opened by the Administration, Campus Supervisors, or the Police when the Lockdown is clear. The goal is to secure individual rooms and keep students quiet and in place.

Evacuate is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. See attachments for specific protocol for each response.

Shelter means there is something outside that we don't want students or staff to interact with and people should stay indoors. Teachers and staff can run business as usual.

The school communicates with the community through Parentsquare, which has the ability to send Smart Alerts. These alerts send a notification to email, cell numbers, and contact numbers on file. It is the most "urgent" alert we can send.

See Appendix A

Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

Visitors to CHS are required to check in at the main office and identify their business at the school. Visitors who will conduct their business in the main office are not required to sign in and wear a visitor pass. Individuals who will be conducting business or work on the school grounds are required to check in and out by signing the visitor log. All visitors are also required to wear a "Visitor Pass" to identify that they have followed the appropriate procedures on campus and have been approved. Highly visible signs have been added to the front of the building to direct visitors to the main office.

See Appendix A

Procedures for Safe Ingress and Egress of Pupils, Parents, and Staff AR 0450

Describe the procedures for safe passage when students and adults are entering and leaving school grounds. Identify your site's access points. Describe the utilization of campus supervisors, security personnel, and security equipment. Students/Parents are to enter the parking lot through the middle gate entrance and exit at the north end by the tennis courts. The south exit at the Mendocino light is only for buses and/or staff. During the school day, from 9:00 am - 2:40pm, the middle and tennis court gates are locked and the only entrance/exit is at the Mendocino light. This was implemented due to concern over the lack of direct knowledge of who was entering/leaving campus.

MDUSD has a "Closed Campus" policy; all campuses are closed. Students stay on campus once they arrive unless they have a Permit to Leave or their school day is completed. Permission to leave is obtained through the Attendance office. Teachers may not excuse students to leave at any time. Students are not permitted in the parking lot during class, at brunch or at lunch. Concord High students may not be on any other campus during the regular school day.

All access gates to the school buildings are open in the morning until about 9:00 am and then re-opened at the end of the day around 2:40pm. The only entrance to the school buildings during the school day is through the main front gate.

Campus Supervisors and Administration monitor the ingress and egress of students and visitors to campus. All supervisors use 2 way radios as our primary form of communication and personal cell phones if needed.

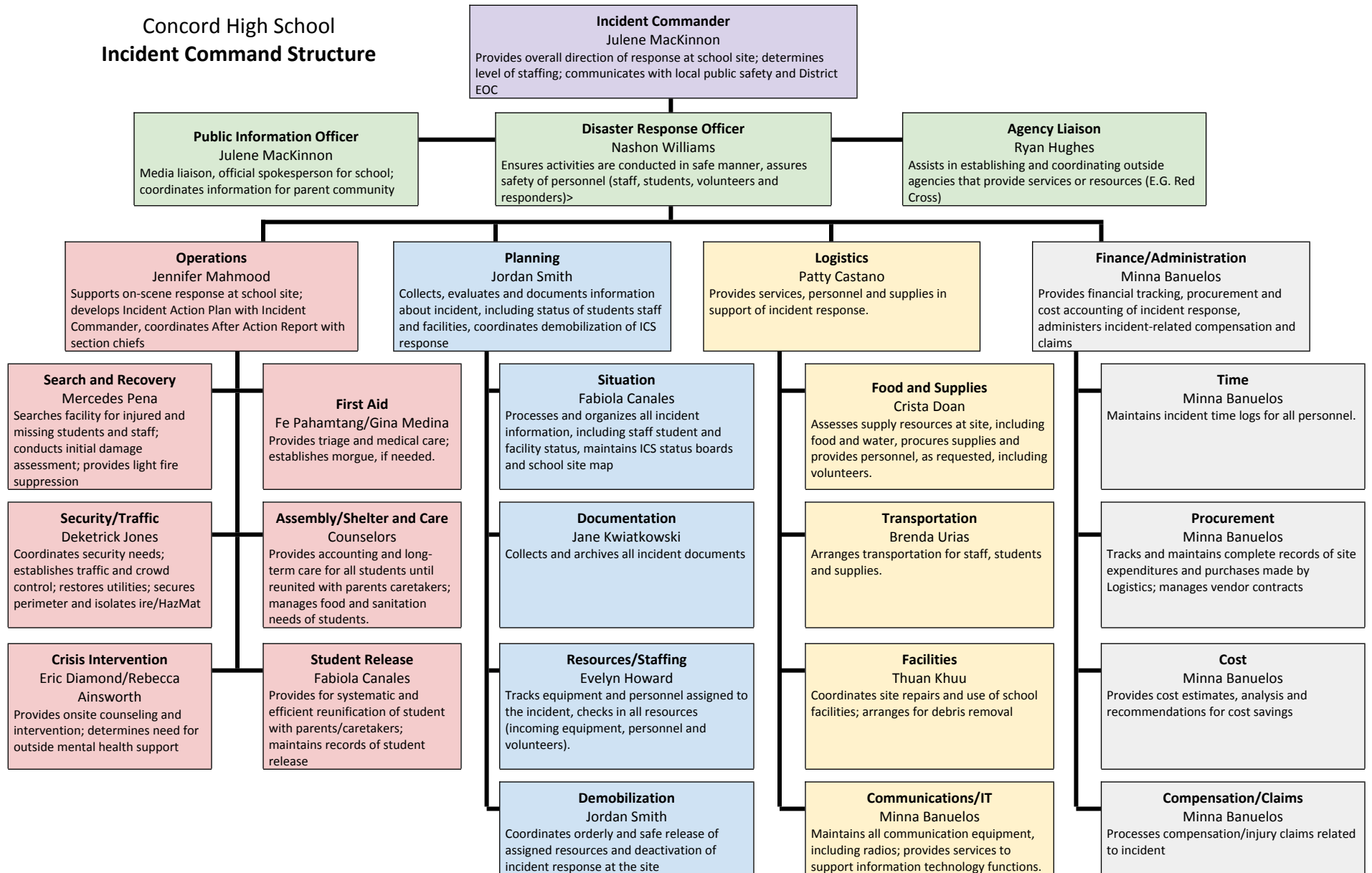
See Appendix A

Students with Disabilities

If you have not described them elsewhere in your safety plan, include adaptations for students with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. SEC §. 12101 et seq.) for disaster procedures, routine and emergency.

Students with disabilities are carefully monitored by their teachers and paraprofessional staff. In the event of a drill, teachers are informed ahead of time so that they can prepare students who have difficulty with crowds and loud sounds for the drill. Students are paired strategically with assistants so that they feel safe and can evacuate efficiently. Teachers have information regarding students' medical and emotional needs available to them to provide support in the event it is needed. Students attending general education classes who need intense support are always in the presence of paraprofessionals who are knowledgeable and informed about the students and their needs. Parents can contact the school and consult with case managers if any additional support or explanation is necessary.

Concord High School Incident Command Structure



| <div>BOMB THREAT OR SUSPICIOUS PACKAGE</div> <ul style="list-style-type: none"> Upon notification of a bomb threat, the principal will decide whether to clear the building for the safety of staff and students. Follow Evacuation procedures. <p>Anyone discovering a suspicious package, box, or strange device will do the following:</p> <ul style="list-style-type: none"> Do not touch or remove strange objects. Notify the principal. Listen for directions from the principal. | <div>STUDENT RELEASE</div> <ul style="list-style-type: none"> Students will be released only to authorized adults listed on Emergency Release Card. Staff will check identification. Adults picking up students must sign Student Release Log and indicate destination. If designated assembly areas on campus are not usable, release will take place from one of the off site locations. Incident Commander will advise the location and process for students release. Describe any additional practices: | <div>Concord High School</div> <div>Emergency Cliff Notes</div> <div>Guiding Principle</div> <p>Safety for the greatest number.</p> <div>The 3 C's</div> <ul style="list-style-type: none"> Stay in Control <ul style="list-style-type: none"> Create/Remain calm Stay alert! Stay in Communication Stay Coordinated <div>**STAFF ONLY**</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|------|-----|-----------|------------------|-----|-----|--------------|-----|-----|-----------|-----|-----|-----------|-----|-----|-------------|-----|-----|-----------------|-----|-----|--------------|-----|-----|---------------|-----|-----|------------------|-----|-----|------------------|-----|-----|-------------------|-----|-----|-------------|-----|-----|-------------|-----|-----|-----------------|-----|
| <div>INTRUDER</div> <ul style="list-style-type: none"> Remain calm, lock door immediately! Do not call office unless you witnessed incident or suspects. Pull in as many students as you can while locking door. Students not in their classroom-report to nearest classroom as quickly as possible. Not able to get in: bathroom/MU/GYM/library. Close windows and curtains or blinds. Shut off all lights in classroom. Turn off all electrical equipment – TV's, etc. (Leave on <u>one</u> computer so classroom and office can communicate via e-mail.) Move students to floor in darkest, safest part of the room away from doors and windows. Take roll. Office will account for students by: teachers call in/email. Keep students completely quiet. Ignore all bells until further notice. Do no allow anyone to leave or enter classroom. Release from drill will be: campus supervisor/administration release | <div>CPR and/or FIRST AID TRAINED STAFF</div> <table> <tr> <th>Name</th><th>CPR</th><th>First Aid</th></tr> <tr><td>Megan Coddington</td><td>YES</td><td>YES</td></tr> <tr><td>Fe Pahamtang</td><td>YES</td><td>YES</td></tr> <tr><td>Matt Ryan</td><td>YES</td><td>YES</td></tr> <tr><td>Jess Mays</td><td>YES</td><td>YES</td></tr> <tr><td>Matt Harrod</td><td>YES</td><td>YES</td></tr> <tr><td>Cameron Machado</td><td>YES</td><td>YES</td></tr> <tr><td>Christa Doan</td><td>YES</td><td>YES</td></tr> <tr><td>Becky Heindel</td><td>YES</td><td>YES</td></tr> <tr><td>Norma Meyerkorth</td><td>YES</td><td>YES</td></tr> <tr><td>Julene MacKinnon</td><td>YES</td><td>YES</td></tr> <tr><td>Lanette Stanziano</td><td>YES</td><td>YES</td></tr> <tr><td>Gina Medina</td><td>YES</td><td>YES</td></tr> <tr><td>Ryan Clason</td><td>YES</td><td>YES</td></tr> <tr><td>Nashon Williams</td><td>YES</td><td>YES</td></tr> </table> | | Name | CPR | First Aid | Megan Coddington | YES | YES | Fe Pahamtang | YES | YES | Matt Ryan | YES | YES | Jess Mays | YES | YES | Matt Harrod | YES | YES | Cameron Machado | YES | YES | Christa Doan | YES | YES | Becky Heindel | YES | YES | Norma Meyerkorth | YES | YES | Julene MacKinnon | YES | YES | Lanette Stanziano | YES | YES | Gina Medina | YES | YES | Ryan Clason | YES | YES | Nashon Williams | YES |
| Name | CPR | First Aid | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Megan Coddington | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fe Pahamtang | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matt Ryan | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jess Mays | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matt Harrod | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cameron Machado | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Christa Doan | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Becky Heindel | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Norma Meyerkorth | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Julene MacKinnon | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lanette Stanziano | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gina Medina | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ryan Clason | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nashon Williams | YES | YES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|---|---|---|
| <div>CHAIN OF COMMAND</div> <p> Julene MacKinnon = Incident Commander Ryan Hughes = IC Alternate #1 Nashon Williams = IC Alternate #2 Jennifer Mamoot = IC Alternate #3 Refer to complete command structure </p> <div>LOCATIONS</div> <p> Command Post Primary: Office Alternate: Library Evacuation Primary: Blacktop near Gym Alternate: Practice/Football Fields Off-site: El Dorado MS Field Alt Off-site: Dave Brubeck Park First Aid/Triage/Supplies/Student Medication Primary: Multi Use Room Alternate: Small Gym Morgue Primary: Weight Room Alternate: Room 803 Student Release Primary: Parking Lot Alternate: Practice Fields Off-site: El Dorado Field Alt Off-site: Dave Brubeck Park </p> <div>COMMUNICATIONS</div> <p> Within Your Environment: <ul style="list-style-type: none"> Manage environment. Communicate with your students. Call 911 for emergency in your space only and inform office. Call office if you need campus support. Allow students to text that they are safe. Upon exit green/red dot from white boards to indicate room is all clear and lock door. </p> <p> During Evacuation: <ul style="list-style-type: none"> Manage environment. Communicate emergency situation to Incident Commander via red and green dots from white boards. Call 911 if emergency response is required. Do not call office unless you witnessed incident or suspects. Allow students to text that they are safe. </p> | <p>School staff will announce drill or emergency.</p> <p>Drill: "This is a/n_____Drill. Teachers and students take your places for_____."</p> <p>Emergency: " Fire, please evacuate to_____.""Lockdown, lockdown, lockdown." "Please lock your doors, this is a LOCKOUT."</p> <p>Evacuation Location: parking lot</p> <div>EVACUATION</div> <p>Evacuation Procedures</p> <ol style="list-style-type: none"> Take emergency backpack, and attendance information. Teachers evacuate with current class. If evacuation occurs outside of a class period: students should move to the closest evacuation area. Upon exit green dot/red dot from white board will be on display to indicate room is all clear and lock door. Keep unlocked if victim is inside. Check with buddy teacher. Assist/evacuate both classes if needed. If on prep or don't have a class: report to normal evacuation area. Check common areas while evacuating. Evacuate to primary location via assigned route, adjust as needed. At evacuation location, line up, and take attendance. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice: n/a Stay with class unless you are released to assume other duties. Release from drill will be office manager "all clear to return to class" over the loud speaker. Communicate with your students and maintain control. | <div>FIRE</div> <ul style="list-style-type: none"> Sound Alarm. Evacuate immediately. Follow evacuation procedures. <p>Burning clothing Stop-drop-roll, smother fire with jackets, etc.</p> <div>EARTHQUAKE</div> <p><u>Inside</u></p> <ul style="list-style-type: none"> Move away from windows, shelves, and heavy objects. Drop to the floor. Duck, cover, and hold under a table, desk, or doorway. Stay in position until directed to evacuate or take other protective action. Follow Evacuation Procedures. <p><u>Outside</u></p> <ul style="list-style-type: none"> Move away from buildings and trees. Duck to ground and cover head with arms. When shaking stops, proceed to evacuation site (fire drill location) <div>SHELTER-IN-PLACE/LOCKDOWN</div> <p>Announce alert.</p> <div>CHEMICAL SPILL OR RELEASE</div> <ul style="list-style-type: none"> Do not permit anyone to leave the room. Close windows, curtains or blinds, and doors. Turn off heating or air conditioning. Office will call for student accounting. Stay inside and keep students calm and working. Wait for further instructions or an all clear. Electricity will be left on. Intercoms, radios, and TV's may be used for getting information during the event. |
|---|---|---|

Opioid Prevention and Life-Saving Response Procedures

School Administrators, and staff volunteers, are trained annually to recognize symptoms of an overdose and administer Naloxone. All schools are provided with free Naloxone in the event of a suspected overdose.

Rescue steps include:

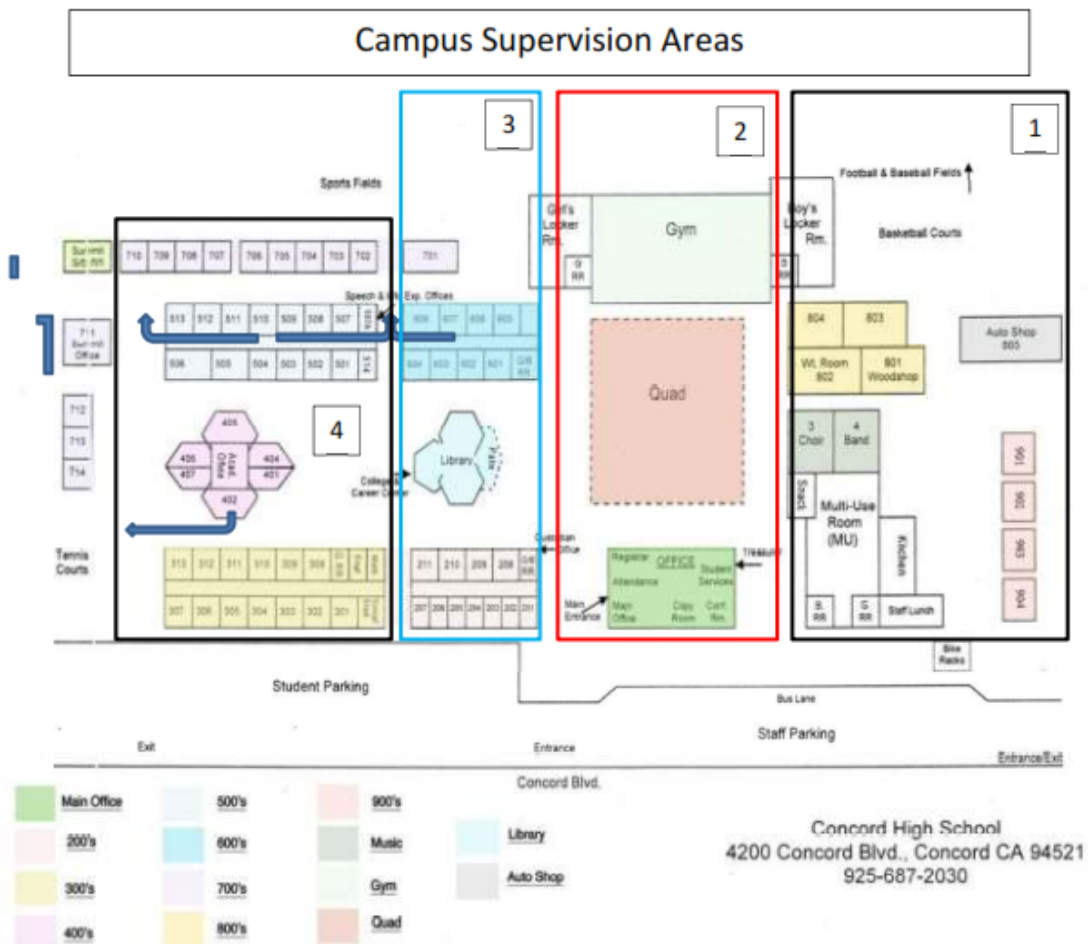
- Step 1: Checking for signs of overdose
 - o Loss of consciousness
 - o Fingernails or lips blue/ purplish black
 - o Can't rouse - unable to speak
 - o Face pale or clammy
 - o Limp body
 - o Vomiting
 - o Breathing/heartbeat slow or stopped
 - o Choking sounds or snore-like gurgling
- Step 2: Call 911
- Step 3: Administer Naloxone and rescue breathing
- Step 4: Monitor and administer Naloxone again, if necessary

Naloxone lasts for 30 to 90 minutes and may wear off before the effects of opioids wear off, resulting in another overdose. If possible, stay with the person for several hours to ensure they don't overdose again. If the person cannot walk and talk well after waking up, it is very important that they are taken to the hospital for additional medical support.

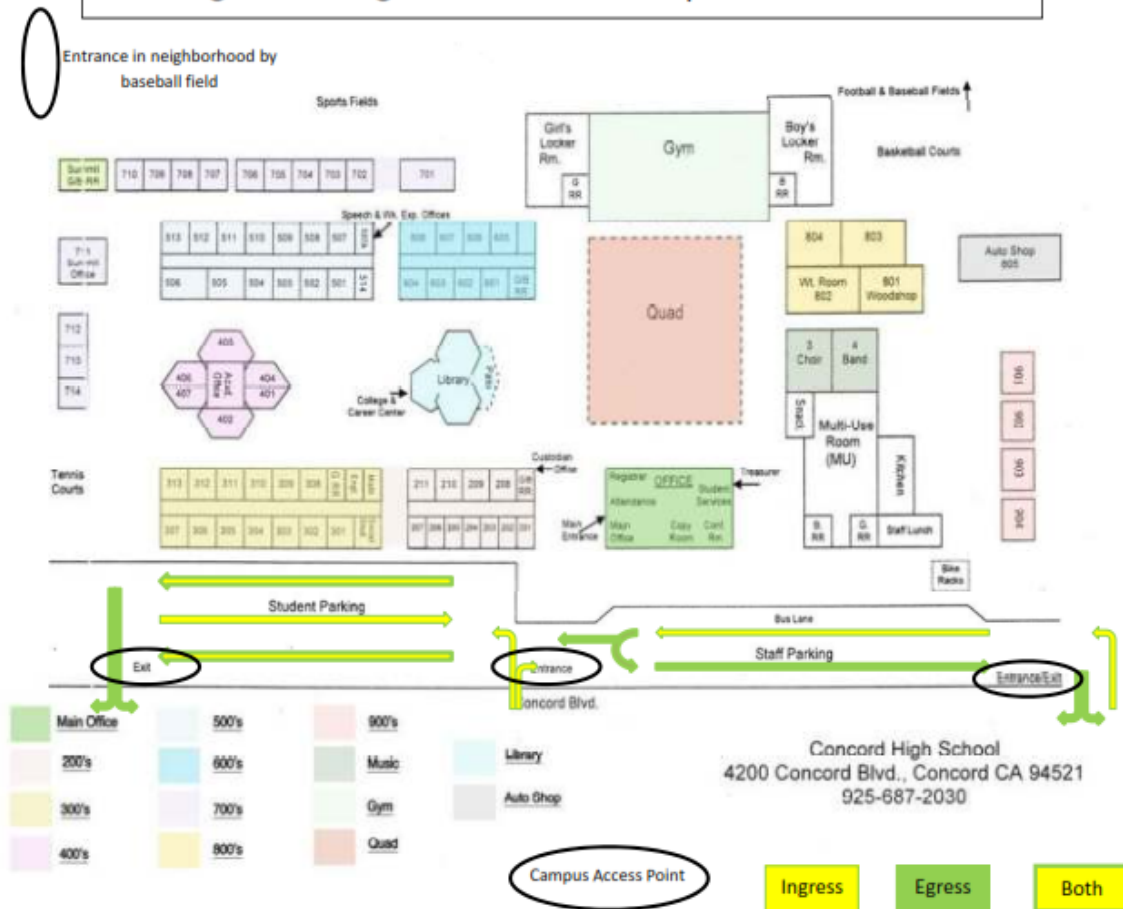
Maps

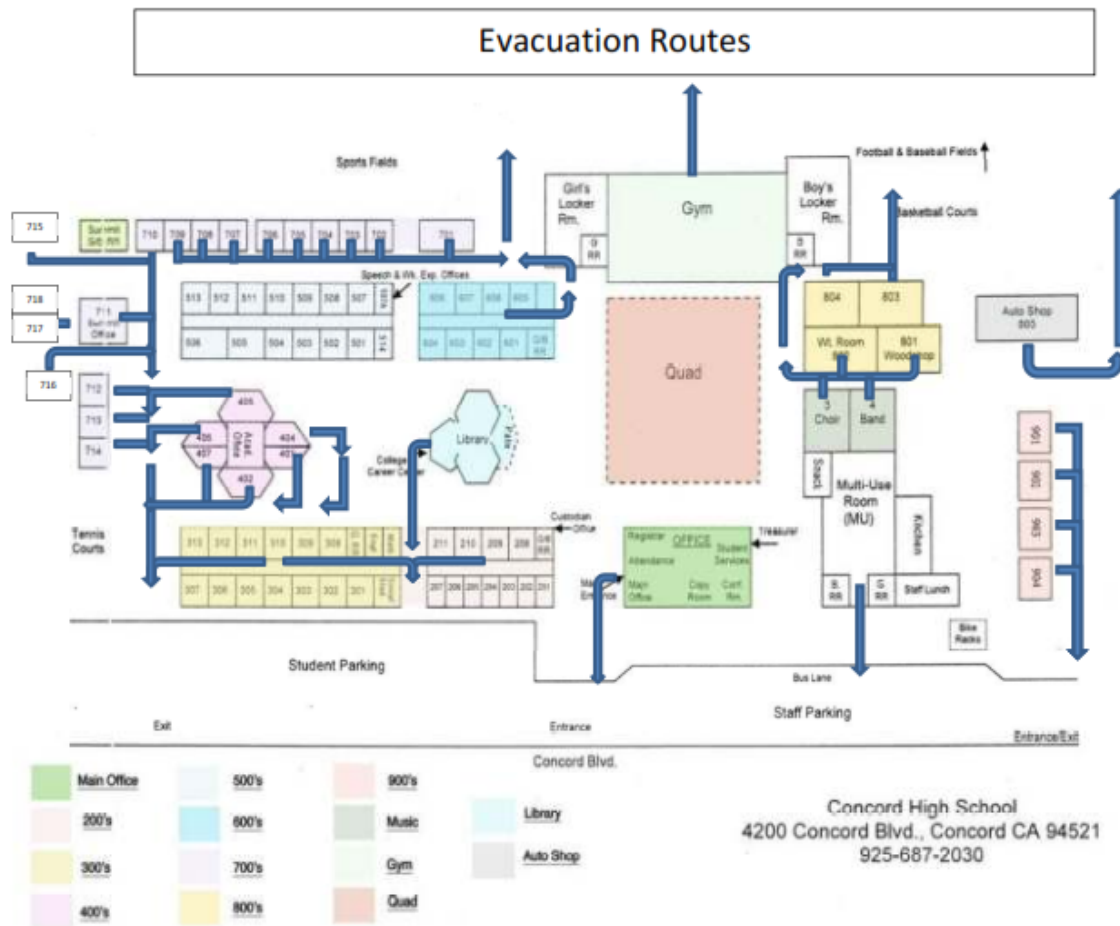
Insert labeled site maps that contain the following information:

1. Ingress and egress patterns.



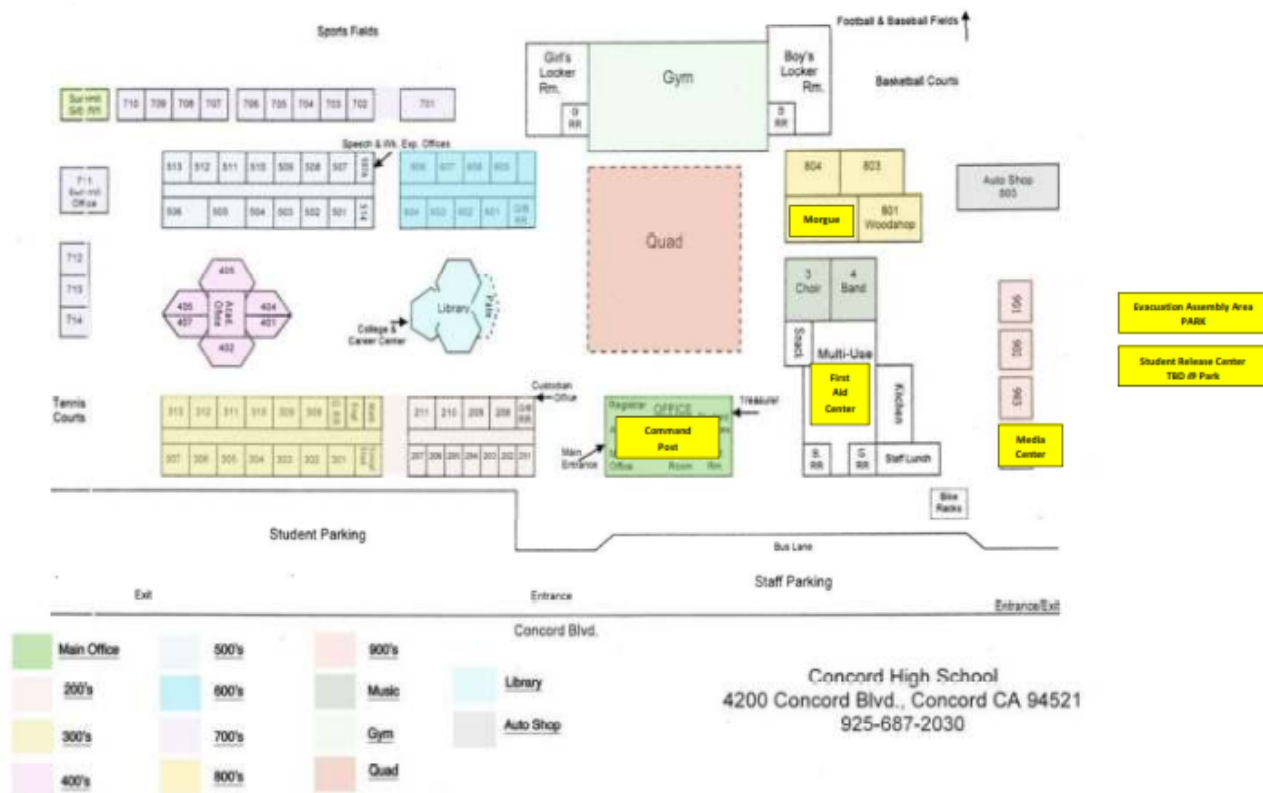
Ingress and Egress Patterns – Campus Access Points





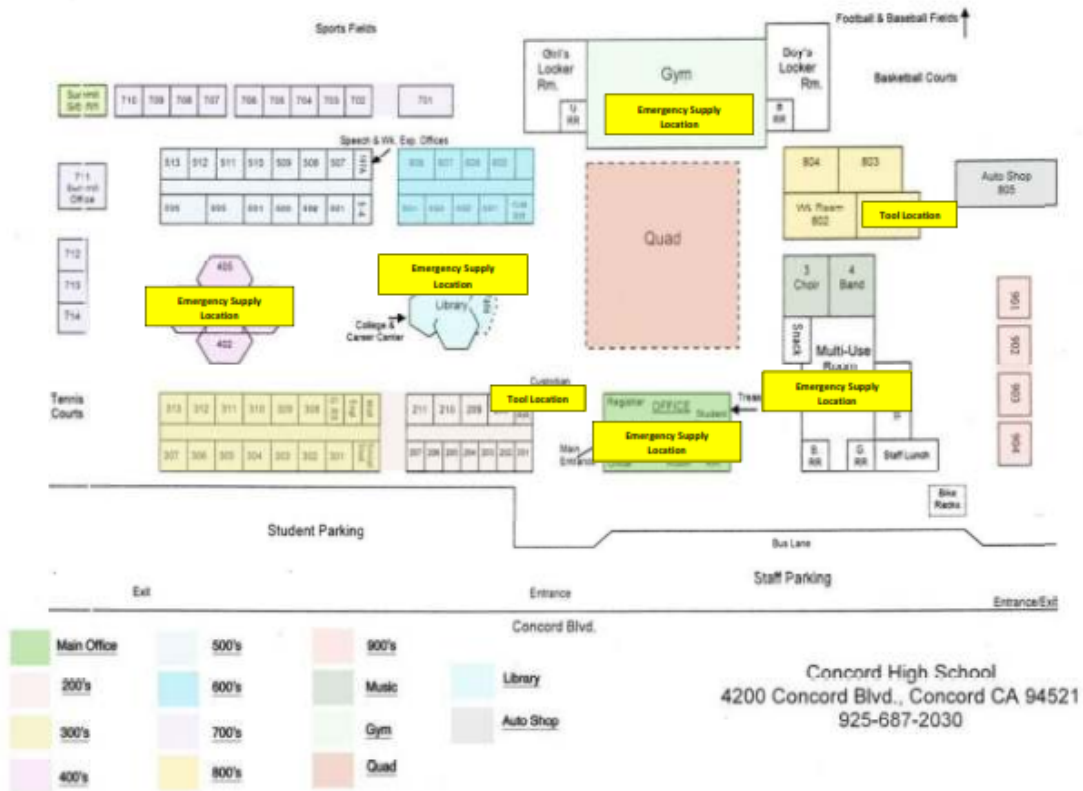
- Incident Command System locations: command post, morgue, first aid center, evacuation assembly area, student release area, media area.

Incident Command System Locations



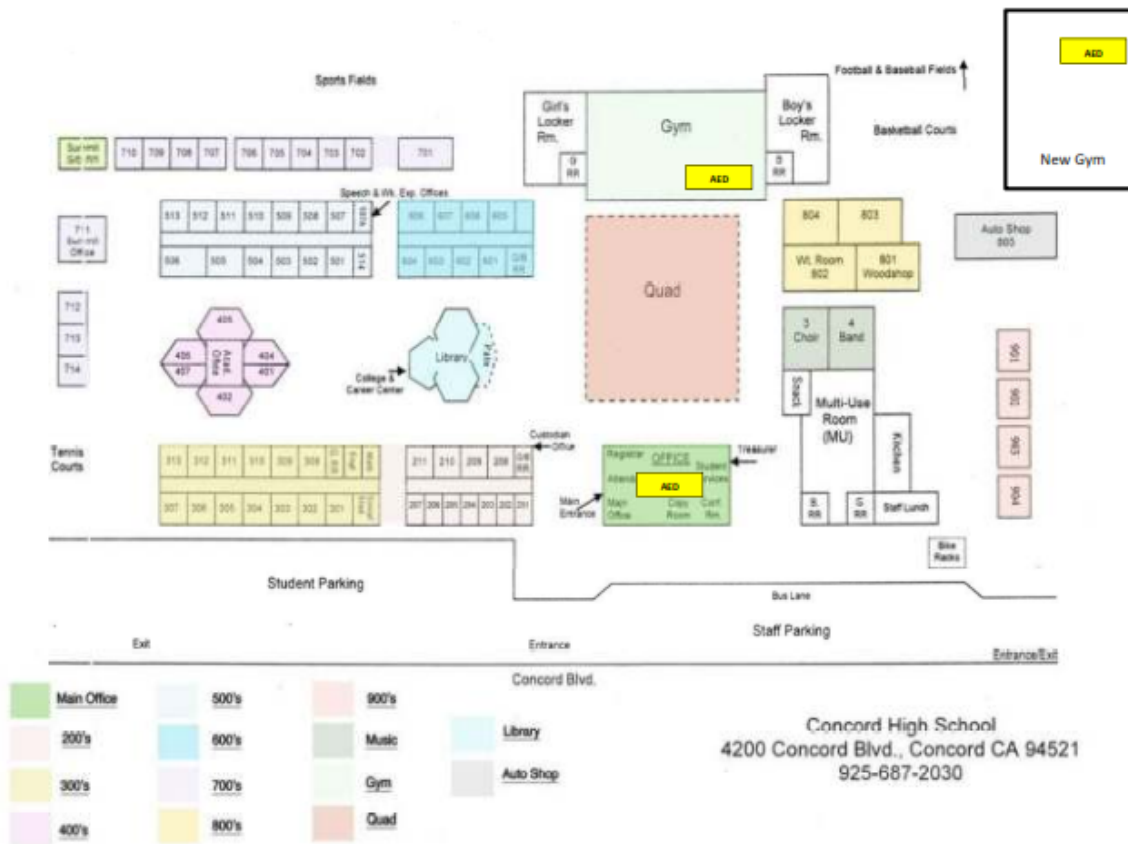
4. Emergency and first aid supply locations, and school tool kit(s) locations.

Emergency Supply Locations

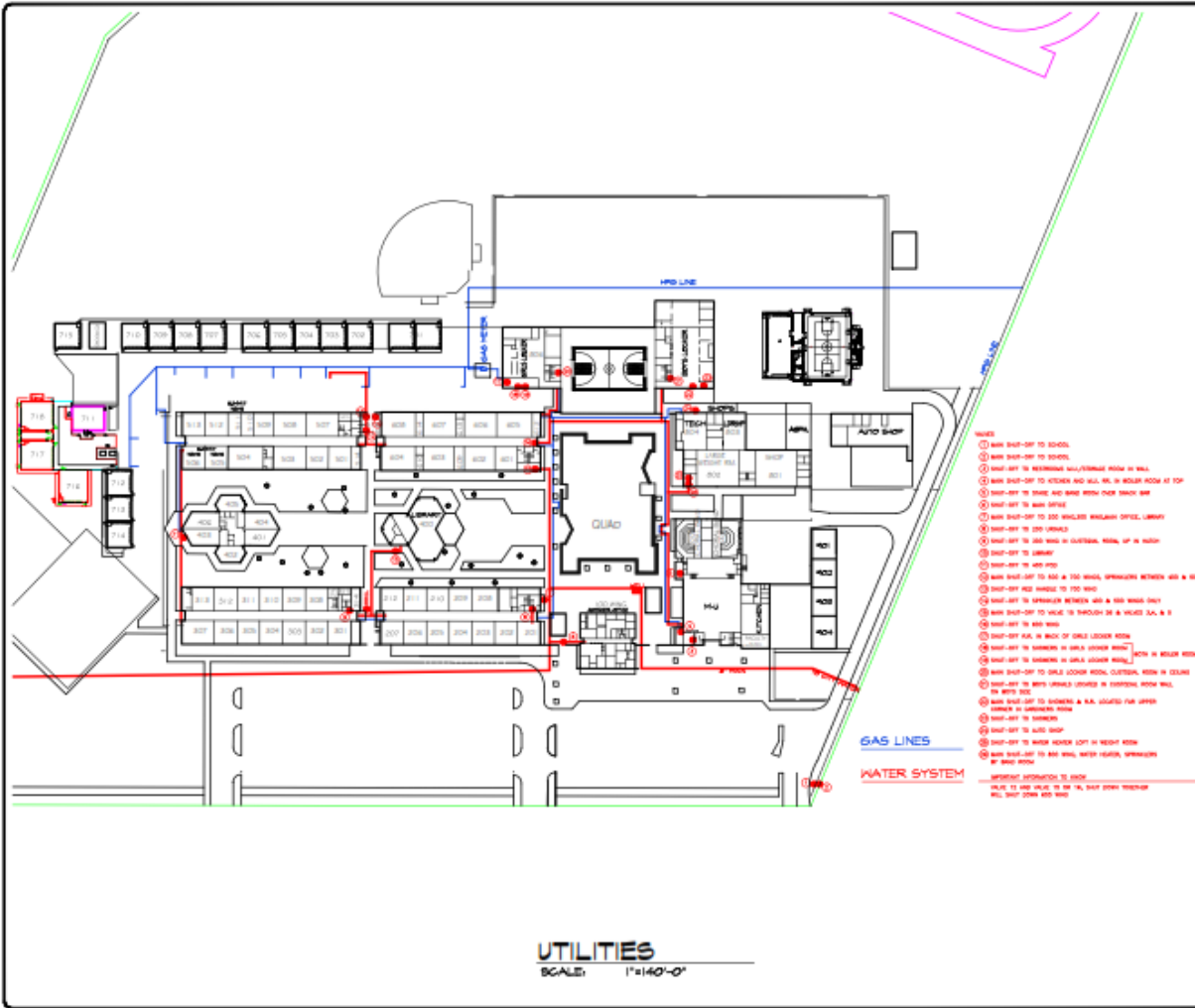


5. Location of AEDs.

AED Locations



6. Locations of utility lines and shut off valves.



MDUSD
1400 GASOLINE ALLEY
CONCORD, CA 94520

DISTRICT : XXX-XXX-XXXX
MAINT : 925-825-1440
FAX : 925-850-4802

CONCORD HIGH SCHOOL
4000 CONCORD BLVD
CONCORD, CA 94521

| | |
|----------------------------|----------------|
| SITE PLAN UTILITIES | |
| DESIGNED BY: K&H | DATE: 11/14/08 |
| CHECKED BY: N/A | DATE: N/A |
| APPROVED BY: N/A | DATE: N/A |
| PROJECT NUMBER: XXX-2002-X | |
| SCALE: AS NOTED | |
| SHEET NUMBER: EDU-1 | |
| 1 OF 1 | |

Appendix A: Active Shooter Event Quick Reference Guide

When law enforcement arrives:

- Remain calm and follow instructions
- Drop items in your hands (e.g., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers, such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not ask questions when evacuating

Information to provide to 911 operations:

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

For questions or additional assistance contact:

Your local law enforcement authorities or FBI Field office:



Department of Homeland Security
3801 Nebraska Ave, NW
Washington, DC 20528



ACTIVE SHOOTER EVENT QUICK REFERENCE GUIDE

An “active shooter” is an individual who is engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

- Victims are selected at random
- Event is unpredictable and evolves quickly
- Knowing what to do can save lives

ACTIVE SHOOTER EVENTS

When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation.



You have three options:

- Have an escape route and plan in mind
- Leave your belongings behind
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible
- Do not attempt to move the wounded
- Prevent others from entering an area where the active shooter may be
- Keep your hands visible
- Call 911 when you are safe
- Hide in an area out of the shooter's view
- Lock door or block entry to your hiding place
- Silence your cell phone (including vibrate mode) and remain quiet

- Fight as a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible
- Improvise weapons or throw items at the active shooter
- Commit to your actions . . . your life depends on it

The first officers to arrive on scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove injured.

Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

EASY AS ABC

THREE STEPS TO PROTECT YOUR CHILD DURING EMERGENCIES IN THE SCHOOL DAY



ASK how you would be reunited with your child in an emergency or evacuation



BRING extra medications, special food, or supplies your child would need if you were separated overnight



COMPLETE a backpack card and tuck one in your child's backpack and your wallet

**BACKPACK
EMERGENCY
CARD**



ASK how you would be reunited with your child in an emergency or evacuation

How would you find your child if an emergency happened during the school day?

If students had to evacuate, where should parents/guardians go for pick up?

Across the street at El Dorado MS field

How would the school notify you in the event of emergency?

The school will send an all call through Parent Square





BRING extra medications, special food, or supplies your child would need if you were separated overnight

An emergency might require a sudden sleepover. Tell school administrators about any extra supplies your child may need to safely make it through a night away from home.

What essential supplies would your child need if separated from you overnight? (Medications? Inhaler? Milk? Diapers? Battery pack for special equipment?)

Does the school have an emergency stockpile of these items? **Yes No**

If your child has special medications, can extras be kept at the school? **Yes No**

What is the school policy for how and when medicine can be administered to your child?

Medications are administered by specific staff (nurse, front office staff, principal, office manager) at the time stated by parent/health plan on file.



COMPLETE a backpack card and tuck one in your child's backpack and your wallet

Emergencies are chaotic! Make sure your child or their school knows how to reach you, and who should be called if your phone isn't working.

Complete an emergency contact card to make sure you and your child know how to get in touch quickly.

Cut Here

Fold Here

BACKPACK EMERGENCY CARD

Child's Name:
Date of Birth:
Home Phone: Cell Phone:
School Name: Concord High School
School Phone Number:
Special needs, medical conditions, allergies, important information:

DIAL 911 FOR EMERGENCIES

Parent/Guardian/Caregiver

| | |
|-------------------|--------------------|
| Name: | E-mail: |
| Cell Phone: | Alternative Phone: |
| Text Okay: Yes No | Employer: |
| Name: | E-mail: |
| Cell Phone: | Alternative Phone: |
| Text Okay: Yes No | Employer: |

Out of Town Contact

| | |
|-------------|--------------------|
| Name: | E-mail: |
| Cell Phone: | Alternative Phone: |

DIAL 911 FOR EMERGENCIES

For more information on steps you can take now to protect children during emergencies and disasters visit: emergency.cdc.gov/children

Appendix C: Board Policies and Administrative Rules

The Mt. Diablo Unified School District Board Policies and Administrative Regulations listed below can be found on our district website www.mdusd.org under the tab "Board of Education."

Policies in Numerical Order

Community Relations BP 1112 (Emergency Communications)
Campus Security AR 3515
Emergency and Disaster Preparedness BP/AR 3516
Fire Drills and Fires AR 3516.1
Bomb Threats AR 3516.2
Earthquake Emergency Procedure System AR 3516.3
Sexual Harassment Personnel BP/AR 4119.11
Employee Security BP/AR 4258 Workplace Violence Prevention and Reporting (Procedures to Notify Teachers of Dangerous Pupils)
Employee Security BP/AR 4358 Workplace Violence Prevention and Reporting
Conduct (Students) BP 5131
Bullying BP 5131.2
Dress and Grooming BP/AR 5132
Child Abuse Reporting Procedures BP/AR 5141.4
Child Abuse Prevention BP 5141.41
Discipline BP 5144
Suspension and Expulsion/Due Process BP/AR 5144.1
Suspension and Expulsion/Due Process (Students with Disabilities) AR 5144.2
Nondiscrimination / Harassment and Transgender Policy BP/AR 5145.3
Student Conduct and Discipline: Anti-Bullying BP/AR 5145.4
Sexual Harassment Students BP/AR 5145.7
Hate Motivated Behavior BP 5145.9

Policies in Alphabetical Order

Bomb Threats AR 3516.2
Bullying BP 5132.2
Campus Security AR 3515
Child Abuse Prevention BP 5141.41
Child Abuse Reporting Procedures BP/AR 5141.4
Community Relations BP 1112 (Emergency Communications)
Comprehensive Safety Plan BP/AR 0450 (Public Agency Use of School Buildings for Emergency Shelter)
Conduct (Students) BP 5131
Discipline BP 5144
Dress and Grooming BP/AR 5132
Earthquake Emergency Procedure System AR 3516.3
Emergency and Disaster Preparedness BP/AR 3516
Employee Security - Workplace Violence Prevention and Reporting BP 4358
Employee Security- Workplace Violence Prevention and Reporting (Procedures to Notify Teachers of Dangerous Pupils) BP/AR 4258
Fire Drills and Fires AR 3516.1
Hate Motivated Behavior BP 5145.9
Nondiscrimination / Harassment and Transgender Policy BP/AR 5145.3
Sexual Harassment Personnel BP/AR 4119.11
Sexual Harassment Students BP/AR 5145.7
Student Conduct and Discipline: Anti-Bullying BP/AR 5145.4
Suspension and Expulsion/Due Process (Students with Disabilities) AR 5144.2
Suspension and Expulsion/Due Process BP/AR 5144.1

Appendix D: Notice of Public Hearing Letter

| |
|---------------|
| Mayor: |
| |



Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

chs.mdusd.org

Notice of Public Hearing

The Honorable Mayor Edi Birsan
Concord City Hall
1950 Parkside Drive
Concord, CA 94519

February 1, 2024

Dear Mayor Birsan:

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing gang related apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted, is February 27, 2024 at 3:30pm in the CHS College and Career Center. You are encouraged to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at mackinnonj@mdusd.org if you are planning to attend this meeting, or if you have questions regarding this matter.

Sincerely,
Julene MacKinnon
Concord High School, Principal

A handwritten signature in black ink, appearing to read "Julene MacKinnon", with a long horizontal line extending to the right.

MDEA:



Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

chs.mdusd.org

Notice of Public Hearing

February 1, 2024

Dear MDEA:

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Julene MacKinnon
Concord High School, Principal

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| CST: |
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Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

chs.mdusd.org

Notice of Public Hearing

February 1, 2024

Dear CST:

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Julene MacKinnon

Concord High School, Principal

CSEA:



Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

chs.mdusd.org

Notice of Public Hearing

February 1, 2024

Dear CSEA:

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Julene MacKinnon
Concord High School, Principal

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| Teamsters: |



Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

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Notice of Public Hearing

February 1, 2024

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Julene MacKinnon
Concord High School, Principal

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| Parent Club: |



Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

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Notice of Public Hearing

February 1, 2024

Dear PFC:

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Julene MacKinnon
Concord High School, Principal

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| Student Government: |



Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

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Notice of Public Hearing

February 1, 2024

Dear ASB:

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Julene MacKinnon
Concord High School, Principal

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| Other: |



Concord High School

4200 Concord Blvd, Concord, CA 94521

925-687-2030

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Notice of Public Hearing

Chief of Police Mark Bustillos
City of Concord
1350 Galindo Street
Concord, CA 94520

February 1, 2024

Dear Chief Bustillos:

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Concord High School

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Notice of Public Hearing

February 1, 2024

Dear MDSPA:

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Appendix E: Assurances

Directions: Use the mouse to sign your signature in the appropriate areas.

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| <p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p> | <p>Date of Public Hearing: February 27, 2024</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - Local Mayor - Representative of the local school employee organization - A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs - A representative of each teacher organization at the school site - A representative of the student body government - All persons who have indicate they want to be notified | | |
| | <p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - A representative of the local churches - Local civic leaders - Local business organizations - In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i> | | |
| <p>Review of Progress for Last Year</p> | <p>February 27, 2024</p> | | |
| <p>Category</p> | <p>Name</p> | <p>Signature</p> | <p>Date</p> |
| <p>Law Enforcement Review</p> | <p>- Concord PD</p> | | <p>Date:</p> |
| <p>Site Council Approval</p> | <p>Andrew Smith</p> | | <p>Date: 2/27/2024</p> |



MT. DIABLO
UNIFIED SCHOOL DISTRICT

MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, California 94519-1358
(925) 682-8000, ext. 4220

Dear MDEA, MDSPA, CST, CSEA, and Teamsters representatives:

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Attached please find a schedule of all MDUSD school site Safety Plan public hearings. You can also access this schedule through this link: <https://bit.ly/MDUSDPublicHearings2324>

You are encouraged to attend these meetings. The meetings are an excellent opportunity for you to become familiar with the schools' safety plans and to provide input.

Please contact the school's Safety Plan coordinator (contact information is included in the attached schedule) if you are planning to attend a meeting or if you have questions regarding this matter.

Sincerely,

Christina Filios Yiannakopoulos

Christina Filios Yiannakopoulos
Assistant Director, Instructional Support