

Comprehensive School Safety Plan

LEA: Mt. Diablo Unified School District

School: Horizons School

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School Year: 2023-2024

Public Hearing Date(s): February 20, 2024

X The school certifies completion of this safety plan.

School Site Council Approval: 2/20/24

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)

MISSION STATEMENT

At Horizons School, our mission is to educate independent high school students and TK-12 families. Horizons School prepares students to succeed in their education, graduate high school, pursue post-secondary options and become productive citizens.

SCHOOLWIDE LEARNING OUTCOMES

Horizons School will prepare its graduates to be:

1. CRITICAL THINKERS who:

Research and analyze using multiple resources

Analyze media including television, print and electronic sources to arrive at a valid interpretation on information

Independently consider alternative approaches and potential outcomes

Use thinking skills to make beneficial life choices

2. SELF-DIRECTED, LIFELONG LEARNERS who:

Understand how they learn, set goals, accept responsibility and keep commitments as part of their own success

Welcome and explore new challenges while adapting to and becoming involved with the world's changing issues and interdependence

Dream, plan, pursue and achieve personal, academic and career goals

Seek their potential for physical and emotional well-being with a strong sense of self-confidence

3. EFFECTIVE AND DISCERNING COMMUNICATORS who:

Understand written, auditory and visual material

Develop an awareness and consideration of the diversity within our local and global communities and our environmental interdependence

Express ideas, thoughts, feelings, and beliefs in a variety of ways

Utilize ever changing technology and research ethically and responsibly

4. CONTRIBUTING MEMBERS OF OUR COMMUNITY who:

Respect and value the rights of self and each member of a diverse society

Work cooperatively with peers, parents, adult mentors and employers in both leadership and supporting roles

Participate in civic, artistic, and cultural activities with courage and self-confidence.

Transition successfully from school to career

Horizons School, supports the Center for Independent Study, Virtual Learning grades 1-5, Virtual Learning 6-8, and the Opportunity School Independent Study programs, in Mt. Diablo Unified School District (MDUSD). Horizons is a fully WASC accredited school, with California credentialed teachers, and has a UC/CSU approved college preparatory program. Courses in Horizons School meet all the requirements for graduation from MDUSD.

MISSION

Horizons' mission is to provide a safe and engaging standards-based learning environment that establishes a foundation for academic success. Students receive individualized counseling and support, explore options, and persevere to achieve independence and productivity in their future. Students receive life skills training in their Modern Living, Culinary Arts, PE, Career Transitions and Work Experience classes.

VISION

Horizons' philosophy is based on Resiliency, Relationships, Relevance, and Responsibility. This philosophy is coupled with a commitment to maintain an environment where students can feel secure, accepted, and encouraged.

SCHOOLWIDE LEARNER OUTCOMES: "RISE"

Responsible

All Horizons students will take initiative to plan and advocate for their academic, career and personal goals and needs

Students will seek out resources and accept support as needed

Students will keep their families informed about their progress toward their academic goals

Inspired

All Horizons students will strive for academic excellence

Students will demonstrate excellent attendance

Students will keep an open mind as they work in collaboration with their peers, staff and parents/guardians to achieve their academic, professional, and personal goals

Socially Active

All Horizons students will demonstrate a sense of social responsibility and communicate to a larger community

Students will accept and appreciate diverse points of view as they analyze information across the curriculum

Engaged

All Horizons students will be fully engaged in standards-based learning across the curriculum

Students will use technology strategically to support their academic goals

Students will use academic language throughout the instructional day

Students will analyze information effectively as they persevere in challenging situations to solve problems

Safety Plan Development and Review Committee EC 32282(e)

School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members		Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other
		(B)	(E)	(F)	(G)	(H)	(I)	
1.	Melissa Brennan	X						
2.	Carlene Hunt		X					
3.	Elizabeth Weaver		X					
4.	Officer Tami Wooden			X				
5.	Lillian Bartlett						X	
6.	Terry McCormick		X					
7.	Tracy Bartlett				X			
8.	Nicola James		X					
9.								
10.								
11.								
12.								
13.								
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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	
Staff Development	August	10	8:30 am	All Staff Safety meeting with PHPD
Faculty Meeting	August	18	9:00 am	Emergency drill schedule and procedures
Faculty Meeting	January	9	9:00 am	Lockdown/Secure Campus Procedures review
OTHER	January	30	8:30 am	Campus safety draft review/campus
Faculty Meeting	February	14	12:00 pm	Draft Safety Plan Review and Secure Campus Drill
SSC Meeting	February	20	3:00 pm	Safety Plan Review/Assessment of Crime Data related
Public Hearing	February	20	3:00 pm	Safety Plan Approval

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)				
- Violence				
- Drugs/Alcohol	3			
- Weapons			1	
Expulsions				
Attendance, general ed. (%)				
Attendance, special ed. (%)				
SART (number of referrals)				

SARB (number of referrals)			16	11
SARB (number referred to Court)				10
SST (number referrals)				
Coordinated Care Team (number of referrals)				
Positive Behavior Team Referrals				
Vandalism Reports				

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. In all Horizons programs, attendance is based on work completion. SART and SARB both decreased by 5%. Attendance increased by 12%. We have developed a system for our students who need credit recovery to be accountable for work in shorter periods of time this has increased attendance. This has led to a new policy of review of student work completed at 3 and 6 weeks. Board policy says that meetings should be held to determine if Independent Study is the correct placement for those students. SART and SARB are used only for students who are actually absent on a recurring basis at their appointments. Horizons School continues to monitor absences and missing work closely. All data is communicated through the SSC meetings and at staff meetings. We are also working to increase the amount of interventions before teachers submit truancy letters for lack of work completion or poor attendance, this seems to be improving results.

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.

Horizons strives to provide a safe and engaging standards based learning environment that establishes a foundation for success. Students receive individual sessions with their teacher advisors once a week. In addition to the sessions with their teacher advisor, Horizons students have access to a school counselor to receive individual counseling support, explore options, and persevere to achieve independence and productivity in their future.

Teachers receive ongoing professional development around social-emotional learning and have constant access to resources and activities collected by both district and school personnel. Teachers have all been trained on the CASEL-5 and the skills sets associated with each competency. At the root of it all teachers and staff work to build authentic relationships with students in order to work on these skills in an environment in which students feel safe. Teachers also attempt to connect to students' cultural backgrounds and personal experiences in order to facilitate authentic learning opportunities and foster a culture of care. Teachers also seek students' input, so that they feel part of the learning process.

All of these social measures assist our students in continuing through the educational process in a productive and engaging way while dealing with the stressors of high school after a global pandemic.

Horizons has a school counselor. Students have access to counseling services that meet their social, emotional, academic, career and vocational needs. Horizons is a nurturing environment and the conduct code is implemented in a fair and consistent manner. Teachers have had development in classroom management as an intentional curriculum of care, as described by Carla Shalaby. Relationships are important as a means of proactive preparation for potential discipline. Within the last month, Horizons has added a wellness room. The school counselor is in the wellness room and the space provided students and area to meet for counseling groups, community college presentations, a area to de-stress, calm down, collect their thoughts, and engage with their peers in a welcoming environment.

Horizons has a Coordinated Care Team (CARE). The CARE team meets weekly and refers students to support services to assist students with substance abuse, physical or sexual abuse, gang affiliation, and emotional and mental stress. Requests for Special Education assessments and students who have been identified as being of significant concern are discussed during the CARE team. An action plan is communicated to school staff. Often a support plan included connecting the student to counseling support, initiating a home visit, referral to workshops, referral to district service providers, and communication with outside service providers.

Training is provided to all staff regarding safety policies and procedures. The procedures are reviewed once each semester. Signage with directions for emergency situations are posted, and one staff member is trained in CPR. All staff are trained in the Mandated Reporting requirements. Site supervision is provided by the Administrator and staff. Staff members are walking around campus during passing times and brunch to support safety daily. Students and families work with administration and counseling to actively resolve student conflicts with all stakeholders through restorative practices.

Intruder and fire alarm systems-Drills and practices occur on schedule to support the intruder and fire alarm systems. The emergency supplies are checked frequently and updated regularly.

There are surveillance cameras on campus that support staff with monitor visitors, vandalism, etc. The administrator and office manager have been trained on the surveillance camera program.

In March-April of 2024 Horizons classrooms will become a cell phone free zone. Students will begin using the Yondr pouches during their in person classes.

In addition to the resources described above, Horizons use BARK. A program that scans your students' use of web browsers, emails, and other online activity on district technology to keep informed and the student protected.

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. Horizons students meet with their teachers once a week. Students may be on campus one to three hours a week. Horizons has very little discipline issues.

Academic Teachers - While the primary focus for this position are with matters academic - it is acknowledged that academic issues can be an early indicator that there are deeper concerns affecting a student's welfare.

School Counselor - Students are often referred to the School Counselor when a concern has been identified or suspected. Our School Counselor is available every day for students who need a confidential contact to discuss sensitive matters.

Administrator - Administrative support is available each school day for students who need academic support or counseling.

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.

A School Counselor is available for those feeling immediate stress or a need for a confidential contact to discuss sensitive matters.

Horizons Administrator is available each day to meet with students regarding academic, emotional and confidential needs.

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: Staff will be able to identify procedures which help to maintain safety in Horizons through staff development meetings and practice during student safety drills.				
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 Review Safety procedures	Administrator in charge of campus safety.	Regular supervision of campus. Staff notifies of student safety concerns.	Staff support	Sample of emergency packet.
2.0 Ongoing staff development during staff meetings and email communications	Administrator in charge of campus safety	Regular training available for safety quarterly and signage posted.	Staff support	Copies of communications, copies of agenda items, summary of discussions.
3.0 Emergency protocols reviewed	Administrator in charge of safety	October 2023	Staff support	Sample emergency packet
4.0 Training on new or updated procedures for all staff	Administrator in charge of safety	December 2023	Staff support	Agenda items, training session notes
5.0 Safety Responder Meeting	Administrator in charge of campus	March 5 2024	Staff support	Agenda items, training sessions, notes, district power point

Goal #2:
 Promote safety resources to students and community primarily the Sandy Hook Promise’s Say Something program that teaches students to recognize the warning signs of someone at-risk of hurting themselves or others and how to “say something” to a trusted adult to get help. Say Something develops social-emotional learning (SEL) skills and seamlessly aligns with existing SEL curriculum, instruction, and programs.

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 Say Something See Something	Administrator	Sept 2023	Teachers, students, online program	Completion report

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:

Office staff, teachers and administrators will complete tasks needed to assure that necessary supplies are available in case of an emergency, and that every staff member is aware of the location of the supplies.

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 Inventory all classroom safety backpacks.	Administrator in charge of safety	November 2023 Located in 300 Storage Room.	Staff Support	Inventory document
2.0 Check backpack contents for expiration dates and replace as needed.	Administrator in charge of safety	November 2023	Staff Support	Inventory document
3.0 Plan for securing all emergency release forms during an all school evacuation.	Administrator in charge of safety, Office Manager	October 2023	Staff Support	Emergency book
4.0 Train staff in system to release students.	Administrator in charge of safety	February 2024	Staff	Staff Meeting Minutes
5.0 AED and First Aid	Administrator and Carlene Hunt	January 2024	AED and First Aid Kit updated in Main Office	Check at each semester
6.0 Incident Responder Training	Administrator and staff on IRT Team	March 2024	Staff and District Trainer	Check at end of school year

Goal #2:
 To improve teaching and learning Horizons' in person classroom settings (Math and Science) will be using a system called Yondr. Horizons' in person classrooms will be a cell phone free setting by April of 2024. Every student will secure their phone in a Yondr pouch when they get to class. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the class.

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 Classroom	Teacher/Administrator	April 2024	Yondr Pouches, Staff	Classroom engagement, academic progress.

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

HORIZONS SCHOOL DRESS CODE

Horizons believes that students should be given as much choice as possible in how they dress for school. We believe students should be comfortable at school and be allowed to express themselves; however we do believe that students should dress safely and appropriately for an academic setting. If an item of clothing is questionable, staff will make the determination if the item is appropriate.

Basic Principle: Certain body parts must be covered for all students. Clothes must be worn in such a way that genitals, full buttocks, and chest are all covered with opaque material. Undergarments must not be exposed. All items in the categories below must meet that principle.

Students must wear:

Shirt/tops

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

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

Students may wear:

Hats, including religious headwear

Hoodie sweatshirts

Fitted pants, including leggings, yoga pants and skinny jeans

Pajamas

Ripped jeans as long as underwear is not exposed

Tank tops, including spaghetti straps, and halter-tops.

Athletic attire

Clothing with commercial or athletic logos provided they do not violate #4 below.

Students cannot wear:

Violent images or languages

Images or language depicting sexual activity, drugs, alcohol or any illegal item or activity (For example clothing with alcohol or drug related images, brand names, or affiliations are not allowed. This includes brands such as Cookies and Playboy.)

Hate speech, profanity, pornography

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

Helmets face or headgear that obscures the face/identity other than masks worn for viral protection.

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

SCHOOL RULES AND DISCIPLINARY PROCEDURES GUIDELINES

At Horizons we adhere to California State Education Code, as well as Mount Diablo Unified School District guidelines, regarding student discipline. Our belief is that students want to be successful and given the proper guidelines and expectations, students will thrive. We work to intervene as early as possible when students display behavioral and/or academic struggle. We communicate with home and work as a team to support students. We work to find ways for each student to experience success. Disciplinary matters are handled on an individual basis.

We remain focused on credit accrual and graduation goals. We expect that all students will behave appropriately at all times on and around campus. We share a school site with Pleasant Hill Middle School and Adult Education. For these reasons our expectations for student behavior are very high. With our shortened hours of operation we know that students are capable of remaining professional and productive for the duration of their time on campus.

The staff of Horizons School believes that each student has the right to learn in a safe, respectful environment. Horizons implements school-wide, classroom and individual student positive behavior supports, in collaboration with families, in order to improve behavioral outcomes for students.

The school-wide rules for Horizons are:

Be Safe

Be Respectful

Be Responsible

Be Kind

These rules and related behavioral expectations are taught, reinforced and regularly reviewed in all school environments.

SCHOOLWIDE LEARNER OUTCOMES: "RISE"

RISE (Responsible, Inspired, Socially Active and Engaged)

Horizons has a philosophy based on Resiliency, Relationships, Relevance, and Responsibility. This philosophy is coupled with a commitment to maintain an environment where students can feel secure, accepted, and encouraged.

Administration's goal is to encourage and reward appropriate behavior. It is also to teach students how to behave appropriately and positively in all situations.

Administration makes efforts to assist students in framing their behavior to be Responsible, Inspired, Socially Active and Engaged.

All students are positively reinforced for adhering to school-wide rules. A variety of interventions are utilized by school staff to help students make appropriate choices.

COMMUNITY EXPECTATIONS

All members of the Horizons community are expected to be respectful of one another, mutually cooperative when working together, and strive to communicate clearly and calmly in all situations. Teachers have the right to teach and students have the right to learn; below are some actions that will be taken to manage events that do not comply with this belief or these expectations.

CLASSROOM INTERVENTIONS

Classroom interventions and/or consequences are classroom management tools designed and implemented by classroom teachers in accordance with their individual management system and intended to reinforce appropriate behavior and use of the Horizons' behavioral expectations in the classroom.

CONSEQUENCES

The goal of any consequence is to change student behavior through teaching, learning, and problem solving.

Consequences should be thoughtful and appropriate given the context of the situation; these may become more intensive for repeat offenders.

More significant situations will result in a more significant consequence such as administrative detention at lunch or after school, and/or in school or out of school suspension. Administrators will evaluate each situation they are asked to handle and assign consequences they believe best fit each situation so that the student can learn from his/her choices.

Time Outs, Support Calls, Class Suspensions, and Suspensions may be used as interventions.

The district adheres to the education code regarding suspension.

The length of time a student is suspended depends upon the nature of each incident and the amount of times an incident has occurred. You will be notified by phone by the principal or the principal's designee if your student is suspended and will also receive an official notice of suspension in the mail.

We use both Positive Behavioral Interventions and Supports (PBIS) and a Restorative Justice approach to address behaviors and build a community of respect.

RESTORATIVE JUSTICE

Horizons administration staff has implemented a restorative approach to discipline within our school community.

Restorative Justice is a set of principles and practices centered on promoting respect, taking responsibility, and strengthening relationships. It is a fundamental shift in school disciplinary procedures that moves away from punishing individuals to repairing the harm done and preventing recurrence through supportive, community based interventions. We acknowledge relationships, focus on the harm done rather than the rule that was broken, and give voice to the victim during the disciplinary process.

Family involvement is critical in implementing the Restorative Justice approach. We will have regular gatherings involving families to build our community, and we will ask for your support and involvement in the Restorative process when harm has been done.

ACADEMIC HONESTY POLICY

Students are responsible for doing their own work. Academic dishonesties include:

Cheating: When a student acts dishonestly to gain an advantage on an assignment or test. This includes copying, using cheat sheets, sharing work with others, "photo math", etc.

Plagiarism: When a student takes another's words/text and uses them as their own without proper citation. If a student copies and pastes from a website or book without proper citation, that is considered plagiarism.

Copying: Copying the work of another student is cheating and will result in a zero for both students.

A student caught cheating, copying, or plagiarizing will receive consequences. Consequences may include, but are not limited to, the student receiving a zero on the assignment/test, notification of parent/guardian(s), and the loss of the opportunity to makeup the assignment.

BULLYING / HARASSMENT

Bullying and harassment includes, but is not limited to:

Making unsolicited written, verbal, physical and/or visual contact. Examples include:

Written – intimidating/threatening letters, notes, messages, or cyber-bullying via any electronic means

Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes or epithets

Visual – leering or gestures

Physical – hitting, slapping, or pushing

Making threats of revenge.

Engaging in behavior that is harassing, mean, discriminatory, and/or threatening.

A student caught bullying or harassing will receive consequences such as detentions, suspension, or a recommendation for expulsion.

BIKES / SCOOTERS / SKATEBOARDS

Bicycles, scooters, and skateboards are not to be ridden on campus at any time, and must be locked in the classrooms during the entire school day.

Students who violate this policy may lose the privilege of having their bike/scooter/skateboard on campus.

Prospect is not responsible for lost/stolen bikes, scooters and/or skateboards.

BIRTHDAYS

Bouquets of birthday balloons and flowers create a distraction at school, and should be left at home.

BRUNCH

- No deliveries of any kind are permitted. That includes but is not limited to Door Dash, Grub Hub, and any other.

PARKING LOT

The parking lot is off limits to students except before the first period. Sitting in cars is not allowed. After the last period, students are expected to exit the parking lot in a safe and timely manner. If you need something in your vehicle, please communicate with school staff.

CELL PHONES / SMART WATCHES / ELECTRONIC DEVICES / HEADPHONES

Cell phones, Smart Watches, electronic devices and headphones create a distraction in the classroom. To assist with the creation of a productive academic environment cell phone use is not allowed during class time. Use of cell phones, Smart Watches, electronic devices and headphones are permitted before or after school, and with teacher approval.

Cell phones must be turned off, or silenced, and in backpacks. Cell phones are not allowed to be on the student.

Learning and social behavior improve drastically when students are fully engaged with their teachers and classmates. Horizons utilizes the Yondr Program to create a phone-free educational environment. The Yondr Program utilizes a simple, secure pouch that stores a phone.

Yondr pouches are provided for students as they enter In-Person Horizons: CIS courses - (example Math and Science).

Every student must secure their phone in a Yondr pouch when they arrive to their class. Cell phones must be turned off and in Yondr pouches. Students will maintain possession of their Yondr pouches with their phones in them and will not use their phone until their pouches are opened at the end of the class period.

Use of the Yondr pouches has contributed to improvements in: academic performance, student behavior and student engagement in the classroom.

Students who do not pouch their phone will be told to put their phone in their pouch, and close the pouch. Students will be counseled to comply with the cell phone policy. Staff will contact parents if students do not comply with the cell phone policy. If students continue to be non-compliant additional consequences will be issued.

Horizons is not responsible for lost/stolen cell phones/smart watches/electronic devices/ headphones.

COMPUTER / TECHNOLOGY USE AND CARE

Students must use technology appropriately and carefully - unauthorized or unsafe usage will result in loss of technology privileges. GoGuardian will be used in each classroom to monitor appropriate technology use.

COUNSELING

A counselor is available to support students with academic, social, and/or emotional needs. Students may email the school counselor, Rebecca Woo at woor@mdusd.org for assistance.

GUIDELINES CONTINUED

ILLEGAL ITEMS

Illegal and unauthorized items are not permitted on campus. For example, the following items are illegal and not allowed at school:

cigarettes / e-cigarettes

vape pens / vape chargers / vape juice

tobacco / tobacco products

drugs / drug paraphernalia

matches / lighters

fireworks / explosives, etc.

Weapons of any kind, including but not limited to knives and guns of any kind, are not allowed on or near campus or in the possession of any community members during school hours or a school event.

Possessing, using, sharing, or selling these items is against the law, and will result in communication with law enforcement, suspension and/or expulsion.

RESPECT FOR COMMUNITY

Threats of violence or weapons towards any school community member or the community at large are to be reported to the office immediately and will not be tolerated. This includes threats via social media.

Loitering is not allowed on or near campus. Students are expected to attend class if they are at school and leave campus upon dismissal.

Horizons Center for Independent Study Rules and Procedures

I. STATE Laws

The following are summaries of the State Education Code. The words are not exact. But the ideas should be clear

A. Mandatory Expulsion Offenses

1. Fighting, Violence: causing serious injury
2. Weapons, especially guns and knives
3. Drugs and Alcohol: selling or giving it to someone else
4. Robbery or Extortion
5. Explosives
6. Sexual Assault

B. Suspension and Possible Expulsion Offenses

1. Fighting and Violence: "cause, attempt to cause, or threaten to cause serious injury . . ."
2. Weapons: any weapon (including imitation guns)
3. Drugs and Alcohol: possession and being under the influence.
4. Vandalism: school or private property (parents can be billed)
5. Stealing, Attempting to steal, or receiving stolen property
6. Tobacco: smoking or chewing, using or possessing.
7. Obscenity or profanity
8. Disruption of school activities and defiance of authority
9. Sexual Assault
10. Harassment
Sexual Harassment
Bullying
Intimidating a Witness
Terrorist Threats
11. Hate Crimes: violence, threats slurs (put-downs, teasing, and harassment on various grounds).

II. Other Rules

A. The Purposes of the Rules: briefly, there are two:

1. To provide a safe school environment.
2. To provide the best possible environment for learning.

B. Additional Rules for Safety

1. No roughhousing, boxing, martial arts, play fighting will not be tolerated. Keep your hands off other students.
2. Skate boards, bicycles, and other wheeled devices cannot be ridden on campus. If they are ridden, they will be confiscated; parents may be required to pick them up, and students may not be allowed to bring them to campus.
3. Driving. Please drive carefully, slowly, and safely, to and from school. Driving to school is a privilege.
4. Parking. Students are allowed to park in back of the school but not in assigned spaces.

C. Living with our Neighbors: Horizons CIS Independent Study is on the Pleasant Hill Education Center (PHEC) site.

Horizons CIS Independent Study has its own building at the end of the 300-400—wings, on the large PHEC site.

1. Language. Obscenity and profanity are not allowed. It is particularly important that unacceptable language not be used outside, in the middle school hallways.
2. CIS students are to use the bathrooms in the CIS building.
3. Halls. CIS students are not to loiter in the halls, or visit with the middle school students.
4. Parking Lot. Students are not allowed to stay in the parking lot before or after school.
5. Loitering. We ask that you not hang around school before or after your time at the CIS facility.
6. After School. CIS students must leave the campus as soon as their appointment ends. Students are not allowed to stay anywhere on campus or next to the campus after school. Students are not allowed to wait to be picked up longer than 10 minutes out in front, either on campus or across the street. Students are not allowed to stay in the parking lot. PARENTS and others: If you are picking up your students, please come promptly.
7. Dress Code. The basic rule is: do not dress in a way that interferes with teaching and learning. Please note that clothing that has anything about drugs or alcohol or sexuality is not allowed. Students who violate the policy will be asked to change, cover up, or wear it inside out; if they refuse, they will be sent home, and will be subject to further disciplinary action.

D. Smoking

1. By State Law, students cannot smoke, chew or otherwise use tobacco products.
2. By State Law, students cannot possess tobacco products.
3. By law, these rules apply at school, at school activities, and going to and from school.
4. For your information: No one is allowed to smoke on school property at any time. Adults, including school staff members, are not allowed to smoke at school.
5. District policy on smoking is very strict. Students caught smoking for the first time are to be assigned to Saturday School smoking prevention classes, and suspension and expulsion are supposed to follow quickly for repeat offenders.
6. The rules against smoking will be strictly enforced at CIS. To be brief: students cannot smoke at CIS. Students caught smoking will be immediately suspended, and repeat offenders will be dropped from school. If you cannot live without smoking during your time at school, you should find another school.
7. It may not matter to you that smoking very likely will kill you. That matters to us.

E. In the Presence of: Students who are in the presence of certain rules and violations will be subject to the same penalties as students who are performing the acts. Three such acts are smoking, alcohol, and drug use. Students found to be in the presence of such violations will be subject to progressive discipline, including suspension. If your friends or companions are violating rules, your responsibility is to walk away.

III. Other Items

1. Cell phones cannot be used at school unless teachers allow it for research. Cell phones will be confiscated whenever they go off and disrupt the educational process. The school may require parents to pick them up.
2. Personal music devices are allowed at school, but should not be heard by others.
3. The school assumes no responsibility or liability for any personal items brought to school.
4. Students and parents are responsible for items checked out to the students. Students and parents will be billed for lost or damaged items.

5. Student visitors are not allowed at school. Older friends and acquaintances are also not allowed at school.
6. Parents are always welcome. We do ask that parents call or arrange with the school in advance if they wish to visit.

See Appendix A

General Emergency Preparedness

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

Purpose of the Plan

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

Regulatory Authority

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

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

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

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

School Site Emergency Preparedness and Response Coordination

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

Campus and Facility Site Preparedness Duties

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

All School Staff:

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

Annually each principal shall:

- Designate Staff Incident Command Structure Assignments.
- Update this site Emergency Preparedness and Crisis Response Plan.

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

Teachers:

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

School Office Managers or Designee:

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

School Custodians or designee:

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

CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM

Crisis Response

The primary goals of crisis response are to:

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

Incident Command System (ICS)

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

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

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

COMMAND AND ORGANIZATION DURING A CRISIS

Foundations of Crisis Response

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

These three C's are:

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

CHAIN OF COMMAND

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

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

Incident Commander (Principal/Site Administrator)	Melissa Brennan/Terry McCormick
IC Alternate #1	Melissa Brennan
IC Alternate #2	
IC Alternate #3	

INCIDENT COMMAND SYSTEM (ICS)

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

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

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

SECTION CHIEFS

<p>Incident Commander: Terry McCormick</p> <p>Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District Office</p> <ul style="list-style-type: none"> 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.
<p>Public Information Officer: Melissa Brennan</p> <p>Media liaison, official spokesperson for school; coordinates information for parent community</p> <ul style="list-style-type: none"> Ensures parents and guardians are notified as soon as possible of seriously injured children transported to hospital or other emergency treatment centers. <p>Reports to Incident Commander</p>
<p>Disaster Response Officer: Veronica Picazo</p> <p>Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)</p> <p>Reports to Incident Commander</p>
<p>Agency Liaison: Carol Sprecher</p> <p>Assists in establishing and coordinating outside agencies that provide services or resources</p> <ul style="list-style-type: none"> Serve as the principal's chief communication agent between school site and District Emergency Operations Center. Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc. As directed by the Incident Commander, reports the emergency to appropriate emergency response agencies and the Superintendent. <p>Reports to Incident Commander</p>

DISASTER RESPONSE TEAMS

<p>Operations Team: Supports on-scene response at school site</p>
<p>Operations Team Leader: Melissa Brennan (and all below)</p> <p>Supports on-scene response at school site; develops Incident Action Plan with Incident Commander</p> <p>Reports to Disaster Response Officer</p>
<p>Search and Recovery:</p> <p>Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression</p>
<p>Security/Traffic:</p> <p>Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates Fire and Hazardous Materials</p>
<p>Crisis Intervention: Rebecca Woo</p> <p>Provides onsite counseling and intervention; determines need for outside mental health support</p>
<p>First Aid: Emily Wright, School Nurse</p> <p>Provides triage and medical care; establishes morgue, if needed.</p>
<p>Assembly/Shelter and Care:</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: Nicola James</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: Carlene Hunt (and all below)</p>
<p>Reports to Disaster Response Officer</p>
<p>Situation:</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:</p> <p>Collects and archives all incident documents Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.</p>
<p>Resources/Staffing:</p> <p>Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).</p>
<p>Demobilization:</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: Carlene Hunt (and all below)</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:</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:</p> <p>Arranges transportation for staff, students and supplies. Call Transportation for buses, if necessary.</p>
<p>Facilities:</p> <p>Recommended filled by School Custodial Team 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:</p> <p>Maintains all communication equipment, including radios; provides services to support information technology. Monitor radio emergency broadcasts.</p>

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

Finance Team Leader: Melissa Brennan (and all below)

Provides for the preservation of essential school records.

Takes student emergency information cards and AM/FM radio as the building is evacuated.

Reports to Disaster Response Officer

Maintains incident time logs for all personnel.

Procurement:

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

Provides cost estimates, analysis and recommendations for cost savings

Compensation/Claims:

Processes compensation/injury claims related to incident

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

Evacuate safely; take emergency kit and current class list

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

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

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

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

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

EMERGENCY RESPONSE COMMUNICATIONS

During an emergency:

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

LOCATIONS

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

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

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

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

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

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

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

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

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

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

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

SCHOOL STAFF EMERGENCY RESPONSIBILITIES

General Staff Responsibilities

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

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

District Staff as Disaster Workers

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

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

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

Release of Teachers/Staff from Duties as Disaster Workers

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

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

Priority Release of Employees:

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

- Those with dependents
- Those with no dependents
- Administrators

Potential Emergency Types and Responses Part One

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

ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION

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

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

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

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

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

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

RESPOND IMMEDIATELY

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.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

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

SUSPICIOUS PACKAGE

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

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

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

The superintendent is to be kept informed of all actions.

EARTHQUAKE

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

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

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

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

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

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

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

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

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

EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

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

SETTLING DOWN AFTER THE FIRST SHOCK:

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

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

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

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

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

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

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

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

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

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

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

STUDENT RELEASE

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

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

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

FIRE

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

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: students go to baseball field.
3. Upon exit leave green card 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: alert administrator
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:
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA system
12. Communicate with your students and maintain control.

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

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

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

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

INTRUDER ALERT/ANTI-VIOLENCE RESPONSE

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

ACTIVE ALERT: LOCK DOWN

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

STAFF ROLES DURING ACTIVE LOCK DOWN

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

PRACTICE ALERT: LOCK DOWN

- 16. The principal will announce, PHMS Admin or Staff: PA and Alarm System
- 17. Follow the instructions above for an Active Alert. Release from Drill is: through campus 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: students go to baseball field.
3. Upon exit leave green card 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: alert administrator
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:
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA system
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

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

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

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

ACCESS CONTROL PERSONNEL

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

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

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

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

RELEASE OF STUDENTS FROM SCHOOL

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

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

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

EMERGENCY RELEASE PLAN PROCEDURES

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

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from **Incident Commander** via **Student Release** team.
2. **Incident Command** will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon **Student Release** team directive.
3. This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
4. Students will be released only to authorized adults listed on the **Emergency Card** or **Emergency Student List**. Adults picking up students must sign **Student Release Log** and indicate destination. Unless otherwise directed by **Incident Commander** via **Student Release officer**, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
5. Students may go home with people listed on **Emergency Card** or **Emergency Student List** if parent can't be reached.
6. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs **Assembly/Shelter and Care** team as well as the **Student Release** team, and keeps all documentation.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

TRAINING

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

ALL DISTRICT RESPONSE STAFF AND STUDENTS

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

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

SCHOOL CRISIS RESPONSE TEAM PERSONNEL

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

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

DRILLS AND EXERCISES

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

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

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

RECOMMENDED EMERGENCY SUPPLIES

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

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

CENTRAL SCHOOL EMERGENCY SUPPLIES

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

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

TEACHER EMERGENCY KITS

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

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

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

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

FIRST AID KITS

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

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

TOOL KIT(S)

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

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

- Radio
- Large shovel located in custodian's office

LIST OF STAFF WITH SPECIAL SKILLS

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

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

Site Emergency Preparedness Plan

Safety Plan Timeline and Checklist

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

2023-2024 MDUSD ANNUAL SAFETY PLAN TIMELINE		
MONTH	ACTIVITY	PERSON(S) RESPONSIBLE/DATE
August	Facility Hazard Assessment Update School Map(s) Inventory and Replace Supplies Update Staff Roster and Buddy Lists Update Incident Command System (ICS) Assignments and Procedures Staff Review of Safety Plan Mandates ¹ Calendar all Safety Drills Student Instruction on Safety Drills First Fire Drill within 10 days of start of school Parent Advisement Re: Plan	Melissa Brennan Carlene Hunt, Office Manager Due Date: August 10, 2023 12 min
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	Melissa Brennan Due Date: October 11, 2023 30 min
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) 	Melissa Brennan, Administrator/ PHMS Administration team Fire Drill - Aug 25 during PHMS 7th period Fire Drill- Sept 27 during PHMS 7th period Earthquake Drill- Oct 19 during PHMS 3rd period Shelter in place- Nov 16 during PHMS 4th period Fire Drill- Dec 5 during PHMS 3rd period Secure Campus Drill - Jan 11 during 5th period Fire Drill/Shelter in Place- Feb 12 2pm Earthquake Drill - March 20 during PHMS 7th period Lockdown/Intruder Drill - April 19 - during PHMS 2nd period Fire Drill- May 20 - during PHMS 1st period Earthquake Drill - June 3 - during

		PHMS 2nd period
November	Shelter-in-Place	Melissa Brennan Shelter in place- Nov 16 during PHMS 4th period Fire Drill/Shelter in Place- Feb 12 2pm
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	Melissa Brennan February 20, 2024

Emergency Alarm and Drill Log AR 3516.1

School Year 2023-2024

School: Horizons School

Principal: Melissa Brennan

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Drill	August	25	1:45pm	Length: 1:58 mins
Fire Drill	September	27	1:45pm	Length: 1:38 mins
Earthquake Drill	October	19	9:59am	Length: 1:57 mins
Shelter-in-Place Drill	November	16	10:48am	Length: 1:49 mins
Fire Drill	December	5	9:59am	Length: 1:59 mins
Intruder Alert Drill	January	11	11:37am	Length: 1:39 mins
Fire Drill	February	12	2pm	Length: 1:27 mins
Shelter-in-Place Drill	February	12	2pm	Length: 1:51 mins
Earthquake Drill	March	20	1:45pm	Length: 1:45 mins
Intruder Alert Drill	April	19	9:04am	Length:
Shelter-in-Place Drill	April	19	9:04am	Length
Fire Drill	May	20	8:15am	Length
Earthquake Drill	June	3	9:04 am	Length
	March	5	3:30pm	Incident Commander Training provided by MDUSD

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

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

See Appendix A

Emergency Contact Numbers

Utilities, Responders and Communication Resources

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

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

MDUSD AR 5131.4

Campus Disturbances

Campus Disturbance Plan.

See district disturbance plan listed above. School follows Campus Disturbance Plan that complies with BP 5131.5 and 3515.2.

During campus disruptions that impact the safety of all students on campus the most appropriate emergency procedure (lockdown, shelter-in-place, or evacuation) will be enacted. Emergency communication will be maintained with all staff through the use of emergency radios located in all classrooms and public areas.

Individual campus disruptions that do not impact the entire school site will not result in the use of school-wide emergency procedures. Disruptions from individuals not authorized to be on campus will not be tolerated. The principal or designee will direct the individual to leave the school grounds. If that person refuses to leave, law enforcement will be contacted. Disruptions from students will also not be tolerated. The student will be escorted to the office where a conference will be held. Family contact will be made and a request for family attendance at the conference may be made at that time.

See Appendix A

Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

All visitors must be accounted for to ensure the safety of our students and staff. At the main office, visitors will identify themselves, enter their name and purpose of visit into the visitor logs and are then provided with a badge labeled "Visitor".

When a member of the faculty and staff encounter a visitor without a badge, they have the expectation to notify admin of the presence of visitors to campus - to which a campus supervisor and/or administrator will meet the visitor to direct them to the main office for proper registration and identification as a legitimate visitor to campus. Surveillance cameras are installed and the administrator and office manager are trained on how to use the surveillance system.

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. Horizons School on the Pleasant Hill Education Center Campus has 23 different access points. We have security equipment posted in strategic locations and assign teacher duties throughout the campus before and after school to ensure safe passage for students and adults. The Pleasant Hill Middle School has full-time campus supervisors who patrol throughout the day on foot and by golf cart to ensure maximum coverage.

During egress and evacuation for emergencies, all students and staff from Horizons exit to the baseball fields behind the back parking lot. Prospect students are directed to stand on the left side of the baseball diamond and Horizons students stand on the right side near the visitor benches. Parents who are on campus will also evacuate to the same location for the drills. Support personnel onsite for that day will be directed to assist with the students. Cars are directed along Santa Barbara Rd and there are 2 options a roundabout that circles for drop off at Santa Barbara Rd and a gate to park in the Adult Ed parking lot. There are cones placed so that cars cannot enter the bus drop off zone.

Release to Home

Emergency cards are kept on all students, both in paper and online form. Students under 18 will be released to their parents/guardians, or other designated emergency contacts, if school has been dismissed and once it has been deemed safe by the site administrator to leave the campus. Students under 18 will be released on their own reconnaissance , if school has been dismissed and once it has been deemed safe by the site administrator to leave the 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.

Adaptations for students with disabilities are outlined in their IEP's, 504 Plans, or SST's. These documents are in accordance with the federal American with Disabilities Act of 1990. Copies of these document are provided to staff and reviewed periodically. An additional adult may be assigned to any student who requires additional assistance. At this time there are no students at Horizons School who require additional assistance. Students that need special support to participate in drills have a 1:1 Aide to ensure safety and to meet time deadlines. Aides are trained and practice drills with assigned students.

Horizons School Incident Command Structure

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

Public Information Officer
Melissa Brennan
Media liaison, official spokesperson for school; coordinates information for parent community

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

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

Operations
Melissa Brennan (and all below)
Supports on-scene response at school site; develops Incident Action Plan with Incident Commander, coordinates After Action Report with section chiefs

Planning
Carlene Hunt (and all below)
Collects, evaluates and documents information about incident, including status of students staff and facilities, coordinates demobilization of ICS response

Logistics
Carlene Hunt (and all below)
Provides services, personnel and supplies in support of incident response.

Finance/Administration
Melissa Brennan (and all below)
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

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

First Aid
Emily Wright, School Nurse
Provides triage and medical care; establishes morgue, if needed.

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

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

Time
Maintains incident time logs for all personnel.

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

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

Documentation
Collects and archives all incident documents

Transportation
Arranges transportation for staff, students and supplies.

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

Crisis Intervention
Rebecca Woo
Provides onsite counseling and intervention; determines need for outside mental health support

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

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

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

Cost
Provides cost estimates, analysis and recommendations for cost savings

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

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

Compensation/Claims
Processes compensation/injury claims related to incident

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

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

Opioid Prevention and Life-Saving Response Procedures

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

Rescue steps include:

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

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

Maps

Insert labeled site maps that contain the following information:

1. Ingress and egress patterns.

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

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?

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





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

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

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

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

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

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



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

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

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

Cut Here

Fold Here

BACKPACK EMERGENCY CARD

Child's Name:
Date of Birth:
Home Phone: Cell Phone:
School Name: Horizons 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:

Mayor Matt Rinon
City of Pleasant Hill
100 Gregory Lane
Pleasant Hill, CA 94523

Dear Mayor Matt Rinon:

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 Feb. 20 at 3pm. 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 925-682-8000 X 3999 if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,



Melissa Brennan
Principal, Horizons School



MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

The Honorable Mayor Matt Rinn
City of Pleasant Hill
100 Gregory Lane
Pleasant Hill, CA 94523

February 1, 2024

Dear Mayor Rinn:

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

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- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

Attached please find a schedule of all MDUSD school site Safety Plan public hearings, with the meetings sorted by city and date of meeting. You may also access the schedule online at <https://bit.ly/MDUSDPublicHearings2324>. You are encouraged to attend these meetings. The meetings are an excellent opportunity for you to become familiar with the schools' safety plans and to provide input.

Please contact the school's Safety Plan contact if you are planning to attend a meeting or if you have questions regarding this matter.

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

MDEA:

Anita Johnson, President MDEA
2255 Contra Costa Blvd Ste 202
Pleasant Hill, CA 94523

Dear Anita 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:

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- Disaster procedures;
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- 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
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- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted, is Feb. 20 at 3pm. 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 925-682-8000 X 3999 if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,



Melissa Brennan
Principal, Horizons School

CST:

Annie Nolen
CSEA President Chapter 23

Dear Annie Nolen:

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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- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
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- 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:

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

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Sincerely,



Melissa Brennan
Principal, Horizons School

CSEA:

Carmen Terrones-Torres, President Local One
% Mt. Diablo Unified School District
Concord, CA 94519

Dear Carmen Terrones-Torres:

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;
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- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

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

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Sincerely,



Melissa Brennan
Principal, Horizons School

Teamsters:
Parent Club:
Student Government:
Other:



MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

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

February 1, 2024

Dear Chief Vermillion:

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

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

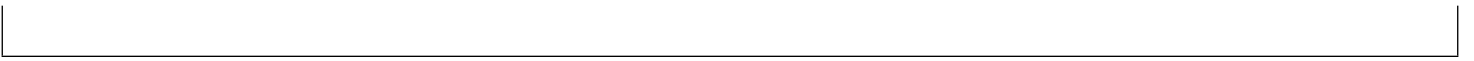
Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council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

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

Attached please find a schedule of all MDUSD school site Safety Plan public hearings, with the meetings sorted by city and date of meeting. You may also access the schedule online at <https://bit.ly/MDUSDPublicHearings2324>. You are encouraged to attend these meetings. The meetings are an excellent opportunity for you to become familiar with the schools' safety plans and to provide input.


Please contact the school's Safety Plan contact if you are planning to attend a meeting or if you have questions regarding this matter.

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



Appendix E: Assurances

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

Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i>	Date of Public Hearing: February 20, 2024 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none"> - 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 		
	The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none"> - 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> 		
Review of Progress for Last Year			
Category	Name	Signature	Date
Law Enforcement Review			Date:
Site Council Approval	Lillian Bartlett		Date: 2/20/24