Comprehensive School Safety Plan

LEA:	Mt. Diablo Unified School District
School:	Gregory Gardens Elementary
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Contact Person:	Principal
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School Year:	2025-2026
Public Hearing Date(s):	February 23, 2026

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

School Site Council Approval: 10/27/25

Board of Education Approval: 5/13/2026

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)

At Gregory Gardens, we foster a vibrant and thriving environment built on the pillars of community, diversity, and a shared love of learning. By collaborating as families, staff, students, and community members, we ensure that every Gator benefits from equitable opportunities, a culturally inclusive curriculum, and robust academic and social-emotional programs. Together, we are committed to maintaining a safe, supportive, and orderly environment where every student can learn and grow.

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 Other
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Kathleen Koontz, principal	X						
2. Jinelle LeWright 2027, teacher		X					
3. Laura Carstens 2027, teacher		X					
4. Kimberly Varela 2027, Other		X					
5. Bianca Koutsakas 2027, parent				X			
6. Mondonna Regan, 2027, parent				X			
7. Katherine Erickson, 2027, Parent				X			
8. Jenna Zack, 2027, Parent				X			
9. Jessica Keding, 2027, Parent				X			
10. Officer Espinoza, PHPD			X				
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

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

School Year 2025-2026

Meeting Type	Meeting Date			Comments
	Month	Day	Time	
Faculty Meeting	August	20	1:00 p.m.	Review of safety updates, campus security,
Parent Club Meeting	August	26	7:00pm	PTA meeting included discussion of safety measures, and campus security
SSC Meeting	January	26	3:15pm	Reviewed and provided input for safety plan
Faculty Meeting	February	11	1:00pm	Reviewed and provided input for safety plan
Public Hearing	February	23	3:15pm	Reviewed and provided input for safety plan
SSC Meeting	February	23	3:15pm	Finalize plan- SSC and guest approval

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

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

School Climate

Current Status of School Crime

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

Data Source	2022-23	2023-24	2024-25	2025-26
Suspensions (number of incidents)	2	0	1	0
- 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. (%)	82.0%	82.0%	86.2%	81%
Attendance, special ed. (%)	83.3%	80%	81%	80%
SART (number of referrals)	9	14	6	6
SARB (number of referrals)	4	2	1	1

SARB (number referred to Court)	4	1	0	1
SST (number referrals)	15	22	18	14
Coordinated Care Team (number of referrals)	12	15	17	13
Positive Behavior Team Referrals	1	0	1	0
Vandalism Reports	0	0	0	0

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

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. Attendance, discipline, suspension rates, SART/SARB, CARE referrals, and SST meetings have remained relatively consistent over the past two years. Currently, the school counselor is available on campus two days a week (and every other Wednesday), and the school psychologist is present one day a week. Notably, the number of students new to our school continues to rise, with students from Afghanistan representing the fastest-growing segment of our population.

Additional district supports include Behaviorists, Special Education Administration and Program Specialists, Elementary Administrators, and the Instructional Leadership Team made up of school staff.

Our team remains focused on strengthening PBIS systems and procedures, including initiatives such as Gator Bites and Gator Chomps. The Instructional Leadership Team is dedicated to implementing the equity-focused social justice curriculum consistently across all 16 classrooms. Furthermore, our Parent Club (PTA) actively supports our diverse community by ensuring PTA-sponsored events are inclusive and accessible to all families. This includes considerations such as entrance fees, language access, and scholarships.

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.
-Develop and implement a "Volunteer Do's and Don'ts" checklist to ensure consistent campus language and expectations for student success.

-Encourage parent participation during recess to promote good sportsmanship and model positive peer interactions.

-Revise indoor recess plans and assignments to ensure adequate coverage during inclement weather.

-Provide Positive Behavior Intervention and Supports (PBIS) training and coaching to staff.

-Utilize fingerprinted volunteers and ensure they meet all requirements, including up-to-date TB testing.

-Conduct monthly safety drills and evaluate them for areas needing improvement.

-Facilitate CARE Team referrals, create action plans, and conduct follow-ups for student support.

-Hold regular Student Support Team meetings to address student needs.

-Leverage district-provided interpreters and the Language Line to share information with families in a timely manner.

-Connect students and families with Linked Services for additional support.

-Utilize ERMHS (Educationally Related Mental Health Services) offered by the district.

-Increase the use of AERIES.NET for tracking and analyzing student discipline data.

-Fully implement school communication strategies, including weekly newsletters, ParentSquare updates (emails, texts, and calls), and social media posts.

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. Gregory Gardens implements a Multi-Tiered System of Supports (MTSS) to ensure the academic, social, and emotional success of all students. A key component of this approach is our reward system, designed to incentivize and recognize positive behavior on campus. Students earn individual and group rewards by demonstrating safety, respect, responsibility, and kindness. Every two weeks, students can "cash in" their Gator Bites for tangible or experiential rewards, such as a pencil, special seating during lunch, or an activity with a preferred teacher.

In addition to the reward system, we offer a variety of activities to enhance student learning and foster a love of school. These include plays, after-school enrichment programs, music performances, the science fair, and school-wide exercise events. Our PTA further supports student success through family-oriented events like Gatorfest, movie nights, book fairs, multicultural potlucks, and family picnics.

To keep families informed, Gregory Gardens utilizes multiple communication platforms, including social media, weekly parent newsletters, automated calls home, and a translation line to ensure accessibility for all.

For students facing academic or social challenges, Gregory Gardens employs the CARE team process. This team, consisting of the principal, school counselor, school psychologist, and resource specialist, meets weekly to assess and address student needs.

Parent volunteers are a vital part of our school community, contributing to student success by supporting academics, assisting during recess, and helping in classrooms. To maintain a consistent and supportive environment, volunteers follow a Do’s and Don’ts checklist that aligns with our campus expectations.

Beyond the classroom, our students have access to enriching opportunities such as our garden education program and our newly added STEAM lab. These programs allow students to explore and excel in diverse areas of interest.

Our Social Justice Curriculum is implemented school-wide, emphasizing diverse literature, equity-focused lessons, and fostering tolerance and empathy both on and off campus. We are proud of our commitment to creating an inclusive, supportive, and enriching environment for every student at Gregory Gardens.

Describe the guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on your campus.
A dedicated team of highly qualified staff collaborates to support our students' diverse needs. Our school counselor is on-site twice a week and every other Wednesday, providing weekly classroom lessons focused on the five social-emotional competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Additionally, she works with individual students and small groups throughout the day to provide targeted emotional support and enrichment.

Our resource teacher supports students with IEPs by offering both pull-out and push-in services, ensuring individualized assistance is accessible across campus. Teachers and school staff prioritize building strong, meaningful relationships with students, with many actively participating in Check-In Check-Out (CICO) systems to provide additional guidance and accountability.

In alignment with our PBIS principles, teachers have designed and implemented various behavior contracts tailored to assist students in achieving their academic and social goals. These efforts reflect our commitment to fostering a supportive and inclusive learning environment for all students.

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:
Implement Positive Reinforcement Systems and practices with fidelity.

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 Use PBIS model; identify tiered interventions for behavior; include staff and parents;	Instructional Leadership team	Ongoing; $5,000 LCFF	Teaching materials that promote diversity and equity for classrooms	PBIS surveys and coursework, impact on school discipline actions. CHKS -- by parents, staff, students (5th grade).
2.0 Gator Bites/ Gator Chomps All students have the opportunity to earn bites. Students are encouraged to purchase items from the menu. Students can redeem 2x a month.	Instructional Leadership team ; PTA	Ongoing; PTA supports our Gator Bite Menu by filling orders and providing funding.	tangible rewards.	Log of bites and chomps turned in
3.0 Provide staff, parent, community training on issues of inclusive practices that reflect the diversity of our students and families; promote activities to build understanding among all stakeholders.	Principal; SSC, PBIS/ Leadership team	Ongoing throughout school year. $2,000 LCFF funding	Coaching by Jorge Melgoza, MDUSD office of Equity/Disproportionality. Funding for materials.	Calendar of trainings. Participant feedback. Scheduled events/activities recognizing and celebrating Diversity
4.0 Lunch Bunch	Counselor	Ongoing	Available space for students	Attendance log

5.0	Social Justice Curriculum	Instructional Leadership team	Ongoing	books, resources and student materials	office referrals
6.0	Character Connections - An Alternative to Suspension	Principal, Teacher Leader	Ongoing	books, resources and student materials	Ongoing referrals after the class is taken

Goal #2: Communication with parents				
Component I The Social Climate People and Programs	**Who will take the Lead**	**Completion Date and Budget**	**Resources Needed**	**How We Will Monitor and Evaluate**
Activities				
1.0 Effectively communicate the school's goals and essential information to parents through multiple platforms to ensure clarity and engagement.	Principal, office staff, teachers	on going	Newsletters, social media, ParentSquare, Coffee Talks, PTA	Calendar of events, meeting minutes, archive newsletters
2.0 Volunteers receive a "Do's and Don'ts" guide at check-in to ensure consistent and effective communication between volunteers, teachers, and staff, supporting a unified approach to student success.	Principal, office staff	on going	Newsletters, social media, ParentSquare, Coffee Talks, PTA	Calendar of events, meeting minutes, archive newsletters

Goal #3: Consistently and effectively teach and implement school rules for outdoor play				
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 "Playground School" is conducted three times a year to reinforce school rules and safety protocols, ensuring students understand and follow expectations.	Instructional Leadership Team	3x per year ongoing, no cost	school staff	student reflection, teacher input
2.0 Purchase alternative recess games for students who do not like to engage in traditional outdoor games.	Instructional Leadership Team/ PTA	Ongoing-Create opportunities for students to engage in games and activities outside of sports at recess. $2,000 LCFF, PTA	Alternative recess games/activities	student referrals from recess
3.0 Provide "Lunch Bunch" and other group activities, facilitated by volunteers or school staff, to offer students alternative engagement opportunities while providing emotional and behavioral support.	Instructional Leadership Team, Counselor, Principal	Ongoing, no cost	school staff	logs kept in the office

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:
Visual representation of safe and inclusive school environment.

Component II Physical Environment Place	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
1.0 Secure the campus by closing gates and requiring all guests to check in at the office.	Principal; office staff; support staff	ongoing	Staff	overall safety of students
2.0 Ensure all classroom and building doors remain locked throughout the school day.	Principal; office staff; support staff, teachers	ongoing	Staff	Monitored by administration and staff
3.0 Maintain clear and safe ingress and egress pathways to prioritize the physical safety of staff and students.	Principal; office staff; support staff, teachers	ongoing	M&O painted social distancing markers to remind students, families and staff to stay safe	Monitored by administration and staff
4.0 Regularly maintain landscaping to enhance visibility and campus security.	M&O landscaping	ongoing	Weekly maintenance from district landscape crew	Monitored by administration and staff

5.0	Foster open communication among all adults on campus. All adults will greet each other and guests when passing in the hallways.	Principal; office staff; support staff, teachers	ongoing	Staff	Monitored by administration and staff

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
School Dress Code

-Clothing should allow for all members of the school community to play and learn in a safe and inclusive environment.

-Tops and Bottoms must be worn to school.

-Clothing must cover undergarments and be appropriate for playing safely on the playground.

-Shoes should be flat and have appropriate straps and/or laces to ensure they will not come off.

-Shoes should be safe for playing on cement or in the grass.

-No shoe skates or wheeled shoes are allowed due to falling risks.

-Hats and all religious headwear may be worn in the classroom and on the playground.

Not acceptable on school grounds

-Violent language or images

-Images or language depicting gangs, drugs, or alcohol (or any illegal item or activity)

-Hate speech, profanity, pornography

-Images or language that create a hostile or intimidating environment based on gender, racial, cultural, or religious values or that advocate gender, racial, cultural or religious prejudices.

-Any and all gang-related attire

If there is a question regarding the appropriateness of any student's attire, and/or how the apparel is impacting student behavior or student safety (either physically or emotionally), the judgment of the school personnel will prevail.

Parents will be called to replace clothing when it is inappropriate, presents a potential hazard, or is a distraction to the educational program. If necessary, a neutral replacement garment will be provided by the school.

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131
Conduct

School, Discipline, Program, Rules and Consequences.
Gregory Gardens Student Conduct and Discipline Policy

Code of Student Conduct

In alignment with the California Education Code, the Mt. Diablo School Board has adopted a Student Code of Conduct outlining rules for student behavior, discipline, suspension, and expulsion.
These regulations aim to create a school environment conducive to learning while protecting students' rights. Rights and responsibilities go hand in hand in a democratic society. The Code emphasizes self-respect and respect for others as key goals.
While students have the right to a free public education, they are responsible for not interfering with the education of others.

Discipline Policy

The foundation of Gregory Gardens' Discipline Policy is teaching, monitoring, and rewarding appropriate behaviors. Teachers, parents, and students collaborate as a team to support the academic growth of each child and the overall progress of the school.
A positive attitude, open communication, and cooperation between home and school are essential.
Preventative measures are prioritized before referrals are issued, including:
Parent contact and student meetings
Loss of privileges
Community service
Discipline strategies emphasize fairness and consistency to maintain a safe and effective learning environment.

Diversity Statement

Diversity is a valued asset in our school community, and we are committed to fostering a safe environment that respects and affirms the diverse identities and experiences of all students.
Gregory Gardens opposes all forms of hate and injustice, including physical acts, spoken words, or expressions through graffiti, social media, or texting.
The school maintains a zero-tolerance policy for racial slurs and any dehumanizing or demeaning language, including teasing or judgment about clothing, music, food, or traditions.
In response to such incidents, teachers and administration will immediately implement learning opportunities, conversations, and consequences, which may include:

-Research projects
-Restorative conversations and lessons
-Calls home to parents
-Parent support on campus
-Removal from preferred activities
-Alternate recess or classroom settings
-Behavior contracts for field trips or activities
-Character Connections Class agreement made with parents instead of suspension.
-Suspension, if necessary
-Commitment to Change

Conversations about racism are essential to creating a more just and inclusive community. Gregory Gardens is dedicated to working with families to raise students who contribute positively to society.
School Expectations and Behavior Matrix

Gregory Gardens has adopted clear expectations to create a safe and respectful learning environment while protecting the rights of all.
Students receive an orientation to school rules three times a year, following significant calendar breaks.
The Gregory Gardens Behavior Matrix is posted in every classroom and serves as a reference for consistent expectations.
Basic expectations include:
Be Respectful
Be Responsible
Be Kind
Be Safe

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)	Kathleen Koontz/Kathleen Koontz/ Jessica Phillips
IC Alternate #1	Kimberly Varela
IC Alternate #2	Lisa Stauffer
IC Alternate #3	Sarah Strong

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: Kathleen Koontz/ Jessica Phillips

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: Kathleen Koontz/ Jessica Phillips

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: Eugene Torwel/ Oscar Cologne

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

Reports to Incident Commander

Agency Liaison: Sarah Strong

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: Kimberly Varela

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

Reports to Disaster Response Officer

Search and Recovery: Beth Donisi/Kristin Hagstrom

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

Security/Traffic: Laura Carstens/ Meghan Belenkov/Elem. Assistants

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

Crisis Intervention: PAC Psychologists/ GG counselor

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

First Aid: Emily Wright

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

Assembly/Shelter and Care: Lisa Stauffer

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: April Taylor/Lorna Medeiros

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: Jessica Phillips

Reports to Disaster Response Officer

Situation: Sarah Strong/PAC Staff

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

Documentation: Sarah Strong/PAC staff

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: Sarah Strong/PAC Staff

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

Demobilization: Sarah Strong

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: Lisa Stauffer/Kimberly Varela

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: Kelly Valdez

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: Lisa Stauffer

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

Facilities: Eugene Torwel/ Oscar Cologne

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: Kylie Wilson

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: Kimbely VArela/Maureen Totah/Sarah Strong

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: Katie Koontz

Maintains incident time logs for all personnel.

Procurement: Kimberly Varela

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

Cost: Kimberly Varela

Provides cost estimates, analysis and recommendations for cost savings

Compensation/Claims: Kimberly Varela/Sarah Strong/Maureen Totah

Processes compensation/injury claims related to incident

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

Evacuate safely; take emergency kit and current class list

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

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

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

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

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

EMERGENCY RESPONSE COMMUNICATIONS

During an emergency:

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

LOCATIONS

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

Primary Location	THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.
Alternate Location	

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

Primary Location	THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.
Alternate Location	
Off-Site Location	
Alternate Off-Site	

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

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

Primary Location	THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.
Alternate Location	

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

Primary Location	THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.
Alternate Location	

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

Primary Location	THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.
Alternate Location	
Off-Site Location	
Alternate Off-Site	

SCHOOL STAFF EMERGENCY RESPONSIBILITIES

General Staff Responsibilities

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

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

District Staff as Disaster Workers

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

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

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

Release of Teachers/Staff from Duties as Disaster Workers

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

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

Priority Release of Employees:

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

- Those with dependents
- Those with no dependents
- Administrators

Potential Emergency Types and Responses Part One

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

ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION

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

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

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

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

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

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

RESPOND IMMEDIATELY

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

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

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

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

THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.

THE GREAT SHAKEOUT EARTHQUAKE DRILLS

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

FIRE

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

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Meet homeroom class at evaculation site.
3. Upon exit place wastebasket outside door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: evacuate to designated location; join class
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:
   NA
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be by principal
12. Communicate with your students and maintain control.

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

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

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

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

INTRUDER ALERT/ANTI-VIOLENCE RESPONSE

THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.

ACTIVE ALERT: LOCK DOWN

THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.

STAFF ROLES DURING ACTIVE LOCK DOWN

THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.

PRACTICE ALERT: LOCK DOWN

16. The principal will announce, This is practice lock down drill.

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

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.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

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

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

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

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

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

COORDINATING THE EVACUATION

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: Meet homeroom class at evaculation site.
3. Upon exit place wastebasket outside door to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class: evacuate to designated location; join class
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:
   NA
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be by principal
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.

2025-2026 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 -by September 30, Annually
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 and School Nurse September 30, Annually
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 October 30, Annually
November	Shelter-in-Place	Principal November 15, Annually
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	Principal June 15, Annually

Emergency Alarm and Drill Log AR 3516.1

School Year 2025-2026

School: **Gregory Gardens Elementary** **Principal:** **Katie Koontz**

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Drill	August	25	08:30am	2:32:55
Fire Drill	September	30	1:50pm	2:02:86
Earthquake Drill	October	16	2:17pm	2:33:80Followed by a Fire Drill
Shelter-in-Place Drill	November	4	8:52am	1:01:34
Fire Drill	November	20	10:32am	2:16:88
Intruder Alert Drill	December	12	2:15pm	1:50
Fire Drill	December	16	2:03pm	2:23:18
Fire Drill	January	28	8:40am	scheduled
Fire Drill	February	21	1:40pm	Scheduled
Intruder Alert Drill	March	28	2:15pm	Scheduled
Fire Drill	March	12	8:40am	Scheduled
Earthquake Drill	April	4	2:20pm	Scheduled
Fire Drill	May	30	2:20pm	Scheduled
Earthquake Drill	June	12	9:00am	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.
EVACUATION

-Alarm sounds
-Bring an emergency bag and class roster
-Evacuate class SILENTLY to the blacktop and have all students sit silently
-Hold up green card if all students accounted for, or red card if the student(s) missing
-Wait for further instructions from administrators and/or safety officials

DUCK AND COVER

-Recognize earthquake
-ALL students and staff take cover under a desk or table, away from windows and outside structures
-Evacuation alarm will sound
-Follow evacuation procedures, paying close attention to glass and unstable structures

SHELTER IN PLACE

-Announcement will be made
-Close and lock ALL doors and windows
-Cover cracks with towels or sweatshirts
-Turn off all ventilation systems
-If outside, return to class immediately.
-"All Clear" announcement will be made

INTRUDER

-Announcement will be made
-Close and lock ALL doors and windows
-Draw drapes and turn off lights
-ALL students and staff should be on the floor away from windows and doors as silent as possible (While these practices are in flux for older students and their teachers who are encouraged to flee and fight when necessary, the younger students and especially those with disabilities are still practicing these responses.)
-Official will come to the door to give information. Under NO CIRCUMSTANCES are doors to be opened.

IN-DOOR RECESS (due to rain or air quality)

-Announcement will be made
-Information for lunch is posted in the cafeteria with details for that day
-Supervising staff and noon supervisors assigned according to conditions and recess times
-Grade level classes may be doubled-up in one room
-Staff primary supervisor, although fingerprinted volunteers welcome to participate in activities
-The last group to eat in the lunchroom may remain in the cafeteria for the duration of the noon recess.
-Indoor recess rules are posted in each classroom

See Appendix A

Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250
Visitors/Outsiders

Visitor Registration Procedure:
Gregory Gardens Elementary: Visitor and Registration Procedures

Gregory Gardens Elementary hosts two additional district programs: the Preschool Assessment Center (PAC) and Robert Shearer Preschool. These programs bring therapists, specialists, and parents to our campus. To maintain safety and organization, each program follows established visitor registration procedures:

Elementary School Visitors
Visitor Direction: Signs on the main building facing the parking lot direct visitors to the elementary school office.
Office Check-In: Upon arrival, visitors are greeted by office staff and asked to state the purpose of their visit.
Sign-In Process: Visitors sign in using a binder on the entrance counter, recording the date, time, and intended location of their visit.
ID Badges: Numbered "Visitor/Volunteer" IDs on Gregory Gardens lanyards are issued to visitors and must be worn visibly on campus. Staff will redirect anyone without proper identification to the office to sign in.
Sign-Out Process: Visitors and volunteers sign out at the end of their visit and return their ID badge. MDUSD staff who do not have their own ID are also required to sign out a Gregory Gardens ID.

Drop-In Preschool Speech Visitors
Parents bringing children for weekly speech therapy proceed directly to their designated classroom for services.
Parents are asked to wait outside the gate and avoid interactions with elementary students.

Robert Shearer Preschool Visitors
The preschool building is clearly labeled, with the office located just inside the main doors.
Visitors sign in using a binder located on the counter and follow the same practices as the elementary school, including wearing a visible ID badge.

Preschool Assessment Center (PAC) Visitors
All PAC visitors must check in at the elementary school main office.
After check-in, parents and visitors are accompanied by PAC staff while conducting their business.
These procedures are designed to ensure safety, clear communication, and a welcoming environment for all visitors and staff on campus. Let me know if additional refinements are needed!

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.
Gregory Gardens is committed to maintaining a safe campus environment. Campus supervision begins at 7:40 AM when the principal or a representative is in front of the school to greet students in the drop-off circle, and a teacher is on duty on the playground to guide and supervise students. Students are not to be dropped off for school before that time. All students should be dropped off in the front of the school in the circle at the right-hand curb; students are not to be let out in traffic or from the driver's side of the vehicle. Students who ride a bicycle walk when on campus and lock their bike up at the bike rack in front of the multiuse room near the gate at the school entrance. Riding a bike on campus is not allowed and the school is not responsible for bikes left on the grounds. This same rule applies to scooters and skateboards. Please remind students of the helmet law and that bike safety rules must always be obeyed. During the school day, there are staff members on the yard at all recesses to provide proper supervision.

Students are expected to be picked up, leave school grounds, or go to KIDSTOP or CARES immediately after dismissal. Parents need to pick up students in pick-up areas and NOT have students cross the parking lot or traffic lanes. Students may be met outside the gate near the front of the school or the gate leading to room 23. Double parking in the parking lot or traffic circle is not allowed. No vehicle is to be left unattended in the traffic circle during any arrival or dismissal time for any reason. There is supervision in the traffic circle to insure the safe departure of the students; this is only for the first fifteen minutes of dismissal, so please be certain to be on time. If a student is not picked up promptly, emergency contacts will be notified.

St. Andrew's Presbyterian Church has graciously allowed us to use their lot as an EXIT only; parents and staff are asked to honor this arrangement and not abuse our privilege. Drivers are encouraged go slowly and watch for our children at all times, and to refrain from using their cell phones during drop-off or pick-up.

Students remain behind a yellow line that parallels the curb at a safe standing position relative to the movement of vehicles.

Students are reminded to be wary of irresponsible drivers, to identify and avoid dangerous situations, to look out for each other, not go with or talk to strangers, go straight home or to their daycare, and make good choices while traveling to and from school.

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.
Emergency Procedures for Students with Disabilities

Students with disabilities have accommodations detailed in their Individualized Education Plans (IEPs).

Special Education Assistants are trained in proper techniques for restraining and safely moving students during emergencies when a student's ability to move or respond is compromised, ensuring their safety.

During emergency situations, Special Education Assistants must remain with the teacher and students to whom they are regularly assigned.

Evacuation procedures are organized to group students with similar needs, enabling special education staff to collaborate effectively and make the best decisions for the largest number of students.

Teachers are familiar with students' 504 Plans and ensure accommodations are implemented appropriately in relevant situations and settings.

These procedures prioritize the safety and well-being of all students while maintaining clarity and collaboration among staff. Let me know if further adjustments are needed!

Gregory Gardens Elementary

Incident Command Structure

Incident Commander
Kathleen Koontz/ Jessica Phillips
Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District EOC

Public Information Officer
Kathleen Koontz/ Jessica Phillips
Media liaison, official spokesperson for school; coordinates information for parent community

Disaster Response Officer
Eugene Torwel/ Oscar Cologne
Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)>

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

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

Search and Recovery
Beth Donisi/Kristin Hagstrom
Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

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

Security/Traffic
Laura Carstens/ Meghan Belenkov/Elem. Assistants
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates ire/HazMat

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

Crisis Intervention
PAC Psychologists/ GG counselor
Provides onsite counseling and intervention; determines need for outside mental health support

Student Release
April Taylor/Lorna Medeiros
Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

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

Situation
Sarah Strong/PAC Staff
Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map

Documentation
Sarah Strong/PAC staff
Collects and archives all incident documents

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

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

Logistics
Lisa Stauffer/Kimberly Varela
Provides services, personnel and supplies in support of incident response.

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

Transportation
Lisa Stauffer
Arranges transportation for staff, students and supplies.

Facilities
Eugene Torwel/ Oscar Cologne
Coordinates site repairs and use of school facilities; arranges for debris removal

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

Finance/Administration
Kimbely VArela/Maureen Totah/Sarah Strong
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

Time
Katie Koontz
Maintains incident time logs for all personnel.

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

Cost
Kimberly Varela
Provides cost estimates, analysis and recommendations for cost savings

Compensation/Claims
Kimberly Varela/Sarah Strong/Maureen Totah
Processes compensation/injury claims related to incident

THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.

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Response Procedures for Dangerous, Violent, or Unlawful Activity

The School District prioritizes the safety and security of students, staff, and visitors. Immediate Protective Actions Assess the Situation Evaluate the level of risk and immediacy of danger. Determine whether emergency response protocols should be activated. Ensure Personal and Student Safety Move to a secure location if necessary. Avoid physical intervention unless required for immediate safety and consistent with district policy. Follow established emergency procedures (Lockdown, Evacuation, Shelter-in-Place, etc.). Contact Emergency Services Call 911 when there is an immediate threat to life or safety. Provide: School name and exact location Nature of the incident Description of involved individuals (if known) Known injuries Scene Management Secure or isolate the affected area when safe to do so. Prevent unauthorized access. Preserve evidence. Provide first aid within the scope of training until emergency medical personnel arrive. Cooperate fully with responding law enforcement. Post-Incident Actions Complete required district reporting documentation. Notify parents/guardians as appropriate and consistent with FERPA and district policy. Provide student and staff support services as needed. Conduct a safety review and update site procedures if warranted. Students If a student has concerns with respect to safety and security, they should report to staff member or report using the See Something, Say Something anonymous reporting system: https://www.sandyhookpromise.org/say-something-tips/

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.

AED is mounted in the elementary office

Cardiac Arrest
A team of trained responders (staff, coaches, nurses) will be identified to respond to cardiac emergencies. All responders will hold current certification in CPR and Automated External Defibrillator (AED) use.

Immediate Response Procedure
Step 1: Assess: Check the victim for responsiveness and breathing. If the victim is unresponsive and not breathing or only gasping, immediately assume cardiac arrest.
Step 2: Call 911:
-Shout for someone to call 911, state "cardiac emergency," and give the location.
-If you are the one calling 911, provide the school address, cross streets, and patient condition.
-Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.)
-Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
Step 3: Get the AED: Dispatch a staff member to retrieve the nearest AED.
Step 4: Begin CPR: Begin continuous chest compressions and have someone retrieve the AED.
-Initiate chest compressions (100–120 compressions per minute) and rescue breaths (if trained).
-Follow the 9-1-1 dispatcher's instructions, if provided.

Step 5: Use AED: Turn on the AED immediately upon arrival and follow voice prompts.
Step 6: Transition Care: Continue CPR/AED until EMS arrives and takes over.

AED Placement and Maintenance
AED locations are marked in attached maps in the Comprehensive School Safety Plan.
An appointed staff member will inspect all AEDs annually to ensure they are functional.

Adapted from the American Heart Association (cpr.heart.org)

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 18, 2025 and adopted by Gregory Gardens Elementary on June 25, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Gregory Gardens Elementary will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

*The district will utilize ParentSquare as the first method of communication, utilizing Alerts and Posts. Families will receive messages in their selected preferred languages via texts, email or the app.
*Should ParentSquare not be functional, other methods of communication may include:
--emails through Aeries
--communications through local news channels, local TV stations, and radio stations
--posted messages at schools site(s) and/or the district office and Willow Creek Center
--social media including X/Twitter, Facebook, Linked In and Instagram.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

*ParentSquare
*In person meetings
*Virtual Meetings (Zoom, Google Meet)
*Social media including X/Twitter, Facebook, LinkedIn and Instagram

In case of unforeseen events, the district could also utilize:
*Virtual town halls or meetings to address concerns and provide updates to families
*In person meetings to address concerns and provide updates
*Surveys to assess needs

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

As Mt. Diablo Unified School District spans seven cities/municipalities and comprises over 50 physical sites, if an unforeseen event such as a power outage or damage to infrastructure has affected part of the district, district personnel will continue to communicate from sites that are unaffected, following the protocol for engagement outlined above. Central sites such as the district office, Willow Creek Center, and Loma Vista Adult Education Center may be utilized to provide in-person updates and/or hard copy posted notices. Should all sites across the district be impacted by the unforeseen event(s), the district will follow these contingency measures:
*Develop printed materials and flyers for distribution in case of power outages or internet disruptions
*Coordinate with local community centers and libraries to serve as information centers
*Provide in person, by phone, or technology-based translation services as practical to support communication with all families
*Coordinate with the Contra Costa County Office of Education and Contra Costa Office of Emergency Services to be included in their regional communications

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

During in-person or virtual instruction, class check-ins will be conducted to survey student needs. Digital and/or hard copy surveys may also be utilized to identify needs. District-provided social-emotional lessons and processes for class check ins and meetings will be utilized. District personnel will be available to support student social-emotional, mental health, and academic needs through their roles, including but not limited to: school counselors, social work specialists, social work interns, behaviorists, therapists, school psychologists, school nurses, instructional assistants, and intervention teachers. District communication will include information to families about resources available to support them during the unforeseen event(s).

Students and families experiencing homelessness and a lack of resources will be supported through the SOAR Program to connect with community partners, such as 211 and A3, to provide the resources necessary to remove barriers for students to access the full range of educational opportunities. Students and families involved in the child welfare system will be supported through collaborative efforts first between the SOAR Program and the child welfare system. Newcomer students will be supported by the SOAR social work specialist and child welfare and attendance liaison. All other student groups enrolled in the SOAR program (justice-involved, refugee, LGBTQ, American Indian Education, and students in other extreme circumstances) will be supported for comprehensive educational access through collaboration with community partners.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Gregory Gardens Elementary will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

*MDUSD will prioritize maintaining or resuming in-person instruction to the extent practicable.
*In the event that in-person instruction is not practicable, remote instruction will be utilized until in-person instruction can resume.
*Per state guidance, in the event of a school closure, the district is required to reopen for in-person instruction as soon as possible, unless prohibited by direction of state or local authorities.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Gregory Gardens Elementary remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

MDUSD will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

*Ensure all students have Chromebooks per our district's 1:1 device protocol.
*Utilize Google Classroom and Google Suite tools, including Google Meet, for virtual instruction.
*Provide virtual training for educators on effective online instructional strategies.
*Provide educators access to district priority standards.
*Provide educators and students access to district online learning platforms, including adopted curriculum online and supplemental digital tools.
*Should virtual remote instruction be unavailable due to lack of internet access, asynchronous remote instruction with hard copy instructional materials will be implemented, following independent study guidelines.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

*Continue to provide access to ClassLink Single Sign On platform for online learning platforms and digital adopted textbooks and materials.

*Provide devices (Chromebooks) and internet hotspots to students lacking access.
*Prepare physical materials, such as printed packets or workbooks, of essential learning materials.
*For students lacking internet access, provide hard copies of textbooks.
*Coordinate pick up or delivery of materials at central locations within district boundaries, or deliver to central community centers (ex: public library) or temporary housing centers.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

*Instructional materials can be accessed online through ClassLink single sign in platform.
*Students will utilize Google Classroom to access and submit assignments.
*For any physical materials, coordinate pick up and delivery of materials, as well as drop off of completed materials at central locations within district boundaries or central community centers or temporary housing centers.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Gregory Gardens Elementary provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

*As needed, MDUSD staff will coordinate internally with functioning school sites and provide support to families if there is a need for students to be temporarily reassigned to a different district site to access instruction.
*As needed, MDUSD will coordinate with neighboring districts and with the County Office of Education to support students in enrolling or being temporarily assigned to another school district if an unforeseen event disrupts in-person learning.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

In the event of an emergency that impacts instructional continuity, Mt. Diablo Unified School District faculty and/or staff will communicate the following to students and/or their parents/guardians as soon as practicable, but no more than 10 instructional days following the emergency:
*How to access instruction (virtual, in person, schedules, etc.)
*How to access textbooks, assignments, and other essential learning materials
*How to access devices (Chromebooks) and/or internet hotspots for those lacking access
*Location(s) of any sites that will be used for the temporary reassignment of pupils if an emergency or natural disaster has disrupted in-person learning

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

*MDUSD maintains a 1:1 Chromebook device program for all students in grades 2-12.
*Students will have access to their Chromebook device and will receive support with internet access as needed (ex: hotspots, community centers with access, access at other school sites).
*MDUSD adopted curriculum is available in digital format and can be accessed online through the ClassLink platform, as well as digital assessments.
*MDUSD utilizes Google Suite tools, including Gmail, Google Meet, and Google Classroom to support remote learning and online access to assignments.
*In addition to digital adopted materials, MDUSD has many supplemental approved digital tools accessible through ClassLink.
*The Educational Services and Ed Tech staff have many curriculum tools and guidance or teachers from the time of remote learning during the COVID-19 remote learning to support standards-based instruction online.
*MDUSD has established priority standards for all core curricular areas and grade levels.
*MDUSD teachers are provided district laptops with cameras, which would support remote learning.
*MDUSD teachers are trained in the use of technology in instruction and on digital instructional platforms.
*MDUSD has an established independent study program, Horizons, with both in-person and remote learning options, with established procedures and written agreements that can be utilized in the event of an emergency.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

*MDUSD has established priority standards for all core curricular areas and grade levels.
*MDUSD adopted instructional materials align with the state standards and support priority standards-based instruction.
*MDUSD has progress monitoring tools embedded within the online adopted materials (checks, quizzes, unit tests, reflections, etc.), as well as diagnostic tools (ex: mClass, STAR).
*Progress monitoring methods can also be embedded within Google Classroom in the form of exit tickets, surveys, assessments, reflections, etc.
*Many of the approved digital tools and online adopted materials have features that provide additional support in a digital format.
*When possible, additional tutoring, check ins, support from additional staff (ex: instructional assistant, intervention teacher), and office hours could be established.
*Free tutoring is also available online through the public library system, as well as several free learning platforms that could be accessed independently or for additional practice.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

*All students will have equal access to instructional resources and access to in-person, remote, and/or independent study options as practicable during the emergency event.
*Ensure that Individualized Education Programs (IEPs) and 504 Plans are implemented during remote learning through communication and collaboration (teacher, case manager, administrator, service providers).
*Utilize digital tools to provide scaffolding, support, and access to priority standards for all learners, with just in time scaffolds and interventions utilized as needed for support.
*Provide language support services for English learners. Continue to provide designated and integrated ELD instruction during the various modes of learning.
*Collaborate with local organizations to provide additional resources and support services for foster youth and students experiencing homelessness.
*Coordinate staff on behalf of student needs to ensure that services are provided as practicable to support student academic, behavioral, and social-emotional needs.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

*Transportation will be provided per a student's IEP as needed for students to access their instructional program for in-person instruction, as practicable based on conditions.
*Staff will communicate IEP goals and accommodations and collaborate to provide instruction with digital or hard copy tools to support student learning and progress on goals, no matter the instructional setting/mode of instruction.
*Teachers and case managers will help to monitor the maintenance of IEPs during the emergency, with support from district personnel.
*Other service providers will communicate with school staff and families to maintain services as practicable during the emergency and based on the mode of instruction.
*Assistive Technology will continue to be provided to students in their instructional setting and will be utilized to support students in shifts to remote learning and/or independent study.
*Technology tools and approved digital tools can provide additional supports and scaffolds to help students with unique learning needs access grade-level learning.
*Training and support will be provided to teachers to ensure that student learning needs are met during remote learning and/or independent study.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

*English Learners will continue to receive designated ELD instruction, as well as integrated ELD during content area instruction, no matter the instructional setting/mode of instruction.
*Language supports and opportunities for structured academic talk will be incorporated into in-person and remote learning modes.
*Adopted curriculum contains embedded supports for English Learners and can be utilized during remote instruction.
*Technology tools and approved digital tools can provide additional language supports and scaffolds to help English Learners access grade-level learning.
*Training and support will be provided to teachers to ensure that student learning needs are met during remote learning and/or independent study.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

--Offer regular professional development sessions focused on remote teaching strategies and the use of digital tools.
--Provide resources on social-emotional learning to support students' well-being.
--Offer collaboration opportunities for staff, such as virtual professional learning communities and/or grade-level or department planning time.
--Encourage sharing of best practices and resources among staff.
--Maintain digital resource hubs for teachers and staff to access.
--Provide resources on digital tools to support all learners, including embedded tools within curriculum as well as supplemental digital programs/tools.
--Provide regular updates and communication to staff, including teaching resources and access to other community resources, including basic needs.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

MDUSD district and school staff are committed to supporting our students' and staff's social-emotional wellness. MDUSD's mental health supports focus on the core competencies of Social-Emotional Learning (SEL), as outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL is a trusted source for knowledge about high-quality, evidence-based social and emotional learning.

The live connections with teachers/staff built into MDUSD's instructional model will provide a critical contact point for identifying our students' social-emotional needs in both our in-person and virtual models. Teachers have additional resources available to provide SEL support in the form of SEL lessons that are included in the Florida Virtual Schools platform, as well as SEL lessons that are included in the NewsELA platform (content appropriate for students in 3rd-8th grade).

Families and schools must continue working together to assess students' feelings and identify their individual needs to provide support during these challenging times. MDUSD's elementary and middle school counselors, nursing team (CSNs and LVNs), school psychologists, and psychologist interns are prepared to provide support and services to families.

Plans to provide access back-up, water and medicines in the event of an emergency.

Many sites have back up drinking water on site in case of short-term emergencies. In the event of a prolonged emergency, MDUSD will coordinate with County Emergency Services and local utilities to determine resources and the effect on school sites. If some district sites have clean water supplies, they may be utilized for instruction or as communication and work locations. If students have medicines on campus, in the event of school closure, arrangements will be made for pick up of the medicines if practicable. MDUSD staff will help to communicate resources to families.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

MDUSD will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners. Our MDUSD Food and Nutrition Services department will coordinate with the County Emergency Operations Center and community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, and grab-and-go meal programs.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by MDUSD in conjunction with the Comprehensive School Site Safety Plan. District personnel, including educational services staff, informational technology staff, and special education and student services staff will collaborate to review applicable district-level procedures and resources and provide guidance regarding any updates or revisions.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Transition Plan:

- Communicate reopening plans to families and staff in advance.
- Provide support for students transitioning back to in-person learning, including counseling services.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Gregory Gardens Elementary’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Gregory Gardens Elementary's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually, as part of the Comprehensive School Safety Plan review, update, and approval process.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

All MDUSD staff shall follow the guidance in adopted Board Policy 1445 and Administrative Regulation 1445: Response to Immigration Enforcement.

Board Policy 1445:
The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:
Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

The education records of or any information about a student or a student's family or household, such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)
However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)
Education records of or any information about a student or a student's family or household

Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-

sponsored program or activity is occurring
Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:
Education records of or any information about a student or a student's family or household

Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring
Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

AR 1445:
Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)
The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order

For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age

A description of the records to be disclosed

The reason for the release of information

The parties or class of parties receiving the information

A copy of the records to be released, if requested by the parent/guardian or student

For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

Such written consent shall include all of the following:

The signature and signature date of the employee

A description of the records to be disclosed

The reason for the release of information

The parties or class of parties receiving the information

A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:
Make a copy of the request and notify the Superintendent or designee

For requests regarding student information, provide the student's parent/guardian, or the student, if the student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order
In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student

information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee

Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor

Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records

Contact and consult with the district's legal counsel or Superintendent or designee

Follow the direction from the district's legal counsel or Superintendent or designee
For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)
The officer or employee provides a valid judicial warrant or court order

District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent
Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)
The officer or employee provides a valid judicial warrant or court order

Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request

The identity of all other district staff known to have communicated with the officers or employee

A description of all requests and activities by the officers and employees

The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions

District staff's response to the officer's or employee's request

Written notes of any other actions taken by and any other interactions with any officer or employee
Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, a U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Procedures Regarding Pupil Smartphone Use During Emergencies

NOTES ABOUT THIS SECTION

The inclusion of this section in the Comprehensive School Safety Plan (CSSP) is required by Assembly Bill 962 (AB 962) if the school intends to maintain the authority to prohibit or limit a pupil's use of a smartphone during an emergency or perceived threat of danger. If these circumstances are not explicitly addressed here, pupils retain the right to use their smartphones during such events.

The governing board of the school district, county board of education, or charter school must develop and adopt a policy to limit or prohibit pupil smartphone use no later than

July 1, 2026, and update it every five years. The policy's goal must be to promote evidence-based use of smartphone practices to support pupil learning and well-being, and its development must involve significant stakeholder participation (pupils, parents, and educators)

2/23/26

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

2/23/26

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil’s individualized education program (IEP).

2/23/26

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?

THIS SECTION REMOVED FROM POSTED PLAN FOR SECURITY PURPOSES. IF YOU WISH TO SEE THE FULL PLAN, CONTACT THE SCHOOL PRINCIPAL FOR AN APPOINTMENT.

How would the school notify you in the event of emergency?
The school will use the ParentSquare App to communicate with parents/guardians in case of emergency. For access to ParentSquare, download the free app and enter in your email and cell phone number that we have on file.

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**X

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?
A medication administration form must be completed by the doctor in order for medication to be stored and administered at school. Medication cannot be left in a student's backpack.

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: Gregory Gardens Elementary
School Phone Number: (925) 827-3770
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

January 30, 2026

The Honorable Mayor Zac Shess
City of Pleasant Hill
100 Gregory Lane
Pleasant Hill, CA 94523

Dear Mayor Shess:

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/MDUSD2526PublicHearings. 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. Any schools not included in this sheet will be sending out their own notifications.

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

MDEA:

MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

January 30, 2026

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

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

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Sincerely,
Christina Filios Yiannakopoulos

CST:

MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

January 30, 2026

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Sincerely,
Christina Filios Yiannakopoulos

CSEA:

MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

January 30, 2026

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Sincerely,
Christina Filios Yiannakopoulos

Teamsters:

MT. DIABLO
UNIFIED SCHOOL DISTRICT

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

January 30, 2026

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Sincerely,
Christina Filios Yiannakopoulos

Parent Club:
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

January 30, 2026

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

Dear Chief Vermillion:

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

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Christina Filios Yiannakopoulos

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:** February 23, 2026 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	Elementary Staff Meeting August 20, 2025 Parent meetings August 26, 2025 School Site Council -January 26, 2026 Faculty Meeting- February 25. 2026 School Site Council- February 23, 2026 Public Meeting February 23, 2026

Category	Name	Signature	Date
Law Enforcement Review	Officer Wooden		Date: 2/24/26
Site Council Approval	Kathleen Koontz		Date: 2/24/26