

Comprehensive School Safety Plan

LEA: Mt. Diablo Unified School District

School: Mt. Diablo High School

CDS: 07-61754-0734566

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School Year: 2023-2024

Public Hearing Date(s): 01/23/2024

X The school certifies completion of this safety plan.

School Site Council Approval: 01/23/2024

Board of Education Approval:

Introduction

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

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

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

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

We graduate students prepared for college, career, and civic responsibility

Mount Diablo High School Mission Statement

- We will raise all of our students' ability to read, write, and think critically through engaging, rigorous, standards-based instruction.
- We will improve all of our students' physical health, emotional well-being, and sense of responsibility to self and the community.
- We will instill determination in all of our students to persevere in reaching their goals.

Mount Diablo High School Vision Statement-We graduate students prepared for College, Career and Civic Responsibility.

MDHS students will be a(n):

- Effective Communicator: Is proficient in writing, speaking and listening adapted to audience, task, purpose, and discipline.

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

- Complex Thinker: Thinks critically and creatively by identifying problems, assessing evidence and solutions, and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting, and analyzing information in order to develop and implement creative solutions to complex problems.
- Effective & Ethical User of Technology: Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.
- Self-Directed Learner: Independently seeks and uses resources including teachers, peers, print, and digital references with perseverance and endurance to engage in new learning toward academic, professional, and personal goals.
- Global Citizen and Responsible Worker: Demonstrates integrity, adaptability, and ethical behaviors by acting effectively in an ever-changing society.
- Health & Wellness Advocate: Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy choices.

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 Classroom Teacher
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Dr. McCain	X						
2. Dr. Murrow	X						
3. Elizbeth Mangelsdorf	X						
4. Sandra Spaulding							X
5. Lori Johnson							X
6. Hayley Davis				X			
7. Michael Perdovic				X			
8. Kelly Morales				X			
9. Debbie Hickey		X					
10. Jesus Orzoco						X	
11. Melanie Talaveraz						X	
12. Trish Beirne			X				
13. Maya Shah						X	
14. Bernice Lbarra						X	
15.							
16.							
17.							
18.							
19.							
20.							

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

School Year 2023-2024

Meeting Type	Meeting Date			Comments
	Month	Day	Time	
Faculty Meeting	October	10	2:10	Drill procedures were covered by admin.
Staff Development	November	8	2:40	Active Shooter Drill protocol
Public Hearing	February	9	5:45	Presentation of safety plan.
SSC Meeting	February	25	5:45	SSC approved safety plan.
OTHER	February	3	12:00	Incident Command Structure and Cliff notes emailed to appropriate staff

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

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

School Climate

Current Status of School Crime

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

Data Source	2020-21	2021-22	2022-23	2023-24
Suspensions (number of incidents)	0	126	81	69
- Violence	0	50	40	28
- Tobacco	0	3	2	3
- Drugs/Alcohol	0	23	22	18
- Weapons	0	3	1	4
Expulsions	0	0	1	0
Attendance, general ed. (%)	91.3%	91.2%	90.10%	89.11
Attendance, special ed. (%)	89.2%	87.33%	84.97%	
SART (number of referrals)	358	381	353	120
SARB (number of referrals)	54	69	117	37
SARB (number referred to	0	0	21	

Court)				
SST (number referrals)	31	23	8	16
Coordinated Care Team (number of referrals)	107	161	128	85
Positive Behavior Team Referrals	0	0	0	0
Vandalism Reports	0	2	1	

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. Admin and campus supervisors have taken a more proactive role in keeping the campus safe. Admin reviewed have begun tardy sweeps, implemented ISS and have been proactive of being visible and walking campus between classes. This includes an "all-hands-on-deck" approach to passing periods and getting students to class. Admin has yet to gather data for this newly implemented approach; it seems to work for all stakeholders. There has been less suspension and disciplinary issues with these new systems in place. This has been our focus this year getting students in class and making sure the campus is a safe place. Sart, and Care team referrals are all about the same as last year. Sarb has increased due to working with the district and finding the students who were on the books but not attending school and focusing on what needs to be done with these students. Drugs (mainly vape) has still been an issue however the good news is violence and fights at down significantly from last year

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.

Identify appropriate strategies and programs that provide and maintain a high level of school safety.

MDHS provides the following strategies and programs that provide and maintain a high level of school safety:

- Intervention classes such as Algebra IA.
- English Language Development I, II, III, and IV provide support for English Learners.
- Academic Literacy (reading interventions); Advanced Placement, Honors, and Pre-Honors classes.
- Academies: International Hospitality and Tourism (IHTA), Digital Safari (DSA), Architecture, Construction, Manufacturing, and Engineering (ACME); the Medical & Bio-Technology (MBTA) program; the World Academy.
- The Diablo Community Center (DCC) provides family and student individual and group counseling, health referrals, tutoring, mentoring, and other community services.
- Contra Costa County Mobile Health Clinic provides health screenings, contraception, and physicals to students.
- Multicultural clubs to promote cultural pride and self-respect, such as the Asian Club, Latino Club, Gay-Straight Alliance, and Filipino Club.
- Support Call interventions.
- Campus Beautification program.
- School-wide implementation of Art & Science of Teaching (ASOT).
- School-wide implementation of Positive Behavior Interventions & Support.
- The third year of school wide implementation of Constructing Meaning strategies to target language learners.
- The CARES after school program to help with tutoring and credit recovery.

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.

- List and describe interventions and support systems that are in place as a deterrent to suspension and expulsion.
- Support Call Interventions: Used when students are being disruptive or failing to follow class rules, support calls are made and administrative support is provided. This support may include brief counseling of student(s) and/or the return of the student(s) to the class, removal of student from class, confiscation of technology if being used inappropriately, call to parent, parent teacher conference, and assignment of administrative detention.
- Communication with parents: This is done by both teachers and administrators when student's behavior and/or academic performance warrants it.
- Conflict Resolution: The Four administrators facilitate conflict mediation. Counselors are also available. Administration will conduct conflict resolution as the situation dictates.
- Behavior Contract: Students are placed on behavior contracts when behavior dictates the need. Students may receive a plan based on multiple discipline issues, as a condition of a return to school after a suspension. The contracts are reviewed with students and parents, signed by both and entered into the AERIES system and students' cum file.
- Coordinated Care Team Referral: Teachers, administrators, or other staff can refer a student to the Care Team. Students can also do self-referrals. The Care Team meets every Thursday to discuss students that have been referred and devise a plan of action.
- Student Support Team Meeting: A meeting of teachers, administrator, parents, counselors and the student to discuss behavior and academic problems to develop a Behavior Support Plan.
- District Positive Behavior Support Team Meeting: A meeting of district personnel, administrator, parents, student and counselors to discuss behavior and academic problems to develop a Behavior Support Plan.
- Positive Behavioral Interventions and Supports (PBIS): A framework to establish a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.
- Drug and Alcohol Abuse classes: Student is referred to these classes when he/she is found with drugs, drug paraphernalia, alcohol, or if he/she is determined to be under the influence of drugs and/or alcohol.
- The Diablo Community Center (DCC): The DCC operates several types of support groups during the course of the year . These support groups include, a LGBTQ support group and a drug/substance abuse addiction group. The center also provides individual counseling for students.

- There is a new bell schedule that provides two hours of academic intervention to students called "Peak Hours". These intervention periods take place every Thursday and Friday.

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 roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on MDHS are outlined within their job descriptions. Individuals in these positions are expected to assist school administrators in handling crisis situations and defusing tense situations involving students and/or the staff as well as responding to emergencies on campus.

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 roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on MDHS are outlined within their job descriptions. Individuals in these positions are expected to assist school administrators in handling crisis situations and defusing tense situations involving students and/or the staff as well as responding to emergencies on campus.

See Appendix A

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

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

Goal #1: Establish discipline procedures that emphasize early intervention, student support, and positive school culture as a means to reduce and/or prevent negative behaviors. Student behavior will be improved by creating a school culture of success and by increasing communication between students, staff, and parents.				
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				

<p>1.0 Evaluate effectiveness of Peak Hours, the new intervention schedule by looking at D & F data, and teacher and student surveys. Evaluate academic and behavioral interventions and develop programs and systems to support students who are not successful academically, behaviorally, and who are habitually truant. Coordinate better use of DCC and referral system.</p> <ul style="list-style-type: none"> • Part time & Intern counselors on staff • Group & Individual counseling • Support groups 	<p>Administration ELL Personnel WASC Peak Hour Group School Support Service Personnel Psychologists DCC staff Academy Lead Teachers College and Career Center</p>	<p>June 2024 Budget: LCFF Title I</p>	<p>Technology Support Personnel AERIES Online referral process Staff presentations by DCC staff PBIS and HERO</p>	<p>Monthly review of data by administration. Quarterly report to Curriculum and Instruction Leadership Council (CILC). Quarterly review of data by staff. Quarterly review of data by School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Attendance Data Support call data Referrals, Drug and Alcohol suspensions, verbal/physical altercations</p>
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<p>2.0 Provide training for staff that integrates a focus on safety and discipline. Training will include</p> <ul style="list-style-type: none"> • site based workshops focused on culturally relevant instruction and differentiated instruction; • training on forms/AERIES/ email/Illuminate <p>Positive Behavioral Intervention & Support training</p> <ul style="list-style-type: none"> • disaster preparation training • continued training and implementation on restorative justice • opportunities for staff to share best practices 	<p>Administration, Teachers, TIL, Academic Counselors</p>	<p>June 2024 LCFF</p>	<p>Technology Support Personnel PBIS and HERO Emergency Preparedness Survey CPR & First Aid Trainings</p>	<p>Monthly review of data by administration. Quarterly report to CILC. Quarterly report to School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Attendance Data Referrals, Drug and Alcohol suspensions, verbal/physical altercations. Teacher feedback regarding training</p>
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<p>3.0 Continue to build student awareness through</p> <ul style="list-style-type: none"> • grade-level assemblies concerning attendance, respect, safety & discipline issues; • grade-level assemblies to be structured for academies and large school grade level groups; • evaluate the effectiveness of the student behavioral contract (earn privilege of Proms, rallies and other activities); • Restorative Justice classroom practices (i.e. Restorative Circles) • PBIS challenges and incentives • Hero attendance/incentive program 	<p>Administration, Teachers, Students, DCC Student Leadership Academic Counselors</p>	<p>June 2024 LCFF Title I</p>	<p>Survey, questions regarding school climate Assembly Agendas Teacher feedback Lesson plans Student work Workshops Agendas/minutes Hero support</p>	<p>Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Attendance Data - via Hero Referrals, Drug and Alcohol suspensions, verbal/physical altercations. Teacher & student feedback about assemblies Teacher & student feedback about Restorative Justice classroom activities. Participation in PBIS challenges and student use of PBIS store.</p>
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<p>4.0 Utilize technology to support safety and discipline through the following:</p> <ul style="list-style-type: none"> • Utilize online referral system for Care Team and SST referrals by email • AERIES access for all staff • Evaluate and increase number of cameras and motion sensors in sensitive areas • dissemination of information to teachers, staff and parents when suspensions take place 	<p>Administration Technology Department Teachers DCC Academic Counselors</p>	<p>June 2024 LCFF Title I Measure C funds</p>	<p>District Technology Support Personnel Technology Support Personnel AERIES workshops Hero training SLACK for Support Calls in order to track the data more efficiently.</p>	<p>Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Attendance Data - via Hero Referrals, Drug and Alcohol suspensions, verbal/physical altercations.</p>
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Goal #2:

Implement a consistent school-wide discipline plan that decreases problematic student behavior

Component I The Social Climate People and Programs	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
1.0 Provide teacher training in Constructing Meaning as evidenced by <ul style="list-style-type: none">written and posted Learning Goalsimproved test scores around IEBsfewer D's and F'sInstructional RoundsAdmin walk throughs with non-evaluative feedback	Administration Teachers TOSA DCC staff	June 2024 LCFF Title I	Professional Development Constructing Meaning	Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Support call data Attendance Data Referrals, Drug and Alcohol suspensions, verbal/physical altercations.

2.0 Positive Behavior Support Intervention & Support Training will be provided to teachers	Administration Teachers DCC Administrators	June 2024 LCFF Title I	Professional Development	Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Support call data Attendance Data Referrals, Drug and Alcohol suspensions, verbal/physical altercations. Teacher feedback on PBIS & Restorative Justice
3.0 Increase Campus Safety as evidenced by <ul style="list-style-type: none"> additional hours for campus supervision. 	Administration 4 Site Supervisors	June 2024 District budget Concord city budget LCFF	City funds Site/District training Site funds to hire an extra site supervisor and/or have a sub supervisor on campus on Rally days and Fridays. Develop a consistent set of expectations for Campus Supervisors	Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Support call data Attendance Data Referrals, Drug and Alcohol suspensions, verbal/physical altercations. Data provided by Concord Police regarding crime reports

<p>4.0 Improve parent communication and involvement on campus, including but not limited to</p> <ul style="list-style-type: none"> • ELAC • SSC • Coffee with the Principal • Parent Liaison • Sport Boosters 	<p>Administration Teachers Presidents of organizations CILC Parents Parent Liaison SSC</p>	<p>June 2024 LCF Title I</p>	<p>Translators Bulk mailings School Messenger weekly calls Language line to be used by teachers Parent volunteers</p>	<p>Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Incidence of repeat referrals Documentation of alternative forms of intervention Attendance Data Referrals, Drug and Alcohol suspensions, verbal/physical altercations. Data related to parent attendance at school functions</p>
<p>5.0 Review and change safety plan as needed in regards to discipline site wide. Changes to be based on end of the year data, review and revise current strategies implemented as needed.</p> <p>Review discipline matrix with the staff</p>	<p>Administration</p>	<p>June 2024 LCFF</p>	<p>AERIES Data Meeting agendas</p>	<p>Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Documentation of alternative forms of intervention Attendance Data Referrals, Drug and Alcohol suspensions, verbal/physical altercations. Data provided by Mt. Diablo Unified School District regarding crime reports</p>

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: Maintain beautification of the campus and provide an atmosphere conducive to student pride, ownership, and safety.				
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 Facility meetings that develop strategies for <ul style="list-style-type: none">school wide campus clean-upsincreased visible supervision during brunch and lunchincreased response to physical environment concerns	Administrators Teachers Support Personnel Campus Supervisors Head Custodian ASB District Maintenance	June 2024 LCFF Title I District Budget	Data regarding property damage claims Campus Maps Camera footage of sensitive areas	Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Property damage and/or vandalism reports

2.0	Maintain security of school by ensuring fences and gates are maintained	Administrators Campus Supervisors Head Custodian District Maintenance	June 2024 LCFF	Data regarding students off campus Increased camera presence in sensitive areas	Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Student truancy Property damage and/or vandalism reports
3.0	Provide training to faculty through monthly safety practice drills	Administrators	Ongoing monthly practices	MDUSD Emergency Preparedness and Crisis Response Plan	Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Safety Drill records
4.0	Complete Williams Site Survey and make and complete list of needed repairs.	Administrators District Maintenance Head Custodial	June 2024 LCFF Title I District Maintenance Budget	Notification of needed repairs	Monthly review of data by administration. Quarterly report to CILC Quarterly report to School Site Council. Data to be reviewed: Reports of needed repairs Maintenance reports showing completed repairs

Goal #2:				
Component II Physical Environment Place	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				

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

Dress and Grooming

School Dress Code

In an effort to maintain an atmosphere of academic achievement at Mt. Diablo High and eliminate unnecessary distractions, the following dress code will be enforced.

- Clothing, jewelry, and personal items (backpacks, purses, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia deemed offensive, profane, or sexually suggestive. Any item depicting drugs, alcohol, or tobacco, or inappropriate slurs or prejudice related to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation is unacceptable. Any article known to be gang-related is unacceptable.
- Shoes / footwear must be worn at all times.
- Clothes shall conceal undergarments for all students at all times.
- Opaque clothing must cover the torso from the armpit to the waist, and cover from the waist to the thigh.
- Clothing that presents a health or safety hazard is prohibited.
- Religious coverings are allowed at all times

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

School, Discipline, Program, Rules and Consequences. SCHOOLWIDE DISCIPLINE PLAN

As a student in the Mt. Diablo Unified School District attending Mt. Diablo High School, you have the responsibility to exercise self-discipline so that the rights of all are respected and a good learning environment can be maintained. The staff at Mount Diablo High School has created a Schoolwide Discipline Plan that will apply to all students. Listed below are the first 3 steps of the plan.

1. **VERBAL WARNING:** A teacher talks to the student and reaches an agreement regarding how the student should conduct him/herself. This is recorded in the teacher's log, and/or a parent is notified and reminded of the behavior expectancies and consequences.
2. **PARENT CONTACT:** A parent/guardian is notified and reminded of behavior expectations and consequences. Detention is assigned, or student is assigned other consequences as defined by the teacher's discipline plan. This is recorded in the teacher's log.
3. **SUPPORT CALL:** Chronic defiance (see #1, and #2), student is referred to appropriate administration for additional disciplinary action.

AVOIDANCE AND SELF-DEFENSE

Students should not take matters into their own hands but should report any incident related to intimidation, harassment, and fighting to a staff member and allow staff to assist them in handling the situation. Self-defense will be considered only in cases where a student has made every attempt to avoid a fight.

CARE OF SCHOOL PROPERTY

The school belongs to all students who are enrolled and to personnel who work here. It is therefore necessary that each student and all other school personnel treat school property as if it were their own. It is only by respecting the property of others and treating the property with care that we can maintain a respectable environment for all. Defacing of walls and vandalizing school or personal property is unacceptable at Mt. Diablo High School. Anyone found engaging in or promoting such activity will face severe disciplinary action resulting in fines, police report, suspension, or expulsion.

CELL PHONES/ELECTRONIC DEVICES

In order to maintain an academic environment, cellular phones/pagers will be turned off and not be seen or heard anywhere on campus during the school day (8:00 a.m. – 3:19 p.m.). All other electronic devices, including, but not limited to iPods, will be turned off and not be seen or heard in any classroom / teaching environment. Students who act in violation of this policy shall be subject to the District's progressive discipline as follows:

- 1) Initial violation – electronic signaling device will be confiscated by school staff and secured in a safe location. The electronic listening device will be returned to student at the conclusion of the staff work day;
- 2) Second violation – electronic signaling device will be confiscated and secured in a safe location. The electronic listening device will not be returned to the student unless and until the student's parent or guardian meets with school administrative staff for the purpose of clarifying this policy;
- 3) Third violation – the electronic signaling device will be confiscated and secured in a safe location. The electronic listening device will not be returned to the student unless and until the student's parent or guardian provides written assurance that the student will no longer be allowed to possess the electronic listening device during the instructional day;
- 4) Fourth violation – the electronic signaling device will be confiscated and secured in a safe location. The student will be subject to suspension;
- 5) Any further violations will subject the student to disciplinary action as set forth in Board AR 5144.1.

DEGRADING AND INFLAMMATORY COMMENTS / STATEMENTS

Students have the right to be free from abusive statements, written or verbalized, which in any way degrade the unique qualities of an individual such as his/her race, ethnicity, culture, heritage, sexuality, physical/mental attributes, or religious beliefs and practices. Such statements are damaging to a person's self-esteem, have no place in an educational institution, and are viewed as activities which are grounds for suspension from school and possible expulsion.

FIGHTING

Fighting at Mt. Diablo High School is a severe offense. Fighting is defined as any exchange of physical blows. Students involved in fighting or who encourage or participate in arranging fights will be subject to out of school suspension, and possible recommendation for expulsion. Any fight resulting in serious physical injury to any student or adult will be reported to the Concord Police Dept. and student(s) may be subject to arrest.

GANG ACTIONS

Mt. Diablo High School strongly discourages any group activity which results in harm to and/or intimidation of any MDHS student or group of students. Students will not be allowed to wear any article of clothing that identifies them as members of a group (gang) known for acts of intimidation and/or violence.

All students involved in assault / battery will be suspended and recommended for expulsion. These students will also be reported to the police for possible prosecution under the law. Harassment of one group by another will not be tolerated. Every attempt will be made to diffuse the situation with the help of the students' parents, campus resources and possibly the police. If, after all attempts to calm the situation have been made, the groups continue to harass one another, Mt. Diablo High School will seek to transfer students to an alternative program, alternate site, or recommend them for expulsion from the school district.

HAZING

The definition of hazing is "to initiate or discipline fellow students by means of humiliation, horseplay, practical jokes and tricks." Mt. Diablo High School prohibits hazing and will cooperate with parents if they wish to bring legal action against

those who did the hazing. Students caught hazing another student will be subject to suspension and/or a recommendation for expulsion.

INTIMIDATION OR HARASSMENT

Intimidation or harassment is defined as any word or action that causes a student or adult to feel threatened or intimidated physically or emotionally. The penalty is out of school suspension and possible recommendation for expulsion. Police may become involved where applicable.

TOBACCO, E-CIGARETTES & VAPING POLICY

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Education Code 48900, 48901). Tobacco products include: 1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff. 2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah. 3. Any component, part, or accessory of a tobacco product, whether or not sold separately.

ANTI-BULLYING POLICY

It is the policy of the Mt. Diablo Unified School District to provide a safe and healthy environment for the entire school community and promote mutual respect, tolerance, and acceptance. We will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact including hitting or shoving, verbal assaults, teasing or name-calling and social isolation or manipulation. This policy applies on school grounds, going to and from school and at school-sponsored activities. It extends to all members of the community, male, female, adults, and students.

BULLYING, HARASSMENT & CYBER BULLYING

Education Code 48900.R (2008) permits a student to be suspended from school or recommended for expulsion for engaging in acts of bullying, including bullying committed by means of electronic acts.

SEXUAL HARASSMENT POLICY

District policy prohibits sexual harassment of or by any student. DEFINITION: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions: (Education Code 212.5).

FOOD DELIVERY

Students are not permitted to order food delivery during the school day. Any food delivered to the school to students during school hours will be confiscated during the school day. Any food delivered to the school to students during school hours will be confiscated

See Appendix A

General Emergency Preparedness

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

Purpose of the Plan

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

Regulatory Authority

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

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

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

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

School Site Emergency Preparedness and Response Coordination

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

Campus and Facility Site Preparedness Duties

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

All School Staff:

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

Annually each principal shall:

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

Teachers:

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

School Office Managers or Designee:

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

School Custodians or designee:

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

CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM

Crisis Response

The primary goals of crisis response are to:

- Prevent a potentially chaotic situation from escalating into a catastrophic event.
- Help those affected to return, as quickly as possible, to a normal level of functioning.

- Decrease the potential long-term effects of the crisis.

Incident Command System (ICS)

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

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

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

COMMAND AND ORGANIZATION DURING A CRISIS

Foundations of Crisis Response

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

These three C's are:

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

CHAIN OF COMMAND

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

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

Incident Commander (Principal/Site Administrator)	Markel McCain/Dr. Markel McCain
IC Alternate #1	Elizabeth Manglesdorf
IC Alternate #2	Ryan Murrow
IC Alternate #3	Josie Kirkland

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: Dr. Markel McCain

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: VP Murrow/ Ms. Moss / Ms. Carla Solari

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: Counselors Amaya/Datta/Rodda/VP Murrow

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

Reports to Incident Commander

Agency Liaison: David Pintado

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: Debbie Hickey/Office Manager

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

Reports to Disaster Response Officer

Search and Recovery: Micheal Predovic

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

<p>Security/Traffic: Site Supervisors/ Coach Mua & Rudy Perez</p> <p>Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates Fire and Hazardous Materials</p>
<p>Crisis Intervention: Diablo Community Center/ Chris Carlay</p> <p>Provides onsite counseling and intervention; determines need for outside mental health support</p>
<p>First Aid: Teacher Dr. David Pintado & CPR certified staff</p> <p>Provides triage and medical care; establishes morgue, if needed.</p>
<p>Assembly/Shelter and Care: Science Teachers</p> <p>Provides accounting and long-term care for all students until reunited with parents/guardians; manages food and sanitation needs. Teachers report roll and status of student condition to Assembly/Shelter and Care</p>
<p>Student Release: Attendance Secretary-Mary Gunter/ Teachers with a prep</p> <p>Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release</p>
<p>Planning Team: Collects, evaluates and documents information about the incident</p>
<p>Planning Team Leader: McCain Murrow /Pintado</p> <p>Reports to Disaster Response Officer</p>
<p>Situation: Kellie Morales/SRT</p> <p>Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map</p>
<p>Documentation: Registrar/Yarel Ruiz</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>Resources/Staffing: Site Supervisors</p> <p>Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).</p>
<p>Demobilization: Sargeant McGee</p> <p>Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site</p>
<p>Logistics Team - Provides services, personnel and supplies in support of incident response</p>
<p>Logistics Team Leader: Kirkland and Mangelsdorf</p> <p>Review report from Facilities Officer on conditions of utilities to determine if they should be turned off.</p> <p>Reports to Disaster Response Officer</p>
<p>Food and Supply: Cafeteria Manager - Gavine Webb</p> <p>Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers</p> <ul style="list-style-type: none"> Cover and preserve all usable food and water. Direct the rationing, use and preparation of cafeteria food stock and water supply, whenever the feeding of students, staff and/or the community becomes necessary. Report the condition of the kitchen, including any damage, to the Facilities Team Leader..
<p>Transportation: Debbie Hickey</p> <p>Arranges transportation for staff, students and supplies.</p> <p>Call Transportation for buses, if necessary.</p>

<p>Facilities: Nick Jacobson</p> <p>Recommended filled by School Custodial Team</p> <p>Coordinates site repairs and use of school facilities; arranges for debris removal</p> <ul style="list-style-type: none"> Check water, gas and electricity and report findings to the Incident Commander. Turn off utilities and intake valves on water heaters if directed. Utilities should not be turned off unless absolutely necessary (e.g., broken gas or water mains, or downed electrical wires) Help set up emergency sanitation facilities if needed. Safeguard all usable water within the building.
<p>Communications/IT: Kat Gallo</p> <p>Maintains all communication equipment, including radios; provides services to support information technology.</p> <p>Monitor radio emergency broadcasts.</p>
<p>Finance Team - Provides financial tracking, procurement and cost accounting of incident response</p>
<p>Finance Team Leader: VPTreasurer Cyndie Gega</p> <p>Provides for the preservation of essential school records.</p> <p>Takes student emergency information cards and AM/FM radio as the building is evacuated.</p> <p>Reports to Disaster Response Officer</p>
<p>Time: Debbie Hickey</p> <p>Maintains incident time logs for all personnel.</p>
<p>Procurement: Treasurer/Cyndie Gega</p> <p>Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts</p>
<p>Cost: Treasurer/Cyndie Gega</p> <p>Provides cost estimates, analysis and recommendations for cost savings</p>
<p>Compensation/Claims: Treasurer/Cyndie Gega</p> <p>Processes compensation/injury claims related to incident</p>
<p>Teachers - Supervise students in their charge, remain with the students unless assigned to an activated ICS position, or released by Incident Commander</p> <p>Evacuate safely; take emergency kit and current class list</p> <p>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.</p> <p>Check with buddy classes when evacuating. If there are seriously-injured persons who cannot be moved report to Search and Recovery Officer</p> <p>Provide minor first aid until emergency first aid station is established. Indicate need for major first aid assistance. Document first aid provided.</p> <p>Help to restore order/assist other teachers and students. Talk with students about incident/disaster to help reduce anxiety.</p> <p>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.</p>
<p>EMERGENCY RESPONSE COMMUNICATIONS</p>

During an emergency:

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

LOCATIONS

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

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

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

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

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

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

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

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

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

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

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

SCHOOL STAFF EMERGENCY RESPONSIBILITIES

General Staff Responsibilities

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

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

District Staff as Disaster Workers

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

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

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

Release of Teachers/Staff from Duties as Disaster Workers

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

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

Priority Release of Employees:

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

- Those with dependents
- Those with no dependents
- Administrators

Potential Emergency Types and Responses Part One

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

ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION

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

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

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

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

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

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

RESPOND IMMEDIATELY

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

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

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

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

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

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

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

RUN

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

Students and staff should be trained to

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

HIDE

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

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

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

FIGHT

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

BOMB THREAT/SUSPICIOUS PACKAGE

BOMB THREAT

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: All teachers and staff are to evacuate to the student parking lot
3. Upon exit put up "All Clear" sign on 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: Help what ever teacher or students are nearby
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:
N/A.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be "All Clear" announcement
12. Communicate with your students and maintain control.

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

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

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

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

INTRUDER ALERT/ANTI-VIOLENCE RESPONSE

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

ACTIVE ALERT: LOCK DOWN

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

STAFF ROLES DURING ACTIVE LOCK DOWN

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

PRACTICE ALERT: LOCK DOWN

16. The principal will announce, Sound Alarm
17. Follow the instructions above for an Active Alert. Release from Drill is: Incident Commander giving the "All Clear" over the PA system

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

Potential Emergency Types and Responses Part Two

CHEMICAL SPILLS WITHIN THE SCHOOL

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

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

CHEMICAL ACCIDENT NEAR THE SCHOOL

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

CRISIS INVOLVING INDIVIDUAL STUDENTS AND/OR STAFF

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

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

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

DISCARDED WEAPON OR DRUG LAB/PARAPHERNALIA

DISCARDED WEAPON: GUN OR RELATED ITEM

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

In these circumstances:

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

DISCARDED WEAPON: KNIFE OR RELATED ITEM

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

In these circumstances:

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

DISCARDED DRUG LAB OR DRUG USE PARAPHERNALIA

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

In these circumstances:

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

EXPLOSION

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

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

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

Notify the superintendent's office.

FALLEN AIRCRAFT

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

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

Notify the Superintendent's office.

NATURAL GAS LEAK OR RUPTURED GAS LINE

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

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

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

Notify the superintendent's office.

RABID OR VICIOUS ANIMAL

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

Notify the Superintendent's Office.

SEVERE WINDSTORM

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

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

UTILITIES LOSS OR FAILURE

LOSS OF ELECTRICAL POWER:

Consult PG&E website for grid of outages: www.pge.com
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: All teachers and staff are to evacuate to the student parking lot
3. Upon exit put up "All Clear" sign on 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: Help what ever teacher or students are nearby
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:
N/A.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be "All Clear" announcement
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

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

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

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

ACCESS CONTROL PERSONNEL

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

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

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

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

RELEASE OF STUDENTS FROM SCHOOL

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

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

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

EMERGENCY RELEASE PLAN PROCEDURES

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

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

TRAINING

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

ALL DISTRICT RESPONSE STAFF AND STUDENTS

- All non-response District staff, as well as all students, will receive training in the following areas:
- Brief overview of the District Emergency Operations Center (EOC) plan and its coordination with School Crisis Response plans.
 - Brief overview of the School Crisis Response Plans and its coordination with the District EOC plan.
 - Responder positions within each plan and the duty to follow instructions of the response team personnel.
 - Use of drills and exercises to provide hands-on instruction to staff and students.

SCHOOL CRISIS RESPONSE TEAM PERSONNEL

- All school staff will receive training and detailed information on the **Incident Command System** and its use at a school crisis or disaster response. This will include but is not limited to:
- Initiation and functioning of the ICS Command Post.
 - ICS response positions, their responsibilities, and the use of position checklists.
 - Development of site Incident Action Plans and the utilization of, and coordination with, EOC actions at the District level.
 - Importance of documentation of site ICS activities and damage assessment information.
 - Demobilization procedures for down-sizing and closing the ICS Command Post.

DRILLS AND EXERCISES

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

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

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

RECOMMENDED EMERGENCY SUPPLIES

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

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

CENTRAL SCHOOL EMERGENCY SUPPLIES

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

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

TEACHER EMERGENCY KITS

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

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

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

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

FIRST AID KITS

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

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

TOOL KIT(S)

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

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

- Radio
- Large shovel located in custodian's office

LIST OF STAFF WITH SPECIAL SKILLS

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

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

Site Emergency Preparedness Plan

Safety Plan Timeline and Checklist

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

2023-2024 MDUSD ANNUAL SAFETY PLAN TIMELINE		
MONTH	ACTIVITY	PERSON(S) RESPONSIBLE/DATE
August	Facility Hazard Assessment Update School Map(s) Inventory and Replace Supplies Update Staff Roster and Buddy Lists Update Incident Command System (ICS) Assignments and Procedures Staff Review of Safety Plan Mandates ¹ Calendar all Safety Drills Student Instruction on Safety Drills First Fire Drill within 10 days of start of school Parent Advisement Re: Plan	McCain /Morrow by August 31, 2023.
August/September	Staff Review of ICS Procedures Staff Review of Safety Drill Procedures First Aid Review Conduct Survey of Staff Skills Survey Parents for Emergency Volunteers Update List of Resources	McCain/ Morrow by September 30, 2023
August - June	<ul style="list-style-type: none"> * Fire Alarm (EC 32001): All principals shall cause the fire alarm to be sounded at least once every month * Fire Drills (Title 5 TS 550, EC 32001): Elementary and Middle - at least once a month High schools - at least once per semester. Fire Alarm to be sounded in months without a drill * Intruder Drills: all levels at least once per semester * Earthquake Drills (E.C. 35297): Elementary and Middle - once per quarter High schools - once per semester * Shelter in Place Drills: at least once a year (Typically part of county-wide drill first Wednesday of November) 	All Staff by May 31, 2024
November	Shelter-in-Place	
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	McCain /Morrow by February 28, 2024

Emergency Alarm and Drill Log AR 3516.1

School Year 2023-2024

School: **Mt. Diablo High School**

Principal: **Dr. Markell McCain**

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Alarm Testing	August	10	After school.	All went smoothly 10 minutes- AC building.
Fire Alarm Testing	September	1	After school	All went smoothly 10 minutes- Commercial Building
Fire Drill	September	28	9:00 am	Lock down; PD arrived and cleared within 1.5 hours.
Fire Alarm Testing	September	28	After school	All went smoothly 10 minutes. English Building
Earthquake Drill	October	10	10:00am	All went well 10 minutes.
Shelter-in-Place Drill	November	15	9:00am	
Fire Alarm Testing	November	15	9:00am	
Intruder Alert Drill	December	15	12:00 pm	
Fire Alarm Testing	December	15	12:00 pm	
Fire Alarm Testing	January	9	8:00am	
Intruder Alert Drill	February	20	9:00am	
Fire Alarm Testing	February	20	9:00am	
Fire Alarm Testing	March	8	2:00 pm	
Fire Drill	March	8	2:00 pm	
Fire Alarm Testing	April	23	9:00 am	
Earthquake Drill	April	23	9:00 am	
Fire Alarm Testing	May	1	After school	
Fire Alarm Testing	June	3	After school	

- * **Fire Alarm Testing:** All principals shall cause the fire alarm to be sounded at least once every month
- * **Fire Drills (Title 5 TS 550, EC 32001):**
Elementary and Middle - at least once a month
High schools - at least once per semester. Fire Alarm to be sounded in months without a drill
- * **Intruder Drills:** all levels at least once per semester
- * **Earthquake Drills (E.C. 35297):**
Elementary and Middle - once per quarter
High schools - once per semester
- * **Shelter-in-Place:** at least once a year (Typically part of county-wide drill first Wednesday of November)

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

See Appendix A

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Local Hospitals	John Muir-Concord Emergency	674 2333	2540 East Street Concord CA 94520
Local Hospitals	John Muir-Walnut Creek Emergency	939 5800	1601 Ygnacio Valley Rd Walnut Creek CA 94598
Law Enforcement/Fire/Paramedic	Clayton Police	673 7350	6000 Heritage Trail Clayton CA 94517
Law Enforcement/Fire/Paramedic	Concord Police	671 3220	1350 Galindo St Concord CA 94520
Law Enforcement/Fire/Paramedic	Martinez Police	372 3440	525 Henrietta St Martinez CA 94553
Law Enforcement/Fire/Paramedic	Pleasant Hill Police	288 4600	330 Civic Drive Pleasant Hill CA 94523
Law Enforcement/Fire/Paramedic	Walnut Creek Police	943 5844	1666 North Main St Walnut Creek CA 94596
Law Enforcement/Fire/Paramedic	Contra Costa Sheriff's Department	335 1500	561 Pine St #7 Martinez CA 94553
Public Utilities	PG&E Emergency	1-800-743-5000	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and then call 9-1-1 or PG&E at 1-800-743-5000. Consult PG&E website for grid of outages: www.pge.com
Public Utilities	Contra Costa Water Emergency	M-F 688 8095 & after 3:30 (925) 688-8374	Before and after hours and weekend emergencies, call 688 8374
American National Red Cross	Red Cross of Contra Costa County	(925) 603-7400	1300 Alberta Way Concord, CA 94521
School District	MDUSD	(925) 682 8000	1936 Carlotta Dr, Concord, CA 94519
Emergency Services	Food Bank of Contra Costa	925-676-7543	4010 Nelson Ave., Concord, CA 94520
Other	Buchanan Field Airport.	(925) 681-4200	550 Sally Ride Dr, Concord, CA 94520
Public Utilities	Central Contra Costa County Sanitary District	(925) 933-0990	5019 Imhoff Place Martinez, CA 94553

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

MDUSD AR 5131.4

Campus Disturbances

Campus Disturbance Plan.

Campus Disturbances.

Campus Disturbance Plan.

I. The type of disturbance will dictate how the staff will be notified and how communication will be handled. As needed, MDHS will use the telephone, the two way walkie-talkies and/or the school wide intercom system to communicate a possible emergency situation on campus. If the emergency originates within a classroom, the teacher generally uses the telephone to notify the office of the disruption. Walkie-talkies are used to communicate between administration, campus security, and office staff. If the disruption requires school wide notification, the intercom system is used. The school will follow the notification procedures as outlined in the Crisis Response Plan.

Crisis or emergency situations often cause those involved to feel bewildered, shocked and helpless. An effective crisis response makes both the physical and emotional safety of individuals a priority. It is essential to have general crisis response actions determined in anticipation of, and prior to, an actual event. Preparedness steps, including the coordination of basic initial response actions must be taken before an incident occurs. The following are initial steps to be taken by school staff in responding to any crisis:

1. Fact gathering

- Confirm and clarify the facts surrounding the crisis.
- Conduct interviews with participants and any identified witnesses.
- Notify principal or designee as to incident or developing situation
- Contact police or other emergency services if situation or condition is a potential or real threat to school students and/or staff, district officials, parents of involved students.

2. Call to action

- Principal, or designee, will implement a basic Incident Command System and will assume command over the situation as needed.
- Principal, or designee, will determine the level of activation required for assembling the Crisis Response Team.
- Incident Commander will determine/request support services needed (i.e. MDUSD psychologists or other district or community emergency services).
- Command Staff will notify District officials.

3. Inform staff, students, parents and community

- School, as part of the coordinated response system, will implement communication plan with faculty and other staff.
- The principal will determine method and timing of providing students, parents and the school community with information.
- The school Information Officer will, when appropriate, prepare a written statement – anticipate questions.

4. Taking action

- The first person on the scene of the incident will implement “first-response” actions. The nature of the emergency will dictate what initial actions are needed.
- Responders will keep adult leaders circulating through school.
- Plan for teacher-guided discussions, assembly, classroom activities, and presentations, as appropriate.
- Identify high risk individuals.
- Schedule faculty and parent meetings as needed.

- Make referrals to community agencies.
- Document events.
- Determine next steps using District Emergency Operations Plan post-incident response procedures.

II. Specific duties of the staff are as follows:

The Site Incident Commander/Disaster Coordinator: Principal/Site Manager

The principal or site manager is designated the Site Incident Commander in an emergency and is responsible for overall responsibility for site and emergency response operations. During an emergency the Site Incident Commander is responsible for the following:

- Maintaining internal and external communications. Report the emergency to appropriate emergency response agencies and the Superintendent as soon as possible.
- Assuming overall direction of site disaster procedures.
- Accounting for the presence of all students and staff.
- Directing the evacuation of the building, if necessary, using prescribed procedures for type of emergency. Conditions warranting evacuation could include: fire, indoor chemical spill, explosion, threatened explosion, collapsing building, etc. If

evacuation is necessary, direct students and staff to a safe location. Call Transportation for buses, if necessary.

- Issuing orders to teachers if the students are to assemble in pre-selected safe areas within the campus.
- Reporting to the Superintendent, as soon as possible, the status of the emergency, the site condition and any injuries to staff or students.

Teachers are responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the principal of their school. During emergency teachers shall:

- Coordinate and carefully monitor the evacuation of their respective classroom when evacuating the building.
- Take a current class list of students when evacuating the building.
- Respond to the specific emergency as prescribed and direct students in appropriate safety procedures.
- Take role if class relocates using current class list, as soon as conditions permit such action.
- Report missing students to principal; and if there is reason to believe that a student might be endangered, report need for rescue.
- Release students to parents or other persons according to the District's student release policies and only to persons designated on the emergency forms
- Report number and severity of injured students and send them to the site first aid station, if appropriate. Attach identification tag to injured persons who cannot respond. If injured person is taken immediately to a medical facility, keep a

record of the person's name and to which medical facility the person was taken.

- Help to restore order and assist other teachers and students as needed.
- Remain with the students until relieved by the principal.
- If not on classroom duty with students, report at once to the pre-assigned station or to the principal.

School Office Managers

During an emergency, school office managers shall:

- Take student emergency information cards and AM/FM radio as the building is evacuated.
- Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc.
- Serve as the principal's chief communication agent between school site and Education Center.

Site Custodians

During an emergency, school custodians shall:

- Take school emergency supply kit as the building is evacuated.

- Turn off utilities as may be necessary. Utilities should not be turned off unless absolutely necessary (i.e., broken gas or water mains, downed electrical wires, etc.).
- Conduct rescue operations as required and to extent of capabilities.
- Survey and report damage to the principal.
- Follow damage control procedures in so far as practicable to provide safest possible environment and to limit damage to school facilities.
- Safeguard all usable water within the building.
- Set up emergency sanitary facilities use as needed.

Food and Nutrition Service Personnel

During an emergency, food service personnel shall:

- Secure utility outlets.
- Cover and preserve all usable food and water.
- Direct the rationing, use and preparation of cafeteria food stock and water supply, whenever the feeding of students, staff and/or the community becomes necessary
- Report the condition of the kitchen, including any damage, to the principal.

Instructional Assistants

During an emergency, instructional assistants shall:

- If in a classroom at the time of the emergency, remain with that class group, assist the teacher with group control and serve as a message courier between the class group and the principal.
- If not in a classroom at the time of the emergency, report to the site first aid center
- Remain at the school site, assisting staff, until released by the principal

Other Site Staff

During an emergency, other site staff shall report to the principal who may assign such employees as follows:

- Serve as message couriers between class groups and principal
- Serve at the site first aid center.
- Assist teachers with class groups.
- Remain at the school site, assisting staff, until released by the principal.

School Nurses

During an emergency, school nurses shall:

- Report his/her location to the Site Incident Commander as soon as possible following the disaster. If an emergency is announced at another school, the District EOC will determine the greatest need and have school nurses proceed to that site, if possible.
- Supervise the administration of first aid.
- Organize and distribute first aid supplies
- Administer any medications or treatments; record any administered.
- Advise and consult with other sites, if possible.
- Attach identification tags to injured persons who cannot respond.
- Keep records of injured persons who have been transported to medical facilities and, if possible, note to which facility

III. This school will follow the procedures as outlined in the Crisis Response Plan for the specific types of emergencies. Individual teachers will be surveyed at the beginning of each year to determine specific skill sets that will assist in responding to different emergencies. As needed, police and health care professionals will be called to assist in responding to a disturbance on campus.

IV. The Principal or designee will assess a disturbance and determine if police assistance is needed. When a crime has been committed on campus and/or the school has knowledge of a crime being committed off campus by student[s] the police will be informed. Generally, if the situation is creating an unsafe environment and the administration is not able to respond in such a way as to make the campus safe for all students, police assistance will be requested.

V. STUDENT EARLY DISMISSAL/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 policies and procedures of 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.

A. Release of Students From School Site(s)

It is the policy of the MDUSD and this school 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.

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 in writing by the parent. Disaster Emergency Cards shall be completed by parents and used for this purpose. These cards shall be made available at the beginning of the school year and returned to the school.

Completed cards will be organized alphabetically and kept on file in the office.

Following an emergency when parents are unable to come to school, staff should be prepared for parents to fax copies of a signed authorization to release their son/daughter to a friend who can come to the school. Parent signatures must be on the faxed authorizations and must be matched to the signature on the Disaster Emergency Cards prior to the student's release.

Disaster emergency cards shall be made available to parents at the beginning of the school year and kept on file throughout the year. They shall be organized by students' last names. When release of students is imminent, students shall be reorganized into English classes.

Parents or others must check with this school's Liaison Officer at the emergency Command Post prior to entering the school to pick up their children. Teachers will release students according to the procedure outlined under the Emergency Student Release Procedures described below.

B. 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 in their current classes. Teacher takes roll on emergency roll sheet. Await

directive from office.

2. The school administration will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon administrative directive via intercom or bullhorn.

3. All adults without classes shall report to the Command Post for assignment of other duties. These duties may include, but not be limited to:

- Covering classes
- Acting as first aid assistants
- Meeting parents who are picking up students
- Acting as runners
- Sending runners to class for pickup
- Assisting students without a disaster card
- Checking for hand stamps at school gate (red – authorized to leave)
- Assisting with phone calls home and talking to parents for permission
- Directing parents to appropriate entrance and exit gates

4. Teachers will wait for directive from runner to take entire class to assigned phone to call for permission to leave. Teachers must talk to parent if student is not walking home or is going home with someone not on disaster card.

5. Teachers will make phone notes on Student Accountability Form.

6. Adults picking up students will identify self at gate; runner takes message to English teacher with name of child and name of adult. Teacher double-checks sign-out sheet, stamps student with red ink stamp on back of hand and releases student.

7. Students may go home with people listed on disaster card if parent can't be reached. As students clear out, remaining students will be consolidated in rooms with phones.

8. Teacher takes attendance after each consolidation.

See Appendix A

Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

Visitor Registration Procedure:

VISITORS ON CAMPUS.

Parents are always welcome on campus as visitors, and must check in at the office when coming to school. School age visitors are generally refused permission to visit. School staff is directed to question any individual they do not recognize. Campus supervision is provided through administrative assignments and employment of campus supervisors. Supervision is regularly scheduled before and after school hours and during breaks and lunch periods.

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. 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. MDHS is bordered to the east by East Street, to the south by Bacon Street., and to the north by Gill Street. In addition, there is a public street (Grant Street) which bisects the school. Installed steel gates on Bacon Street and Gill Street (which can be locked or unlocked by campus supervisors and administrators) prohibit public access on Grant Street from 8:15am to 4:00PM. Furthermore, steel doors were also installed extending from the street to the sidewalk. They are locked during school hours, and the only access out is on the Gill Street side, which is staffed by a campus supervisor. Security cameras, security equipment and walkie-talkies are used daily by administration and campus safety staff to promote a safe environment.

Parents or visitors can access MDHS by parking in the faculty or student parking lots. School employees have access to parking lots to the west and east of Grant Street.

BUSES

Approximately half of the students are bused from the Bay Point area. The buses arrive at 7:15am and drop students off on Grant Street, directly in front of the main office area. The buses leave (from the same location) around 3:25 pm every day when they are on time (with the exception of Wednesday due to early release). Students who are not bused to school either walk, drive, take BART, or are dropped off by parents.

CLOSED CAMPUS

Mt. Diablo High School operates a closed campus as required by the MDUSD Board of Education. Students must remain on campus during the time school is in session unless they are issued a permit authorizing them to leave school. Students leaving school without prior clearance from the office are truant. Their absence will be considered unexcused.

It is important that students check out of school officially through the Attendance Office before leaving campus. A student who needs to leave school for any reason must call parents or have a parent call (682-4030) prior to 9:00am of the day the student needs to leave for the appointment. It is the student's responsibility to come to the Attendance Office before school, at brunch, or lunch on the day of his/her appointment for a permit to leave campus.

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.

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.

A. Teacher Survey - Students Needing Special Assistance: At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year). Review how an emergency may impact the daily routine of students with special needs. Know who is on your school site: Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services. Identify the students who are severely handicapped and who might need extra support in emergency crises. Make a list of the students on the school site who are on medication and their medication

schedule. Maintain a list of all resources regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment.) Identify all the stakeholders who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others. Determine what short term accommodations to provide for students with temporary disabilities (e.g., broken leg).

Assess potential hazards. Review evacuation equipment..

B. Mitigation Strategies:

- Identify a pre-evacuation site that is accessible to students with disabilities. Consider any physical conditions that may create additional risks for students with disabilities
- Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
- Develop a schedule a daily activities and classes that identifies where a special needs student may be located each period of the day.
- Consider classroom location in placement of students with disabilities.
- Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- Students who are severely handicapped are generally assigned a one on one aide who is with the student throughout the day. All teachers and aids working with these students are trained in crisis response intervention.

C. During evacuation, for students who are in a wheel chair, provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc. To Evacuate Persons

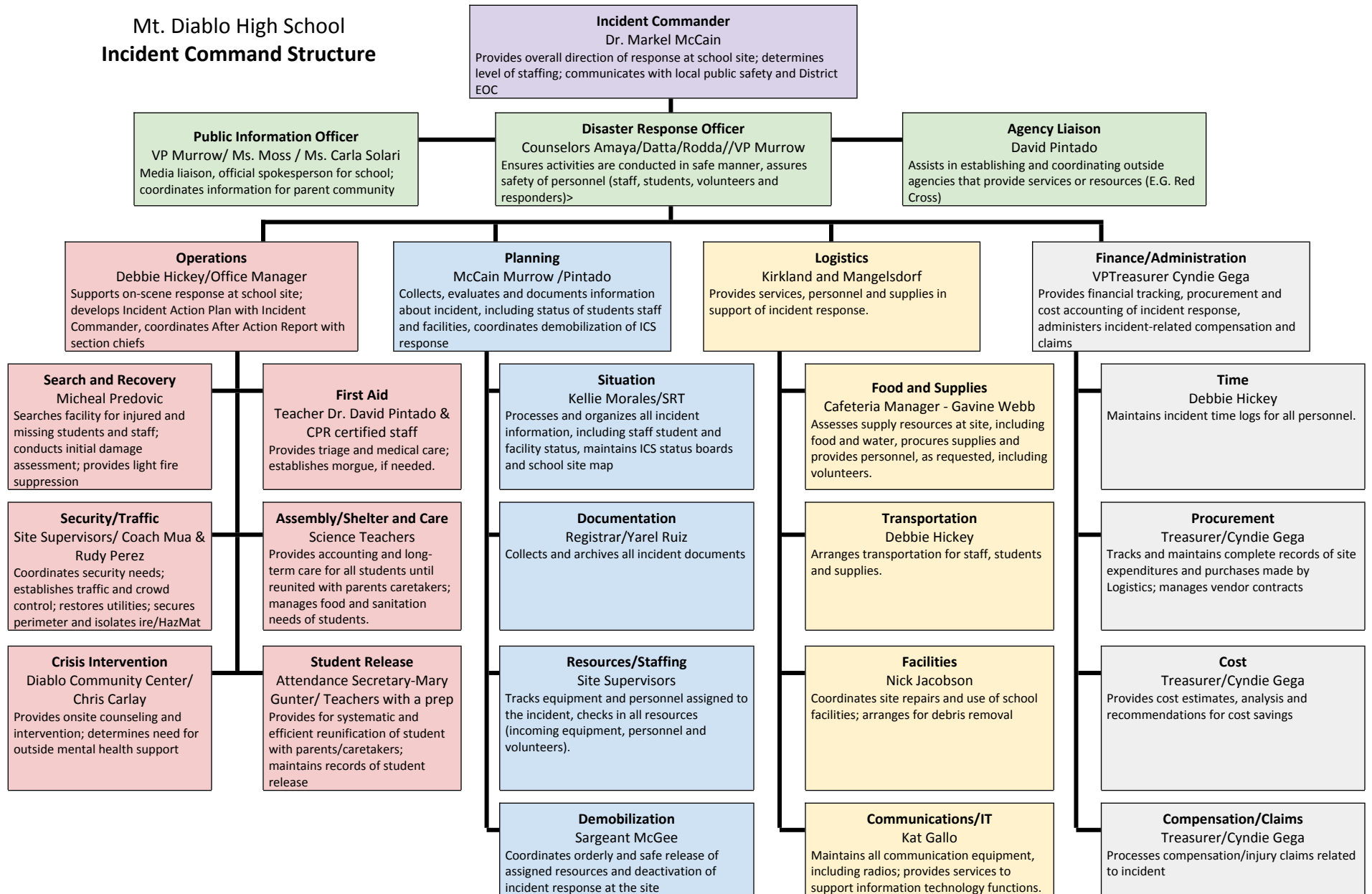
Using Wheelchairs: If the person wants to be moved in his/her chair, keep the following considerations in mind:

- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.

If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:

- how he/she prefers to be moved from the chair;
- whether pain or harm will result from moving extremities;
- if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

Mt. Diablo High School Incident Command Structure



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

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

Opioid Prevention and Life-Saving Response Procedures

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

Rescue steps include:

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

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

Maps

Insert labeled site maps that contain the following information:

1. Ingress and egress patterns.

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

2. Evacuation routes.

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

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

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

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

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

5. Location of AEDs.

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

6. Locations of utility lines and shut off valves.

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

Appendix A: Active Shooter Event Quick Reference Guide

When law enforcement arrives:

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

Information to provide to 911 operations:

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

For questions or additional assistance contact:

Your local law enforcement authorities or FBI Field office:



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



ACTIVE SHOOTER EVENT QUICK REFERENCE GUIDE

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

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

ACTIVE SHOOTER EVENTS

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



You have three options:

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

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

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

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

EASY AS ABC

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



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



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



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

**BACKPACK
EMERGENCY
CARD**



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

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

If students had to evacuate, where should parents/guardians go for pick up?
Students should walk down Grant Street toward Todos Santos Plaza.

How would the school notify you in the event of emergency?
All call system and Remind





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: Mt. Diablo High School
School Phone Number:
Special needs, medical conditions, allergies, important information:

DIAL 911 FOR EMERGENCIES

Parent/Guardian/Caregiver

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

Out of Town Contact

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

DIAL 911 FOR EMERGENCIES

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

Appendix C: Board Policies and Administrative Rules

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

Policies in Numerical Order

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

Policies in Alphabetical Order

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

Appendix D: Notice of Public Hearing Letter

Mayor:



AN EQUAL OPPORTUNITY EMPLOYER
 MT. DIABLO UNIFIED SCHOOL DISTRICT
 MT. DIABLO HIGH SCHOOL
 2450 Grant Street
 Concord, California 94520-2251
 (925) 682-4030

January 12, 2024

Mayor Edi Birsan
 City of Concord
 1950 Parkside Drive
 Concord, Ca 94519

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

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

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

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

The date of our school's public meeting at which the school safety plan will be adopted, is, **January 23, 2024 at 5:00pm**. You are encouraged to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at (925) 6582-4030 ext 3401 if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,

Dr. Markell McCain

Dr. Markell McCain
 MDHS Principal

AN EQUAL OPPORTUNITY EMPLOYER
 MT. DIABLO UNIFIED SCHOOL DISTRICT
 MT. DIABLO HIGH SCHOOL
 2450 Grant Street
 Concord, California 94520-2251
 (925) 682-4030



MDEA:



MT. DIABLO HIGH SCHOOL
2450 Grant Street
Concord, California 94520-2251
(925) 682-4030

January 12, 2024

Anita Johnson
MDEA President
1000 Burnett Ave #435
Concord, Ca 94520

Dear Ms. Johnson,

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

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

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

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

The date of our school's public meeting at which the school safety plan will be adopted, is, **January 23, 2024 at 5:00pm**. You are encouraged to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at (925) 6582-4030 ext 3401 if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,

Dr. Markell McCain

Dr. Markell McCain
MDHS Principal

MT. DIABLO UNIFIED SCHOOL DISTRICT
MT. DIABLO HIGH SCHOOL
2450 Grant Street
Concord, California 94520-2251
(925) 682-4030
AN EQUAL OPPORTUNITY EMPLOYER



FAX (925) 687-9658

CST:



FAX (925) 687-9658

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MT. DIABLO UNIFIED SCHOOL DISTRICT
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2450 Grant Street
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January 12, 2024

Carmen Terrones Torres
Local 1 CST President
1936 Carlotta Dr
Concord, Ca 94519

Dear Mrs Terrones Torres,
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Sincerely,

Dr. Markell McCain

Dr. Markell McCain
1DHS Principal

(925) 682-4030
Concord, California 94520-2251
2450 Grant Street
MT. DIABLO HIGH SCHOOL
MT. DIABLO UNIFIED SCHOOL DISTRICT



CSEA:

January 12, 2024

Kimberly Montano
Vice-President CSEA
205 Pacific Ave
Bay Point, Ca 94565

Dear Mrs. Montano,

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Sincerely,

Dr. Markell McCain

Dr. Markell McCain
MDHS Principal

Teamsters:

January 12, 2024

Peter Finn
Teamsters Local 856
453 San Mateo Ave
San Bruno, Ca 94066

Dear Mr Finn,
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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- Assurance of a safe and orderly school environment conducive to learning;
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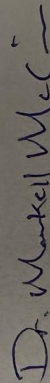
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Sincerely,



Dr. Markell McCain
MDHS Principal



Parent Club:

Student Government:

Other:

Appendix E: Assurances

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

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing: 01/23/2024</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - Local Mayor - Representative of the local school employee organization - A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs - A representative of each teacher organization at the school site - A representative of the student body government - All persons who have indicate they want to be notified 		
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - A representative of the local churches - Local civic leaders - Local business organizations - In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i> 		
<p>Review of Progress for Last Year</p>	<p>Approved February 7</p>		
Category	Name	Signature	Date
<p>Law Enforcement Review</p>	<p>Markell McCain</p>		<p>Date: 01/23/2024</p>
<p>Site Council Approval</p>	<p>Sandy Spaulding</p>		<p>Date: 01/23/2024</p>