

# Comprehensive School Safety Plan

**LEA:** Mt. Diablo Unified School District  
**School:** Oak Grove Middle School  
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**School Year:** 2023-2024  
**Public Hearing Date(s):** 02/15/2024

**The school certifies completion of this safety plan.**

**School Site Council Approval:** 02/15/2024

**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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Questions, concerns or complaints regarding compliance with Title IX employee issues, please contact the Chief of Human Resources, John Rubio, at 1936 Carlotta Drive, Concord, CA 94519, by phone (925) 682-8000, or email at [rubioj@mdusd.org](mailto:rubioj@mdusd.org). Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Equity Compliance Officer, Jennifer Sachs, Chief of Educational Services, at 1936 Carlotta Drive, Concord, CA 94519, by phone (925) 682-8000, or email at [sachs@mdusd.org](mailto:sachs@mdusd.org).

## Table of Contents

School’s Vision Statement EC 32282 (a)(2)(H) .....	6
Safety Plan Development and Review Committee EC 32282(e) .....	7
Safety Plan Annual Training and Review Log BP 0450; BP 3516 .....	8
School Climate .....	8
Current Status of School Crime .....	8
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.....	9
Provide and Maintain a High Level of School Safety EC 32282(a)(2) .....	9
School Interventions and Support Systems BP 5144; AR 5149 .....	10
Ensuring a Safe and Orderly Environment AR 0450 .....	13
Component I: The Social Climate, People, and Programs.....	13
Ensuring a Safe and Orderly Environment AR 0450.....	16
Component II: Physical Environment.....	16
School-wide Dress Code BP/AR 5132.....	20
School Discipline, Rules and Consequences BP 5131; BP 5144.....	21
General Emergency Preparedness .....	21
EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN.....	21
CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM .....	23
COMMAND AND ORGANIZATION DURING A CRISIS .....	23
INCIDENT COMMAND SYSTEM (ICS) .....	24
SCHOOL STAFF EMERGENCY RESPONSIBILITIES.....	28
Potential Emergency Types and Responses Part One .....	30
ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION.....	30
BOMB THREAT/SUSPICIOUS PACKAGE .....	32
EARTHQUAKE .....	32
FIRE34	
INTRUDER ALERT/ANTI-VIOLENCE RESPONSE .....	35
Potential Emergency Types and Responses Part Two.....	37

CHEMICAL SPILLS WITHIN THE SCHOOL .....	37
CHEMICAL ACCIDENT NEAR THE SCHOOL.....	37
CRISIS INVOLVING INDIVIDUAL STUDENTS AND/OR STAFF .....	37
DISCARDED WEAPON OR DRUG LAB/PARAPHERNALIA.....	37
EXPLOSION.....	38
FALLEN AIRCRAFT.....	38
NATURAL GAS LEAK OR RUPTURED GAS LINE .....	38
RABID OR VICIOUS ANIMAL .....	39
SEVERE WINDSTORM.....	39
UTILITIES LOSS OR FAILURE .....	39
EVACUATION PROCEDURES .....	41
STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE.....	42
TRAINING .....	43
RECOMMENDED EMERGENCY SUPPLIES .....	44
Site Emergency Preparedness Plan.....	47
Safety Plan Timeline and Checklist .....	47
Emergency Alarm and Drill Log AR 3516.1.....	48
Emergency Contact Numbers .....	50
Campus Disturbances and Disruptions BP/AR 5131.4; BP/AR 3515.2 .....	51
Access to School Campus by Visitors BP/AR 1250 .....	52
Procedures for Safe Ingress and Egress of Pupils, Parents, and Staff AR 0450.....	53
Students with Disabilities.....	53
Incident Command Structure.....	54
Emergency Cliff Notes.....	55
Opioid Prevention and Life-Saving Response Procedures .....	57
Maps .....	58
Appendix A: Active Shooter Event Quick Reference Guide.....	65
Appendix B: ABC's – Three Steps to Protect Your Child During Emergencies in The School Day. ....	67
Appendix C: Board Policies and Administrative Rules .....	71

Appendix D: Notice of Public Hearing Letter .....72

Appendix E: Assurances .....86

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

Every Oak Grove Wildcat is nurtured and supported to achieve their fullest potential and have the essential skills to contribute to our local and global community.

At Oak Grove Middle School we stand for collaborative practices where children learn through inquiry and culturally-proficient teaching. We collaborate to strengthen student engagement and to foster a safe environment which inspires life long learners and internationally conscious citizens.

**Safety Plan Development and Review Committee EC 32282(e)**

<p align="center"><b>School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members</b></p>	Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other Other School Staff
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Alejandro Ramos	X						
2. Jennifer Guirola		X					
3. Julie Snow		X					
4. Shalini Ramos		X					
5. Suaad Saleh		X					
6. Lauren Shirley				X			
7. Rosa Meza				X			
8. Kathy Soltero					X		
9. Mikaela Rea						X	
10. Joseph Huerta						X	
11. Rhyle Garcia						X	
12. vacant				X			
13.							
14.							
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	
OTHER	August	17	9:00 am	Williams visit to ensure a safe and clean learning environment: classroom egress and ingress, safety hazards, and potential poisons and toxins.
Faculty Meeting	August	7	11:30 am	Review safety details and update on culture and climate.
Safety Committee Meeting	September	25	3:30 pm	Incident Command Center School Safety Training
Safety Committee Meeting	January	17	3:30 pm	Community input meeting regarding safety and discipline.
Faculty Meeting	February	7	3:00 pm	Presentation of plan and updated incident command structure to staff.
SSC Meeting	February	15	8:30 am	Voting by School Site Council members for final approval.
Public Hearing	February	15	8:00 am	Presentation of goals and update on culture and climate.

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](http://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
<b>Suspensions</b> (number of incidents)	2	82	42	67
- Violence	0	61	34	59
- Tobacco	0	0	2	0
- Drugs/Alcohol	0	0	0	4
- Weapons	0	2	0	4

<b>Expulsions</b>	0	1	0	1
<b>Attendance, general ed. (%)</b>	95.05%	88.9%	91.96%	92.9%
<b>Attendance, special ed. (%)</b>	93.21%	78.86%	90.14%	88.86%
<b>SART (number of referrals)</b>	302	396	256	177
<b>SARB (number of referrals)</b>	190	133	120	33
<b>SARB (number referred to Court)</b>	0	1	0	1
<b>SST (number referrals)</b>	5	2	8	10
<b>Coordinated Care Team (number of referrals)</b>	60	56	40	45
<b>Positive Behavior Team Referrals</b>	n/a	n/a	n/a	n/a
<b>Vandalism Reports</b>	0	2	0	2

**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. At Oak Grove Middle School we get input from staff (staff meetings), students (anecdotal), and parents. Although there has been an increase in suspensions over all, the staff and administration are working diligently to be proactive in resolving student conflicts and issues as they arise. The administrative team has used the district behavior matrix as a guideline, implementing more restorative practices and alternatives to suspension when appropriate. In addition, Oak Grove Middle School has opened a Wellness Center staffed by a school social worker and partnered with organizations like Family Purpose to help with student mediations and encourage students to resolve issues peacefully.

**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.

We have increased campus supervision throughout the school day and during dismissal. A campus supervisor assists with student supervision in buildings A, B & F. A second campus supervisor assists with building C, D & the gym. A third campus supervisor assists with monitoring the restrooms and hallways. All campus supervisors perform other duties as assigned in maintaining a safe campus.

During the regular school year:

Two campus supervisors begin at 7:15am to supervise students, the third begins at 9:45am. Our full day campus supervisor locks all gates on campus at 8:00 am, when classes begin. The gate at the "front of school" is monitored by a camera and has a bell. Parents (or mail carrier, UPS) ring the bell for entry after 8:00 am. Office staff monitors the camera and bell, and admits parents as needed. The main gate from the parking lot to the office is closed, and locked. When picking up students for appointments office staff asks parents for identification and emergency cards are checked before students are released to parent (or anyone requesting to take the student off campus). During passing periods, teachers are encouraged to stand in their doorway and administrators are monitoring the hallways. Students must have passes to be out of class or use the restrooms.

When an incident does occur, we have cameras around campus that can be accessed in order to identify students or others that are involved. Administrators use the district discipline matrix to assign consequences for education code violations. The increased support in the Wellness Center as well as the support of Family Purpose (Independent Service Provider) has allowed the administrative team to prevent and intervene in conflicts on the school campus. In addition, we currently have a school social worker on staff everyday.

## **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. At Oak Grove Middle School the following interventions and support systems are in place as a deterrent to suspension and expulsion:

Academic Culture:

Creating an academic culture that promotes a safe learning environment is at the heart of our work. An increasing focus on effective instructional practices, career and college readiness, and recognition programs all have contributed to our growth in this area. Oak Grove teachers and students have spent the first few weeks of school creating safe learning environments in the classrooms by using activities to build community among students and teachers.

Campus Supervision:

Ensuring adequate supervision is the key to a safe campus. A priority has been placed on having multiple supervisors on campus daily. The entire Oak Grove community has come together to provide support, notably teachers are in their doorways during passing period. There are two full-time campus supervisors and one part time campus supervisor. The Campus Supervisor Team monitors visitors to campus and is helping to decrease students roaming in the hallways. Furthermore, assigning each Campus Supervisor a designated area allows administration to more effectively keep track of the types of student infractions, the frequency of these infractions and the areas on campus they occur the most. Additionally, they are continuously building positive relationships with our students. Administrators are also monitoring hallways before and after school, during passing periods, and lunches.

Two campus supervisors begin at 7:30 am - 2:30 pm and the other at 9:45 am - 1:45 pm. The supervisors assist parents and students as needed with various issues. A third campus supervisor works five days a week monitoring the restrooms and hallways from 09:45 am - 1:45 pm. All campus supervisors perform other duties as assigned in maintaining a safe campus.

Attendance:

Staff members and parents have expressed a priority to have all students at school each and every day. There are still concerns regarding students who are habitual truants and/or have excessive absences. Information gathered via parent/teacher conferences, SART meetings, SARB hearings, and parent phone calls reveal habitual truants to be low-performing students and/or students who are experiencing difficulties in the home environment. We have resumed in person SART meetings and have begun holding SARB meetings at the Oak Grove campus in an effort to better serve our families'. In addition, we have also partnered with Family Navigator, which is a county organization that offers support and county resources to families in need (located on site at OGMS). Recognition of perfect attendance at awards ceremony are used as an incentive.

School and Home Communication:

Both parents and staff members have reported the need for continuous open channels of communication between home and school in order to enhance students' academic and social success at school. Regular automated calls are made home announcing events and sharing important information as well as the use of Parent Square which sends texts and digital flyers to families. The school website, twitter and Instagram feeds, and Homelink have been assets in promoting awareness of community happenings and accountability in student academic progress. Parent Day has been used, where families visited campus, were given tours, overviews and visited classrooms. This has been a very successful day in past years. Oak Grove staff will continue inviting parents to other community engagement meetings such as award ceremonies and family nights. Also, at each PTSA meetings we encourage parent input and participation.

#### Anti-Bullying:

Staff, students and parents are aware of the increased incidents of bullying and harassment during the middle school adolescent stage of development. An essential component to combating bullying is the building of positive adult and peer relationships. This provides students another person to confide in if they are having an issue with a classmate. Students are encouraged to submit incident statements in the office which are reviewed by administrators or office staff. The administration or a counselor makes contact with the student to discuss and address the issue. Our school based organization Family Purpose also works with our students individually and in small groups to combat bullying and provide students with resources and skills to utilize if issues present themselves.

#### Academic Interventions:

There is a direct correlation between academic success and positive behavior. Grade data is analyzed by staff throughout the school year. Students with multiple D and F grades are targeted for interventions and mentoring by our counselors.

In addition, Grade and iReady data are used to select students for our Wildcat Learning Academy (after school homework support) or (afterschool EL homework support).

#### Behavioral Interventions:

Oak Grove has a set of school-wide behavior expectations and promotes the "4 Rs" - Risk-Taker, Respectful, Responsibility, and Resilience. These are taught in the first few weeks of school as well as reinforced weekly during morning announcements. The administrative team uses the district's behavior matrix as a guide when issuing consequences to students who violate California Education Code. Teachers may also submit a counseling referral, discipline referral or CARE referral for students that are not responding to their progressive classroom discipline plan. Positive behaviors are rewarded through access to school activities, such as dances, fieldtrips, and participation in extra curricular events. In addition, between 5 and 10 students that exemplify the IB Learner Profiles are nominated each month by staff to be recognized and celebrated.

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.

At Oak Grove Middle School, the CARE team meets once a week to discuss students of concern and to make a plan for those students. The CARE Team consists of an Administrator, Community Liaison, School Psychologist, School Social Worker, Community Partners and an academic counselor. During these meetings, the team discusses student referrals for intervention. Collaboratively, the team offers suggestions for appropriate interventions such as individual counseling, group counseling, referrals, parent conferences, mentoring, SST, or referrals to outside community-based agencies.

The administrative team also consults with the Equity Administrator to provide guidance and feedback regarding our interventions and programs.

#### Social-Emotional Supports:

Fred Finch is a mental health agency that serves up to 20 students and their families. This organization offers individual, group, and family counseling. Students are referred through the CARE Team based on need for support. Project Success is a program to help students navigate the issues and dangers of drugs and alcohol. Students are referred to Project Success by administrators and the CARE team if a student has been suspended for a drug or alcohol violation or if the student is suspected to be using.

In addition, Family Purpose (outside agency) provides additional support through student and group check ins. They conduct student mediations and help prevent physical altercations on our school campus.

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.

<b>Goal #1:</b>				
We will create and implement a systematic schedule to ensure a safe campus.				
<b>Component I The Social Climate People and Programs</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Staff and Campus Supervisor duty stations and schedules: a. Review and revise duty schedule each semester. b. Report back to administration daily of student misbehaviors or difficulties. c .Report back to teachers and review supervision responsibilities weekly.	Principal and Administrative Team  Parent Liaison	On-going and campus supervisor budget	Teachers and Campus Supervisors	Weekly reminders of duty responsibilities for teachers in the weekly bulletin, quarterly check in with campus supervisors, modifications as needed.
2.0 Add a campus supervisor to lunch time and end of school.	Campus supervisor and principal	Supervise campus mid-day	SPSA allocation of funds	Number of incidents during lunch and end of school.
3.0 Add a campus supervisor to early mornings 7:15.	Campus supervisor and principal	Supervise campus at 7:15	SPSA allocation of funds	Number of incidents before school.

**Goal #2:**  
 We will use intervention data from AERIES to provide Positive Intervention and Behavior Support services and academic interventions.

<b>Component I            The Social Climate            People and Programs</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Teachers provided training on entering classroom level behavioral and academic needs and supports into the AERIES system.	Administration	On-going	Office staff and supplies	Evaluate AERIES data
2.0 Teachers will write referrals to the office to be entered into Aeries in regards to: behavioral violations.	Office staff, Teachers, and Administration	n/a	referral forms	Evaluate AERIES data

<b>Goal #3:</b> Continue to bring Social Emotional supports and programs for our students				
<b>Component I The Social Climate People and Programs</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Leadership/Year Book Class	Administration and Teachers	Culture and Climate Building	FTE allocation	Formal and Informal Data Evaluation
2.0 Family Purpose	Vice-Principals	Ongoing student check in and mediation support	SPSA allocation of funds	Evaluation of referral data on Aeries
3.0 Wildcat Leaders	Counselors	Student and staff training	SPSA allocation of funds	Evaluation of referral data on Aeries
4.0 TUPE and other Workshops	Counselors	Student workshops and activities	SPSA allocation of funds	Evaluation of referral data on Aeries
5.0 IB Community Project	VPs and Counselors	Develop leadership skills	PTSA funds if needed	Evaluation of referral data on Aeries
6.0 IB Planner	Administration and Teachers	30 minute lessons used during advisory	SPSA allocation of funds	Evaluation of referral data on Aeries

There are various additional clubs and informal groups to help students connect and receive support: Homework Club, Project Success, Family Purpose groups, and Lunch/Library Bunch.

**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.

<b>Goal #1:</b>				
Disaster Preparedness				
<b>Component II Physical Environment Place</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Fire Drills: Evacuate students in an orderly and timely manner.	Administration	Once a month	Drill Schedule	Monthly drills and record start and stop time. Time the drill how long did it take for the entire school to evacuate. Discuss at staff meetings. Give immediate positive feedback to the students after the drill.
2.0 Earthquake Drills: Train staff and students in "duck and cover" procedure. Evacuate students in an orderly and timely manner.	Administration	Once a Semester	Disaster Preparedness Kits	Time the drill; how long did it take for the entire school to evacuate. Discuss at staff meetings. Give immediate positive feedback to the students after the drill.
3.0 Intruder on Campus: Train staff and students in intruder procedure.	Administration	Once a Semester	n/a	Physically check each classroom to see if class has participated and followed directions. Give immediate positive feedback to the students after the drill.

4.0 Update the emergency supplies on campus and in classroom emergency backpacks.	Safety/SSC Committee	Beginning of school year and on-going. Budget depends on donations and fundraising, as well as base school funding.	Donations to restock the kits. Supplies for emergency backpack.	Teacher survey
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<b>Goal #2:</b> Physical Environment				
<b>Component II Physical Environment Place</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Facility Maintenance: a. Williams Settlement Review b. Respond to issues in a timely manner c. Heat in the Multi Use Room	Vice Principals, Custodial and Office Staff	Ongoing. Williams issues funded via district.	Notices Posted in English and Spanish informing the public of student rights.  District and site-based Custodial Staff	Williams Settlement Walk-through Fall of 2023. Work orders completed by Maintenance and Operations.
2.0 Service Learning Projects: a. Campus Activities b. Community projects	Leadership, 8th grade students	On-going. LCFF and donations.	Staff, students and parents	Review projects completed and interview students involved.
3.0 Purchase additional security cameras.	Principal	Cameras were updated Fall 2023.	SPSA allocation of funds	Ongoing.

<b>Goal #3:</b>				
<b>Component II Physical Environment Place</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				

## **School-wide Dress Code BP/AR 5132**

MDUSD BP 5132

Dress and Grooming

School Dress Code

School-wide dress code:

Students Must Wear:

Shirt

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

Shoes: Crocs must stay in sports mode. Activity specific shoe requirements are permitted (PE, labs, sports)

Students May Wear:

Hats and head coverings, including religious headwear and durags

Hoodie sweatshirts

Fitted pants, including leggings, yoga pants and skinny jeans, sagging pants, ripped jeans. All are allowed as long as underwear is not exposed or fabric is see-through

Tank tops

Athletic attire

Students CANNOT Wear:

Any style or color of clothing, or display hats, belts, bandanas, paraphernalia, accessories that suggests any gang affiliation (NO SOLID RED OR SOLID ROYAL BLUE)

Clothing that reveals midriff, including tube tops, halter tops, and spaghetti straps

Hate speech, profanity, vulgar and/or obscene language, sexually suggestive images

Images or language that create a hostile or intimidating environment based on any protected class or consistently marginalized groups

Accessories that could be considered dangerous or could be used as a weapon

Violent images or languages, images or language depicting or implying drugs, alcohol or any other illegal item or activity

Bathing suits

Slippers, blankets, and pajamas

Visible underwear

Helmets, masks (not being used for COVID preventative purposes) or headgear that obscure the face/identity

Some classes may impose additional restrictions for particular activities in that class only due to safety requirements (tying hair back, rolling up sleeves when using Bunsen burners, wearing a uniform for PE, closed toe shoes etc). No additional requirements may be imposed in a particular class in order to promote modesty.

Administrator discretion will be used in questionable situations.

See Appendix A

## School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

Behavioral Interventions:

Oak Grove has a set of school-wide behavior expectations and promotes the "4 Rs" - Risk-taker, Respectful, Responsibility, and Resilience. These are taught in the first few weeks of school (see below). The administrative team uses the district's behavior matrix as a guide when issuing consequences to students who violate California Education Code. We have a discipline flow-chart for teachers to refer to with progressive discipline steps to use before referring to the office. Teachers may also submit a counseling, behavioral referral or CARE referral for students that are not responding to their classroom progressive discipline plan. Positive behaviors are rewarded with access to school events and activities. Special needs students have their own personalized behavior charts. Oak Grove Middle School's disciplinary consequences are guided by the MDUSD Discipline Matrix.

Risk-Taker:

As a Wildcat, I show that I am a risk taker when I...  
step outside of my comfort zone and try new things  
make and learn from my mistakes  
ask questions and share my ideas.

Responsibility:

As a Wildcat, I show that I am a responsibility when I...  
arrive to class on time with all my needed supplies (computer, binder, pencil/pen, books),  
attempt all work with thought and effort (individually and as a group member),  
am aware that my actions and efforts affect myself and others.

Respect:

As a Wildcat, I show that I am a respectful when I...  
show that I care for others by being a good listener, treat others with kindness,  
welcome everyone's differences (culture, religion, beliefs, and choices).

Resilient:

As a Wildcat, I show that I am a resilient when I.....  
reach out for help from classmates, teachers, and continue to do my best and keep showing up  
ask for academic or mental wellness support. I keep trying even when I don't know the answers.  
I try to find solutions to a problem (e.g. asking others for help, referring to notes, conducting research)  
set goals, and if at first you don't succeed, try-try again.

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 is 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:

<b>Incident Commander</b> (Principal/Site Administrator)	Alejandro Ramos/Alejandro Ramos
IC Alternate #1	Keya Lipscomb
IC Alternate #2	Corissa Stobing
IC Alternate #3	Hsiao-Fen Leopold

## 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

<p><b>Incident Commander:</b> Alejandro Ramos</p> <p>Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District Office</p> <ul style="list-style-type: none"> <li>Communicate and coordinate with Section Chiefs</li> <li>Release teachers according to school's first opportunity release.</li> <li>Account for the presence of all students and staff as reported by Assembly/Shelter and Care Officer</li> <li>Direct the evacuation of the building, if necessary, using prescribed procedures for emergency type and safest evacuation location.</li> </ul>
<p><b>Public Information Officer:</b> Shawna Puma</p> <p>Media liaison, official spokesperson for school; coordinates information for parent community</p> <ul style="list-style-type: none"> <li>Ensures parents and guardians are notified as soon as possible of seriously injured children transported to hospital or other emergency treatment centers.</li> </ul> <p><b>Reports to Incident Commander</b></p>
<p><b>Disaster Response Officer:</b> Keya Lipscomb</p> <p>Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)</p> <p><b>Reports to Incident Commander</b></p>

**Agency Liaison:** Jennifer Guirola

Assists in establishing and coordinating outside agencies that provide services or resources

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.

**Reports to Incident Commander**

**DISASTER RESPONSE TEAMS**

**Operations Team:** Supports on-scene response at school site

**Operations Team Leader:** Keya Lipscomb

Supports on-scene response at school site; develops Incident Action Plan with Incident Commander

**Reports to Disaster Response Officer**

**Search and Recovery:** Custodian

Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

**Security/Traffic:** Patty Zacharakis, Campus Supervisor

Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates Fire and Hazardous Materials

**Crisis Intervention:** Psychologist, Counselors, Social Worker

Provides onsite counseling and intervention; determines need for outside mental health support

**First Aid:** Kathy Soltero and School nurse

Provides triage and medical care; establishes morgue, if needed.

**Assembly/Shelter and Care:** Vice Principal, Stobing

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

**Student Release:** Campus Supervisors and Secretary

Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

**Planning Team:** Collects, evaluates and documents information about the incident

**Planning Team Leader:** Hsiao-Fen Leopold

**Reports to Disaster Response Officer**

**Situation:** Attendance Secretary

Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map

**Documentation:** Office Manager

Collects and archives all incident documents

Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.

**Resources/Staffing:** Social Worker

Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).

**Demobilization:** Campus Supervisors  
Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

**Logistics Team** - Provides services, personnel and supplies in support of incident response

**Logistics Team Leader:** Corissa Stobing  
Review report from Facilities Officer on conditions of utilities to determine if they should be turned off.  
**Reports to Disaster Response Officer**

**Food and Supply:** Kathy Soltero, Cafeteria Staff  
Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers  
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..

**Transportation:** Patty Zacharakis, Campus Supervisor  
Arranges transportation for staff, students and supplies.  
Call Transportation for buses, if necessary.

**Facilities:** Custodian  
Recommended filled by School Custodial Team  
Coordinates site repairs and use of school facilities; arranges for debris removal  
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.

**Communications/IT:** Jennifer Guirola  
Maintains all communication equipment, including radios; provides services to support information technology.  
Monitor radio emergency broadcasts.

**Finance Team** - Provides financial tracking, procurement and cost accounting of incident response

**Finance Team Leader:** Office Manager  
Provides for the preservation of essential school records.  
Takes student emergency information cards and AM/FM radio as the building is evacuated.  
**Reports to Disaster Response Officer**

**Time:** Office Manager  
Maintains incident time logs for all personnel.

**Procurement:** Office Manager  
Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts

**Cost:** Office Manager  
Provides cost estimates, analysis and recommendations for cost savings

**Compensation/Claims:** Office Manager  
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	This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
Alternate Location	

**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	This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
Alternate Location	

Off-Site Location	
Alternate Off-Site	

**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	This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
Alternate Location	

**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	This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
Alternate Location	

**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	This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
Alternate Location	
Off-Site Location	
Alternate Off-Site	

## 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.<sup>21</sup> Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.<sup>22</sup> 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](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://alerrt.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.<sup>23</sup> 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

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

### 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

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

## 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: Meet with buddy class
3. Upon exit Chair outside of door 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: Proceed to 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:  
Red/Green cards used
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be all clear announcement
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

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

## ACTIVE ALERT: LOCK DOWN

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

## STAFF ROLES DURING ACTIVE LOCK DOWN

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

## PRACTICE ALERT: LOCK DOWN

16. The principal will announce, PA system

17. Follow the instructions above for an Active Alert. Release from Drill is: PA system

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](http://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: Meet with buddy class
3. Upon exit Chair outside of door 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: Proceed to 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:  
Red/Green cards used
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be all clear announcement
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. This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
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.

<b>2023-2024 MDUSD ANNUAL SAFETY PLAN TIMELINE</b>		
<b>MONTH</b>	<b>ACTIVITY</b>	<b>PERSON(S) RESPONSIBLE/DATE</b>
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 <sup>1</sup> Calendar all Safety Drills Student Instruction on Safety Drills First Fire Drill within 10 days of start of school Parent Advisement Re: Plan	Administration, Williams Compliance Visit 8/18/2023
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	Principal and Community School Coordinator, August 2023
August - June	<ul style="list-style-type: none"> <li>* <b>Fire Alarm (EC 32001):</b> All principals shall cause the fire alarm to be sounded at least once every month</li> <li>* <b>Fire Drills (Title 5 TS 550, EC 32001):</b> 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</li> <li>* <b>Intruder Drills:</b> all levels at least once per semester</li> <li>* <b>Earthquake Drills (E.C. 35297):</b> Elementary and Middle - once per quarter High schools - once per semester</li> <li>* <b>Shelter in Place Drills:</b> at least once a year (Typically part of county-wide drill first Wednesday of November)</li> </ul>	Vice Principal, on-going
November	Shelter-in-Place	Vice Principal; held 11/01/2023
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	Alejandro Ramos, 1/17/2024 & 2/15/2024

## Emergency Alarm and Drill Log AR 3516.1

School Year 2023-2024

School: Oak Grove Middle School

Principal: Alejandro Ramos

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Alarm Testing	August	10	9:00	Check all bells.
Fire Drill	August	22	8:30	All evacuated to field in a safe and timely manner. Alarm sounded as monthly check. Evacuation time: 6 minutes.
Earthquake Drill	September	21	9:30	All procedures followed in a safe and timely manner.
Fire Drill	September	28	1:45	All evacuated to field in a safe and timely manner. Alarm sounded as monthly check. Evacuation time: 6 minutes.
Fire Drill	October	19	1:00	All evacuated to field in a safe and timely manner. Alarm sounded as monthly check. Evacuation time: 5 minutes.
Intruder Alert Drill	October	24	9:30	The assigned staff walked around campus checking locked doors to ensure procedures were followed in a safe and timely manner.
Shelter-in-Place Drill	November	1	11:00	All procedures followed in a safe and timely manner.
Earthquake Drill	November	15	10:20	All procedures followed in a safe and timely manner.
Fire Drill	December	7	8:30	All evacuated to field in a safe and timely manner. Alarm sounded as monthly check. Evacuation time: 4 minutes.
Fire Drill	January	16	2:00	All evacuated to field in a safe and timely manner. Alarm sounded as monthly check. Evacuation time: 6 minutes.
Fire Drill	January	25	8:30	All evacuated to field in a safe and timely manner. Alarm sounded as monthly check. Evacuation time: 4 minutes.
Earthquake Drill	February	8	1:00	All procedures followed in a safe and timely manner.
Fire Drill	February	23	1:00	

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Intruder Alert Drill	March	19	1:00	
Earthquake Drill	March	22		
Fire Drill	April	9		
Fire Drill	May	16		

- \* **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: <a href="http://www.pge.com">www.pge.com</a>
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.

Oak Grove Middle School Campus Supervision Plan:

### Before School

- In the morning staff members are in the cafeteria to monitor the breakfast program
- Teachers supervise designated areas for 15 minutes (7:45-8:00am) to ensure that students enter safely
- The bike rack is located on the east end of the campus. There is campus supervision at this location to ensure that bikes are locked up safely
- Administrators and Campus Supervisors carry walkie-talkies for easy communication

### Passing Period/Lunch

- During the half hour during which lunch takes place, there are three Campus Supervisors. They monitor students coming to and from classes as well as the Multi-Use Room, bathrooms, hallways, blacktop and athletic field.
- Administration has designated areas. During the lunch period, administration ensures that all strategic locations are supervised.
- Administrators and Campus Supervisors carry walkie-talkies for easy communication

### After School

- After school, all administrators are on duty primarily in the front of the school, the parking lot, main quad, and the overpass.
- Teachers supervise their designated areas for 15 minutes (2:18-2:33 pm)
- Campus Supervisors are given designated areas
- Students are to exit the main campus and blacktop by 15 minutes after the final bell.
- Administrators and Campus Supervisors carry walkie-talkies for easy communication
- BART overpass is closely monitored by administration or volunteer staff after school to prevent verbal and physical conflicts

The duty schedule is designed to have a teacher in each location everyday, morning and afternoon following a weekly schedule. The duty schedule provides adult coverage throughout the campus so students can be watched for inappropriate behaviors as well as for items that do not belong at school. Administrators have assigned posts in the morning and stations at dismissal.

The Oak Grove staff regularly practices "Intruder Drills" as outlined in the MDUSD policies and procedures handbook as set forth by our School Board and California Department of Education policies. During an active "Intruder Alert" the staff is notified by the office staff (Administrator, Office Manager, Secretary or Attendance Secretary). The Teachers have practiced pulling in any student(s) in the hallway if possible, locking their door. The students are to move to the darkest part of the room close to the floor (it may be under desks or tables) and away from doors or windows. The teachers are to close all windows and blinds/curtains etc. and turn off all lights or electrical equipment. The teacher, once all the above is done, will take roll and keep the class quiet. All bells are to be ignored and the door should not be opened. Remain in the room until the all-clear signal or someone has entered your room and cleared the emergency.

See Appendix A

## **Access to School Campus by Visitors BP/AR 1250**

MDUSD BP 1250

Visitors/Outsiders

### Visitor Registration Procedure:

At Oak Grove Middle School, to ensure the safety of students and staff and avoid potential disruptions during school hours, all campus visitors upon entering school grounds must identify themselves to the front office staff. All visitors are required to sign in in the visitor log and receive a badge. Upon leaving campus, visitors are required to sign out and return the badge. Only visitors with legitimate business on campus as determined by site administration will be allowed on campus. A door bell with a camera has been installed, allowing us to maintain a campus secure at all times and monitor all visitors. Office staff monitors the door bell and camera (which has a speaker system), and only admits those who have legitimate business on campus.

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. Before school and at dismissal, students, parents and staff may enter and exit through one of these gates:

1. front of school on Weaver Lane
2. at dismissal students may exit through front of school on Weaver Lane or the gate at A-1

Staff supervises these areas as well as other areas that tend to be busy.

\*\*\* Parents and staff will enter and exit through the main gate in front of the school on Weaver Lane. A foot traffic flow map has been created as well as arrows have been painted on the walkways to identify the directions.

### **Before School**

- In the morning two staff members are in the cafeteria to monitor the breakfast program
- Teachers supervise designated areas (including gates) for 15 minutes (7:44-8:00 am) to ensure that students enter safely
- The bike rack is located on the east end of the campus. There is campus supervision at this location to ensure that bikes are locked up safely
- Administrators and Campus Supervisors carry walkie-talkies for easy communication

### **After School**

- After school, all administrators are on duty primarily in the front of the school, the parking lot, main quad, and the overpass.
- Campus Supervisors are given designated areas
- Students are to exit the main campus and blacktop by 15 minutes after the final bell.
- Administrators and Campus Supervisors carry walkie-talkies for easy communication
- BART overpass is closely monitored after school by administration and volunteer staff to prevent verbal and physical conflicts

The duty schedule is designed to have a teacher in each location everyday, either in the morning or the afternoon. The duty schedule provides adult coverage throughout the campus so students can be watched for inappropriate behaviors as well as for items that do not belong at school.

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.

At Oak Grove Middle School, students with disabilities are included in the routine procedures that we have for both drills and emergencies.

Some students with physical disabilities are assigned one-on-one SEAs (adult assistants) who have been specifically trained to meet the needs of the student in an emergency/disaster situation.

# Oak Grove Middle School Incident Command Structure

**Incident Commander**  
Alejandro Ramos  
Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District EOC

**Public Information Officer**  
Shawna Puma  
Media liaison, official spokesperson for school; coordinates information for parent community

**Disaster Response Officer**  
Keya Lipscomb  
Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)>

**Agency Liaison**  
Jennifer Guirola  
Assists in establishing and coordinating outside agencies that provide services or resources (E.G. Red Cross)

**Operations**  
Keya Lipscomb  
Supports on-scene response at school site; develops Incident Action Plan with Incident Commander, coordinates After Action Report with section chiefs

**Planning**  
Hsiao-Fen Leopold  
Collects, evaluates and documents information about incident, including status of students staff and facilities, coordinates demobilization of ICS response

**Logistics**  
Corissa Stobing  
Provides services, personnel and supplies in support of incident response.

**Finance/Administration**  
Office Manager  
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

**Search and Recovery**  
Custodian  
Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

**First Aid**  
Kathy Soltero and School nurse  
Provides triage and medical care; establishes morgue, if needed.

**Situation**  
Attendance Secretary  
Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map

**Food and Supplies**  
Kathy Soltero, Cafeteria Staff  
Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers.

**Time**  
Office Manager  
Maintains incident time logs for all personnel.

**Security/Traffic**  
Patty Zacharakis, Campus Supervisor  
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates ire/HazMat

**Assembly/Shelter and Care**  
Vice Principal, Stobing  
Provides accounting and long-term care for all students until reunited with parents caretakers; manages food and sanitation needs of students.

**Documentation**  
Office Manager  
Collects and archives all incident documents

**Transportation**  
Patty Zacharakis, Campus Supervisor  
Arranges transportation for staff, students and supplies.

**Procurement**  
Office Manager  
Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts

**Crisis Intervention**  
Psychologist, Counselors, Social Worker  
Provides onsite counseling and intervention; determines need for outside mental health support

**Student Release**  
Campus Supervisors and Secretary  
Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

**Resources/Staffing**  
Social Worker  
Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).

**Facilities**  
Custodian  
Coordinates site repairs and use of school facilities; arranges for debris removal

**Cost**  
Office Manager  
Provides cost estimates, analysis and recommendations for cost savings

**Demobilization**  
Campus Supervisors  
Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

**Communications/IT**  
Jennifer Guirola  
Maintains all communication equipment, including radios; provides services to support information technology functions.

**Compensation/Claims**  
Office Manager  
Processes compensation/injury claims related to incident

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

## 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.

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

2. Evacuation routes.

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

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

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

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

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

5. Location of AEDs.

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

6. Locations of utility lines and shut off valves.

This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.

## 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:

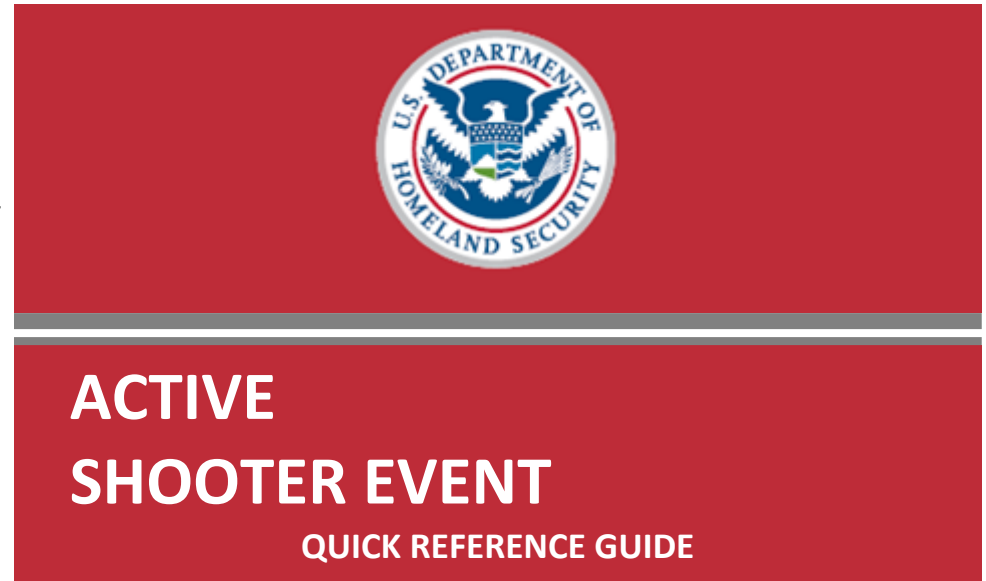
- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

### 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



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





## 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?

Pick up of students would take place at Oak Grove Middle School or designated pick up area.

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

Oak Grove Middle School will use Parent Square to notify parents in the event of an emergency.





**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 NoX**

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

What is the school policy for how and when medicine can be administered to your child?  
Per medical orders by school nurse.



## 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: Oak Grove Middle 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](http://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](http://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:**



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

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.

**Attached please find a schedule of all MDUSD school site Safety Plan public hearings, with the meetings sorted by city and date of meeting.** You may also access the schedule online at <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 contact 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

**MDEA:**



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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Sincerely,

*Christina Filios Yiannakopoulos*

Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support

**CST:**



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Assistant Director, Instructional Support

**CSEA:**



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Sincerely,

*Christina Filios Yiannakopoulos*

Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support

**Teamsters:**



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1936 Carlotta Drive  
Concord, California 94519-1358  
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Sincerely,

*Christina Filios Yiannakopoulos*

Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support

**Parent Club:**

**Student Government:**

**Other:**

# Notice of Public Hearing:

2/10/23

Dear Local School Community:

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:

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- 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 24, 2023 at 8:00 a.m. through ZOOM. See link below:

<https://mdusd.zoom.us/j/82822706855?pwd=SFZNS3E0KzRwd2FKTGpVejNxUmp5Zz09>

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 [ramosal@mdusd.org](mailto:ramosal@mdusd.org) if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,



Alejandro Ramos  
Principal  
Oak Grove Middle School



**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

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

February 1, 2023

Dear Chief Bustillos:

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.

**Attached please find a schedule of all MDUSD school site Safety Plan public hearings, with the meetings sorted by city and date of meeting.** 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 contact 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



## Appendix E: Assurances

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

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p><b>Date of Public Hearing:</b> 02/15/2024 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"> <li>- Local Mayor</li> <li>- Representative of the local school employee organization</li> <li>- A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs</li> <li>- A representative of each teacher organization at the school site</li> <li>- A representative of the student body government</li> <li>- All persons who have indicate they want to be notified</li> </ul>		
	<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"> <li>- A representative of the local churches</li> <li>- Local civic leaders</li> <li>- Local business organizations</li> <li>- 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></li> </ul>		
<p>Review of Progress for Last Year</p>	<p>Safety Committee/SSC Meeting February 24, 2023</p>		
<p><b>Category</b></p>	<p><b>Name</b></p>	<p><b>Signature</b></p>	<p><b>Date</b></p>
<p>Law Enforcement Review</p>			<p>Date:</p>
<p>Site Council Approval</p>	<p>Julie Snow</p>		<p>Date: 2/15/2024</p>



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

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- 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.

**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