Comprehensive School Safety Plan

LEA: Mt. Diablo Unified School District

School: Valhalla Elementary School

CDS: 07-61754-6004337

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School Year: 2024-2025

Public Hearing Date(s): 2/3/2025

The school certifies completion of this safety plan.

School Site Council Approval: 2/3/2025

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)

VALHALLA ELEMENTARY SCHOOL VISION

Valhalla Elementary School strives to provide a safe and orderly environment conducive to learning which supports all members of its community, both educationally and socially.

We strive to prepare students to be successful life-long learners and to be happy, kind, and contributing adults in a global society.

We strive to foster mutual respect, appreciation of diversity, and high individual self-esteem.

We strive to accomplish our goals by cultivating high levels of achievement and commitment on the part of students, parents, staff, and the broader community.

Safety Plan Development and Review Committee EC 32282(e)

School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members	Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other Classroom Teacher
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Theodora Pappas	X						
2. Melissa Pratchard		X					
3. Emily Stephens							X
4. Melissa Pratchard							X
5. Graham Bourke							X
6. Meagan Kim				X			
7. Joseph Duff				X			
8. Selena Frudakis				X			
9. Gilbert LoCoco				X			
10. Christina Assia				X			
11. SRO Justin Espinoza			X				
12.							
13.							
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	September	7	2:00 PM	Safety plan update: continue to implement goals from last year
Safety Committee Meeting	February	15	10:00 AM	Safety Committee met to plan, discuss & edit.
SSC Meeting	January	13	3:00pm	SSC/Public Meeting - preview
Faculty Meeting	January	15	2:00 PM	Safety Plan was presented, reviewed by the faculty.
Parent Club Meeting	January	15	1:30 PM	Valhalla Parent Community meeting reviewed plan elements.
Public Hearing	February	3	3:00 PM	Members of community eg. Mayor, law enforcement, MDEA, CST, CSEA, Teamsters invited.
SSC Meeting	February	3	3:00 PM	SSC met to review and approve the 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)	1	2	2	1
- Violence	0	0	0	0
- Tobacco	0	0	0	0
- Drugs/Alcohol	0	0	0	0
- Weapons	0	0	0	0
Expulsions	0	0	0	0

Attendance, general ed. (%)	95.4%	93.4%	94.53%	95.34
Attendance, special ed. (%)	88.3%	86.7%	94.44%	91.29
SART (number of referrals)	0	0	1	1
SARB (number of referrals)	0	0	0	1
SARB (number referred to Court)	0	0	0	0
SST (number referrals)	20	19	17	18
Coordinated Care Team (number of referrals)	30	28	27	27
Positive Behavior Team Referrals	0	0	0	0
Vandalism Reports	1	0	0	1

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

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. Conclusions from data:

The school data continues to reveal that we are a high performing school with great parent and community involvement and support. We are also including information about our Pleasant Hill Community following this section.

The data shows that Valhalla consistently has low/no rates of suspension. We are utilizing other means of correction per district policy, working very closely with district staff and specialists to deal with the behaviors in ways that do not result in suspension. The staff and principal and counselor counsel students, work diligently with parents and students to teach problem solving skills, write behavior contracts and provide interventions before using suspension such as student written reflective "Think Sheets" to be signed by the student, teacher, parent and principal to keep the communication loop open between home and school. In addition, teachers email on Parent Sqaure on a regular basis to support those students who may not have normally received a positive communication. This is done to encourage positive behavior.

Together we continue to look at our school's behavioral expectations and reward systems as we build consistency across our grade levels to support the decreasing of behavioral referrals and in turn increase the building of school community in support of student achievement. This year however our focus was to reflect on the current behavioral matrix used and tailor it to our current population with input from grade level representatives on our PBIS team. We continue to implement our Behavior Expectation Matrix, however, we have made it more simple, relatable, and understandable to all of our students. This Matrix is shared with parents in the All-in-One Packet and at Back to School Night and our edited version will be shared with our entire school community when complete. It is also communicated with all students by teachers and at all the Back to School Rules Assemblies on the first day of school and reviewed throughout the year. In addition, it is included on all of the student planners used with grades 3-5. We are creating signage that will also support the expectations and core values determined by the PBIS team with input from the staff.

Our data for attendance also demonstrates our continuing need to communicate the importance of attending everyday unless students are sick as indicated. With the Aeries Student Data System, Automated Attendance calls go out daily for absences. SART meetings are scheduled and will include our district's Child Welfare and Attendance Liaison to help review the importance of attendance to our families we've met with. Teachers are also supportive and remind students and parents of the importance of being at school every day. Many parents request Independent Study Contracts for absences five days or longer, but less than 14.

We have had one report of vandalism this year. Twelve security cameras are operational as part of the district wide plan to improve security at all sites. The alarm security system was upgraded and completed in 2014-15. Last year the district sent out a Safety Assessment team from an outside agency who walked the campus with the Principal and custodian to look at areas of vulnerability impacting the safety of our students. Suggestions were made and documented in notes that were to be submitted to the district for consideration in future enhancements and upgrades to facilities on our campus.

An area of strength for our school recognized by the staff is our special education program which serves all students whether they have an Individualized Education Plan or not. Special needs are addressed and/or discovered through the SST process. We have created a Coordinated CARE team to address academic, behavioral, and emotional concerns that are identified and brought to our attention through a CARE team referral process. The team consists of the Principal, Psychologist, Resource teacher, Speech therapist, and Counselor. Each person on the team contributes to the conversation and serves different roles. The collective efforts of all team members support the student as well as the teacher in making decisions on how to move forward to address their needs. The CARE team meets biweekly at 1pm on Tuesday afternoons to discuss new referrals as well as follow up with prior referrals. Each member of the CARE team is responsible for communicating with the teacher and/or parent with the progress on the meeting and how we will be moving forward to support the student. We use our Student Success Team (SST) process to create student success plans if necessary. Students are provided with resources and services as needed through this process. Examples of supports that are provided include receiving reading intervention for Language Arts in the Reading Lab and extra math support through differentiated math at the 4th and 5th grades and in our grade level after-school small group math interventions. The team also helps parents with referrals for other services and supports as needed. We have after-school math intervention supports available for those identified as needing extra support.

Conclusions from Parent, Teacher and Student Input:

The data listed above was shared with staff at a Faculty meeting on 1-29-2025. The conclusions from staff included acknowledgement of the positive atmosphere created and supported by staff and parents at Valhalla. The staff reviewed the safety plan and updated our Cliff Notes version with new personnel. We also discussed behaviors and consequences at recess.

The staff noted declining attendance rates for our school in the past few years. Teachers shared that they spoke about attendance with parents and students during Back to School Nights and Parent Teacher Conferences. They also support Independent Study Contracts for students when families need to be gone from school for five days, but less than 14. Some teachers provide online resources and websites/programs for students to work on while they are absent from school. Teachers are able to monitor remotely to keep on top of student progress ie. Google Docs when students have it assigned as an Independent study assignment. The attendance goal and daily rates are posted in the office and shared weekly in the Monday staff newsletter- The Viking Vibe.

Teachers credit the positive school climate and the willingness of everyone to work with students and families on behavior issues and using other means of corrections instead of suspension for the low suspension rate. With the implementation of the Behavior Expectation Matrix , the staff has seen improvements on the playground and in interactions between students. The staff also attributes improved student behavior on the playground due to a consistent supervision schedule versus a rotation. They believe this has made a huge difference because they have been able to get to know the students better and their behavior patterns on the playground by seeing them at the same time every day. Staff has brainstormed student behaviors and consequences and rewards for both positive and negative ones. We are in the beginning stages of creating a discipline pyramid and looking to implement a plan of action guide so that we may maintain consistency across our site from TK-5. Part of this system is to have buddy classrooms to support students having a 5-minute reflective break where they fill out a reflective "Behavior Reflection Sheet" in a space away from where the offense occurred. This allows them to review their actions and document what it is they did, why they did it, who was affected by their actions, and how they can make a better choice the next time. This reflective "Think Sheet" document is a communication tool between the student, parent, teacher and principal. There are different versions of the sheet based on the student's grade level. Once the principal receives the signed sheet back from the teacher, she knows to check in with the student to help maintain a positive relationship with them and support the student in wanting to make a better choice in the future. For student/student conflict, a restorative meeting is held to mend the relationship between the two students and bring the situation to a resolution to prevent subsequent conflicts. We are a part of a PBIS cohort to create a systematic proactive approach to improving the social, emotional, and academic outcomes for all of our students. With grade level representatives on our PBIS team, including our resource teacher, we have input from a wide representation of staff about what is needed. Staff was given a PBIS Self Assessment Survey (SAS) Assessing and Planning Behavior Support in Schools is the purpose of the survey. The PBIS Self Assessment Survey (SAS) was used by our school staff for initial and annual assessment of effective behavior support systems needed to be established, reworded, and/or changed to meet our current student need.

The Noon Supervisors have been working with the principal to learn and implement “Active Supervision” strategies which have been shared with all staff. The Noon Supervisors meet monthly with the principal to stay current with specific student needs (medical, social and behavioral), sharing concerns and addressing any issues related to lunch or playground procedures and supervision. They are kept informed about safety in regards to our safety drills and protocols. Noon Supervisors participate in the drills and we have a debrief session after each one to help refine our practices in hopes to address any concerns in our drills and protocols. This year every teacher and staff member who supervises students will have a new walkie-talkie. In this way, we will be able to quickly communicate information about student well-being, location, and summon support quickly and accurately. There will be a training in the use of walkie-talkie protocol and procedures to make sure that we effectively use these communication devices to the best of our ability without hindering the response time.

In addition we have Math and ELA ILT teams who guide the work on these subjects and an MTSS team to guide our PBIS and school climate and saftey.

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.
A campus supervisor, teacher on supervision duty, and/or Principal act as Crossing Guards at ingress and egress, traffic cones to direct traffic for drop off and pick up and in the crosswalk. Noon supervision at lunch, teacher supervision prior to school, after school, and at all recesses. Sign-in sheets for visitors, visitor badges, behavior matrix, drills/rules safety assemblies on the first day of school for all grade levels are reviewed as necessary. Routines and procedures posted in all classrooms. Yellow lines are painted around all door entrances to prevent injury when doors open. Staff are trained in CPR, First Aid, two AED Machines, training for Seizures, Diabetes, and Epi-Pens. In addition we work collaboratively with the Pleasant Hill Police Department with campus safety walk-throughs to help us consider ways to update our safety procedures based on their input. An officer is invited and attends our Valhalla Parent Faculty Association and Site Council meetings to help address any issues or concerns brought up by our parent community which in turn helps shape our emergency drills and protocols. We have security cameras in use and updated signage. Working with the City Engineer of Pleasant Hill, a new traffic pattern for drop off and pick up was implemented in August 2019. in 2020 an independent contractor who works directly with Homeland Security visited our school site and walked around with the custodian and principal to look at areas of vulnerability and documented suggestions for increasing safety through processes and altering/building to our current facility. This year we have walked the campus several times with Officer Justin Espinoza, the custodian and prinicpal to continue to update safety measures. We have leadership and student helpers at recess to assist with the Viking Way of being safe, respecful, resposible and kind!

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.
PBIS: Weekly Class Meetings/Community Circles, Conflict Resolution, SST Referral, Behavior Contracts, Student Conferences, Parent Meetings, Principal Conferences, Letters of Apology, Buddy class Reflection Think Sheets, Campus Projects, Restorative Justice, Support Calls, Counseling, Buddy Bench, Campus Community Service (such as working in the garden, office, custodian helper or teacher support) is utilized as restoring the student's relationship with the school while simultaneously providing a positive relationship building experience for the student. Our goal as a PBIS school is to adjust our current citation document to be a more positively stated student support document where we can communicate with the administrator, teacher, student and parent about the student behavior, to review interventions tried and consequences to be put into place to support the student in making safer and kinder choices in the future. The intention of the newly designed Student Support and Review document is that it will directly minimize the more serious behaviors that lead to more severe consequences such as suspension or expulsion from occurring.

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 currently have a 3 day per week counselor here at Valhalla. She is building relationships, helping kids individually and with group sessions. He is also helping kids solve problems through conflict resolution. The school psychologist is on campus two days a week and supports the special education students primarily for assessment, but can provide counseling as needed. Last year we had Officer Tammy Wooden and Justin Esponoza from Pleasant Hill Police Department, who have contributed to this year's Safety Plan, have done walk-throughs of our campus with the Principal to evaluate the effectiveness of identified locations for Incident Command Chart and staff roles. Last year he interacted with students on campus to make them comfortable with the idea of having law enforcement on campus by talking with them, answering questions and handing out sticker badges to the students and even participating in our annual Boosterthon Fun Run fundraiser. In addition, he has attended our Parent Meeting "Pastries with Pappas" to answer questions from our families. Officer Justin Esponoza from the Pleasant Hill Police Department will attend the presentation and approval of our Safety Plan at our Site Council meeting on February third.

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:
Valhalla will diversify and expand classroom and library books.

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 Books of the month	Principal, Librarian, Multicultrual Committee & VPFA DEI Committee	The teacher/librarian will read and have available books that connect to the specified heritage month every classroom & school library- ongoing. This is the fourth year we have BotM.	Purchase copies of Literature books	Observation/ students learning
2.0 Multicultural Night	Principal, Librarian, Multicultrual Committee & VPFA Equity Committee	February 7 will be our Multicultural Night at Valhalla to celebrate and learn about all of the cultures of the world especially the diversity of Valhalla Community. This is the second annual event. We had 25 countires represented and gave out over 400 limited edition Shields!	Funding for the event	The turn out of the event. Very sucessful! Full Thor Hall!

3.0 Bulletin Board	VPFA Equity	Each month display resources for the heritage month (ex. Black History, Women's History month) -ongoing This is the third year we have the multicultural BB.	Books, paper, decorations.	The Bulletin Board by VPFA DEI committee.

Goal #2:
Valhalla strives to build a positive community.

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 PBIS- Positive Behavioral Interventions and Supports	PBIS Team- Principal, counselor Resource teacher, Noon supervisor, grade level representatives	Implementation officially began August 2022 & we continue.	Subs for staff absences, signage, and incentives and prizes	Staff meetings, feedback, surveys, number of student referrals
2.0 PBIS meetings	Principal, Counselor, Resource Officer (if available) teachers	Monthly meetings on a Monday, by grade level recess.	Time for Principal and Cousnelor to meet with each class.	August 10, September, November, January& will schedule spring.
3.0 Handbook	Principal, Counselor, teacher leaders	Valhalla Campus Expectations: All students can enjoy the use of the playground when we are all doing our best to be: respectful, responsible, safe & kind. Morning, lunch and office procedures. Then playground procedures. August 2024 & updates 2-2025 with hard copy to all teachers.	Copy for everyone	Provided staff with copies
4.0 Rewards system - next step	Principal, Counselor, teacher leaders & noon duty	Using PBIS strategies to create a rewards system. We began 8/2022 & continue.	Special experiences and items.	data collection
5.0 PBIS singage	Principal, Counselor & office manager	Signage throughout campus focusing on Safe, Respecful, Responsible and Kind.	singage	data collection

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:
Valhalla will continue with our garden education program.

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 Edible Garden	August 2023 we launched our :MDUSD Growing Healthy Kids" Garden Program under the leadership of Eva Solis.	All students will have MDUSD lessons in the garden with a set rotation.	Growing Healthy kids employee & volunteers	Observation
2.0 Expand the garden to outdoor classroom	Principal, VPFA, Volunteers & M&O.	Garden will be expanded to the area behind the bike rack and next to the teacher's lounge/office.	Time & volunteers	Observation
3.0 Garden bed maintenance	Garden Fairies, Principal, volunteers on community service day	9-21-2024 (commuity service day) and throughout the year.	gardening tools, plants, mulch, irrigation materials	Observation - garden maintenance
4.0 School Beautification	Community Service Day	9-21-2024 & on-going	Volunteers, recycling tubs, gloves, waste bags, cleaning materials & new sheds	Observation - school grounds

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

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

School-wide Dress Code BP/AR 5132

MDUSD BP 5132
Dress and Grooming

School Dress Code
VALHALLA ELEMENTARY

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

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

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

Students May Not Wear:
Violent language or images.
Images (logos or pictures) or language, slogans, or suggestive statements depicting gangs, violence, sex, drugs, cigarettes, e-cigarettes, vape pens, or alcohol (or any illegal item or activity).
Hate speech, profanity, vulgar and/or obscene language, pornography.
Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
Swimsuits.
Slippers, bathrobes, or blankets.
Accessories that could be considered dangerous or could be used as a weapon.
Any item that obscures the face or ears (except as a religious observance or for COVID safety).

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

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

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

Student involvement in gangs or gang related activities is strictly prohibited. Student involvement in gangs may be considered gross disobedience or misconduct.
Gang affiliated items and related gestures which are viewed as evidence of membership or affiliation in any gang is prohibited.

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131
Conduct

School, Discipline, Program, Rules and Consequences.

CLASSROOM PROCEDURES
- A set of classroom rules consistent with school and district policy is posted in each classroom.
- Teachers will contact parents when behavioral problems arise that cannot be dealt with in the classroom. (As long as positive results are obtained, it can remain at this level.)
- Students will be referred to the office, if the problem cannot be resolved at the parent teacher student level. Referrals can be handled a variety of ways.
- Various conference formats eg. Teacher, Administrator, Parent
    - Other Means of Correction (OMC)
    - Support Call

- Suspension if necessary
- A central file is kept in the principal's office. Records will be kept for one year. Suspension forms are filed in student's cumulative record folders.
- All school staff, including custodians, noon supervisors, office staff, can issue both "ships" and "shields".

PBIS program was implemented 8/2022. Teachers and/or staff who observe students exhibiting the school expecations - safe, respectful, responsible and kind, or other, positive characteristics, give both "ships" and "shields".directly to the child. There is a place to enter the student name, the date, the person who is awarding , and to check-off or write-in the observed behavior. At Valhalla, all staff will use PBIS. language on a daily basis. The Viking Vault is open on Thursdays for students to cash in for their rewards.

STUDENT RESPONSIBILITY

It is the responsibility of the students to bring to school their HOMEWORK, MUSICAL INSTRUMENTS, LUNCH or LUNCH MONEY, ANY OTHER NECESSARY ITEMS. In the event a parent/guardian chooses to bring “left-behind” items to school, we ask that they please bring to the office (not to the classroom). Items will be in a safe place and waiting for students to pick up (homework will go in teacher mailboxes for same-day credit).
The office will NOT interrupt the class to let a student know their musical instrument, lunch or homework is here.
The students should check in the office first to see if the forgotten item was brought in.

GENERAL SCHOOL POLICIES

School can be a safe, enjoyable place only when students:
- Are courteous and behave in an orderly and respectful manner
- Solve conflicts peacefully
- Treat schoolbooks, equipment and private property with care
- Walk on sidewalks, hallways and crosswalks
- Are not in the parking lot at any time
- Arrive on time, but not earlier than 15 minutes before class and leave school within 15 minutes of dismissal. An agreement is signed by parents and kept on file for 4th and 5th graders about this policy.
- Enter and leave rooms in an orderly manner
- Use appropriate language
- Respect our landscaping
- Stay on campus, in supervised areas, during school hours
- Leave chewing gum, toys, games, balls, electronics and other play equipment at home

PLAYGROUND RULES

The playground can be enjoyed by all students only when:
- Games or playing of any sort is done away from to the buildings and only on the playground.
- Stay out of halls before school and at recess.
- Students play on designated areas/equipment only.
- Use equipment for its intended purpose.
- There is no playing on the turnstile gate in the back fence.
- There is no playing in the drainage gutter, especially when it’s full of dirt/mud.
- Do not remove leaves, branches, or twigs from the trees and bushes.
- Do not climb over the fence to retrieve a ball, or any other item(s), without permission from a playground supervisor.
- The field and “BIG TOY/play structure” are not to be used on very wet days. They become very dangerous. On wet days, however, the asphalt track may be used to run or jog.
- There is no loitering or playing around ir in the restrooms.

- There is no loitering or playing in the amphitheater.
- There is no playing or pushing in line.
- There is no rough play or tackling allowed.
- There are no baseballs or footballs allowed.
- There is no playing on the playground hill.
- There is no climbing on or swinging from trees in the amphitheater
- No personal PE/playground wquipment from home, unless requested by the teacher.

Cafeteria/Amphitheater Rules

Cafeteria rules are in place to achieve the following goals:

SAFETY for all students and adults.
RESPONSIBILITY for a clean and organized cafeteria.
RESPECT for all students and adults.
KINDNESS to ourselves and others

1. WALK to and from the cafeteria at all times. WALK in the cafeteria at all times. Use soft voices only.

2. Sit at assigned tables when in the cafeteria. Unassigned seating when eating outside.

3. Touch and eat only food that belongs to you. Do not share food.

4. Keep all food, paper, etc. to yourself.

5. Keep feet off of the benches and keep them on the floor. Kicking tables, benches, or metal supports is not allowed.

6. Wait to be dismissed. Be sure you are finished eating – take time, there's no need to rush.

7. Throw your garbage away ONLY after being dismissed.

8. No food or drinks are allowed to leave the cafeteria or amphitheater.
.
9. Hats are not to be worn inside the cafeteria.

10. Put all lunch boxes in classroom baskets when exiting the amphitheater or cafeteria.

Consequences for not following the above rules may result in reflection sheets, conversation, reparation, in the cafeteria/amphitheater or on the playground.

Parents are welcome to volunteer and may do so by being TB tested and Fingerprint cleared (please notify the office to schedule times), or to join their child for lunch. (Please be sure to check into the office to obtain a visitor's pass.)

DISCIPLINE POLICY

Our goal is to develop responsible, self-disciplined, kind students who will recognize and respect the rights of others. For this goal, we request all Valhalla students to conduct themselves so that:
- no one is injured
- no other person is injured
- no property is damaged

- racial harassment does not occur
- sexual harassment does not occur
- verbal harassment/threat does not occur
- bullying does not occur (The school follows district policy regarding bullying. Bullying will not be tolerated at Valhalla and there are specific interventions we will use to prevent and stop this from happening)

We will recognize students following procedures and practicing positive traits, using the PBIS program implemented 8-2022. In the event a policy and/or Ed. Code item is broken, immediate principal/designee intervention will occur (including but not limited to student conference, parent notification, citation issuance, student referral for behavior intervention plan, check in-check-out system, Think Sheet Reflection, Letter of Apology, Time-Out, Restorative Justice, Conflict Resolution, Campus Project, or any policy-driven measure).

Please refer to your MDUSD Parent Information Packet for additional information regarding Mt. Diablo Unified School District's Conduct and Discipline Policy. Also refer to MDUSD's STUDENT SERVICES DEPARTMENT: MDUSD BEHAVIOR EXPECTATIONS & MATRIX, Creating Safe and Supportive Learning Environments.

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)	Theodora Pappas/Theodora Pappas, Principal
IC Alternate #1	Sarah Young
IC Alternate #2	Graham Bourke
IC Alternate #3	

INCIDENT COMMAND SYSTEM (ICS)

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

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

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

SECTION CHIEFS

Incident Commander: Theodora Pappas, Principal

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: Theodora Pappas

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: Ken Ruiz- Nate Gerke

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

Agency Liaison: Melissa Pratchard, Office Manager

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: Sarah Young

Supports on-scene response at school site; develops Incident Action Plan with Incident Commander
Reports to Disaster Response Officer

Search and Recovery: Chad Thomas/Erika Austen

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

Security/Traffic: Ken Ruiz/Nate Gerke

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

Crisis Intervention: Psychologist- Hui & Haynes - Couselor

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

First Aid: Melissa Pratchard

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

Assembly/Shelter and Care: Theodora Pappas

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: Jerry Kilcorse & Emily Blackshore

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

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

Planning Team Leader: Office Manager- Melissa Pratchard

Reports to Disaster Response Officer

Situation: Emily Wood

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

Documentation: Kati Snitselar

Collects and archives all incident documents
Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.

Resources/Staffing: Jennifer Neyes

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

Demobilization: Graham Bourke

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

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

Logistics Team Leader: Secretary- Stephanie Ortiz

Review report from Facilities Officer on conditions of utilities to determine if they should be turned off.
Reports to Disaster Response Officer

Food and Supply: Supervisor-Jenny Mah, Marco Ferrero & Mike Jimenez

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

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

Transportation: Theodora Pappas

Arranges transportation for staff, students and supplies.
Call Transportation for buses, if necessary.

Facilities: Ken Ruiz- Nate Gerke

Recommended filled by School Custodial Team
Coordinates site repairs and use of school facilities; arranges for debris removal
Check water, gas and electricity and report findings to the Incident Commander.
Turn off utilities and intake valves on water heaters if directed. Utilities should not be turned off unless absolutely necessary (e.g., broken gas or water mains, or downed electrical wires
Help set up emergency sanitation facilities if needed.
Safeguard all usable water within the building.

Communications/IT: Kyle Haish

Maintains all communication equipment, including radios; provides services to support information technology.
Monitor radio emergency broadcasts.

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

Finance Team Leader: Office Manager - Melissa Pratchard

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: Melissa Pratchard

Maintains incident time logs for all personnel.

Procurement: Melissa Pratchard

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

Cost: Melissa Pratchard

Provides cost estimates, analysis and recommendations for cost savings

Compensation/Claims: Melissa Pratchard

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. v
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.readyhoustontx.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

Reunification of families with students will begin at the designated student release station and overseen by the **Student Release** team leader. Emergency contacts are listed on the Emergency Information Cards. ID is required and responsible contact will sign out the student and provide phone information.

Students will be released only to authorized adults listed on Emergency Release Card.

- Staff will check identification.
- Adults picking up students must sign Student Release Log and indicate destination.
- If designated student release stations on campus are not usable, release will take place from one of the offsite locations.
- Incident Commander will advise the location and process for students release.
- Additional site practices: College Park Parking Lot

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

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

FIRE

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

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Students go with present teacher
3. Upon exit 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: Report to Command Center
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:
   The green card/red card student accountability practice is used at Valhalla Elementary
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be made by an "All Clear" announcement
12. Communicate with your students and maintain control.

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

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

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

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

INTRUDER ALERT/ANTI-VIOLENCE RESPONSE

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

ACTIVE ALERT: LOCK DOWN

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

STAFF ROLES DURING ACTIVE LOCK DOWN

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

PRACTICE ALERT: LOCK DOWN

16. The principal will announce, on the intercom- "This is a drill"

17. Follow the instructions above for an Active Alert. Release from Drill is: All Clear

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 of 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 drub 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.

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the **Incident Commander,** will carry out the initial response actions delineated in the ***Emergency Preparedness and Crisis Response Plan***. In consultation with members of the **Incident Command Team**, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency.

Incident Command Team members will immediately assume their designated response duties as activated by the **Incident Commander**. The **Disaster Response Officer** will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned.

When a decision is made to evacuate, the **Assembly /Shelter and Care Team** leader will immediately report to the assembly area and inspect the area for hazards. The **Assembly /Shelter and Care Team** leader will notify the **Disaster Response Officer** immediately if the area is safe. If not, the **Assembly /Shelter and Care Team** will advise that the evacuation be done to the alternate assembly location.

This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's ***Preparedness and Crisis Response Cliff Notes.***

If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Students go with present teacher
3. Upon exit 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: Report to Command Center
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:
   The green card/red card student accountability practice is used at Valhalla Elementary
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be made by an "All Clear" announcement
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

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

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

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

ACCESS CONTROL PERSONNEL

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

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

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

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

RELEASE OF STUDENTS FROM SCHOOL

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

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

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

EMERGENCY RELEASE PLAN PROCEDURES

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

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from **Incident Commander** via **Student Release** team.
2. **Incident Command** will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon **Student Release** team directive.
3. This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
4. Students will be released only to authorized adults listed on the **Emergency Card** or **Emergency Student List**. Adults picking up students must sign **Student Release Log** and indicate destination. Unless otherwise directed by **Incident Commander** via **Student Release officer**, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
5. Students may go home with people listed on **Emergency Card** or **Emergency Student List** if parent can't be reached.
6. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs **Assembly/Shelter and Care** team as well as the S**tudent 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	Principal, August 2024 Facility Hazard Assessment Update School Map(s) Inventory and Replace Supplies Update Staff Roster Update Incident Command System (ICS) Assignments and Procedures Staff Review of Safety Plan Mandates Calendar all Safety Drills[2]
August/September	Staff Review of ICS Procedures Staff Review of Safety Drill Procedures First Aid Review Conduct Survey of Staff Skills Survey Parents for Emergency Volunteers Update List of Resources	Principal, August/September 2024 Sept 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
August - June	* **Fire Alarm (EC 32001):** All principals shall cause the fire alarm to be sounded at least once every month * **Fire Drills (Title 5 TS 550, EC 32001):** Elementary and Middle - at least once a month High schools - at least once per semester. Fire Alarm to be sounded in months without a drill * **Intruder Drills:** all levels at least once per semester * **Earthquake Drills (E.C. 35297):** Elementary and Middle - once per quarter High schools - once per semester * **Shelter in Place Drills:** at least once a year (Typically part of county-wide drill first Wednesday of November)	Principal/Teachers/other staff August 2024 Student Instruction on Safety Drills Schedule/Calendar monthly Fire Drills Schedule/Calendar quarterly Earthquake Drills Schedule/Calendar Shelter in Place Drill - November Schedule/Calendar two Intruder Drills Parent Advisement Re: Plan Participate in Great California ShakeOut Earthquake Drill - October
November	Shelter-in-Place	Principal/teachers/ other staff

		(ongoing) Fire Drill Participation in the Shelter in Place County CAER Drill in Facility/campus Safety Assessment with Homeland security and MDUSD personnel
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	Principal Fire Prevention Specialist class presentations- Contra Costa Fire Earthquake Drill Fire Drill Public Hearing of Safety Plan with SSC - February 3, 2025

Emergency Alarm and Drill Log AR 3516.1

School Year 2024-2025

School: **Valhalla Elementary School** **Principal:** **Theodora Pappas**

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Drill	August	28	10:35 AM	3 minutes, 52 seconds evacuation
Intruder Alert Drill	September	27	10:35 AM	Lockdown for 8 minutes (Officer Kuhn support)
Fire Drill	September	9	8:40 AM	4 minutes, 13 seconds
Earthquake Drill	October	18	2 PM	The Great American Shake out participated by all staff and students, 1 minute. All staff participated in Earthquake drill by drop, covering, and holding on.
Fire Drill	October	18	2 PM	3 minutes, 45 seconds
Shelter-in-Place Drill	November	6	10:35 AM	3 minutes
Fire Drill	November	12	9:10 AM	5 Minutes, 11 seconds
Fire Drill	December	13	2:15 PM	3 minutes, 57 seconds
Fire Drill	January	23	8:45 AM	4 minutes, 5 seconds
Fire Drill	February	10	8:50 AM	scheduled
Intruder Alert Drill	February	20	2:15 PM	scheduled
Fire Drill	March	4	11:05 AM	scheduled
Earthquake Drill	April	16	10:35 AM	scheduled
Fire Drill	April	16	10:35 AM	scheduled
Fire Drill	May	16	10:45 AM	scheduled
Fire Drill	June	6	10 AM	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/Paramedic	Clayton Police	673 7350	6000 Heritage Trail Clayton CA 94517
Law Enforcement/Fire/Paramedic	Concord Police	671 3200	1350 Galindo St Concord CA 94520
Law Enforcement/Fire/Paramedic	Martinez Police	372 3400	525 Henrietta St Martinez CA 94553
Law Enforcement/Fire/Paramedic	Pleasant Hill Police	288 4600	330 Civic Drive Pleasant Hill CA 94523
Law Enforcement/Fire/Paramedic	Walnut Creek Police	943 5844	1666 North Main St Walnut Creek CA 94596
Law Enforcement/Fire/Paramedic	Contra Costa Sheriff's Department	335 1500	561 Pine St #7 Martinez CA 94553
Public Utilities	PG&E Emergency	1-800-743-5000	If you smell natural gas, see downed power lines, or suspect another emergency situation, leave the area immediately and then call 9-1-1 or PG&E at 1-800-743-5000. Consult PG&E website for grid of outages: www.pge.com
Public Utilities	Contra Costa Water Emergency	M-F 688 8095	Before and after hours and weekend emergencies, call 688 8374
American National Red Cross	Bay Area Red Cross Disaster Relief	(415) 427 8000	1663 Market St San Francisco CA 94103
School District	MDUSD	682 8000	
Other	US Federal Aviation Administration	(650) 876 2883	603 S.F. International Airport San Francisco, CA 94128

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

MDUSD AR 5131.4
Campus Disturbances

Campus Disturbance Plan.
Valhalla follows a Campus Disturbance Plan that complies with BP 5131.5 and 3515.2

During campus disruptions that impact the safety of all students on campus the most appropriate emergency procedure (lockdown, shelter-in-place, or evacuation) will be enacted. Emergency communication will be maintained with all staff through the use of emergency radios located in all Central Pod areas and the office. The principal, head custodian and noon supervisors carry their radios at all times. If radios are not appropriate to the situation, staff will communicate through email on their computers.

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

During the school day, to minimize school disruptions, the office staff takes parent phone call messages for teachers or sends calls to their voice mail. All-calls on the PA system are limited to campus emergencies during the school day. School disturbances are handled on a case-by-case-basis; angry parents are asked to leave if they are causing a disruption in instruction or on the campus (E.C. 44811 & P.C. 627.7) and law enforcement may be called.

The school will follow the District Emergency Protocol and notify the District Office using Extension 4444 for any of the listed emergencies and complete the required incident reporting form.

See Appendix A

Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250
Visitors/Outsiders

Visitor Registration Procedure:
All parents, visitors and volunteers who come on campus sign in and out of the office and receive a visitor's sticker. Parent lunch volunteers were an ID lanyard & saftey vest from the the office, to identify them as a volunteer. Volunteers are required to obtain fingerprint and TB clearance. The office staff checks the fingerprinting status of volunteers via the Google document provided by the District Personnel Department, at the time they begin volunteering. Adults who come to pick up their student prior to dismissal are checked to make sure that they are on the emergency contact list we have in our AERIES information system and the reason for their leaving early is documented.

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. Valhalla only has access to the school grounds from the front of the school off of Kiki Drive. There are no other access points.

Students should arrive at school no earlier than 7:55 AM. They should report directly to the playground. Adult supervision begins at 7:55 AM on the playground. Students are supervised until 8:05 AM when the first bell rings. Students then walk to the designated area for their class to line up. At 8:08 AM the entire school participates in saying the Pledge of Allegiance and listens to any morning announcements made and then students are dismissed to walk to class under the supervision of their classroom teachers. In the event of a Rainy Day, teachers open their classrooms at 7:55 AM for students and we conduct the Pledge of Allegiance from the office.

Bus riders/Special Education students who arrive by bus at 7:30 AM report to the Multi-Use room where they are supervised by school personnel until 7:55 AM when they are dismissed to go to the playground or walked to their classrooms.

Most of our students arrive to school in cars. Parents either drop the students off in the turn-around area or they park their cars and walk the students to campus. The turn-around area of the parking lot is supervised from 7:50 – 8:10 AM every morning by our custodian. Additionally, a noon supervisor serves as the crossing guard for the morning drop off time 7:45 - 8:15 AM. The turn-around area is marked with large orange cones and signage that directs parents into two lanes. An additional large cone and sign is placed in the street in the cross walk in front of the school to remind drivers to drive slowly and watch for children. The Traffic pattern is posted in the office and is sent home with all families in the All-in-One packet in August. Additionally, the principal explains the pattern to incoming Kindergarten parents at Kindergarten Orientation in May and reminds all parents at Back-to School Nights. An aerial view of the campus and the traffic flow is provided to all families in our All-in-One Packets. It is also posted in the office. A new traffic pattern was established by the City of Pleasant Hill's Traffic Engineer. New signage was posted in the front of the school where there is no longer any parking during the school day. This area is now used as the lane for cars to cue up for the turnaround.

Students are dismissed at 2:45 PM and are expected to leave the campus at that time. Students leaving by car should be picked up by parents in the turn-around area or walked to the parked car. There is adult supervision for 15 minutes after school is dismissed in the turn-around area and the principal serves as the crossing guard. Teachers serve as crossing guards at the crosswalk one block up the street from the school entrance and one block down from the school entrance every afternoon from 2:45-3:00. Students who are not picked up after 15 minutes are instructed to go to the office. The office cannot be responsible for students who remain on campus without supervision. Parents are asked to observe the No Left Turn signs during the posted hours when arriving or leaving school.

Special Education students are supervised until their specific vans arrive and are put on the bus by Special Education Staff.

TK students arrive at 8:05 and dismissal is at 11:45. Kindergarten students arrive at 8:05 AM and dismissal is at 2:35. For grade levels 1-5th, students dismiss at 2:45 all days except on Wednesdays. The procedure is for parents to wait with their students at the back doors of the classrooms. Kindergarten students are dismissed from the Kindergarten playground to their parents, guardians or day care providers for the first half of the year and from the front door of the classroom for the second half of the year. The playground area is closed and gates locked after the last recess to provide time for our custodian to clean the area for the next day and be sure that there are no items or objects there that may impact the safety of our students. Childcare Vans/Bus riders are walked by the teachers or drivers to their buses. In addition, the front gates that open up to the campus are unlocked but closed during the school day. They are reopened at dismissal time to deny access to visitors unless they pass by the office. This is for safety purposes.

All staff members are instructed to follow the traffic pattern for the school and they have assigned parking spaces in the parking lot. The school parking lot is for staff only and has posted signs with that information. In addition, all staff have picture ID badges provided by the district. Substitute teachers all report to the office and receive substitute badges as part of the substitute folder. Any district employee coming to the school is instructed to come to the office and sign in.

All parents, visitors and volunteers that come on campus sign in and out of the office and receive a visitor's sticker. Parent volunteers may request an ID badge from the Parent Club that they wear around their neck on a lanyard to identify them as a volunteer. Volunteers are required to obtain fingerprint and TB clearance.

Parents are given information at registration about the flow of traffic and how to drop their children off safely at school. The Pleasant Hill Police Department provides support for enforcement of traffic patterns as needed.

Students who are tardy come to the office to receive a Tardy Slip before going to class. Students who need to leave school early must be signed out by their parent/guardian in the office. Students will then egress with their parent/guardian in a safe manner. During non hours of operation, the school is locked and alarmed for security. Fencing encloses the entire school with no ingress or egress from any area but the front of the school. Procedures are in place for the Halloween Parade and all other events that take place during the school day have a protocol to follow for all visitors to sign-in and receive a visitor badge. Face coverings are allowed for disease-prevention or religious reasons only. No masks for Halloween or decorative purposes.

In the event of an emergency, Noon Supervisors are designated to help with traffic in the parking lot.

Twelve security cameras provide surveillance of the outside of the campus and one camera is mounted inside to provide surveillance of computers and technology equipment.

Parents are encouraged to be an example for their child in their actions and language used on campus.

See Appendix A

Students with Disabilities

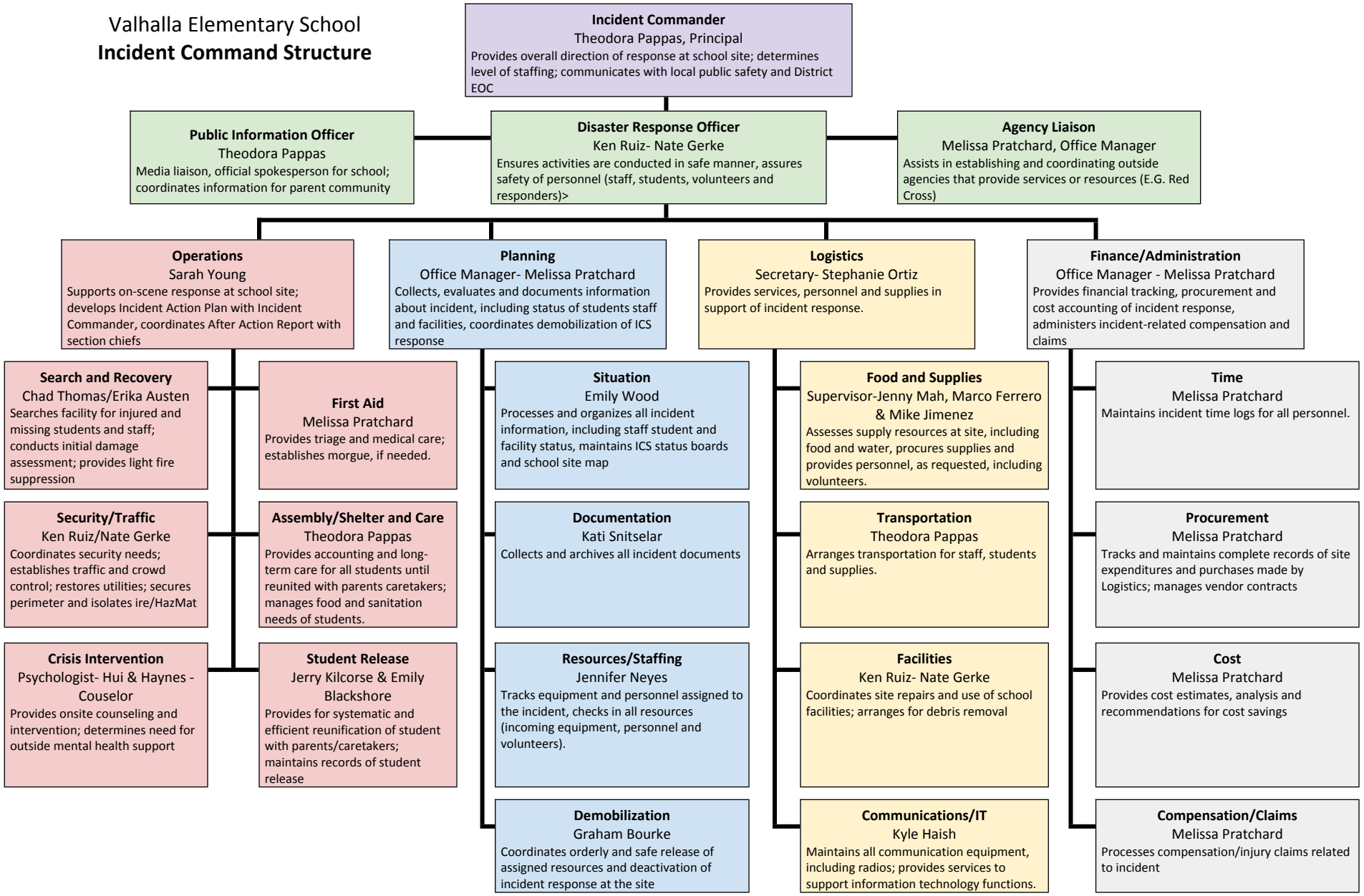
If you have not described them elsewhere in your safety plan, include adaptations for students with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. SEC §. 12101 et seq.) for disaster procedures, routine and emergency.
The school is equipped with a Wheelchair lift for the stage. There are ramps to the outside amphitheater stage. Wheelchair access restrooms are located in the office and on campus. All classrooms have flat entrances and ADA approved access. Rubberized surfaces have been added under all play structures and swings. Handicapped parking is available in the parking lot as well as the Braille marked entrances. All buildings have Braille signs outside the doors. The office is equipped with a TDD line if needed. Additionally all primary and Special Day classrooms have access to Sound Fields as needed. Interpreters are provided by the district to attend the IEPs of our English Learners as needed. We have Special Education and Resource updates at staff meetings to review the ways in which we can modify/accommodate our special needs students academically, behaviorally, and physically. In addition, we have two teachers trained in CPI Crisis Intervention to support students in severe behavioral disturbance situations. This is also communicated and shared with staff.

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 is that during disaster procedures, routine and emergency, all students stay with their classroom teacher and SEAs. The school psychologist and speech teacher stay with our two SDC classes and the resource teacher is aware of the students on her caseload and she checks in with

them. Our school counselor is also aware of students who may need additional support at this time and he is also available to help our students with disabilities.

Valhalla Elementary School

Incident Command Structure



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

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

Opioid Prevention and Life-Saving Response Procedures

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

- Step 1: Checking for signs of overdose
  - Loss of consciousness
  - Fingernails or lips blue/ purplish black
  - Can't rouse - unable to speak
  - Face pale or clammy
  - Limp body
  - Vomiting
  - Breathing/heartbeat slow or stopped
  - 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.

Narcan is available in the school office near the AED and the Principal has been trained to administer it.

Maps

Insert labeled site maps that contain the following information:

1. Ingress and egress patterns.

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

2. Evacuation routes.

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

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

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

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

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

5. Location of AEDs.

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

6. Locations of utility lines and shut off valves.

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

Appendix A: Active Shooter Event Quick Reference Guide

When law enforcement arrives:

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

Information to provide to 911 operations:

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

For questions or additional assistance contact:
Your local law enforcement authorities or FBI Field office:

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

ACTIVE SHOOTER EVENT

QUICK REFERENCE GUIDE

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

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

ACTIVE SHOOTER EVENTS

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

You have three options:

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

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

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

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

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

Appendix B: ABC's – Three Steps to Protect Your Child During Emergencies in The School Day.

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?
Primary location is : Playground Alternate location: Individual classrooms

How would the school notify you in the event of emergency?
Primary: All Call/email



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

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

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

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

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

What is the school policy for how and when medicine can be administered to your child?
Please turn in the medication authroization form to the office for us to be able to administer or store medication for 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: Valhalla Elementary School
School Phone Number: (925) 687-1700
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
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, California 94519-1358
(925) 682-8000, ext. 4220

MT. DIABLO
UNIFIED SCHOOL DISTRICT

The Honorable Mayor Sue Noack
City of Pleasant Hill
100 Gregory Lane
Pleasant Hill, CA 94523

January 28, 2025

Dear Mayor Noack:

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 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
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:

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- 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. You can also access this schedule through this link: 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 coordinator (contact information is included in the attached schedule) if you are planning to attend a meeting or if you have questions regarding this matter.

Sincerely,

Christina Filios Yiannakopoulos
Christina Filios Yiannakopoulos
Assistant Director, Instructional Support

Parent Club:

VALHALLA ELEMENTARY SCHOOL

530 Kiki Dr. Pleasant Hill, California 94523
(925) 687-1700 Phone | (925) 687-3083 Fax

Theodora Pappas, Principal

February 18, 2021

VPFA Executive Board
530 Kiki Dr.
Pleasant Hill, CA 94523

Dear VPFA Executive Board:

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

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

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

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

The date of our school's public meeting at which the school safety plan will be adopted is February 22, 2021 at 3:00 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 925-687-1700 if you are planning to attend this meeting or if you have questions.

Sincerely,

TPappas

Theodora Pappas

Student Government:

Other:

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

MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

January 28, 2025

Dear Chief Vermillion:

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

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

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

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

Attached please find a schedule of <u>all</u> 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

Appendix E: Assurances

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

Method for Communicating Plan and Notifying Public: *Ed Code 32288*	**Date of Public Hearing:** 2/3/2025 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: - Local Mayor - Representative of the local school employee organization - A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs - A representative of each teacher organization at the school site - A representative of the student body government - All persons who have indicate they want to be notified
	The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: - 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 *Ed Code 32281*
Review of Progress for Last Year	Staff Meeting held on February 2, 2024

Category	Name	Signature	Date
Law Enforcement Review	Tammy Wooden, PHPD		Date: 2/3/2025
Site Council Approval	Theodora Pappas, Principal		Date: 2/3/2025