

Comprehensive School Safety Plan

LEA: Mt. Diablo Unified School District
School: Loma Vista Adult Center, including Central Food Services, After School Program Office and K-12 Bridge Program
CDS: 07617540730168
Principal: G. Vittoria Abbate, Director
Contact Person: Tricia Ouellette, Assistant Director, Priscilla Asuncion, Office Manager, Maureen Campbell
E-mail Address: ouellettet@mdusd.org, asuncionpc@mdusd.org, campbellml@mdusd.org
Phone Number: 925-685-7340
School Year: 2024-2025
Public Hearing Date(s): February 11, 2025

X The school certifies completion of this safety plan.

School Site Council Approval: 2-11-2025(Parent, stakeholder, & leadership team)

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)

Vision: Mt. Diablo Adult Education is committed to providing accessible, high-quality education in a positive and supportive learning environment that leads to student success. Mt. Diablo Adult Education values and is committed to maintaining partnerships and collaborations that serve the diverse Mt. Diablo Unified School District community.

Mission Statement: Mt. Diablo Adult Education provides lifelong learning opportunities for adults of all ages and abilities and their families to achieve their education, employment, community participation, and personal goals.

Comment: Mt. Diablo Adult Education is committed to providing adult students with a safe and orderly learning environment.

BRIDGE's Mission:

To educate and empower our students to be productive individuals by increasing their independence in the community and at home, preparing them for employment, and bolstering their social and emotional well-being.

CORE Values:

Independence, Respect, Communication, Advocacy, Responsibility, Lifelong Learning

Safety Plan Development and Review Committee EC 32282(e)

<p align="center">School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members</p>	Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Abbate, G. Vittoria	X						
2. Andrew Foerder	X						
3. Stanford, Sandra		X					
4. Asuncion, Priscilla		X					
5. Santoyo, Janet			X				
6. Lingenfelter, Karen		X					
7. Ouellette, Tricia	X						
8. Campbell, Maureen	X						
9. Robin Bielman		X					
10. Leslie Garcia		X					
11. Murphy, Andrea		X					
12. Schieber, Judith		X					
13. Ng, Candace		X					
14.							
15.							
16.							
17.							
18.							
19.							
20.							

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

School Year 2024-2025

Meeting Type	Meeting Date			Comments
	Month	Day	Time	
Faculty Meeting	August	6	1:30 PM	Review Safety Drill Schedule and Procedures
Safety Committee Meeting	September	9	10:30 AM	Pre Drill Training with Safety Team on Fire Drills
Safety Committee Meeting	September	24	1:30 PM	Provided Leadership/Safety Team updates on Incident Command procedures
Faculty Meeting	October	15	01:30 PM	Provided Administrative Team update on Clary Report Findings
Safety Committee Meeting	October	17	10:00 AM	Pre-Drill Training with Safety Team on Earthquake Drill
Safety Committee Meeting	December	3	1:30 PM	Provided Leadership/Safety Team will FIT Walk updates and issues to be corrected.
Staff Development	December	13	10:00 AM	Clerical/Coordinator/Admin Meeting - Incident Command Training
Staff Development	December	17	01:30 PM	Stop the Bleed Training
Public Hearing	February	11	1:30 PM	Public Hearing
SSC Meeting	February	11	2:30 PM	Review of Safety Plan

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	2021-22	2022-23	2023-24	2024-25
Suspensions (number of incidents)	0	2	1	0
- Violence	0	0	0	6
- Tobacco	0	0	0	0
- Drugs/Alcohol	0	0	0	0

- Weapons	0	0	0	0
Expulsions	0	0	0	0
Attendance, general ed. (%)	0	0	N/A	79 Bridge
Attendance, special ed. (%)	0	0	N/A	87.35 Bridge
SART (number of referrals)	NA	NA	N/A	N/A
SARB (number of referrals)	NA	NA	N/A	N/A
SARB (number referred to Court)	NA	NA	N/A	N/A
SST (number referrals)	NA	NA	N/A	N/A
Coordinated Care Team (number of referrals)	NA	NA	N/A	N/A
Positive Behavior Team Referrals	NA	NA	N/A	N/A
Vandalism Reports	2	3	1	2

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

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. Crime is very low on the Loma Vista Center campus. Since we updated our outdoor lighting the night staff feels more comfortable and safe and the students are able to more easily locate their classes. We have replaced old cameras with new and improved ones, in addition to adding cameras that allow us to see previously unviewable areas of the campus. These new cameras have been useful in supporting students during emergencies and in finding lost or misplaced items. The Measure J infrastructure work scheduled this spring will enhance our Wifi and improve our use of cameras, etc. Also, new walkie talkies were purchased this last year and a Knox box has been installed.

Loma Vista administration has received complaints about incessant barking of neighborhood dogs, and we have been actively working with neighbors to minimize the disruption so that we can provide a positive and productive learning environment for our students.

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.

Loma Vista Adult Center assigns administrators for evening-hour coverage when students are on campus. Prior to students participating in our programs, orientation is held to review behavioral expectations of students as well as important information about individual programs. Each classroom is provided an emergency first aid kit and an emergency backpack, which includes a clipboard with first aid instructions, missing-student forms, and attendance forms. There are flashlights in every classroom. All offices and classrooms are provided with walkie-talkies, and administrators and office staff have walkie-talkies on during all work hours. We always have a designated go-to person (Red Dot - administrator and/or Program Coordinator), as well as a Red Dot backup (from the same group) for emergencies or any issues that arise. We have a schedule of drills that take place morning and afternoon/evening which provide staff and students the opportunity to practice emergency drill procedures. We have implemented a consistent safety drill routine which includes pre/post-drill meetings/debriefs. Safety drill leaders wear neon safety vests and carry walkie-talkies. There is adequate lighting in the front and back parking lots and hallways at night for evening classes, and we continue to include lighting improvements in our safety goals. A pre-FIT Walk assessment was done from October - December 2024 to identify and address facility hazards. A Knox Box has been installed at the front of the school.

"Safety" is an agenda item at every Leadership Team Meeting as the Leadership Team also serves as the School Safety Committee.

BRIDGE:

- Each class is equipped with a first-aid backpack.
 - All classes participate in routine emergency preparedness drills.
- Each student is taught personal safety, classroom safety, and safety in the community and on campus, to the extent possible per each individual.

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. We have clear expectations about student behavior and a clear, progressive process for dealing with behavioral issues. The campus uses a support call system, and coordinators and administrators are available to respond to requests as needed.

BRIDGE:

- Students with behaviors that interfere with their learning or others' have specific behavior goals and/or a Behavior Intervention Plan created in consultation with a school psychologist and school behaviorist. Plans are followed.

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.

We do not have these providers on our site for Adult Education programs. Concord PD is called upon when needed, but the police do not otherwise have a regular role at our site.

BRIDGE:

- School nurse - There is a dedicated school nurse for BRIDGE that is on campus one day a week. The school nurse consults with staff to create seizure action plans and health/safety protocols for medically fragile students. The school nurse conducts vision and hearing screenings and consults with staff. The school nurse conducts annual staff training on seizure procedure and administration of Epinephrine auto-injectors.

- School psychologist - The school psychologist for BRIDGE is on campus every Friday. The school psychologist provides psychological/counseling services to students. The school psychologist supports all students with mental health needs in crisis situations. The school psychologist conducts assessments for IEP development.

- Behaviorist - There is a behaviorist assigned to BRIDGE who comes every other week. The behaviorist works with staff to identify root causes of maladaptive student behavior and develop tactics to reduce occurrences of disruptive behaviors. The behaviorist develops detailed plans for implementing tactics to reduce frequency and intensity of maladaptive behaviors. The behaviorist follows up and provides consult for behaviors.

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: MDAE will provide various kinds of assistance and support to students and staff to ensure a safe and orderly environment.				
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 Open the main office to the public from 8:00 am – 4:00 pm., M-F.	<ul style="list-style-type: none"> Administrative Team: Vittoria Abbate, Tricia Ouellette, Maureen Campbell, and Andrew Foerder Office Manager: Priscilla Asuncion 	<ul style="list-style-type: none"> Determine office hours in time for catalog production deadlines and before start of school in August No additional budget needed 	<ul style="list-style-type: none"> Telephone system, computer, internet, Microsoft Office Suite, printer, copier, forms Substitute coverage when office manager is absent 	<ul style="list-style-type: none"> Ongoing check in at administrative and leadership team meetings Staff/student school survey results Feedback from public/staff/student s about access to office/office personnel
2.0 Provide administrative coverage day and evening when staff/students are present.	<ul style="list-style-type: none"> Vice Principals: Maureen Campbell and Andrew Foerder Assistant Director: Tricia Ouellette 	<ul style="list-style-type: none"> Determine coverage schedule prior to the start of school in August 	- Meeting time, class schedules, walkie talkies	<ul style="list-style-type: none"> Ongoing check in at administrative and leadership team meetings Staff/student school survey results Weekly check-ins between Assistant Director and Vice Principals

<p>3.0 Make specially trained adult education staff available to provide support for students with 504 Plans, physical disabilities and learning disabilities.</p>	<ul style="list-style-type: none"> • Assistant Director: Tricia Ouellette • Vice Principals: Maureen Campbell and Andrew Foerder • Program Coordinators: Karen Lingenfelter, Judy Schieber, Andrea Murphy, Robin Bielman, Leslie Garcia <p>-Bridge Program: Candace Edwards</p>	<p>July</p> <ul style="list-style-type: none"> • Ongoing support, August through • Individual program budgets (Adult Ed) 	<p>- Administrator and staff time</p>	<ul style="list-style-type: none"> • Retention of students • Completion of student goals • Program area staff meetings
<p>4.0 Regular safety training with Leadership Team. (Red Dot Handbook, Incident Command)</p>	<ul style="list-style-type: none"> • Vice Principals: Maureen Campbell and Andrew Foerder • Assistant Director: Tricia Ouellette • Office Manager: Priscilla Asuncion 	<ul style="list-style-type: none"> • Ongoing • No extra budget required 	<p>- Time, Google Docs, Meeting time</p>	<ul style="list-style-type: none"> • Review and approval by leadership team • Pre/post safety drill meetings • Input/Feedback from leadership team during regularly scheduled safety updates for evaluation • Monitor goal progress through review of LT meeting minutes.

Goal #2:
MDAE will provide a safe and positive learning and working environment.

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 Hold student orientations before students enter class in the following programs: <ul style="list-style-type: none"> • Adult with Disabilities • Adult Basic Education • Adult Secondary Education • High School Equivalency • Career Technical Education Center <ul style="list-style-type: none"> • English as a Second Language Language <ul style="list-style-type: none"> • Parent Education Co-op School Readiness parents	- Program Coordinators: Karen Lingenfelter, Andrea Murphy, Judy Schieber, Robin Bielman, Leslie Garcia	<ul style="list-style-type: none"> • Prior to each term starting/student entering program/s • Individual program budgets (Adult Ed) 	<ul style="list-style-type: none"> • Staff time • Classroom space/online Zoom capability • Laptops/computers and Wi-Fi for staff and students 	<ul style="list-style-type: none"> • Regular check in at Leadership Team meetings • Student survey results • Student retention/completion data

<p>2.0 Provide orientation for new teachers, including site tour, staff guidelines (MDAE Instructor Handbook), payroll and attendance procedures, departmental information, and curriculum</p>	<ul style="list-style-type: none"> • Program Administrators: Tricia Ouellette, Maureen Campbell and Andrew Foerder • Program Coordinators and/or designated certificated staff: Karen Lingenfelter, Andrea Murphy, Judy Schieber, Robin Bielman, Leslie Garcia 	<ul style="list-style-type: none"> • Prior to class start date • Individual program budgets (Adult Ed) 	<ul style="list-style-type: none"> • Staff time • Access to forms, online handbook, computer/laptop, ASAP account (for attendance), curriculum information, access to textbooks 	<ul style="list-style-type: none"> • Regular check in at Leadership Team meetings • Instructor query results • Staff survey results
<p>3.0 Hold staff accountable for following procedures and expectations.</p>	<p>- Administrative Team: Vittoria Abbate, Tricia Ouellette, Maureen Campbell and Andrew Foerder</p>	<p>- Ongoing as needed.</p>	<ul style="list-style-type: none"> • Staff time • Access to district contracts and forms • HR support and/or training 	<ul style="list-style-type: none"> • Regular check in at Administrator Team meetings • Annual staff and student Climate Survey

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:
 MDAE will maintain sufficient emergency safety supplies and materials, maintain security cameras to deter crime, and provide safety training for leadership team, staff, and students.

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 Assess needed amount of emergency water to keep on site and where to store.	<ul style="list-style-type: none"> • Administrators: Tricia Ouellette, Maureen Campbell and Andrew Foerder • Office Manager: Priscilla Asuncion 	<ul style="list-style-type: none"> • June - August • Administration Budget 	<ul style="list-style-type: none"> • Staff time 	<ul style="list-style-type: none"> • Report to leadership team/safety committee • Safety Plan Progress Report

<p>2.0 Check and replenish classroom emergency/evacuation backpacks and emergency backpack supplies</p>	<ul style="list-style-type: none"> • Administrators: Tricia Ouellette, Maureen Campbell and Andrew Foerder • Office Manager: Priscilla Asuncion • Department coordinators and secretaries: Karen Lingenfelter, Andrea Murphy, Judy Schieber, Robin Bielman, Leslie Garcia, Gabriele McNally, Liza Shultz, Essie Bracknell, Cheryl Barrett, Michelle Noriega, Sabrina Rider, Marina Calderon 	<ul style="list-style-type: none"> • June- August • Administration Budget 	<ul style="list-style-type: none"> • Department staff time 	<ul style="list-style-type: none"> • Report to leadership team/safety committee • Safety Plan Progress Report
<p>3.0 Check, update information, and replenish Incident Command System (ICS) leaders' bags (includes vest/arm band, list of responsibilities, clipboard, paper, pens)</p>	<ul style="list-style-type: none"> • Administrators: Tricia Ouellette, Maureen Campbell, and Andrew Foerder • Office Manager: Priscilla Asuncion 	<ul style="list-style-type: none"> • June - August • Administrative budget 	<ul style="list-style-type: none"> • Staff time 	<ul style="list-style-type: none"> • Leadership Team safety training • Safety Plan Progress Report
<p>4.0</p>				

Goal #2:
MDAE will improve signage and lighting in the parking lot and on campus.

Component II Physical Environment Place	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
<p>1.0 Continue to improve school-wide signage to make it easier for students/public to find different program offices and classrooms, as well as provide any additional directional signage as needed. (Including traffic control such as, crosswalks, speedbump, loading zone.) Ongoing requests by departments will be addressed.</p>	<ul style="list-style-type: none"> • Assistant Director: Tricia Ouellette • Office Manager: Priscilla Asuncion • Departmental Coordinators: Karen Lingenfelter, Andrea Murphy, Judy Schieber, Robin Bielman, Leslie Garcia • Vice Principals: Maureen Campbell and Andrew Foerder 	<ul style="list-style-type: none"> • June to August • Administrative budget, Adult Ed budget 	<ul style="list-style-type: none"> • Staff time • Time, response from District M&O for estimates and then completion of projects 	<ul style="list-style-type: none"> • Report to Leadership Team/Safety Committee • Safety Plan Progress Report • Signs painted/installed/removed
<p>2.0 Continue to increase lighting and/or improve the brightness of the lighting campus wide, including San Carlos and westernmost parking areas.</p>	<ul style="list-style-type: none"> • Assistant Director: Tricia Ouellette • Office Manager: Priscilla Asuncion • Vice Principals: Maureen Campbell and Andrew Foerder 	<ul style="list-style-type: none"> • Prior to "Fall Back" Daylight Savings Time in Fall • Adult Ed budget 	<p>- Time, response from District M&O, sufficient budget</p>	<p>- Lights in place, reduction of complaints/concerns by staff, reduction of incidents in these areas</p>

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

Mt. Diablo Adult Education adheres to the Mt. Diablo Unified School District Board Policy BP 5132: The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The school board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Therefore, students are to dress appropriately on all school campuses and at all school activities in the district. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction, which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence and gangs is not permitted. Student clothing, emblem, badge, jewelry, symbol, or other insignia which creates a clear and present danger on school premises or the disruption of the orderly operation of the school is prohibited. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action. Gang apparel is not allowed on campus. Students will be asked to leave campus and change. This information is shared at orientation and is to be posted in classrooms, in handbooks, and on the website.

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

SUSPENSION OR DISMISSAL OF ADULT EDUCATION STUDENTS

A student may be suspended or dismissed from the adult education program for engaging in activities that, in the judgment of the Director of Adult Education or designee, are disruptive to the learning process or are harmful to the welfare of students or staff.

ADULT DISABLED STUDENTS

Disabled students shall not be dismissed from the Adult Education program solely on the basis of their handicapping condition. The Director of Adult Education or designee will take into consideration the nature of the disability and the needs of the student in determining the appropriate action. K-12 Bridge Program is overseen by the MDUSD Special Education department administrators who follow the district direct guidelines for any disciplinary action of Bridge Program students.

SUSPENSION

Suspension is the temporary removal of a student from ongoing classroom instruction or from the program, initiated by a teacher or administrator, for adjustment purposes. Only an administrator or designee may suspend a student from the program.

DISMISSAL

Dismissal is defined as the permanent removal of the student from the Adult Education program. Only an administrator with the approval of the Director may dismiss a student. Students who do not meet class participation, attendance, and progress criteria may be dismissed from a particular Adult Education program.

In the event a student is dismissed, he/she/they may request reinstatement the following school year. The student will initiate the request in writing to the Director of Adult Education.

APPEALS

A student who is suspended or dismissed from the Adult Education program may appeal to the Director of Adult Education. The request for appeal must be submitted in writing

MT. DIABLO ADULT EDUCATION RULES AND REGULATIONS FOR ALL STUDENTS

Condensed version to be posted In all Adult Ed classrooms with reference to full version below on website/main office.

RULES FOR STUDENTS

- Students are expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, or at school activities. Students are prohibited from conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, terrorist threats, discrimination, harassment, intimidation, or bullying, sexual harassment, and/or hate-motivated behavior. (MDUSD Board Policy 5131)
- No firearms, knives, explosives or other dangerous objects are to be brought, possessed or sold on campus.
- Smoking, e-cigarettes, vaping, and smokeless tobacco are prohibited on school property.
- No alcoholic beverages are to be brought, possessed, consumed or sold on campus.
- Students are not to unlawfully possess, use, sell, or otherwise furnish or be under the influence of any controlled substance.
- Students may not use medical marijuana substances within 1,000 feet of the campus. Students may not be under the influence at any Mt. Diablo Unified School District campus under any circumstance.
- No personal audio devices are to be used in the classroom except with express permission of the instructor.

- Cell phones must be turned off or placed on silent when class is in session.
- Cars and motor vehicles must be parked on the streets or in the parking area. Fire and police regulations require campus accesses to be kept open and available for emergency vehicles.
- Observe “No Parking” and “Handicapped” signs. Please park so as not to block the exit of another vehicle.
- Bicycles, rollerblades, scooters, and skateboards may not be ridden on the campus.
- No loud music is to be played in the parking lot or other areas of campus.
- Anyone attending an Adult Education class must be registered either as a student or as a visitor. Visitors register in the main office before proceeding to a classroom.
- All visitors must be authorized by an administrator or coordinator to be on the school campus or in Adult Education classrooms. All students must come to the front office to sign in and get a visitor pass. Only students taking part in a class or those persons with official business to conduct are allowed on campus. Loitering is prohibited.
- No children are allowed in any classroom unless their attendance is connected with class activities and approved by the administrator and teacher.
- Students are expected to be in class during assigned class time.
- Students who wish to bring aides, assistants, or other support persons not employed by MDUSD must make prior arrangements with the program administrator before entering the classroom.
- District and School rules and regulations are to be followed. Each individual Adult Education program has specific attendance and enrollment requirements. Students may be suspended or dismissed from the program if the Director or the Director’s designee determines that the student’s continued attendance in Adult Education may be considered to be disruptive to the learning process or harmful to the welfare of students or staff.
- Mt. Diablo Adult Education students are expected to dress in accordance with the Mt. Diablo Unified School District dress code, which can be found on the MDUSD website (<http://www.gamutonline.net/district/mtdiablo/DisplayPolicy/377482/>). Specifically, students are to dress appropriately on all school campuses and at all school activities in the district. They must not present a health or safety hazard or a distraction that would interfere with the educational process. Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence, and gangs is prohibited. A student who violates the dress code shall be subject to appropriate disciplinary action.

Mt. Diablo Adult Education

Dealing with Student Behavior Concerns

1. What can teachers do to prevent or minimize student behavior problems? Setting up and communicating rules makes it easier for all school personnel to follow up when needed.
 - Communicate clear guidelines
 - Post "Rules and Regulations for All Students" in the classroom (Page 41 of MDAE Instructor Handbook.)
 - Involve students in establishing additional, class-specific guidelines, and post them, too (See coordinator or program assistant for ideas.)
 - Ask students to remind each other to follow the rules and to point them out to new students
 - Follow up on the rules fairly and consistently
 - Revisit rules from time to time in class
2. What should teachers do when there is a relatively minor behavior problem such as occasional rudeness or immature behavior?
 - Ask the student respectfully but firmly to follow the rules
 - Be sensitive to the possibility that misbehavior may be due to difficulties or frustrations in the student's personal, work or school environment
 - Talk with other teachers to see if there is any background on the student that might be helpful

- Talk to other teachers to see how they might handle the situation
- Talk with an administrator, coordinator or program assistant
- Invite a colleague, program assistant or coordinator to visit the class to observe the behavior
- If necessary, advise the student to leave the classroom temporarily (Not a formal suspension; see question 9 below.)
- If necessary, and with the approval of the coordinator, set up a behavior contract with the student

3. If a teacher decides that a situation warrants a formal, pre-planned discussion with a student, what steps should be taken?

- Inform the coordinator of the situation and of communication/steps already taken, and that a meeting is going to take place. Teachers should feel free to request the participation of a coordinator or administrator
- Prepare documentation such as an incident report or log of inappropriate behaviors
- Use language that does not put the student on the defensive; invite the student to participate in the solution
- If the student is uncooperative, inform the student that if the behavior continues, the coordinator and administrator will become more involved

4. When and why should teachers inform coordinators about student behavior concerns?

When: It is very important to inform the coordinator as soon as the situation calls for a serious discussion with a student.

Why: 1) It protects the teacher. If a situation has the potential to escalate, a record of the student's behaviors, as well as of the instructor's concerns and actions, provides essential background in case a formal action or decision becomes necessary.

2) Previous knowledge of the situation provides context for the coordinator if/when intervention becomes necessary. It allows the teacher and coordinator to begin documentation of the situation for possible intervention and/or follow-up.

5. What is the coordinator's role in following up on a teacher's concern? The coordinator is responsible for researching the situation by getting facts through investigation, interviews, etc., from as many involved individuals as is reasonable. The coordinator then determines what actions, if any, need to be taken. The coordinator keeps the appropriate administrator(s) apprised of the situation, and in some circumstances, the administrator may intervene immediately. Depending on the nature of the situation, follow-up might include facilitating a discussion between teacher and student, warning the student, requiring the student to sign a behavior contract, transferring the student, asking the student to take some time off from attending classes (without implementing a formal suspension), requiring the student to meet with an administrator, suspending the student or combinations of the above.

6. What is the administrator's role? The administrator provides guidance to the coordinator as needed to ensure that appropriate procedural steps are followed so that the rights of all concerned individuals are protected. In certain cases, the administrator may initiate discussions or procedures with the individuals involved. Administrators will in most cases notify the Director and/or Assistant Director of potential disciplinary actions.

7. What should a teacher do if a threatening situation occurs? If dangerous behavior is happening at the moment and clearly threatening the welfare of students/staff (for example, a violent altercation, a threat of physical injury to another person, or damaging school property), call the main office immediately and say, "I need an administrator in room _." An administrator and/or coordinator will respond immediately. In cases of clear danger to students/staff, the student will be suspended immediately. During suspensions, the coordinator and administrator may gather and review additional information to determine whether dismissal is appropriate. If the behavior is more subtle and more difficult to address directly (for example, the student acts somewhat odd from time to time, possibly due to a mental health issue; perhaps is under the influence of alcohol or drugs, but doesn't behave offensively), inform the coordinator and campus supervisor as soon as the concern arises, and document observations of the unusual behavior. At the soonest appropriate moment, a coordinator or administrator will speak to the student. The instructor may be asked to be a part of that conversation. If, during the follow-up, it is determined that the behavior presents immediate danger, the student

will likely be suspended. If the behavior is not clearly a danger, a different intervention (discussion, explanation of consequences if behavior persists) will likely occur. The Director is the final arbitrator of all decisions and appeals in suspension and dismissal situations.

8. What are some important details regarding suspension and dismissal for adult students and minors in adult education classes? Adult students who are disruptive to the learning process or harmful to the welfare of students or staff may be required to leave classes. If the student is a minor, parents must be notified before the student is allowed to leave the site. Suspension is the temporary removal of a student from ongoing classroom instruction or from a program. Coordinators may suspend a student from a class for the day of the act plus one additional class meeting. Only an administrator or designee can suspend a student for a longer time period or from a program. Dismissal is the permanent removal of the student from the adult education program. Only an administrator, with the approval of the Director, may dismiss a student. If a student is dismissed, he/she/they may request reinstatement for the following school year by initiating a written request to the Director.

9. Are there other reasons for removing/dropping students from classes? Specific departmental policies or guidelines may support removing or dropping students for reasons such as not meeting class participation, progress or attendance criteria. Please ask department coordinators about specific guidelines.

10. Does a teacher have the authority to ask a student to leave the classroom or to suspend a student? For how long can a teacher suspend a student? Teachers may suspend students but it is strongly recommended that teachers avoid suspending in most cases, as teachers place themselves in circumstances of greater liability when they suspend. Remember that teachers may counsel or advise a student to leave the classroom temporarily without issuing a formal suspension. Getting a student to agree to leave the classroom often solves the immediate problem and allows time to involve the coordinator or administrator before deciding on next steps. It is in teachers' best interests to suspend students independently only when a coordinator or administrator is not available to intervene.

A teacher may suspend an adult student only from his/her/their class for the day of the act plus one additional class meeting. If the student is a minor, guardians must be notified before the student is allowed to leave the site.

Whether the suspended student is an adult or a minor, at the time of the suspension the teacher must immediately notify an administrator. The administrator must meet with the student before the student leaves campus. The teacher must file a written report of the suspension to the coordinator or administrator on the day of the suspension.

Suspension of BRIDGE students:

- BRIDGE students are expected to understand and follow school expectations and standards of acceptable behavior. Disciplinary infractions are adjudicated on a case-by-case basis by the site administrator for BRIDGE in accordance with federal and state educational statutes and board policy.
- BRIDGE reserves the right to suspend a student whose conduct is deemed by the administrator to be in violation of school and classroom rules of conduct in accordance with federal and state educational statutes and board policy.

DISMISSAL:

- BRIDGE reserves the right to dismiss a student who has accrued more than 10 days of suspension within a school year or whose actions and behaviors are of an extreme nature in accordance with federal and state educational statutes and board policy.

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)	G. Vittoria Abbate, Director/Vittoria Abbate Tricia Ouellette Maureen Campbell Andrew Foerder
IC Alternate #1	Tricia Ouellette
IC Alternate #2	Maureen Campbell or Andrew Foerder
IC Alternate #3	Red Dot Coordinator

INCIDENT COMMAND SYSTEM (ICS)

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

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

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

SECTION CHIEFS

Incident Commander: Vittoria Abbate
Tricia Ouellette
Maureen Campbell
Andrew Foerder

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

Communicate and coordinate with Section Chiefs

Release teachers according to school's first opportunity release.

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

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

Public Information Officer: Vittoria Abbate
Candace Ng

Media liaison, official spokesperson for school; coordinates information for parent community
Ensures parents and guardians are notified as soon as possible of seriously injured children transported to hospital or other emergency treatment centers.

Reports to Incident Commander

Disaster Response Officer: Custodian on duty (for support)
Tricia Ouellette
Maureen Campbell
Andrew Foerder
Karen Lingenfelter

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

Reports to Incident Commander

Agency Liaison: Maureen Campbell, Priscilla Asuncion

Assists in establishing and coordinating outside agencies that provide services or resources
Serve as the principal's chief communication agent between school site and District Emergency Operations Center.
Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc.
As directed by the Incident Commander, reports the emergency to appropriate emergency response agencies and the Superintendent.

Reports to Incident Commander

DISASTER RESPONSE TEAMS

Operations Team: Supports on-scene response at school site

Operations Team Leader: Tricia Ouellette, Maureen Campbell

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

Reports to Disaster Response Officer

Search and Recovery: Robin Bielman, Kathy Fore, custodian

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

Security/Traffic: Custodian on Duty, Andrew Foerder, J.Stasuik

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

Crisis Intervention: Karen Lingenfelter, Lesley Garcia

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

First Aid: CTEC Medical Assistant, Dental, CNA, EMT Instructors and staff

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

Assembly/Shelter and Care: Andrea Murphy, Candice Edwards, Eve. Custodian

Provides accounting and long-term care for all students until reunited with parents/guardians; manages food and sanitation needs. Teachers report roll and status of student condition to Assembly/Shelter and Care

Student Release: Judy Schieber (Parent Ed/Family Lit), Bridge Office Manager (Katie Roarty),

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

<p>Planning Team: Collects, evaluates and documents information about the incident</p>
<p>Planning Team Leader: Tricia Ouellette, Maureen Campbell</p>
<p>Reports to Disaster Response Officer</p>
<p>Situation: Sandra Stanford, Priscilla Asuncion</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: Gabriele McNally, Sabrina Rider, Administrator on Duty</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: Michelle Noriega, Liza Schultz</p> <p>Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).</p>
<p>Demobilization: Administrators, Custodian, Priscilla Asuncion</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: Andrew Foerder, Priscilla Asuncion</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: Sandy Reeder, Mary Hasson, Katie Roarty</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: Katie Roarty, Karen Lingenfelter</p> <p>Arranges transportation for staff, students and supplies. Call Transportation for buses, if necessary.</p>
<p>Facilities: Priscilla Asuncion, Eve. Custodian, Administrators</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: Jim Cordice, Sandy Kawamura, Mary Hasson, Reynaldo Espinosa</p> <p>Maintains all communication equipment, including radios; provides services to support information technology. Monitor radio emergency broadcasts.</p>
<p>Finance Team - Provides financial tracking, procurement and cost accounting of incident response</p>

Finance Team Leader: Sura Yasary, Jennifer Dougherty

Provides for the preservation of essential school records.

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

Reports to Disaster Response Officer

Time: G. McNally, M. Calderon, R. Espinosa, Custodian

Maintains incident time logs for all personnel.

Procurement: Jennifer Dougherty, Sabrina Rider

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

Cost: Jennifer Dougherty, Sura Yasary

Provides cost estimates, analysis and recommendations for cost savings

Compensation/Claims: Jennifer Dougherty, Sandra Stanford

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://alerrt.org/files/research/ActiveShooterEvents.pdf>

RUN

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

Students and staff should be trained to

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

HIDE

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

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

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

FIGHT

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.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: assist students near classroom
3. Upon exit hang All Clear sign on outside door knob 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: assist students in hallways/restrooms
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:
roll /missing minor and/or concurrent students reported to dept. coordinators/administrators.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be via All Call/Intercom
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, intercom

17. Follow the instructions above for an Active Alert. Release from Drill is: by administrators, coordinators or police officer

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: assist students near classroom
3. Upon exit hang All Clear sign on outside door knob 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: assist students in hallways/restrooms
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:
roll /missing minor and/or concurrent students reported to dept. coordinators/administrators.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be via All Call/Intercom
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.

2024-2025 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	Facility hazard assessment: Assistant Director/Vice Principal and Custodian - 8/30/24 and ongoing Update school maps: Office manager/Assistant Director– as needed Inventory and replace supplies: Office manager/Vice Principal - 8/30/24 and ongoing Update staff roster and buddy lists: Program Coordinators and secretaries/office manager; dates vary by program area start dates (by 9/03/24) Update Incident Command System: Assistant Director/Office Manager/Leadership Team: Update completed August 2024 ongoing training for staff. Staff review of safety plan mandates: Assistant Director - Admin/Leadership Team meetings beginning 8/01/24 and at Safety Plan Public Hearing which includes School Leadership Team. Calendar all safety drills: Assistant Director, office manager - 08/27/24 Student instruction on safety drills: Assistant Director/Program Coordinators/Instructors – prior to scheduled drills. First drill is scheduled 9/10/24. First fire drill: Assistant Director - 9/10/24. Adult Ed programs started 9/03/24. Parent advisement: Adult Ed students are adults. AWD program coordinator notifies parents/caregivers as applicable. Bridge administrator notifies Bridge

		parents.
August/September	<p>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</p>	<p>Staff review of ICS procedures: at Leadership Team bimonthly meetings, beginning 8/06/24. Staff review of safety drill procedures: Assistant Director/Safety Team – review drill procedures in pre/post safety drill meetings, factor in feedback from staff First Aid review: AWD coordinator/Parent Ed coordinator/Bridge administrator – staff meetings. CTE Program offers training to staff members. Conduct survey of staff skills: Data Management in August/September and when new staff join MDAE via staff info Google form Survey parents for emergency volunteers: Bridge Administrator for Bridge program Update list of resources: Assistant Director/office manager ongoing</p>
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): 	<p>Fire Alarm - Assistant Director, Vice Principal, office manager: Schedule alarm to sound on Friday of every month when there are no drill alarms, beginning 9/6/24</p> <p>Fire Drills - Vice Principal, Assistant Director, office manager, and coordinators: Schedule fire drills for morning and evening students twice</p>

	<p>Elementary and Middle - once per quarter High schools - once per semester</p> <p>* Shelter in Place Drills: at least once a year (Typically part of county-wide drill first Wednesday of November)</p>	<p>a year (September 2024 & April 2025)</p> <p>Intruder Drills - Vice Principal, Assistant Director, office manager, and coordinators: Schedule intruder drills for morning and afternoon/evening students twice a year (November 2024 and February 2025)</p> <p>Earthquake Drills - Vice Principal, Assistant Director, office manager: Schedule earthquake drills for morning and afternoon/evening students twice a year (October 2024 – Int'l. Shake Out and March 2025)</p> <p>Shelter-in-Place Drills - Vice Principal, Assistant Director, office manager: Schedule shelter-in-place drills for morning and afternoon/evening students in December 2024 and May 2025.</p> <p>Secure-and-Hold Drills - Vice Principal, Assistant Director, office manager, and coordinators: Schedule Secure-and-Hold drill for October 2024.</p>
November	Shelter-in-Place	Shelter-in-Place Drill - Vice Principal, Assistant Director, office manager: Schedule shelter-in-place drill for morning and afternoon/evening students in December, 2024.
January - February	<p>Assessment of Crime Related Data by Staff, Students, SSC, Parents</p> <p>Safety Plan Goals Reviewed/Updated</p> <p>Updated Safety Plan Approved by SSC</p>	<p>Assessment of crime-related data: Office Manager, Assistant Director – Annual Safety Plan Public Hearing and MDAE Leadership Team – February 11, 2025</p> <p>Safety Plan goals reviewed/updated: Director, Assistant Director, Office Manager – January - February 2025</p> <p>Updated Safety Plan approved by School Leadership Team and Public:</p>

		Assistant Director, office manager – February 11, 2025
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Emergency Alarm and Drill Log AR 3516.1

School Year 2024-2025

School: Loma Vista Adult Center, including Central Food Services, After School Program Office and K-12 Bridge Program

Principal: G. Vittoria Abbate

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Drill	September	10	11:03 AM	Drill was seven minutes. With pre/post drill meetings, the total time was 37 minutes.
Fire Drill	September	10	7:15 PM	Drill was seven minutes. With pre/post drill meetings, the total time was 25 minutes.
Earthquake Drill	October	17	10:17 AM	Drill was ten minutes. With pre/post drill meetings, the total time was 30 minutes.
Earthquake Drill	October	17	7:30 PM	Drill was four minutes. With pre/post drill meetings, the total time was 30 minutes.
Fire Alarm Testing	October	18	4:55 PM	Alarm Test
Intruder Alert Drill	November	19	07:00 PM	Drill was fifteen minutes. With pre/post drill meetings, the total time was 35 minutes.
Intruder Alert Drill	November	20	10:45 AM	Drill was fifteen minutes. With pre/post drill meetings, the total time was 35 minutes.
Shelter-in-Place Drill	December	9	11:00 AM	Drill was ten minutes. With pre/post drill meetings, the total time was 20 minutes.
Shelter-in-Place Drill	December	9	1:00 PM	Drill was ten minutes. With pre/post drill meetings, the total time was 20 minutes.
Fire Alarm Testing	January	24	04:45 PM	Fifteen minute response time. Fire Alarm sounded. Smoke alarm set off in the kitchen.
Intruder Alert Drill	February	26	10:45 AM	Scheduled Drill Estimated 15 minutes with pre and post meetings for a total of 35 minutes
Intruder Alert Drill	February	26	07:10 PM	Scheduled Drill Estimated 15 minutes with pre and post meetings for a total of 35 minutes
Fire Alarm Testing	February	13	04:45 PM	completed
Earthquake Drill	March	11	10:45 AM	Scheduled Drill is anticipated to take 30 minutes including pre/post drill

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
				meetings.
Earthquake Drill	March	11	07:10 PM	Scheduled Drill is anticipated to take 30 minutes including pre/post drill meetings.
Fire Alarm Testing	March	21	04:45 PM	Scheduled Drill is anticipated to take 30 minutes including pre/post drill meetings.
Fire Drill	April	16	10:45 AM	Scheduled Drill is anticipated to take 35 minutes including pre/post drill meetings.
Fire Drill	April	16	07:10 PM	Scheduled Drill is anticipated to take 35 minutes including pre/post drill meetings.
Shelter-in-Place Drill	May	8	01:30 PM	Scheduled Drill is anticipated to take 20 minutes including pre/post drill meetings.
Shelter-in-Place Drill	May	8	7:00 PM	Scheduled Drill is anticipated to take 20 minutes including pre/post drill meetings.
Fire Alarm Testing	May	16	04:45 PM	Scheduled
Fire Alarm Testing	June	20	4:55 PM	Scheduled

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

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

See Appendix A

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Local Hospitals	John Muir-Concord Emergency	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/Param edic	Clayton Police	673 7350	6000 Heritage Trail Clayton CA 94517
Law Enforcement/Fire/Param edic	Concord Police	671 3200	1350 Galindo St Concord CA 94520
Law Enforcement/Fire/Param edic	Martinez Police	372 3400	525 Henrietta St Martinez CA 94553
Law Enforcement/Fire/Param edic	Pleasant Hill Police	288 4600	330 Civic Drive Pleasant Hill CA 94523
Law Enforcement/Fire/Param edic	Walnut Creek Police	943 5844	1666 North Main St Walnut Creek CA 94596
Law Enforcement/Fire/Param edic	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.

Staff, teachers, and students are encouraged to report any suspicious behavior or incidents to the office. Red Dot (emergency responder - administrator or coordinator) will respond immediately. If necessary, school will go into Lock Down or Secure & Hold. Cameras are checked by administrator for proof of any behavior or damage that needs to be addressed. District hotline (4444) , 911, etc. will be called if/as needed. There are presently no campus supervisors at LVAC. Administrators, coordinators, office secretaries, and classroom instructors have walkie talkies. Administrators and the designated coordinator on a given day carry their walkie talkies. If a campus disturbance or disruption occurs, an administrator and the designated coordinator are notified, and they respond immediately. During evening classes, an administrator is on-site, and the teacher calls the administrator on the walkie talkie if there are any problems. The custodians also carry walkie talkies.

An Adult Education instructor and SIA are on campus 30 minutes prior to classes and provide supervision and support for Adult with Disabilities (AWD) students. Should an emergency situation arise, they will follow the campus safety plan to ensure that students are safe and accounted for. Likewise, two instructional staff are on campus 30 minutes after classes end to monitor students and ensure that they get to their transportation safely.

During emergency situations or drills, the AWD secretary provides extra support and helps with communication and outreach to families and/or support agencies. The remaining AWD staff provide on-going support and guidance for students and remain onsite until the situation is resolved and all students have been safely released to family, caregivers, etc.

BRIDGE: MDEA personnel are on campus during contractual site time, and SEAs (special education assistants) are on campus during their shifts. They are obligated to stay longer during an emergency. Related service providers who are on campus during an emergency can be directed by staff and provide assistance as needed.

See Appendix A

Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

All visitors, volunteers, and work crew members must sign in and out with the main office. Dental visitors will check in with the CTE department office in C-5 and will be provided a visitor name tag.

BRIDGE

- Visitors are required to go to the BRIDGE office, show identification if they are unknown to staff, state their purpose for visiting and sign in. The classroom in which they are going is called to inform them of the visitor's arrival and for consent to send the visitor to the classroom. They are given a visitor sticker to write their name on and are asked to wear it. They are asked to sign out prior to leaving. BRIDGE reserves the right to exercise reasonable discretion to deny any visitor access to campus, notwithstanding school district employees and third-party contractors.

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. Entry and exit to Loma Vista campus is from either San Carlos Avenue or from Cowell Road. Cars, pedestrians and bike riders share the same access points. A pedestrian gate was added to the Cowell Rd. entrance in 2011 to ensure that pedestrian traffic does not need to compete with cars on the roadway. This requires constant reminders as to speed, visibility and safety. With classes at a variety of times and a constantly changing population, it requires ongoing vigilance to remind students of safety issues. We also have to work with site users and community groups who use the fields to ensure safe ingress and egress.

Loma Vista is located in a residential neighborhood with multiple entry/exit points. Students arrive on foot, bike and car. The entrance and exit of special populations have specific duty stations.

A "red dot" system is in place at the Loma Vista campus which provides for the identification of a Leadership Team member (administrator/coordinator) designated as the point person in charge in the event of an urgent need or emergency.

An administrator is on duty the evenings staff and students are present to remind students of safety procedures and assist with emergencies.

Instructions for Drivers:

Observe the residential speed limits. Campus speed limit is five (5) miles per hour.

Instructions for Pedestrians:

Walk on the side, not the middle of the driveway.

Watch for cars as you cross the driveway.

Use the sidewalks in the neighborhood.

Do not run on the driveway.

Instructions for Bicyclists:

Do not ride between cars.

Follow the traffic flow through the parking lot.

Watch for pedestrians and cars.

Walk your bike in corridors.

Use designated bike racks for locking your bicycle up while in class.

Special Populations:

Parent Education preschool- Entrance is near the E Wing corridor. A monitor schedule is maintained by each classroom that covers the corridor and adjacent parking area. This way the flexible start and stop time is covered.

Adults with Disabilities - Teachers and Instructional Assistants are assigned monitoring duty for their class.. Regional Center-affiliated transportation pick-up and drop off, as well as Tri-Delta Transportation and LINK, are monitored in this manner. Monitor points are specific to the day and classroom. Staff use walkie-talkies to communicate about transportation arrivals and departures.

Bridge Program - Designated pick up and drop off point is in front of the back of Room E-5. Included is Mt. Diablo transportation, private transportation and individual parents.

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.

Adults with Disabilities classes, including Life Skills, On Track, and TOPS, as well as the Bridge Program, have a designated evacuation area on the field behind the D-wing. This open area gives students space for coping with anxiety in stressful situations. This also allows for a more contained area for parent(s)/guardian(s)/caregivers to pick up Bridge and Adults with Disabilities students in the event of an evacuation. Special education Assistants, Senior Instructional Assistants, and teachers would attend to the needs of students, giving priority to students in their classroom. Related service providers, the Program Specialist, Program Coordinator, and Bridge Office Manager will coordinate and assist as needed in alignment with the broader site plan. The megaphone will be used to coordinate student movement, and first aid can be administered as needed. The majority of staff are certified in CPR and basic First Aid should their skills be needed in a medical emergency. The Adults with Disabilities program has student emergency information in the ASAP database and has a hardcopy in the Emergency Binder should technology not be accessible. There are no stairs, and all areas are wheelchair accessible. All rooms are apportioned with first aid supplies and attendance rosters which are kept in an emergency backpack that the teacher takes to the evacuation site when applicable. All personnel and students participate in regularly scheduled shelter-in-place, fire, earthquake, secure and hold, and intruder drills and are thereby familiar with the protocols. Administration communicates via walkie-talkie and the public address system.

As much and whenever possible, additional/modified emergency drill information is provided to teachers for students with disabilities prior to safety drills, such as modifications for "drop, cover, and hold" during earthquake drills.

Loma Vista Adult Center, including Central Food Services, After School Program Office and K-12 Bridge Program
Incident Command Structure

Incident Commander
 Vittoria Abbate
 Tricia Ouellette
 Maureen Campbell
 Andrew Foerder

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

Public Information Officer
 Vittoria Abbate
 Candace Ng

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

Disaster Response Officer
 Custodian on duty (for support)
 Tricia Ouellette
 Maureen Campbell
 Andrew Foerder
 Karen Lingenfelter

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

Agency Liaison
 Maureen Campbell, Priscilla Asuncion

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

Operations
 Tricia Ouellette, Maureen Campbell

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

Planning
 Tricia Ouellette, Maureen Campbell

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

Logistics
 Andrew Foerder, Priscilla Asuncion

Provides services, personnel and supplies in support of incident response.

Finance/Administration
 Sura Yasary, Jennifer Dougherty

Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

Search and Recovery
 Robin Bielman, Kathy Fore, custodian

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

First Aid
 CTEC Medical Assistant, Dental, CNA, EMT Instructors and staff

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

Situation
 Sandra Stanford, Priscilla Asuncion

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

Food and Supplies
 Sandy Reeder, Mary Hasson, Katie Roarty

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

Time
 G. McNally, M. Calderon, R. Espinosa, Custodian

Maintains incident time logs for all personnel.

Security/Traffic
 Custodian on Duty, Andrew Foerder, J.Stasuiik

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

Assembly/Shelter and Care
 Andrea Murphy, Candice Edwards, Eve. Custodian

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

Documentation
 Gabriele McNally, Sabrina Rider, Administrator on Duty

Collects and archives all incident documents

Transportation
 Katie Roarty, Karen Lingenfelter

Arranges transportation for staff, students and supplies.

Procurement
 Jennifer Dougherty, Sabrina Rider

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

Crisis Intervention
 Karen Lingenfelter, Lesley Garcia

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

Student Release
 Judy Schieber (Parent Ed/Family Lit), Bridge Office Manager (Katie Roarty),

Provides for systematic and efficient reunification of student

Resources/Staffing
 Michelle Noriega, Liza Schultz

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

Facilities
 Priscilla Asuncion, Eve. Custodian, Administrators

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

Cost
 Jennifer Dougherty, Sura Yasary

Provides cost estimates, analysis and recommendations for cost savings



with parents/caretakers;
maintains records of student
release



Demobilization
Administrators, Custodian, Priscilla
Asuncion
Coordinates orderly and safe release of
assigned resources and deactivation of
incident response at the site



Communications/IT
Jim Cordice, Sandy Kawamura, Mary
Hasson, Reynaldo Espinosa
Maintains all communication equipment,
including radios; provides services to
support information technology functions.



Compensation/Claims
Jennifer Dougherty, Sandra Stanford
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.

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.

Every emergency backpack has a Narcan kit with full instructions. Extra Narcan kits are in the First Aid closet and Main Office for easy access. EMT and Medical instructors have been trained to administer Narcan. Administrators attended Narcan training provided by the district.

Maps

Insert labeled site maps that contain the following information:

1. Ingress and egress patterns.

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

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

2. Evacuation routes.

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

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

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

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

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

5. Location of AEDs.

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

6. Locations of utility lines and shut off valves.

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

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

Appendix A: Active Shooter Event Quick Reference Guide

When law enforcement arrives:

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

Information to provide to 911 operations:

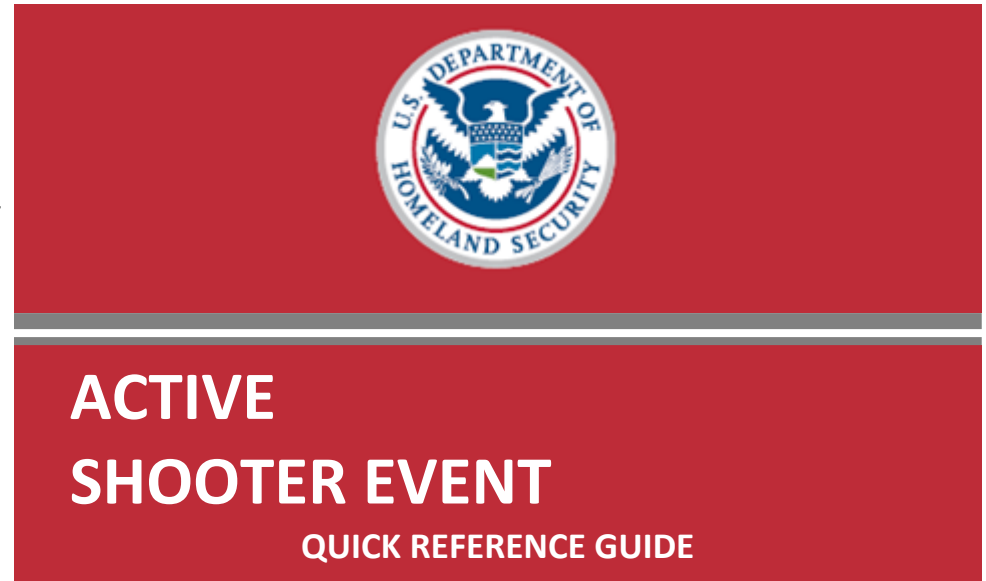
- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

For questions or additional assistance contact:

Your local law enforcement authorities or FBI Field office:



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



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

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

ACTIVE SHOOTER EVENTS

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



You have three options:

- Have an escape route and plan in mind
- Leave your belongings behind
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible
- Do not attempt to move the wounded
- Prevent others from entering an area where the active shooter may be
- Keep your hands visible
- Call 911 when you are safe

- Hide in an area out of the shooter's view
- Lock door or block entry to your hiding place
- Silence your cell phone (including vibrate mode) and remain quiet

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

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

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

EASY AS ABC

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



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



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



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





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

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

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

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**X **No**

If your child has special medications, can extras be kept at the school? **Yes**X **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: Loma Vista Adult Center, including Central Food Services, After School Program Office and K-12 Bridge Program
School Phone Number: (925) 685-7340
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:



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 Carlyn Obringer
Concord City Hall
1950 Parkside Drive
Concord, CA 94519

January 28, 2025

Dear Mayor Obringer:

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 school name. You may also access the schedule online at <https://bit.ly/MDUSDPublicHearings25>. You are encouraged to attend these meetings. The meetings are an excellent opportunity for you to become familiar with the schools' safety plans and to provide input.

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

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

MDEA:



MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

sent via email

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

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Christina Filios Yiannakopoulos

Christina Filios Yiannakopoulos
Assistant Director, Instructional Support

CST:



MT. DIABLO
UNIFIED SCHOOL DISTRICT

MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
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Christina Filios Yiannakopoulos
Assistant Director, Instructional Support

CSEA:



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UNIFIED SCHOOL DISTRICT

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Christina Filios Yiannakopoulos

Christina Filios Yiannakopoulos
Assistant Director, Instructional Support

Teamsters:



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UNIFIED SCHOOL DISTRICT

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Sincerely,

Christina Filios Yiannakopoulos

Christina Filios Yiannakopoulos
Assistant Director, Instructional Support

Parent Club:



MT. DIABLO ADULT EDUCATION
A DIVISION OF MT. DIABLO UNIFIED SCHOOL DISTRICT

LOMA VISTA ADULT CENTER
1266 San Carlos Ave
Concord, California 94518-1199
(925) 685-7340
FAX (925) 687-8217

PLEASANT HILL ADULT CENTER
One Santa Barbara Rd., Room 210
Pleasant Hill, California 94523-4496 (925)
937-1530
FAX (925) 937-1533

January 27, 2025

C. Paige Endo
5339 Meadow Wood Place
Concord CA 94521

Dear Mrs. Endo:

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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- 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 date of our school's public meeting is Tuesday, February 11, 2025, 1:30 PM. 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 925-685-7340, ext. 6705, if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,



Tricia Ouellette
Assistant Director

AN EQUAL OPPORTUNITY EMPLOYER

Student Government:
Other:

Appendix E: Assurances

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

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing: February 11, 2025 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - Local Mayor - Representative of the local school employee organization - A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs - A representative of each teacher organization at the school site - A representative of the student body government - All persons who have indicate they want to be notified 		
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - A representative of the local churches - Local civic leaders - Local business organizations - In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i> 		
<p>Review of Progress for Last Year</p>	<p>Review of last year committee meeting 02-28-2023 Safety Plan hearing 02-28-2023 Approval by SSC (Leadership Team and community members) 02-28-2023</p>		
Category	Name	Signature	Date
<p>Law Enforcement Review</p>	<p>Officer Janet Santoyo #591</p>		<p>Date: 02/12/2025</p>
<p>Site Council Approval</p>	<p>Tricia Ouellette, Assistant Director</p>		<p>Date: 02/12/2025</p>