

# Comprehensive School Safety Plan

**LEA:** Mt. Diablo Unified School District

**School:** Valley View Middle School

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**School Year:** 2023-2024

**Public Hearing Date(s):** February 22, 2024

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

**School Site Council Approval:** 2/22/2024

**Board of Education Approval:**

## Introduction

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. The California Education Code sections **32280-32289** outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Requirements are:

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

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

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

VVMS creates an inclusive and equitable environment, which provides a space for all students and staff to be the best they can be. We foster a culturally responsive climate and encourage one another through positive connections and courageous engagement with self and community. We strive to support students to embrace challenges, build resilience, and overcome obstacles through perseverance, so they are prepared to engage with our rigorous and comprehensive curriculum. Valley View Middle School has a safe and orderly environment that is conducive to learning and students and staff embrace the school's four values: safety, respect, responsibility and kindness.

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

School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members	Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Aurelia Buscemi	X						
2. Rachel Decker		X					
3. Ruby Harrigan						X	
4. Karly Moura				X			
5. Nicole Manasewitsch		X					
6. Laura English						X	
7. Corey Dolley		X					
8. Maureen Rudolph				X			
9. Emily Nguyen				X			
10. Pleasant Hill Police Department			X				
11. Jacques Casamajor		X					
12. Rachel Hagen		X					
13. Tess Dolley						X	
14. Enrique Sanchez					X		
15. Cassidy Reid						X	
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	
Staff Development	August	7	8:00 am	Faculty meeting including safety
Faculty Meeting	September	5	2:30 pm	Safety Protocol review: earthquake, shelter in place, intruder, fire drills review
Faculty Meeting	October	30	2:30 pm	Safety discussion
SSC Meeting	January	25	2:30 pm	Safety Plan introduction, review of last year's safety plan, discussion
SSC Meeting	February	22	2:30 pm	Safety Plan Vote- Public Hearing

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

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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)	1	32	42	39
- Violence		18	21	30
- Tobacco		0	4	3
- Drugs/Alcohol		3	6	3
- Weapons		0	0	3
<b>Expulsions</b>		0	0	0
<b>Attendance, general ed. (%)</b>	99.72	89.4%	82.3%	90.5
<b>Attendance, special ed. (%)</b>	95.3	80.0%	74.2%	84.5
<b>SART</b> (number of referrals)	suspended	10	52	76
<b>SARB</b> (number of referrals)	suspended	2	3	18

<b>SARB</b> (number referred to Court)	1	0	0	0
<b>SST</b> (number referrals)	65	15	11	17
<b>Coordinated Care Team</b> (number of referrals)	43	14	48	32
<b>Positive Behavior Team Referrals</b>	0	0	0	0
<b>Vandalism Reports</b>	0	16	2	0

### **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. Valley View's vision is that every child can succeed. Staff build positive, personal relationships with students and families to support all students' success. We have created a school where students feel safe and supported to learn. By gathering and assessing district and school data, and through all of our parent, student, faculty and community relationships, Valley View has created programs to support all students in their middle school experience. Valley View has developed strategies so that the social climate and physical environment is a safe and supportive school site.

Valley View provides ongoing staff development to meet the unique needs of middle school students. We set high academic and behavior goals and work to continuously build curriculum and teaching practices. Our extracurricular programming, like with the Rainbow and Robotics clubs, focuses on helping students develop talent and expand creativity, as well as providing social emotional support. Teachers address multiple learning modalities and promote caring, supportive relationships with students. Valley View provides opportunities for students to have meaningful participation in school activities and community service, as well as modeling and teaching each of the school's four values: responsibility, safety, respect and kindness.

VVMS works to build a positive school climate, where good behavior and effort are rewarded. Teachers communicate student behavior expectations to all VVMS students during the first week of school in August. Staff reinforce positive student behaviors throughout the year by rewarding students with "Growler" coupons that can be entered into drawings for prizes and coupons or other in-class rewards. Teachers nominate students for "Student of the Month" and other awards, and the Leadership class organizes a monthly lunch party for them. VVMS also hold quarterly campaigns based on the four school values (safety, responsible, kindness and respect) that students can earn rewards for modeling each behavior. Behavior Support Plans support students who do not choose positive behaviors on campus with clearly defined positive goals and expectations and the process involves parents, students, teachers and administrators. The newly formed SAVE Promise Club promotes the school's values and put on a "Start with Hello" weekly campaign that encouraged kindness, connection, and positive relationships. Additionally, they provided on-campus support for the introduction of the district's new initiative, the "See Something Say Something" program, which provides an anonymous tip line for the community to report any safety, student, or staff concerns.

Valley View students are generally respectful and follow expectations, though lately struggle with school-appropriate and racist language and secondary verbal and physical conflicts often originally stemming from social media cyberbullying. The staff and administration have begun implementing weekly SEL-based lessons, each week taught by a different department, that encourage and model for students how to be more aware of others and manage emotions. The Counseling staff gave several presentations to all students on topics such as racism and microaggression awareness, anger management, sexual harassment, and how to utilize VVMS counseling supports in quick response to these issues that arose.



Valley View Middle School provides all students with current textbooks and materials. The library is well-stocked and parent volunteers assist the district IMA to keep the library open for student use on Wednesdays and Fridays at lunch for students as well as through their classes.

Parents, students, law enforcement (Pleasant Hill Police Department) and certificated and classified personnel meet on a consistent basis throughout the school year to make sure that Valley View students receive the support they need to be successful. Our collaborative teaching model ensures that all students are taught by highly qualified teachers so that they can access the curriculum equitably. Special Education teachers assist regular education teachers in classes. Subgroups and special populations are provided educational and emotional support according to student needs.

The entire school community, student leadership, as well as outside community agencies, plan lunch activities for the student body, like assemblies, games, lunchtime music and community building, to promote positive behavior, honor different cultures and special populations, and provide education on important teen topics. After school Homework Club on Tuesdays and Thursdays, along with teacher support as needed, provide additional opportunities for students to receive more personalized academic support.

Parent, staff, and student input is encouraged, through many different channels, such as the Healthy Kids Survey, ELAC, Site Council, and PTSA meetings, conversations with students and families, and quarterly social-emotional surveys, which allow us to monitor the well-being of our students. Students are free to express how they are feeling, who they are connecting with on campus, and in what areas they need support. VVMS staff review the data and respond accordingly.

The Valley View school community is composed of a variety of stakeholders, including, but not limited to, parents, teachers, staff, students, police officers, teen center agencies, neighboring schools and local vendors and proprietors. Their input is requested, heard, and implemented through our many committees, groups, and clubs that impact life at VVMS. As a team, the Valley View community creates, designs, and implements programs that not only earned Valley View the honor of being named a California Distinguished School in 2003 and 2009, but also ensures that Valley View Middle School maintains and sustains a quality educational experience for all.

The Valley View School Site Council meets monthly to review, update, and implement our School Improvement and Safety Plans and ensure that monies are allocated based on the school's values of safety, respect, kindness and responsibility.

Valley View has an active Parent Teacher Student Association (PTSA) that meets monthly to support student success. By providing a PTSA website, organizing and implementing special school activities, and providing monetary and parent support, the PTSA is an invaluable resource to our school community. The PTSA meets to support student and family participation in school-wide and District sponsored events throughout the year.

Valley View also recently restarted its English Learner Advisory Committee, which had been on hiatus due to the covid-19 pandemic and changing administration. They elected a President, Vice President, and Secretary, and are currently holding quarterly meetings. Both the Vice Principal and ELD teacher help to facilitate these meetings. The ELAC group meets to support VVMS' English learner families and discuss important topics and resources, such as tutoring, the ELPAC test, attendance, curriculum and more. The group is currently planning a community night to honor the different cultures represented by VVMS' ELD population.

The Coordinated Care Team consists of the VVMS school psychologist, school psychologist intern, two school counselors and administrators who meet weekly to discuss students who have demonstrated differing degrees of either academic, social-emotional, or psychological concerns that are impacting their academics and overall well-being at school. The CARE Team process involves determining which strategies, resources, and interventions to implement that can provide the necessary support for students to achieve success, as well as collaborating with staff and parents.

One school counselor is present on campus daily to help students navigate academic, personal, family, and school concerns, along with a part time 1-day a week counselor. VVMS also maintains a “crisis box” in the main office that is filled with counseling items and logistical support items. The Counseling staff also keeps a Counseling Center open at lunch for students who want a quieter but engaging space. The Center has emotional support guinea pigs, puzzles, comfortable seating, and other calm activities for students.

Our office staff daily closely monitors regular student attendance. Aeries/Homelink, MDUSD’s student information system, allows us to generate and send communications to families regarding student attendance. ParentSquare, MDUSD’s other school communications service, allows us to inform the community about upcoming events and activities of interest and other school information to encourage student and family participation. In the event students miss school for five or more school days, students are placed on an Independent Study contract. The registrar and Vice Principal generate monthly letters to parents and schedule school SART (Student Attendance Review Team) meetings that have resulted in an increasing awareness of the importance of daily attendance and its impact on the learning process. SARB (Student Attendance Review Board)/SART truancy reduction protocols address individual students whose school attendance is a concern.

Keeping our school community consistently apprised of school happenings occurs through the following ways: our school website, a weekly "Jaguar News" newsletter via ParentSquare to all families; a marquee at the school entrance; the PTSA website, routine contact between the PTSA and school, the school telephone messenger service and ParentSquare messages. To keep in touch with students and parents, VVMS teachers post grades and homework on Aeries/Homelink & Google Classroom.

Valley View classrooms and grounds are well-maintained and are inviting places to engage and learn. Our school is an important part of the Pleasant Hill community. Nearby businesses and law enforcement are involved in the success of all students at VVMS. The campus is secure from criminal activity, as it is closed to outsiders. Access signs are displayed prominently at entry points. District and school generated signs and posters are posted around campus to inform visitors to report to the office upon arrival. Safety signs also communicate information about concerns like no food and drink on the blacktop, no skateboards, rollerblades, or scooters, and visitor presence on campus. New signs are ordered from the District Office when/if they are torn down and/or destroyed. The campus is monitored and supervised during the day and at evening activities. There is adequate lighting in all areas and the bathrooms are clean and safe. The campus received updated fencing in summer 2023, particularly at the front and side gates where students enter and egress. Our MU, or the multi-purpose room/cafeteria, which also houses our kitchen, is currently almost finished with its full renovation that began in June 2023. It primarily focused on renovating the kitchen, however it also received updates to the stage, audio/visual equipment, paint and other cosmetic concerns. Also in conjunction with this project was the parking lot renovation, which addressed ADA requirements and provided clearer signage for pedestrian paths and bus drop off zones. Unfortunately the construction of the MU affected our intercom, phone, and bell system in two of our classrooms nearby, and that still needs to be updated once construction has finished on the MU. Of particular need is that there is no working intercom or phone in either the S1 or S2 classrooms, which the school district is aware of. The construction also highlighted errors in our emergency alarm system at school, and that has been repaired in the main office as well as in the MU.

VVMS maintains a safe campus with the help of our camera system and walkie-talkies. In the Fall 2023, the school district updated our camera system to cover the majority of our school campus. The new camera system, which not only added cameras to many new areas but also updated old or failing cameras, has been very helpful in addressing issues of student safety. Our walkie-talkies are helpful in communicating concerns, support calls, or other issues, but do need upgrading as they are several years old and can be inconsistent in functionality at times, so we are currently working on an order to update them.

VVMS currently has two full-time campus supervisors and one part-time supervisor from 7:30 a.m. through 3 p.m. Volunteer parents also assist in school-wide campus supervision during our current 2-lunch periods. Teachers have a duty-free lunch period, therefore additional adult support is often needed during the lunch period. VVMS also has plans to move to their former schedule with one lunch once construction of the MU is complete, which will require more activities and spaces for all students. Currently there are several lunch clubs that students can join: Volunteer parent assistance is valued highly and depended upon by school administration in maintaining a safe campus during lunch. Before and after school, as well as at brunch, teachers rotate supervision of key areas on campus.

Valley View Middle School has built a positive relationship with the Pleasant Hill Police Department, who respond immediately to requests for support. The officers assist administrators when discussing behaviors with students and provide a liaison between the Police Department and the school community.

Custodial Support at VVMS has been a necessary component in the maintenance of a safe school campus. Our school custodians maintain the facility and grounds in excellent condition. In addition to regular, daily routines, our daytime custodian assists administrators, campus supervisors, and staff with requests for custodial assistance throughout each school day. VVMS also has two additional custodians who work at the end of the school day and through the nighttime hours.

VVMS has an emergency crisis response plan and procedures are communicated to all faculty members and staff and practiced with the entire student body. Any incident of vandalism or minor graffiti is dealt with immediately and the school custodian covers and renews any damaged property. The Leadership class visits classrooms weekly for recycling and helps the custodian keep our campus litter free. The PTSA sponsors campus beautification projects throughout the year. The District's Zero-Tolerance Policy for Weapons and Drugs keeps our campus safe and secure.

The entire school staff and student community is involved in promoting safety at school. In addition to monthly fire drills, VVMS prepares students on how to react to emergencies through practicing evacuation, intruder, shelter-in-place, and earthquake drills multiple times a year. VVMS participates in the Community Assistance and Emergency Response (CAER) Program via maintenance of an Emergency Alert Radio Alarm system in the school's main office. Test alarms occur weekly and alarms are also triggered by "Amber Alerts".

#### Conclusions from Data:

##### Discipline:

The data shows that Valley View students are still learning to make good choices but are continuing to reflect and grow in terms of behavior and discipline. One area of continued concern has been student conflicts that have begun on social media and translated to physical conflicts on campus, which makes up the bulk of the suspensions regarding violence. Another area of concern is tobacco, as vaping products have become more accessible to teenagers. However, the number of suspensions does not reflect the shift in campus culture that started in the 2022-23 school year, and continues to overall be very positive. This is largely due to focus on positive behaviors, relationships, and reflective consequences (ex: conflict resolution, community service, letter of apology etc.). The number of suspensions also does not reflect the differentiation between out of school and in-school suspension, for which there are more in-school suspensions in an effort to communicate the importance of engaging in safe and school-appropriate behavior while also not removing students from the educational setting.

Valley View's climate of "Be Safe, Be Respectful, Be Responsible" helps our students focus on appropriate and positive behaviors and choices. When students do not exhibit such appropriate behaviors, the Support Call system, which is primarily used for Tier II & III behaviors, has allowed administration to address these behaviors immediately while supporting both staff and students. The school's camera system, as well as students reaching out to adults for assistance, have also allowed Valley View to handle situations more efficiently.

#### Coordinated Care Data and Student Study Team Data:

The data show an increase in coordinated care team referrals, which reflects continuing to recover from the effects of the pandemic and virtual learning, as well as strong relationships between students and staff who want to intervene early and effectively. From these referrals, 17 SSTs have been held to date to support our most struggling students, which involve teachers, administration, school counselors, families and the student. Administration, school counselors and the school psychologist, and intervention staff discuss and instill academic and emotional supports for these students at weekly CARE Team meetings. Some examples of supports that are offered are after-school homework club, counseling, intervention classes, behavior contracts etc.

#### Expulsions:

Thus far, there have been no expulsions this year at Valley View, which has remained consistent over the past few years.

#### Vandalism Reports:

The data show no instances of vandalism this year, which is a positive shift from last year which saw some incidents of bathroom and other school property vandalism.

#### Attendance:

The data show that our attendance continues to improve after the pandemic, but that many students are continuing to struggle with truancy and tardiness. The lingering effects of the covid-19 pandemic have persisted and is reflected in absences. More families are keeping their students home when they are sick out of caution and prevention, which leads to higher numbers of school absences. Students arriving late to class is an area of concern and area of improvement. We continue to be diligent in our efforts to ensure students understand the importance of attending school. When needed, the Child Welfare and Attendance Liaison supports our efforts and makes home visits. We carefully review SART and SARB referrals and hold monthly meetings with families for students who need to improve their attendance. These meetings, as well as building positive relationships with students, have contributed to positive changes in students' overall attendance.

### **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.

SST (Student Support Team) and CARE Team meetings for regular education students, close monitoring of student attendance, signage around the campus and a number of other safeguards are just some of the supports that have been put into place at Valley View to maintain a safe and orderly campus. A structured meeting system is in place providing teachers opportunities to discuss, plan, and problem-solve student concerns and collaborate on curriculum. Leadership classes foster student involvement and provide student input to academic, behavioral, and program review and improvement. Activities are conducted to provide supervised fun activities, increase student social skills, and build community. Our parents are an important component of the learning process. School interventions are based in positive relationships between students, teachers, and administration.

Our scheduled drills help to educate students and staff in safe egress procedures in times of emergency as well as reviewing and updating procedures that will improve overall safety. The School Site Council and Administrators meet monthly to review and reinforce the Valley View School Safety Plan to keep VVMS a safe place for students and adults. Administration, Campus Supervisors, and office staff also attend district-level training each semester in emergency procedures and incident command training with Rockeye, a nationwide consulting company.

For the 2023-24 school year, Valley View has 1 full time and one 1-day a week counselor, in addition to an intern from a local training program 1-2 days a week, which provides emotional support to students as well. We also have one full time school psychologist and a school psychologist intern, who provide services to students with IEPs (individualized education plans).

## **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. Valley View continues to maintain lower numbers of suspensions and no expulsions. The overall staff works diligently to promote a positive learning environment. Students and parents are apprised of the expectations for appropriate behavior in several different methods, including student planners that contain the student handbook and dress code, weekly communication from the principal to families, individual classroom presentations the first week of school, constant reminders from staff, and monthly positive behavior reward campaigns. Other means of correction, including conflict resolution, are used whenever possible in lieu of suspension, especially on first offense.

Students experiencing challenges are provided individual support, either with teachers, or if necessary, to administration. Staff use a tiered behavior system approach that outlines a clear and fair system of behavior infractions and appropriate consequences. Minor infractions, such as gum chewing or using cell phones, are handled by teachers, while more major infractions, such as vandalism or serious defiance, are addressed by administration. Regardless of the infraction, there are appropriate consequences for the differing levels that are student-centered and restorative.

Our school Registrar and Vice Principal continue to closely monitor student attendance. It is clear to families how to report absences, which they can do either through Parent Square, email, or phone. Positive attendance is seen as a way to keep students involved, academically successful, and maintain healthy relationships with other students and staff.

Math teachers host a homework club for students two days a week on Tuesdays and Thursdays. A variety of programs such as Leadership, Yearbook, lunchtime blacktop activities, music, Robotics club, SAVE Promise Club, Game Club and Rainbow Club provide a spectrum of activities to support student interests.

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.

The general crisis/incident response, addressed in the Safety Plan, is reviewed annually in the beginning of the school year to staff. The roles and responsibilities are reviewed and updated.

The Coordinated Care Team, comprised of VVMS administrators, school counselors, and the school psychologist, meets weekly to discuss students who need additional support and create action plans for them. Additionally, services appropriate to IEPs and 504 plans are included. This may include medical support, counseling services, behavior support plans and academic intervention.

Valley View Middle has 1.2 school counselors. Referrals to counseling are made available to teachers as well as through parent/student request, the SST process, and administrators. There is also a "request to see a counselor" box that is available to all students near the office. The school counselor will target student support in the areas of academic, social, and emotional needs, as well as career and college education.

Currently, there is a District-assigned nurse to Valley View two days a week, who assists with immunization and health needs of students, maintaining legal records, serving on IEP and 504 plans as needed, and other duties as assigned by the District. We also have a LVN who assists students daily with minor medical concerns, like minor ailments, bumps, and bruises and illnesses as well as monitoring our diabetic students.

The Pleasant Hill Police Department is available through dispatch to assist in student and community safety. We have developed a positive relationship with them and they are a resource for students, administration, and the school community.

See Appendix A

## Ensuring a Safe and Orderly Environment AR 0450

### Component I: The Social Climate, People, and Programs

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

#### Goal #1:

By February of each year, the administration, with input from the staff, parents, available data and Site Council will review, revise, and adopt the school safety plan.

Component I The Social Climate People and Programs	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
<b>Activities</b>				
1.0 Supplies and emergency backpacks inventoried and replaced as needed	Vice Principal	September 2023	Financial support to replace supplies by PTSA/ site funds	Faculty and administration monitors and evaluates
2.0 Determine supply needs per safety plan	Vice Principal	October 2023	Determine funding source, purchase as needed.	Administration collaborates with staff
3.0 Schedule office meetings to address safety needs and concerns. Review last held safety drill and make any necessary changes to plan	Principal Vice Principal	Ongoing	none	Notes will be kept to address topics and needed changes
4.0 Determine vacancies and fill safety plan positions as required	Vice Principal	Ongoing	None	Written plan will reflect all positions updated and filled

The Vice Principal will review with the Principal the objective of updating supplies as needed. A list of current supplies and needed supplies will be developed and procured. After each drill conducted, the office staff may meet afterwards to debrief the event. The information will be shared with teachers and students. Modifications and or changes will be noted and changes will be incorporated as appropriate. In the beginning week of school, the Vice Principal will make necessary updates to the crisis plan, update staff on safety practices, conduct the survey of staff skills and notify teachers, students, parents and community of any public meeting regarding the Safety Plan.

**Goal #2:**

By February of each year, 100% of monthly statistical summaries of school-wide Tier II behavior concerns will be reviewed by administrators and the CARE Team to evaluate trends regarding student discipline.

<b>Component I</b> <b>The Social Climate</b> <b>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 Review monthly Tier II behavior concerns and Aeries data of student behavior violations	Faculty and Administration	Ongoing	Summary of student discipline Input of school counseling staff	Faculty and administration monitors and evaluates
2.0 Evaluate statistically for specific behavior violations. a. Highlight any specific discipline violation trends. b. Compare monthly trends.	Faculty and Administration School Counselor	Ongoing	Summary of student discipline	Faculty and administration monitors and evaluates
3.0 Identify trends regarding negative behaviors a. Use monthly statistical information to identify students exhibiting these behaviors. b. Faculty and Administration will create a plan to reduce behaviors that involves staff, students, and families.	Faculty and Administration	Ongoing	Summary of student discipline	Faculty and Administration monitors and evaluates



4.0 Review additional information from parent concerns or student complaints that may not fall into a specific category	Faculty and Administration	Ongoing	Administrator records, incident reports	Administrators monitor and evaluates.
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Goal #3:				
Component I The Social Climate People and Programs	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				

## Ensuring a Safe and Orderly Environment AR 0450

### Component II: Physical Environment

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

#### Goal #1:

By February of each year, the administration and staff will develop a beautification plan to enhance the aesthetics of the campus and maintain a safe environment.

Component II Physical Environment Place	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
1.0 Complete a needs/wants survey of projects that will aesthetically improve the campus and/or address safety needs	Administration	Ongoing	District and school board budget determination	Calculate the survey results
2.0 Develop an action plan and timeline of what projects to complete. Work with students, the PTSA and school community to determine project needs, including materials, labor, and finances.	Administration	August 2023 - ongoing	Budget needs to be determined	Plan for Beautification Day
3.0 Hold a school "Beautification Day" that involves families, students, staff and administration. Where possible, coordinate with the city of Pleasant Hill.	Administration, Site Council, Student Environmental Club	April 2024	Budget needs to be determined, campus areas for improvement to be determined	Pictures of completed projects

**Goal #2:**

Maintain and update internal and supportive spaces on campus, such as the Counseling Center, MU, and the teacher's lounge.

Component II Physical Environment Place	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
<b>Activities</b>				
1.0 Complete a needs/wants survey from staff and administration about which spaces need improvement/maintaining spaces are safe, inviting, and functional	Administration	Survey/discussion March 2024	District/budget determination; survey	calculate survey results
2.0 Develop an action plan and timeline of what projects to complete. Enlist parent volunteers. Determine needs of the project, including materials, finances, and any labor necessary.	Administration, other lead staff as necessary	March 2024-ongoing	Budget needs to be determined	Plan for work days
3.0 Hold "work" day(s) that involves families, staff, and administration	Administration, other lead staff as necessary	March 2024-ongoing	Budget needs to be determined, areas/needs for improvement to be determined	pictures of completed projects

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

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

MDUSD BP 5132

Dress and Grooming

### **School Dress Code**

Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that all private body parts and undergarments are fully covered with opaque fabric. Students are expected to practice good personal hygiene at all times.

### **Students Must Wear:**

- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- A shirt with fabric in the front, back, and on the sides under the arms with all undergarments covered. All shirts must have a strap. AND
- Shoes that are worn for outdoor spaces.

### **Students May Wear:**

- Religious headwear
- Hoodie sweatshirts (must have the face and ears visible to school staff, and while in a classroom setting, the hood may not be worn.)
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Athletic attire
- Hats, but only while outdoors.

### **Students May Not Wear:**

- Violent language or images.
- Images (logos or pictures) or language, slogans, or suggestive statements depicting gangs, violence, sex, drugs, cigarettes, e-cigarettes, vape pens, or alcohol (or any illegal item or activity).
- Hate speech, profanity, vulgar and/or obscene language, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Swimsuits.
- Slippers, bathrobes, or blankets.
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance or for COVID safety).

These dress code guidelines shall apply to regular school days and summer school days, as well as any school related events and activities, such as sporting events and promotion ceremonies.

California Education Code § 35183.5 requires each school site to allow pupils to wear sun-protective clothing, including hats and sunscreen, while outdoors during the school day.

§ 35183.5 also allows each school site to set a policy related to the type of sun protective clothing that is permitted. Dress code policies adopted pursuant to this may still prohibit students from wearing specific clothing and hats if the apparel is determined by the district or school site to be gang-related or otherwise inappropriate.

Student involvement in gangs or gang related activities is strictly prohibited. Student involvement in gangs may be considered gross disobedience or misconduct.

Gang affiliated items and related gestures which are viewed as evidence of membership or affiliation in any gang is

prohibited.

See Appendix A

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

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

### **DISCIPLINE**

Valley View Middle School strives to maintain an atmosphere that enhances the potential for success of every member of the school community. Valley View's commitment to learning includes the concept that, in order to learn, students must be guaranteed an environment that is safe, classrooms where mutual respect is the underlying principle, and where behavior expectations are public, explained, and enforced. The school's rules derive from the goals of respect for self, property, and others. In enforcing school behavior expectations, the District, the state, and Valley View staff believe that students must understand that their actions do have consequences. As students become responsible for their own behavior, they develop the self-discipline needed for good citizenship. At Valley View, students are expected to focus on learning, attend school regularly, and demonstrate appropriate behavior.

Staff, administrators, and parents collaborate to ensure student success in a school environment. Teachers and administrators model and teach students the behavioral standards desired in the classroom and in the school. Parent support is essential to school staff efforts to ensure that students respect and follow the rules and regulations of the school. Students are responsible for appropriate behavior, regular school attendance, and continued striving for academic excellence.

### **DISCIPLINE POLICY/CONSEQUENCES**

Administration reserves the right to exercise discretion in assigning consequences. The school district and VVMS follow and uphold educational code regarding student discipline, and emphasize alternate means of correction whenever possible.

These shall include but are not limited to:

### **ATTENDANCE CONSEQUENCES**

- Class period absences: lunch/after school detention
- No show for teacher detention: Administrative detention
- Excessive tardies: detention, either at lunch or after school; SART/SARB process; community service

### **CLASSROOM BEHAVIOR CONSEQUENCES**

- Class disruption, open defiance, or not following directions: support call, lunch and/or administrative detention, apology, reflection, class suspension, parent notification
- Cheating/academic dishonesty: administrative support, detention, parent notification, reflection
- Electronic device violation: Administrative warning, detention, loss of Chromebook privileges, reflection, potential suspension based on offense

### **WEAPONS OR DRUGS CONSEQUENCES**

- Possession/selling/furnishing a firearm at school or at a school activity: school suspension, principal's conference police referral, and recommendation for expulsion
- Use or possession of tobacco or substances: suspension, principal's conference, potential police referral
- Unlawfully selling a controlled substance (drugs, alcohol, or any other controlled substance): school suspension, principal's conference, police referral and recommendation for expulsion
- Brandishing a knife or possession of any knife, explosive, or dangerous object of no reasonable use to student (includes BB guns and look-alike guns) or other injurious objects (includes firecrackers/poppers): School suspension, principal's conference, police referral, and potential recommendation for expulsion



- Possession, use, furnishing, or attending school under the influence of illegal drugs identified substances: school suspension, principal's conference police referral, referral to Alcohol/Drug Abuse workshop/counseling
- Use or possession of tobacco or substances: parent notification, referral to drug/alcohol counseling/workshop
- Possession/use of stink bombs or similar paraphernalia: school suspension and possible police report based on damage
- Possession of lighter or matches: school suspension, fire school class attendance

#### SCHOOL GROUNDS CONDUCT CONSEQUENCES

- Committing/attempting sexual assault or battery: suspension, principal's conference, police referral, possible recommendation for expulsion
- Harassment, (verbal, rumors, physical, sexual, visual), threatening a student, intimidation: Consequences will result depending upon severity and frequency, but can include administrative detention, school suspension, parent notification, police report, possible expulsion
- Horseplay/physical contact initiated by one person, school disruption (play hitting, slapping, kicking, pushing throwing objects): Consequences depend upon severity and frequency but can include lunch detention, possible administrative detention, school suspension
- Fighting: conflict resolution, principal's conference, school suspension; repeated fighting can be recommended for expulsion. Students who do not follow staff direction during a fight situation will be subject to disciplinary action
- Profanity or abusive language, oral or written (depending on the severity and frequency): Lunch detention and/or administrative detention
- Ethnic/racial type slurs or hate violence: suspension, reflection, letter of apology, administrative detention, parent notification
- Obscene act, vulgarity, or habitual profanity: reflection school suspension, administrative detention, parent notification
- Caused or attempted to cause damage to school or personal property: Replacement or restitution for cost of property or repair, community service, school suspension, possible police report depending on severity
- Inappropriate use of internet/online electronic resources: loss of device use for an indefinite period of time and/or administrative detention, reflection, parent notification, suspension; depending on severity, police notification
- Caused serious physical injury to another person: suspension, principal's conference, police referral, possible recommendation for expulsion
- Extortion or robbery on school grounds of private or school property: suspension, principal's conference, police referral, possible recommendation for expulsion
- Assault or battery upon a school employee: suspension, principal's conference, possible police referral and/or recommendation for expulsion
- Theft or possession of stolen or lost property: Parent conference, possible police notification or suspension
- Littering: Campus community service
- Suspended student on school grounds during school or at school-sponsored activity: Extended suspension
- Possession/use of electronic devices (cell phones, airpods, etc): 1st violation=warning; 2nd violation=confiscation for remainder of day, notation in student record, returned at the end of the day; 3rd violation=confiscation, parent pick-up required. Any further violations require a parent to meet with an administrator.
- Violation of dress code: opportunity to change into appropriate clothing and/or parent can bring alternate clothes, possible detention
- Skateboards, rollerblades, scooters: NOT ALLOWED AT SCHOOL. Confiscation/parent pick up required.
- Public display of affection: Warning and/or detention, parent notification
- Excessive support calls, parent conference: loss of activity privileges

## REMINDER

Participation in extracurricular/school-sponsored activities is a privilege at Valley View Middle School and is given as a reward to students who demonstrate proper conduct and academic achievement. In order for students to participate in extra-curricular/school-sponsored activities, students cannot be on disciplinary probation (determined by Administration).

**POLICE REPORTS:** The school staff works closely with the local Pleasant Hill police department. Cases involving serious offenses, such as theft, illegal substances, or threats, are reported to the Pleasant Hill Police Department. Parents are always notified when police reports are made involving their children.

See Appendix A

## General Emergency Preparedness

### EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

#### Purpose of the Plan

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

#### Regulatory Authority

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

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

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

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

#### School Site Emergency Preparedness and Response Coordination

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

#### Campus and Facility Site Preparedness Duties

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

**All School Staff:**

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

**Annually each principal shall:**

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

**Teachers:**

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

**School Office Managers or Designee:**

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

**School Custodians or designee:**

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

## CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM

### Crisis Response

The primary goals of crisis response are to:

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

### Incident Command System (ICS)

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

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

- Command (Management) Team - Provides overall direction of response at the school site
- Operations Team- Supports on-scene response at school site

- Planning Team- Collects, evaluates and documents information about the incident
- Logistics Team - Provides services, personnel and supplies in support of incident response
- Finance Team - Provides financial tracking, procurement and cost accounting of incident response

## COMMAND AND ORGANIZATION DURING A CRISIS

### Foundations of Crisis Response

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

These three C's are:

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

### CHAIN OF COMMAND

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

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

<b>Incident Commander</b> (Principal/Site Administrator)	Aurelia Buscemi/Aurelia Buscemi or Designee
IC Alternate #1	Rachel Decker
IC Alternate #2	
IC Alternate #3	

### INCIDENT COMMAND SYSTEM (ICS)

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

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

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

## SECTION CHIEFS

**Incident Commander:** Aurelia Buscemi or Designee

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

- Communicate and coordinate with Section Chiefs

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

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

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

**Public Information Officer:** Aurelia Buscemi or Designee

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

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

**Reports to Incident Commander****Disaster Response Officer:** Rachel Decker

Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)

**Reports to Incident Commander****Agency Liaison:** Rachel Decker

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:** Aurelia Buscemi

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

**Reports to Disaster Response Officer****Search and Recovery:** Rachel Decker

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

**Security/Traffic:** Corey Dolley

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

**Crisis Intervention:** Susan Robinette

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

**First Aid:** Millie Fuentes- school LVN

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

<p><b>Assembly/Shelter and Care:</b> Grass field playfield</p> <p>Provides accounting and long-term care for all students until reunited with parents/guardians; manages food and sanitation needs. Teachers report roll and status of student condition to Assembly/Shelter and Care</p>
<p><b>Student Release:</b> Office staff or teacher assigned by principal</p> <p>Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release</p>
<p><b>Planning Team:</b> Collects, evaluates and documents information about the incident</p>
<p><b>Planning Team Leader:</b> Rachel Decker</p>
<p><b>Reports to Disaster Response Officer</b></p>
<p><b>Situation:</b> Rachel Decker</p> <p>Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map</p>
<p><b>Documentation:</b> Linda Sweeney</p> <p>Collects and archives all incident documents</p> <p>Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.</p>
<p><b>Resources/Staffing:</b> Rachel Decker</p> <p>Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).</p>
<p><b>Demobilization:</b> Aurelia Buscemi</p> <p>Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site</p>
<p><b>Logistics Team</b> - Provides services, personnel and supplies in support of incident response</p>
<p><b>Logistics Team Leader:</b> Aurelia Buscemi</p> <p>Review report from Facilities Officer on conditions of utilities to determine if they should be turned off.</p>
<p><b>Reports to Disaster Response Officer</b></p>
<p><b>Food and Supply:</b> Amber Isherwood/ Cafeteria Staff if available</p> <p>Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers</p> <ul style="list-style-type: none"> <li>Cover and preserve all usable food and water.</li> <li>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.</li> <li>Report the condition of the kitchen, including any damage, to the Facilities Team Leader..</li> </ul>
<p><b>Transportation:</b> Linda Sweeney</p> <p>Arranges transportation for staff, students and supplies.</p> <p>Call Transportation for buses, if necessary.</p>
<p><b>Facilities:</b> Romeo Espineda</p> <p>Recommended filled by School Custodial Team</p> <p>Coordinates site repairs and use of school facilities; arranges for debris removal</p> <ul style="list-style-type: none"> <li>Check water, gas and electricity and report findings to the Incident Commander.</li> <li>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)</li> <li>Help set up emergency sanitation facilities if needed.</li> <li>Safeguard all usable water within the building.</li> </ul>

**Communications/IT:** Aurelia Buscemi

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:** Aurelia Buscemi

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:** Linda Sweeney

Maintains incident time logs for all personnel.

**Procurement:** Aurelia Buscemi

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

**Cost:** Aurelia Buscemi

Provides cost estimates, analysis and recommendations for cost savings

**Compensation/Claims:** Linda Sweeney

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	



## 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://alertrt.org/files/research/ActiveShooterEvents.pdf>

## RUN

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

### **Students and staff should be trained to**

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

## HIDE

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

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

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

## FIGHT

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.<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: Teacher take a reasonable number of students with them.
3. Upon exit place a garbage can outside the 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: go to evacuation location
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:  
Green and Red cards used.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be via PA system
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, this is an ALL CLEAR to evacuate

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

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: Teacher take a reasonable number of students with them.
3. Upon exit place a garbage can outside the 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: go to evacuation location
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:  
Green and Red cards used.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be via PA system
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.

2023-2024 MDUSD ANNUAL SAFETY PLAN TIMELINE		
MONTH	ACTIVITY	PERSON(S) RESPONSIBLE/DATE
August	Facility Hazard Assessment Update School Map(s) Inventory and Replace Supplies Update Staff Roster and Buddy Lists Update Incident Command System (ICS) Assignments and Procedures Staff Review of Safety Plan Mandates <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	Vice Principal. Due annually by August 31
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	Vice Principal. Due annually by September.
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, School safety officer.
November	Shelter-in-Place	Vice Principal. Typically done in early November or close to that date.
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents	Vice Principal. School Site Council Meeting held Jan 2024 review of

	Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	safety plan. Safety Plan voted on at the SSC meeting Feb 22, 2024 for approval.
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## Emergency Alarm and Drill Log AR 3516.1

School Year 2023-2024

School: Valley View Middle School

Principal: Aurelia Buscemi

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Drill	August	25	9:25 AM	4 min 30 sec
Fire Drill	September	22	11:55 AM	3 min
Earthquake Drill	October	19	10:10 AM	did earthquake drill first, then evacuated
Fire Drill	October	19	10:12 AM	4 min
Shelter-in-Place Drill	November	17	11:05 AM	To simulate shelter in place, 2 minute wait. Then conducted earthquake drill
Earthquake Drill	November	17	11:07 AM	Conducted earthquake drill then evacuated
Fire Drill	November	17	11:09 AM	5 min
Intruder Alert Drill	December	13	10:00 AM	To simulate intruder, 6 minute wait before fire drill.
Fire Drill	December	13	10:06 AM	4 min 45 sec
Earthquake Drill	January	19	8:35 AM	Conducted earthquake drill first, then evacuated
Fire Drill	January	19	8:37 AM	5 min
Fire Drill	February	23	1:20 PM	Scheduled
Intruder Alert Drill	March	22	10:10 AM	Scheduled
Fire Drill	March	22	10:15 AM	Scheduled
Earthquake Drill	April	19	10:10 AM	Scheduled
Fire Drill	April	19	10:12 AM	scheduled
Fire Drill	May	17	8:50 AM	Scheduled
Fire Drill	June	7	1:00 PM	Scheduled

- \* **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	925-674-2333	2540 East Street Concord CA 94520
Local Hospitals	John Muir-Walnut Creek Emergency	925-939-5800	1601 Ygnacio Valley Rd Walnut Creek CA 94598
Law Enforcement/Fire/Paramedic	Clayton Police	925-673-7350	6000 Heritage Trail Clayton CA 94517
Law Enforcement/Fire/Paramedic	Concord Police	925-671-3200	1350 Galindo St Concord CA 94520
Law Enforcement/Fire/Paramedic	Martinez Police	925-372-3400	525 Henrietta St Martinez CA 94553
Law Enforcement/Fire/Paramedic	Pleasant Hill Police	925-288-4600	330 Civic Drive Pleasant Hill CA 94523
Law Enforcement/Fire/Paramedic	Walnut Creek Police	925-943-5844	1666 North Main St Walnut Creek CA 94596
Law Enforcement/Fire/Paramedic	Contra Costa Sheriff's Department	925-335-1500	561 Pine St #7 Martinez CA 94553
Public Utilities	PG&E Emergency	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	925 688 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	925-682-8000	1936 Carlotta Drive, 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.**

Valley View Middle School will respond swiftly in accordance with our Safety Plan guidelines and in accordance with MDUSD Board Policies. Our Principal is first in command to make critical decision. An established chain of command is predetermined including administration, office staff, and faculty. An established emergency response communication is in place. The intercom system, if available, will be managed by Attendance Secretary & Registrar Tessa Cravo. Additionally, walkie-talkies, messengers, bullhorns and cell phones will be utilized as relevant. An established evacuation is routinely practiced for varying conditions. Roles and responsibilities have been established in case of a disturbance and/or crisis. A summary of emergency codes are included for earthquakes, fire, chemical spill or release, bomb threats or suspicious packages or intruder alerts. In some cases, the office may alert the campus with "This is a lockdown". Guidelines are established for specific emergencies. Safety Plan binders are kept in the office and an "Emergency Preparedness and Crisis Response Plan" is updated annually and located in each teacher's emergency backpacks as an additional resource.

In the event of an emergency, the Pleasant Hill Police Department and the Pleasant Hill Fire Department will be called immediately. For student emergencies requiring medical attention 911 will be called. All emergency situations will be brought to the MDUSD attention by Principal Aurelia Buscemi or by her designee.

See Appendix A

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

MDUSD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

When visitors come onto the Valley View Campus they must check-in to the office and sign in and get a visitor's badge.

MDUSD employees wear district badges while on campus.

- Visitors check-in and check-out of the office and wear a visitor badge.
- Classroom visitation procedures are included in the Parent Handbook
- Parents or designated contacts who pick-up their children early complete a “sign-in” in the school office and are required to show ID.
- Teachers are assigned supervision duty before school, at brunch, and after school.
- Campus supervisors supervise the entire campus during lunchtime and throughout the school day.

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. The City of Pleasant Hill employs a Crossing Guard at the corner of Ruth and Viking to support students leaving school safely in the afternoon. One potential need is a crossing guard or supervised adult at the crosswalk between College Park High School and DVC after school dismissal, where many students cross two-way traffic to be picked up either in the DVC parking lot or because they walk down Viking Drive to get be picked up at Valhalla Elementary.

Valley View parents enter the access road off of Viking Drive and enter the parking lot at the far driveway on the left side by the field to ensure a safe flow of traffic. Vehicles enter the driveway and proceed to the left. All traffic flow through the parking lot is one way. An administrator is stationed out front of the school in the morning to monitor student ingress.

Administrators are stationed out in front of the main & side gates in the afternoon to help with supervision of students and traffic. One Campus Supervisor is stationed at the gate going to the Civic Center Parking lot to monitor egress at the back of the school.

Campus Supervisors are an essential element of safety at the school. The two administrators and assigned teachers also station themselves at off-duty locations to watch traffic flow and supervise students coming to and leaving school at the beginning and end of the school day.

All parties communicate via walkie talkies with one another.

See Appendix A

## **Students with Disabilities**

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

Students with disabilities are assisted by their teachers and special education assistants. Students are carefully monitored and assisted during all drills and prepared in case we have an actual emergency. Teachers are informed ahead of time about drills so they can prepare if they have special situations or need more time. Teachers follow all established procedures for all drills. Non-special education staff are familiar with our students with special needs as all of our students. Many of the students are in a general education class, with support, and our teachers are familiar with their individual needs. Our special education chair briefs staff in faculty meetings and trainings of any special needs students may have during an emergency.

# Valley View Middle School Incident Command Structure

**Incident Commander**  
Aurelia Buscemi or Designee  
Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District EOC

**Public Information Officer**  
Aurelia Buscemi or Designee  
Media liaison, official spokesperson for school; coordinates information for parent community

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

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

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

**Planning**  
Rachel Decker  
Collects, evaluates and documents information about incident, including status of students staff and facilities, coordinates demobilization of ICS response

**Logistics**  
Aurelia Buscemi  
Provides services, personnel and supplies in support of incident response.

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

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

**First Aid**  
Millie Fuentes- school LVN  
Provides triage and medical care; establishes morgue, if needed.

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

**Food and Supplies**  
Amber Isherwood/ Cafeteria Staff if available  
Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers.

**Time**  
Linda Sweeney  
Maintains incident time logs for all personnel.

**Security/Traffic**  
Corey Dolley  
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates ire/HazMat

**Assembly/Shelter and Care**  
Grass field playfield  
Provides accounting and long-term care for all students until reunited with parents caretakers; manages food and sanitation needs of students.

**Documentation**  
Linda Sweeney  
Collects and archives all incident documents

**Transportation**  
Linda Sweeney  
Arranges transportation for staff, students and supplies.

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

**Crisis Intervention**  
Susan Robinette  
Provides onsite counseling and intervention; determines need for outside mental health support

**Student Release**  
Office staff or teacher assigned by principal  
Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

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

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

**Cost**  
Aurelia Buscemi  
Provides cost estimates, analysis and recommendations for cost savings

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

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

**Compensation/Claims**  
Linda Sweeney  
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.

VVMS administration has been trained to recognize symptoms of an overdose and have been trained in how to administer Naloxone. Some students suggested more education on campus about opioid prevention and its dangers.



## 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.

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:

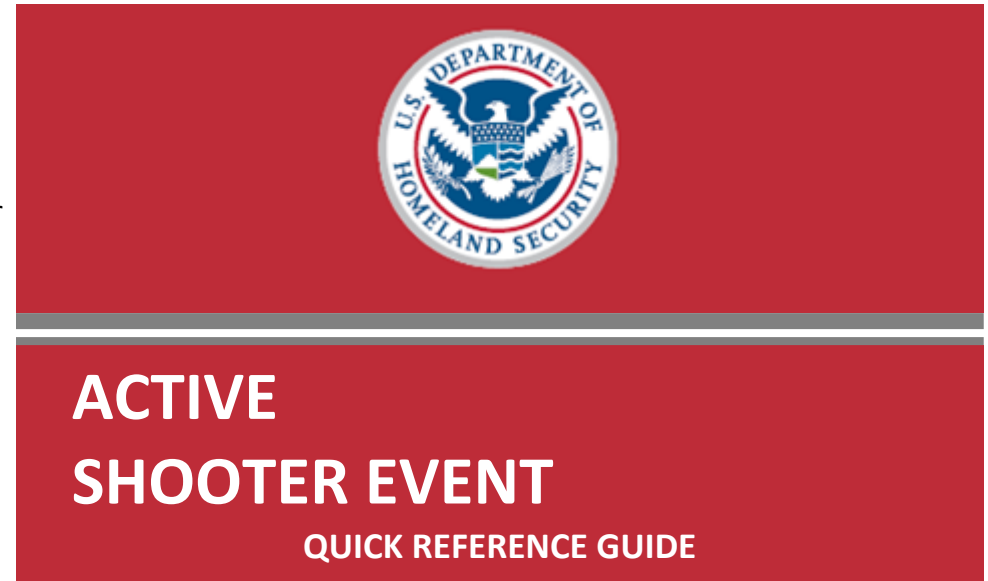
- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

### For questions or additional assistance contact:

Your local law enforcement authorities or FBI Field office:  
Pleasant Hill Police Department



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

**BACKPACK  
EMERGENCY  
CARD**



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

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

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

How would the school notify you in the event of 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 No**

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

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



**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: Valley View Middle School  
School Phone Number: 925-686-6136  
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](https://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

**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 Matt Rinn  
City of Pleasant Hill  
100 Gregory Lane  
Pleasant Hill, CA 94523

February 1, 2024

Dear Mayor Rinn:

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

<b>MDEA:</b>

February 15, 2024

Angela La Torre, MDEA Representative  
181 Viking Drive  
Pleasant Hill, CA 94523

Dear Angela La Torre:

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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- 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
- 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:

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- A representative of the school employee organization(s)
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Please contact me at 925-686-6136 if you plan to attend this meeting or have any questions regarding this matter.

Sincerely,

Rachel Decker, Vice Principal  
Valley View 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

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

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Sincerely,

*Christina Filios Yiannakopoulos*

Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support

CST:

February 15, 2024

Linda Sweeney, CST Representative  
181 Viking Drive  
Pleasant Hill, CA 94523

Dear Linda Sweeney:

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Sincerely,

Rachel Decker, Vice Principal  
Valley View Middle School





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Sincerely,

*Christina Filios Yiannakopoulos*

Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support



**CSEA:**



**MT. DIABLO**  
UNIFIED SCHOOL DISTRICT

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Sincerely,

*Christina Filios Yiannakopoulos*

Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support

<b>Teamsters:</b>

February 15, 2024

Romeo Espineda, Teamsters Representative  
181 Viking Drive  
Pleasant Hill, CA 94523

Dear Romeo Espineda:

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Sincerely,

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Valley View Middle School



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UNIFIED SCHOOL DISTRICT

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Sincerely,

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Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support

**Parent Club:**

February 15, 2024

PTSA  
181 Viking Drive  
Pleasant Hill, CA 94523

Dear PTSA:

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Sincerely,

Rachel Decker, Vice Principal  
Valley View Middle School

<b>Student Government:</b>



February 15, 2024

Ruby Harrigan, Laura English, Student Leadership  
181 Viking Drive  
Pleasant Hill, CA 94523

Dear Students:

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Sincerely,

Rachel Decker, Vice Principal  
Valley View Middle School

<b>Other:</b>



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 Scott Vermillion  
City of Pleasant Hill  
330 Civic Drive  
Pleasant Hill, CA 94523

February 1, 2024

Dear Chief Vermillion:

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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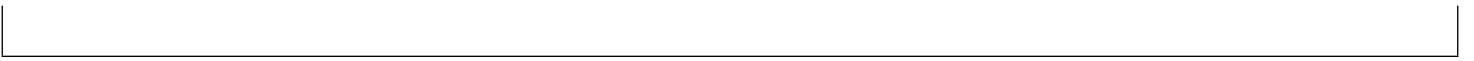
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Sincerely,  
*Christina Filios Yiannakopoulos*  
Christina Filios Yiannakopoulos  
Assistant Director, Instructional Support



## Appendix E: Assurances

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

Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i>	<b>Date of Public Hearing:</b> February 22, 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: <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>		
	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: <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>		
Review of Progress for Last Year	1/25/23		
Category	Name	Signature	Date
Law Enforcement Review	Officer Tammy Wooden		Date: February 22, 2024
Site Council Approval	Rachel Decker		Date: February 22, 2024



MT. DIABLO  
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