

Comprehensive School Safety Plan

LEA: Mt. Diablo Unified School District
School: College Park High School
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School Year: 2022-2023
Public Hearing Date(s): 2/23/2023

X The school certifies completion of this safety plan.

School Site Council Approval: 2/24/2023

Board of Education Approval:

Introduction

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

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

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

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

The vision of College Park High School is the belief that all students can learn in a safe and orderly environment conducive to learning. All students will realize academic success, think creatively, make responsible choices, resolve differences peacefully, and be reflective and involved members of our global community. We work as a team to ensure student achievement by providing the content, skills, and processes needed to be successful.

Safety Committee Mission: To create a plan so all people on campus know and understand safety procedures from any place on campus and trust the procedures will be followed through with integrity.

Our mission at College Park High School is to prepare our students for their futures. Student-centered learning is fostered in an environment which encourages personal achievement, self-reliance, independent thinking, and good decision-making. We expect appropriate behavior and the acceptance of individual and cultural differences.

Safety Plan Development and Review Committee EC 32282(e)

<p align="center">School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members</p>	Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Kevin Honey	X				X		
2. Gary Jensen	X						
3. Nathalie Keating		X			X		
4. Tammy Wooden			X				
5. Jenny Smith		X			X		
6. Julie Adams Strong		X					
7. Eric Berson		X			X		
8. Marianne Johnson		X			X		
9. Scott Vermillion, Acting Chief of Police			X				
10. Melissa Ridings		X			X		
11. JT Altschull		X			X		
12. James Baie		X			X		
13. Marcella Barrios		X		X	X		
14. Brian Leonard			X		X		
15. Jeff Eide					X		
16. Logan Muller						X	
17. Troy Jones				X	X		
18. Sean Cobb						X	
19. Jessica Delatorre						X	
20. Stephanie Russom		X					

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

School Year 2022-2023

Meeting Type	Meeting Date			Comments
	Month	Day	Time	
Faculty Meeting	August	8	2:00 PM	Review of Safety Plan and Procedures, including Quadrant System. Dispersed Evacuation maps/posters as needed.
Safety Committee Meeting	September	14	2:30pm	Review of Safety Plan and Procedures; Maps utilizing Quadrant System; included Campus Supervisors.
Faculty Meeting	October	4	2:30pm	Safety committee share out
Faculty Meeting	October	10	2:00pm	Safety Training and Protocol; including Active Shooter Review; including Law Enforcement and School Resource Officer.
Faculty Meeting	November	9	2:30pm	Review of Safety Plan and Procedures
Safety Committee Meeting	January	26	10:00am	Update Safety Plan with revisions, included Campus Supervisors.
Safety Committee Meeting	February	23	10:00am	Safety Plan Review *2022-2023; included Campus Supervisors.
Public Hearing	February	24	3:00pm	Safety Plan Review *2022-2023
School Community Meeting	February	24	3:00pm	Safety Plan Review *2022-2023

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	2019-20	2020-21	2021-22	2022-23
Suspensions (number of incidents)	165	0	59	68
- Violence	93	0	24	33
- Tobacco	18	0	0	1

- Drugs/Alcohol	53	0	27	32
- Weapons	1	0	0	2
Expulsions	3	0	0	0
Attendance, general ed. (%)	94.85%	95.9%	93.3%	93.8%
Attendance, special ed. (%)	92.11%	88%	89.7%	88.3%
SART (number of referrals)	208	680 COVID	963 COVID	310
SARB (number of referrals)	24	18	20	23
SARB (number referred to Court)	5	0	0	3
SST (number referrals)	38	46	58	64
Coordinated Care Team (number of referrals)	93	98	101	58
Positive Behavior Team Referrals	0	0	0	0
Vandalism Reports	6	0	5	8

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. Data from the California Healthy Kids Survey indicates that a large percentage of the students attending College Park High School feel connected to their school. They stated they feel safe, have people that care about them, and are generally happy to be at College Park. It is important for the school community to continue to pursue an atmosphere where students and staff feel safe at school. Currently we have 3 Vice Principals and 4 Counselors. This is our sixth year our Wellness Center, but the first with an Administrator, has been in operation to help provide much needed support to more serious issues and concerns that students face. One example is our girls group on Thursdays during RTI that is held in the Wellness Center. The group is working on self esteem, coping strategies and problem solving. This level of support is a critical component to our school community and provides a layer of support that our four guidance counselors are not able to meet on a daily basis due to the volume of high needs for our large school population.

Attendance continues to be a main focus for College Park High School. Current attendance rates are 93.8% for the 2022-2023 school year. This is a 0.5% increase in attendance when compared with last year's percentage. Approaches to increasing student attendance and maintaining high attendance rates are a main priority for College Park High School. College Park Administration has implemented after school detentions for students with excessive tardies as well as Saturday School for students to collect lost ADA. The School Attendance Review Team (SART) is established in order to intervene with attendance and behavior problems at an early stage, before they escalate. The SART team usually includes a site administrator, counselor, child welfare and attendance worker, student and parent/guardian. The Student Attendance Review Board (SARB) intervenes once attendance problems escalate. This team includes the same members as SART, but also includes district administrators, and student services staff. Students may also be placed on Activity Restriction for being suspended, have a grade point average below 2.00, and for poor daily attendance at school. This includes any extra curricular activity affiliated with the school and includes, but is not limited to athletics (practice and games), band, choir, drama, and dances.

Economic factors such as the housing crisis and increases in unemployment numbers have contributed to an increase in the transient, homeless, and free-lunch program student population at College Park High School. Over the past year, socioeconomically disadvantaged students have increased almost 13.7% (36.8% - 2022; 23.1% - 2021; 21.5% - 2020; 26.4% - 2019) amongst the student population. Thus, it is important to involve students in school activities and provide meaningful participation opportunities for students to feel connected to their school. School programs and activities need to ensure and reflect the diversity of the school, and appeal to a broad cross-section of the student population.

Sexual Harassment by any student is forbidden and will result in disciplinary action up to and including expulsion. Any student who believes he or she has been subject to Sexual Harassment prohibited by Board of Education Policy 5145.7 should immediately report incidents to the principal or other school administrators. Any student who feels he or she is being harassed may file a written complaint in accordance with the procedures set forth in the uniform Complaint Procedures described in Board of Education Policy 1312.1. Each complaint shall be promptly investigated.

College Park High School students are generally well-behaved and academically motivated. Parents have instilled the belief that acquiring an education matters, and this is reflected in student achievements in CAASPP and participation in Advanced Placement courses and honors courses. The previous year's graduation rate is 95.7% which is down 1.5% (97.2% - 2021; 98.5% - 2020; 96.9% - 2019; 97.2% - 2018) from previous year. Approximately 86% of CPHS students go to college, a 4-year university (42%) or a 2-year community college (44%).

The CPHS community is committed to maintaining a safe and orderly environment for all students and staff. The surveillance system consisting of 87 cameras situated throughout the campus has helped reduce student hazing/bullying, vandalism, and monthly false fire alarms. Cameras monitor all activity on campus 24 hours a day. Some vandalism to the cameras has occurred, but maintenance and repair requests are submitted to ensure the cameras are working properly to maintain a safe campus.

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.

The student population is culturally diverse, talented, and active. Total enrollment at College Park High School for the 2022-2023 school year is 1968 students: 9th - 510, 10th - 511, 11th - 502, and 12th - 445. The student population is approximately 42.1% White, 30.8% Hispanic/Latino, 8.0% Asian, 9.7% 2 or more Races, 4.6% Filipino, 2.3% African American, 2.5% Other Race, 6.3% English Learners and 36.8% Socioeconomically Disadvantaged. Approximately 47% of the student body is female, with the remaining 53% being male. Students are generally proud of their school and contribute in positive ways to keep it a safe learning environment. Many students participate in a variety of extracurricular activities and groups such as the following: Multi-cultural rallies, drama productions, dance and music performances, talent shows, Leadership, extracurricular clubs, and 24 athletic sporting teams.

Other highlights include Link Crew which is made of upperclassmen who help create positive connections for freshmen. Link Crew is 100% voluntary for students to participate as mentors. Link Crew meets for two training days during the summer and monthly throughout the year. Annually Link Crew trainings are completed for staff and students that are interested in welcoming our in-coming freshmen and to promote a positive school climate.

Goals for Link Crew are:

*To help learn how to better create a positive climate at College Park.

*How to better help students feel engaged with their learning and experiences at College Park.

The PTSA has supported the overall beautification of the campus. The PTSA fully supports the "Community Clean-up Day" annually held in September and one other Saturday in the school year by purchasing supplies and renting equipment to clean the campus. Additionally, throughout the year, the PTSA purchases landscaping supplies, including trees and plants, to help improve the outdoor environment of the campus on a continual basis.

AB 1266 Training for all staff was completed to identify safe space for all students and help create acceptance.

Emergency bins are fully stocked with necessary supplies needed in the event of an emergency. Eight (8) new bins have been purchased and placed in each building. New items have been purchased to replace "outdated" items within each classroom/office red safety backpacks. All classroom safety backpacks were inspected and new supplies [ie., batteries, updated band-aid supplies, medical supplies, etc.] have replaced outdated items.

Staff was given initial emergency training in August 2019 during Teacher/Staff Orientation, including Active Shooter Training with the local police department and is updated annually with new guidelines and procedures.

Safety drills are completed throughout the school year per the Education Code to prepare for emergency situations (fire, earthquake, intruder).

The Safety Committee established in February 2018 reviewed "K-12 Standard Response Protocol" sponsored by the "I Love U Guys" Foundation from Bailey, Colorado, and have incorporated many of these responses into our evacuation plans both during and not during instructional time. Committee developed a 4 Quadrant System for evacuation for being in class or being out of class during passing periods or break/lunch. Updates to procedures are completed annually.

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. The District has implemented PBIS [Positive Behavior and Supports] and College Park High School has identified a PBIS team comprised of several teachers and an administrator and has participated in several trainings. PBIS teaches behavioral expectations and recognizes students for following them. This is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Activity Restriction List - for students who have been suspended, have a grade point average below 2.00, and for poor daily attendance at school.

Saturday School - assigned as needed to recoup average daily attendance.

After school Detention - used as a deterrent for being tardy to school/class.

Lunch Detention - used when after school detention is not feasible.

Apology letters written by offender.

Essays explaining preventative measures.

Parent/teacher/student conferences.

Restitution.

Loss of activities - placed on Activity Restriction List.

CARE Team referral/Student Study Team.

Student Success Team referral.

On site counseling referrals (teachers, parents, administrators).

Drug/Alcohol workshops.

Wellness Center - used for timeouts and homework completion.

COST - counselors meet to determine which students require additional support and how these students will be addressed.

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.

College Park has a School Psychologist who facilitates testing and assessments of Special Education students as well as offers some crisis counseling for students in need. Students needing regular counseling over an initial meeting require parent approval.

School Resource Officer (SRO) - School officials reserve the right to contact and involve law enforcement officials/agencies in school matters when such intervention is deemed necessary and/or appropriate.

College Park employs one full time College Counselor and four Counselors that assist students in transcript reviews, social emotional needs, and college and career guidance. Counselors are available to all students and are available for appointments with advance notice or immediately in the event of a crisis situation.

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:					
Connect all students to the school by increasing awareness and acceptance of others through school pride and mutual respect.					
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	Design and develop lunch time activities to increase student involvement	Vice Principal, Leadership Teacher	June 2023/ASB Funds	Leadership materials and supplies	Weekly activities/student participation rate
2.0	Clubs will publicize their focus and recruit members.	Student Leadership, Club Representative	Fall-Individual Budget based on clubs	Clubs will provide their resources	Membership list for each ASB approved club
3.0	Use bulletin boards to recognize campus groups and their activities and students for their achievement in class work	Student Leadership, Teachers in each department	June 2023	Student artwork, teacher/student volunteers to post artwork	Bulletin boards/art cases will be changed out regularly to reflect student work and College Park artistic pride
4.0	Recruit students to be trained as Link Crew leaders	Link Crew Leader, S3 Grant Coordinator	August 2015-S3 Grant	Link Crew Training - on going	Amount of students using Link Crew as a resource
5.0	Wellness Center: Provide socio-emotional support	Principal /Designee	June 2023	Confidential office space: old main office	Confidential Login

Goal #2:

Train and acclimate new teachers to CPHS and ensure all teachers understand the safety guidelines and their role in the event of an emergency

Component I The Social Climate People and Programs	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
1.0 Hold continual Safety Committee meetings year-round to inform current staff of safety procedures	Vice Principal	June 2023	Email, safety binders, updated information, maps	Efficiency and improvement of drills, observations, attendance of participants, speed of drill completion, task completion, collaborate on improvement methods, model, mentor, and coach.
2.0 Hold on-going quarterly safety meetings to make updates and revisions to the safety plan as needed.	Vice Principal	June 2023/Quarterly	Email, safety binders, updated information, maps	Efficiency and improvement of drills, observations, attendance of participants, speed of drill completion, task completion, collaborate on improvement methods, model, mentor, and coach.
3.0 Conduct New Teacher Meetings related to site safety policies and procedures.	Vice Principal	June 2023	Email, safety binders, updated information, maps	Efficiency and improvement of drills, observations, attendance of participants, speed of drill completion, task completion, collaborate on improvement methods, model, mentor, and coach.

Goal #3:
 Ensure teachers/staff know what teacher support programs are available for classroom management, and instructional strategy design and curriculum development

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 Publicize trainings and other workshops available to staff	Administration/Department Heads	June 2023	Email	Monitor staff sign ups for workshops and trainings offered by district
2.0 Introduce trainings at staff development meetings and on staff development days	Administration/Department Heads	June 2023/Staff Development Funds	Training/Staff Development resources and supplies	Surveys to determine staff needs in terms of development and interest
3.0 Holding courageous conversations with teachers in need of classroom management assistance and/or instructional strategies and curricular delivery.	Administration/Department Heads	June 2023; hold debriefing conferences as needed.	Training and time to evaluate; funding/budget for professional development and teacher/staff release time.	Evaluate by discipline data records, number of referrals submitted by teachers/staff, type/category of submitted referrals, and how many parent conferences were conducted.

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: Continue maintenance of surveillance camera system				
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 Ensure cameras are clean, maintained, and working properly	Administration	June 2023	Assistance from district personnel to conduct regular maintenance of equipment, cleaning supplies, camera operation system.	Cameras will be clean and in working order. Regularly check on functionality of camera views, capturing of recordings (video capabilities), and computer software and hardware connections. Track completion of work orders placed on malfunctioning cameras
2.0 Position cameras to ensure safest viewpoints possible for students and campus	Administration	June 2023	Assistance from district personnel to conduct regular maintenance of equipment.	Check on camera positioning so students are visible to ensure safe supervision.
3.0 Ensure areas of particular interest or concern are properly supervised with a physical presence in addition to maintaining the camera system to promote optimal student and staff security.	Administration	June 2023 - Monthly/Weekly review	Campus Supervisors	Hold weekly/monthly meetings to address particular concerns or issues.

<p>4.0 Review ways to secure gated areas where individuals have access to coming onto our campus.</p>	<p>Administration</p>	<p>June 2023</p>	<p>Campus Supervisors/Security Cameras, Mtg, held with CCCFPD to discuss ways to secure campus by securing gated areas with appropriate egress as permitted by Contra Costa County. Will continue meetings to explore best practices for CPHS. 2.21.17</p>	<p>Security Cameras, Campus Supervisors, Monthly meetings. Meet with Fire Marshall to determine what can/cannot be locked during school hours. Check-in podium at front gate to record/monitor all visitors/workers to CPHS.</p>
<p>5.0 Installed three (3) new safety gates to include Columbine locks.</p>	<p>Principal</p>	<p>Spring 2018/Site Budget</p>	<p>District/Outside Company installed.</p>	<p>Check on camera positioning so students are visible to ensure safe supervision.</p>

Goal #2: To have a well-lit campus that is safe for evening events.				
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 All outside lights working properly	Vice Principal	June 2023	Light bulbs, cleaning supplies	During regular monthly inspections, check to make sure all lights will be working properly. NEW lighting is currently being installed throughout campus both indoors and outdoors.
2.0 All athletic events:esp outdoor activities have adequate lighting.	Vice Principal /Athletic Director	June 2023	Portable lighting as needed for Athletic fields/events, parking lots	Coordinate with facilities and Athletic Director to bring portable lights and/or organize committee/personnel assignments to check on facility lighting needs.

Goal #3: First aid supplies and/or boxes available all throughout campus for emergency use				
Component II Physical Environment Place	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
1.0 Classroom backpack collection/distribution	Vice Principal	August 2022- School Safety	First Aid Supplies - replace as needed	Vice Principal-School Safety Team will use checklists to inventory and monitor supply needs each semester and replace expired supplies annually as needed.
2.0 Emergency Bin Placement	Vice Principal	August 2020 - School Safety	Bins, first aid supplies, water, shovels, hard hats, vests, garbage bags, food.	Vice Principal-School Safety Team - 8 new safety bins added throughout campus buildings to equalize size of quadrants.

School-wide Dress Code BP/AR 5132

MDUSD BP 5132

Dress and Grooming

School Dress Code

CPHS DRESS CODE

- NO clothing/apparel/jewelry/accessories that display references to, advertisements for, promotions for, or endorsements of the use of drugs, alcohol, tobacco, or weapons are permitted/allowed.
- NO clothing/apparel/jewelry/accessories that display writing, pictures, symbols or any other insignia that are crude, vulgar, profane, obscene, libelous, slanderous, sexually suggestive, or promote unlawful acts are permitted/allowed.
- NO clothing/apparel/jewelry/accessories that degrade any cultural, religious or ethnic values or that advocate racial, ethnic, or religious prejudice or discrimination are permitted/allowed.
- NO gang-related clothing, apparel and/or accessories are permitted/allowed.
- Footwear that covers the soles of the feet must be worn at all times.
- NO accessories and/or jewelry that may be used as a weapon (e.g., pocket/wallet chains, spiked bracelets/wristbands/epaulets, sharp medallions, etc.) are permitted/allowed.
- NO tube tops, strapless tops/dresses, backless tops/dresses, bra-like tops, or transparent outerwear are permitted/allowed.
- Clothing must be worn in a manner in which underwear remains completely covered at all times.
- NO thin cotton tank tops, traditionally sold and worn as underwear are permitted/allowed.
- Shorts/skirts/dresses may NOT be shorter than mid-thigh in length and are permitted/allowed. The end of the fingertips, with the arm fully extended, is the standard for measurement.
- Slits in shorts/skirts/dresses/pants may rise NO higher than mid-thigh. The end of the fingertips, with the arm fully extended, is the standard for measurement.
- No more than one (1) inch of the midriff may be exposed.
- No tops/blouses/shirts/dresses having plunging necklines are permitted/allowed.

CONSEQUENCES FOR DRESS CODE VIOLATION(S)

A policy of progressive discipline will be followed with regard to enforcement of the College Park High School Dress Code. STUDENTS WILL NOT BE SENT HOME TO CHANGE CLOTHES. Consequences for Dress Code violation(s) include:

- Parent/guardian contacted
- Change into P.E. clothes
- Turn apparel inside out
- Remove offensive apparel, when possible
- Confiscation of offensive apparel/accessories and returned to parent or guardian
- Other Means of Correction (OMC)
- Change into clean clothing provided by College Park High School. In this case, clothes must be laundered before being returned to College Park High School. Failure to return College Park-issued clothing within three (3) school days will result in a fine.

Repeated violation of the CPHS Dress Code will be considered defiance of valid authority and may result in suspension from College Park High School or Other Means of Correction (OMC).

Legal Reference:

Education Code 35185; 48907

Title 5, Section 302

Penal Code 186.22; 13826-13836.7 (cf. 5333)

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

The College Park High School discipline policy is based on the philosophy that no student will be allowed to engage in behavior that is not in their best interest and/or the best interest of other students or members of the school staff. Our primary responsibility is the education, safety, and general welfare of all College Park students.

Teachers establish supplemental class policies, suitable to grade level and subject taught which support a positive learning environment in classroom. Referral to the vice principal is used as a last resort after teachers have employed a progressive discipline policy and have exhausted all other appropriate preventative and corrective measures. Each disciplinary case will be handled as rapidly, firmly, and fairly as possible. In most instances, the student's parent/guardian will be notified by a teacher and/or administrator regarding the particular disciplinary issue.

FOUR STEP CLASSROOM DISCIPLINE POLICY is applied when student behavior disrupts the learning environment. Disruptive and defiant student behavior is defined as "any behavior which actively disrupts the learning environment for other students and/or challenges, refuses to obey, or respect the directive, authority or position of the classroom teacher." Note: In the case of serious classroom disruption or defiance of authority, the teacher may proceed directly to Step Three and submit a disciplinary referral to an administrator.

Step One - Teacher warns and counsels student regarding inappropriate behavior.

Step Two - Teacher contacts parent/guardian and makes record of contact.

Step Three - Teacher submits a disciplinary referral to an administrator AND/OR teacher suspends student from the remainder of the current class, with the option of continuing the suspension through the next class period. In the case of a class suspension initiated by a teacher, the teacher completes the class suspension form, notifies parent/guardian, and submits the completed class suspension form to the appropriate Vice Principal.

Step Four - Teacher submits a disciplinary referral to the appropriate Vice Principal for administrative disciplinary action, which may include student suspension from school.

CLASSROOM SUSPENSION

Classroom suspension per Ed. Code is the temporary removal of a student from their regular classroom by a teacher or administrator. In the case of a teacher suspension from class, the student will remain on campus and report to the designated Vice Principal's office during the period from which he/she is suspended. Teacher suspensions may be for the remainder of the class period OR the remainder of the class period AND the following class period. The suspending teacher will contact the student's parent(s)/guardian(s) and make a record of contact.

SCHOOL SUSPENSION

School suspension is the removal of a student from school from one (1) to five (5) days by an administrator. While on suspension, the student may not participate in any school activity or be on any MDUSD school campus. If suspension encompasses the weekend, the student will be excluded from all school activities during the weekend.

E.C. 48900.5

Suspension shall be imposed only when Other Means of Correction (OMC) fail to bring about proper conduct. However, a Pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Amend.Stats. 1985, Ch. 907.) Except in the case of an emergency situation, the school administrator will attempt to contact the parent/guardian prior to a school suspension. Parents/guardians will be encouraged to attend an administrative conference regarding the matter. Students suspended from school may NOT return to College Park High School or any other Mt. Diablo Unified School District campus during the suspension. Supervision of the student on suspension is the sole responsibility of the student's parent/legal guardian. Students are not allowed to participate in or attend any school activities, including practices and/or rehearsals, for the duration of the suspension. Per district policy for every 1 day of Suspension = 5 days on Activity Restriction List.

EXPULSION

Expulsion is the removal from enrollment in all district schools as ordered by the Mt. Diablo Unified School District Board of Education. The MDUSD Board of Education may order expulsion when other means of correcting student behavior have failed or if the continued presence of the student on the school campus is considered to be dangerous to the physical safety of others. Students may not be on any campus in the school district or attend any school-sponsored activities once they are expelled by the Board of Education.

It is the policy of the Mt. Diablo Unified School District that any school-related possession, use, sale, furnishing, or receiving of any weapon, including but not limited to a firearm, knife, explosive or any other injurious object not necessary for the academic purposes of the student and capable of inflicting substantial bodily injury—shall not be tolerated. Law enforcement shall be notified regarding student violations of this policy. In addition, students who violate this policy shall be subject to disciplinary action up to and including expulsion from the Mount Diablo Unified School District.

Law Enforcement Involvement

The primary responsibility of College Park High School is the education and safety of all students. Therefore, school officials reserve the right to contact and involve law enforcement officials/agencies in school matters when such intervention is deemed necessary and/or appropriate. A School Resource Officer (SRO) from the Pleasant Hill Police Department joined our staff in the Fall of 2018 and is funded and monitored by the City of Pleasant Hill.

See Appendix A

General Emergency Preparedness

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

Purpose of the Plan

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

Regulatory Authority

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

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

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

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

School Site Emergency Preparedness and Response Coordination

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

Campus and Facility Site Preparedness Duties

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

All School Staff:

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

Annually each principal shall:

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

Teachers:

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

School Office Managers or Designee:

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

School Custodians or designee:

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

CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM

Crisis Response

The primary goals of crisis response are to:

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

Incident Command System (ICS)

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

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

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

COMMAND AND ORGANIZATION DURING A CRISIS

Foundations of Crisis Response

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

These three C's are:

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

CHAIN OF COMMAND

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

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

Incident Commander (Principal/Site Administrator)	Kevin Honey, Principal/Kevin Honey, Principal
IC Alternate #1	Gary Jensen, Vice Principal
IC Alternate #2	Vicki Wilson, Vice Principal
IC Alternate #3	Jen Mahmood, Vice Principal

INCIDENT COMMAND SYSTEM (ICS)

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

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

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

SECTION CHIEFS

<p>Incident Commander: Kevin Honey, Principal</p> <p>Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District Office</p> <ul style="list-style-type: none"> Communicate and coordinate with Section Chiefs Release teachers according to school’s first opportunity release. Account for the presence of all students and staff as reported by Assembly/Shelter and Care Officer Direct the evacuation of the building, if necessary, using prescribed procedures for emergency type and safest evacuation location.
<p>Public Information Officer: Vicki Wilson, Vice Principal</p> <p>Media liaison, official spokesperson for school; coordinates information for parent community</p> <ul style="list-style-type: none"> Ensures parents and guardians are notified as soon as possible of seriously injured children transported to hospital or other emergency treatment centers. <p>Reports to Incident Commander</p>
<p>Disaster Response Officer: Gary Jensen, Vice Principal</p> <p>Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)</p> <p>Reports to Incident Commander</p>
<p>Agency Liaison: Jen Mahmood, Vice Principal</p> <p>Assists in establishing and coordinating outside agencies that provide services or resources</p> <ul style="list-style-type: none"> Serve as the principal's chief communication agent between school site and District Emergency Operations Center. Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc. As directed by the Incident Commander, reports the emergency to appropriate emergency response agencies and the Superintendent. <p>Reports to Incident Commander</p>

DISASTER RESPONSE TEAMS

Operations Team: Supports on-scene response at school site

Operations Team Leader: Vicki Wilson, Vice Principal

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

Reports to Disaster Response Officer

Search and Recovery: Gary Jensen, Vice Principal

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

Security/Traffic: Gary Jensen, Vice Principal

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

Crisis Intervention: Jen Mahmood, Vice Principal

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

First Aid: Al Douex, Sports Trainer

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

Assembly/Shelter and Care: Cheri Cheng, Office Manager

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: Kevin Honey, Principal

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: Cheri Cheng, Office Manager

Reports to Disaster Response Officer

Situation: Cheri Cheng, Office Manager

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

Documentation: Cheri Cheng, Office Manager

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: Cheri Cheng, Office Manager

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

Demobilization: Cheri Cheng, Office Manager

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: Stephanie Russom, Campus Supervisor

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

Reports to Disaster Response Officer

<p>Food and Supply: Cafeteria Manager</p> <p>Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers</p> <ul style="list-style-type: none"> Cover and preserve all usable food and water. Direct the rationing, use and preparation of cafeteria food stock and water supply, whenever the feeding of students, staff and/or the community becomes necessary. Report the condition of the kitchen, including any damage, to the Facilities Team Leader..
<p>Transportation: Gary Jensen, Vice Principal</p> <p>Arranges transportation for staff, students and supplies. Call Transportation for buses, if necessary.</p>
<p>Facilities: Gary Jensen, Vice Principal</p> <p>Recommended filled by School Custodial Team</p> <p>Coordinates site repairs and use of school facilities; arranges for debris removal</p> <ul style="list-style-type: none"> Check water, gas and electricity and report findings to the Incident Commander. Turn off utilities and intake valves on water heaters if directed. Utilities should not be turned off unless absolutely necessary (e.g., broken gas or water mains, or downed electrical wires) Help set up emergency sanitation facilities if needed. Safeguard all usable water within the building.
<p>Communications/IT: Vicki Wilson, Vice Principal</p> <p>Maintains all communication equipment, including radios; provides services to support information technology. Monitor radio emergency broadcasts.</p>

<p>Finance Team - Provides financial tracking, procurement and cost accounting of incident response</p>
<p>Finance Team Leader: Hasmig Gregorian, Treasurer</p> <p>Provides for the preservation of essential school records. Takes student emergency information cards and AM/FM radio as the building is evacuated.</p> <p>Reports to Disaster Response Officer</p>
<p>Time: Cheri Cheng, Office Manager</p> <p>Maintains incident time logs for all personnel.</p>
<p>Procurement: Hasmig Gregorian, Treasurer</p> <p>Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts</p>
<p>Cost: Hasmig Gregorian, Treasurer</p> <p>Provides cost estimates, analysis and recommendations for cost savings</p>
<p>Compensation/Claims: Cheri Cheng, Office Manager</p> <p>Processes compensation/injury claims related to incident</p>

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

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

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

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

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

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

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

SCHOOL STAFF EMERGENCY RESPONSIBILITIES

General Staff Responsibilities

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

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

District Staff as Disaster Workers

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

- When a local emergency has been proclaimed

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

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

Release of Teachers/Staff from Duties as Disaster Workers

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

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

Priority Release of Employees:

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

- Those with dependents
- Those with no dependents
- Administrators

Potential Emergency Types and Responses Part One

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

ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION

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

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

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

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

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

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

RESPOND IMMEDIATELY

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

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

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

As part of its preparedness mission, Ready Houston produces “Run, Hide, Fight” videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are available free of charge, and many are available at <http://www.readyhouston.org/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: proceed to nearest Quad.
3. Upon exit lock 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: proceed to nearest Quad
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:
Currently using Red & Green
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
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, Cheri Cheng, Office Manager

17. Follow the instructions above for an Active Alert. Release from Drill is: PA announcement/bell

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

Potential Emergency Types and Responses Part Two

CHEMICAL SPILLS WITHIN THE SCHOOL

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

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

CHEMICAL ACCIDENT NEAR THE SCHOOL

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

CRISIS INVOLVING INDIVIDUAL STUDENTS AND/OR STAFF

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

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

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

DISCARDED WEAPON OR DRUG LAB/PARAPHERNALIA

DISCARDED WEAPON: GUN OR RELATED ITEM

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

In these circumstances:

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

DISCARDED WEAPON: KNIFE OR RELATED ITEM

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

In these circumstances:

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

DISCARDED DRUG LAB OR DRUG USE PARAPHERNALIA

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

In these circumstances:

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

EXPLOSION

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

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

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

Notify the superintendent's office.

FALLEN AIRCRAFT

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

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

Notify the Superintendent's office.

NATURAL GAS LEAK OR RUPTURED GAS LINE

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

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

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

Notify the superintendent's office.

RABID OR VICIOUS ANIMAL

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

Notify the Superintendent's Office.

SEVERE WINDSTORM

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

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

UTILITIES LOSS OR FAILURE

LOSS OF ELECTRICAL POWER:

Consult PG&E website for grid of outages: www.pge.com

Contact PG&E to report a Power Outage 1 800-743-5002

WATER EMERGENCY:

Contra Costa Water District Emergency Number 925-688-8374

Golden State Water Company Emergency 800-999-4033, 877-933-9533 (TTY- hearing impaired)

PHONE ISSUES:

Contact Technology Information Services (TIS) at extensions 4094 or 4105 to report phone issues.

ADDITIONAL INFORMATION:

Contact Maintenance, Operations & Facilities at extension 3884 if any utility will be off for an extended period of time.

Notify the superintendent of the situation.

If necessary, make appropriate arrangements with Maintenance and Operations for temporary communications, water delivery and portable rest rooms.

In the event of an extended outage, consult with the cafeteria manager. The cafeteria manager will consult with Food and Nutritional Services x4124.

If an extended outage is likely, provide a School Messenger update to keep parents/guardians informed.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

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

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

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

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

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

COORDINATING THE EVACUATION

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: proceed to nearest Quad.
3. Upon exit lock 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: proceed to nearest Quad
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:
Currently using Red & Green
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be PA announcement/bell
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. Adults picking up students will identify self at designated **Student Release Location**: Primary On-Site J-Pod or Alternate On-Site Locker Room Boys/Girls. If campus must be evacuated, Off-Site DVC or Alternate Off-Site YMCA
4. Students will be released only to authorized adults listed on the **Emergency Card** or **Emergency Student List**. Adults picking up students must sign **Student Release Log** and indicate destination. Unless otherwise directed by **Incident Commander** via **Student Release officer**, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
5. Students may go home with people listed on **Emergency Card** or **Emergency Student List** if parent can't be reached.
6. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs **Assembly/Shelter and Care** team as well as the **Student Release** team, and keeps all documentation.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

TRAINING

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

ALL DISTRICT RESPONSE STAFF AND STUDENTS

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

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

SCHOOL CRISIS RESPONSE TEAM PERSONNEL

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

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

DRILLS AND EXERCISES

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

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

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

RECOMMENDED EMERGENCY SUPPLIES

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

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

CENTRAL SCHOOL EMERGENCY SUPPLIES

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

- Two first aid kits (see below)
- Two tool kits (see below)
- Radio (battery-operated) wrapped in plastic bag
- Batteries (left in original packages; replaced in years ending with 0, 3, or 7)
- Water carrier
- Water purification tablets and/or household bleach
- Toilet paper
- Hard hats
- Blankets (4 wool, 5 space blankets)
- Large plastic tarp
- Sheets for medical use (slings) or to signal for specific help. (Sheets will be spread out on the lawn as needed.)
- Spray paint to use on sheets to identify needs (Example: NEED DOCTOR, PGE, SEND MEDIC, ETC.)
- Water - 25 gallons

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
- 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-10 gallons

- 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
- 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 (to use on sheets to identify needs)
- 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)
- Foreign Language knowledge

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.

2022-2023 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	Kevin Honey, Principal - August 2022; Gary Jensen, Vice Principal - August 2022
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	Gary Jensen - September 2022
August - June	<ul style="list-style-type: none"> * Fire Alarm (EC 32001): All principals shall cause the fire alarm to be sounded at least once every month * Fire Drills (Title 5 TS 550, EC 32001): Elementary and Middle - at least once a month High schools - at least once per semester. Fire Alarm to be sounded in months without a drill * Intruder Drills: all levels at least once per semester * Earthquake Drills (E.C. 35297): Elementary and Middle - once per quarter High schools - once per semester * Shelter in Place Drills: at least once a year (Typically part of county-wide drill first Wednesday of November) 	Kevin Honey, Principal - August 2022-June 2023; Gary Jensen, Vice Principal - August 2022-June 2023
November	Shelter-in-Place	Gary Jensen - November 2022
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	Kevin Honey, Principal - January/February 2023; Gary Jensen, Vice Principal - January/February 2023.

Emergency Alarm and Drill Log AR 3516.1

School Year 2022-2023

School: College Park High School

Principal: Kevin Honey

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Alarm Testing	August	12	3:30 pm	Monthly system testing.
Fire Drill	August	25	1:15pm	Evacuation Time: 9 minutes
Fire Drill	September	21	10:03am	Evacuation Time: 7 minutes
Earthquake Drill	October	20	10:20am	*CPHS participated in the national GREAT SHAKEOUT EARTHQUAKE DRILL.
Shelter-in-Place Drill	November	2	9:25am	*CPHS participated in the Contra Costa County Shelter in Place - Time: 7 minutes
Fire Drill	January	24	1:05pm	Evacuation Time: 7 minutes
Intruder Alert Drill	March	29	1:15pm	TBD
Fire Drill	April	11	8:40am	TBD
Earthquake Drill	May	17	10:15am	TBD

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

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

See Appendix A

Emergency Contact Numbers

Utilities, Responders and Communication Resources

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

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

MDUSD AR 5131.4

Campus Disturbances

Campus Disturbance Plan.

College Park High School employs protocols in response to campus disturbances in or the near College Park High School which also includes Valley View Middle School and Diablo Valley College. The type of disturbance will dictate both communication protocol and the response protocol to be used to effectively manage the disruption or disturbance. CPHS will use the telephone, walkie-talkie radios and/or the school wide intercom system to communicate a possible emergency situation on or near the campus. If the emergency originates within a classroom, the teacher generally uses the telephone to notify the office of the disruption. Hand held walkie-talkie radios are generally used to communicate between administration, campus supervisors, and office staff. If the disruption requires school wide notification, then the intercom system is used.

- 1) Shelter in Place Protocol for non-emergency situations requiring students only to remain in their current occupied place for a determined length of time.
- 2) The Intruder Protocol is employed when a potentially dangerous intruder has been identified to be present on campus.
- 3) Evacuation Protocol is employed for disturbances [such as Fire, Earthquakes, gas leaks etc.] where all students and staff need to be moved to a safer location elsewhere on campus or off campus.

See Appendix A

Access to School Campus by Visitors BP/AR 1250

MDUSD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

As a matter of security, College Park requires all campus visitors to sign in at the Front Gate Podium/Main Office and obtain a Mt. Diablo Unified School District visitor's pass. School staff members are directed to question any visitor they do not recognize.

School-aged visitors are generally refused permission to visit campus during school hours and students are generally not allowed to bring guests to school during regular school hours.

Parents/guardians of College Park students are welcome on campus as visitors and need to follow the aforementioned check-in procedure when visiting College Park.

Campus Supervisors have increased their availability to access the entire campus via golf carts. Weekly rotations for each campus supervisor are coordinated with specific duty posts for both campus supervisors and administrators. We are also reviewing our Visitor Badges to make them larger and more visible by color.

See Appendix A

Procedures for Safe Ingress and Egress of Pupils, Parents, and Staff AR 0450

Describe the procedures for safe passage when students and adults are entering and leaving school grounds. Identify your site's access points. Describe the utilization of campus supervisors, security personnel, and security equipment. Describe safe ingress and egress procedures of students, parents and school employees to and from school: Ed Code 32282G

Students have several options to enter or exit College Park High School. Students may enter through one of the two gates off Civic Drive at the rear of the school: one is near the YMCA and the other gate is located near the Pleasant Hill Parks and Recreation Center. The main entrance of the school is off Viking Drive at the front of the school.

There are two parking lots in front of school and next to the Music Building primarily for staff and visitors. Both are accessed via Viking Drive. Parents must use the student parking lot to drop off students. There is one entrance and one exit to keep the flow of traffic moving through the parking lot. There is another parking lot for student use that is also accessed via Viking Drive. There is a bike rack available for students to secure their bikes on the backside of the MU. Visitors to the campus are instructed to sign in at the podium/front office, then receive a visitor's badge and temporary parking permit.

There are four campus supervisors that patrol and monitor the campus daily. One is located outside near the front of the school in the mornings to monitor students coming to school. The campus supervisors take shifts monitoring the student parking lot area during the school day. The campus is divided into four general areas (Quads) and each supervisor is assigned to an area to monitor (tennis courts, Multi-Purpose Room/ Cafeteria, quad, front hallways, access roads). Campus supervisors are assigned to these areas specifically during brunch and lunch periods, as well as during class time they patrol the entire school. When only two (2) campus supervisors are on duty one (1) will man the front gate and the other one (1) will monitor the student /staff parking lots. A golf cart allows quick access to the entire campus, including the stadium. Administrators are also assigned specific duty areas for both brunch and lunch and are expected to report to these posts daily. After school the campus supervisors stay primarily in the front and back student parking lots, but in emergency situations they go where needed. "Walkie-talkies" are utilized to facilitate communication amongst those supervising.

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.

Outdoors: All routes for emergency evacuation are wheel chair accessible. Students with disabilities will be given additional assistance as needed by teachers and staff members, including students with autism or a sensitivity to loud noises, provide needed provisions for medication information and supplies (including medications/prescriptions), and making arrangements for socioemotional needs and crises that may arise.

Indoors: If you are able, "Drop to the ground immediately; Take Cover by getting under a sturdy desk or table; Hold On to it until the shaking stops. If you use a wheelchair or have other mobility impairments and cannot Drop, Cover and Hold On, protect your head and neck with a pillow or your arms and bend over to protect yourself if you are able. If your mobility is limited, it is particularly important you Do Not try to get to a "safer place" or get outside.

College Park High School Incident Command Structure

Incident Commander
Kevin Honey, Principal
Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District EOC

Public Information Officer
Vicki Wilson, Vice Principal
Media liaison, official spokesperson for school; coordinates information for parent community

Disaster Response Officer
Gary Jensen, Vice Principal
Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)>

Agency Liaison
Jen Mahmood, Vice Principal
Assists in establishing and coordinating outside agencies that provide services or resources (E.G. Red Cross)

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

Planning
Cheri Cheng, Office Manager
Collects, evaluates and documents information about incident, including status of students staff and facilities, coordinates demobilization of ICS response

Logistics
Stephanie Russom, Campus Supervisor
Provides services, personnel and supplies in support of incident response.

Finance/Administration
Hasmig Gregorian, Treasurer
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

Search and Recovery
Gary Jensen, Vice Principal
Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

First Aid
Al Douex, Sports Trainer
Provides triage and medical care; establishes morgue, if needed.

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

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

Time
Cheri Cheng, Office Manager
Maintains incident time logs for all personnel.

Security/Traffic
Gary Jensen, Vice Principal
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates ire/HazMat

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

Documentation
Cheri Cheng, Office Manager
Collects and archives all incident documents

Transportation
Gary Jensen, Vice Principal
Arranges transportation for staff, students and supplies.

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

Crisis Intervention
Jen Mahmood, Vice Principal
Provides onsite counseling and intervention; determines need for outside mental health support

Student Release
Kevin Honey, Principal
Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

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

Facilities
Gary Jensen, Vice Principal
Coordinates site repairs and use of school facilities; arranges for debris removal

Cost
Hasmig Gregorian, Treasurer
Provides cost estimates, analysis and recommendations for cost savings

Demobilization
Cheri Cheng, Office Manager
Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

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

Compensation/Claims
Cheri Cheng, Office Manager
Processes compensation/injury claims related to incident

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

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

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:

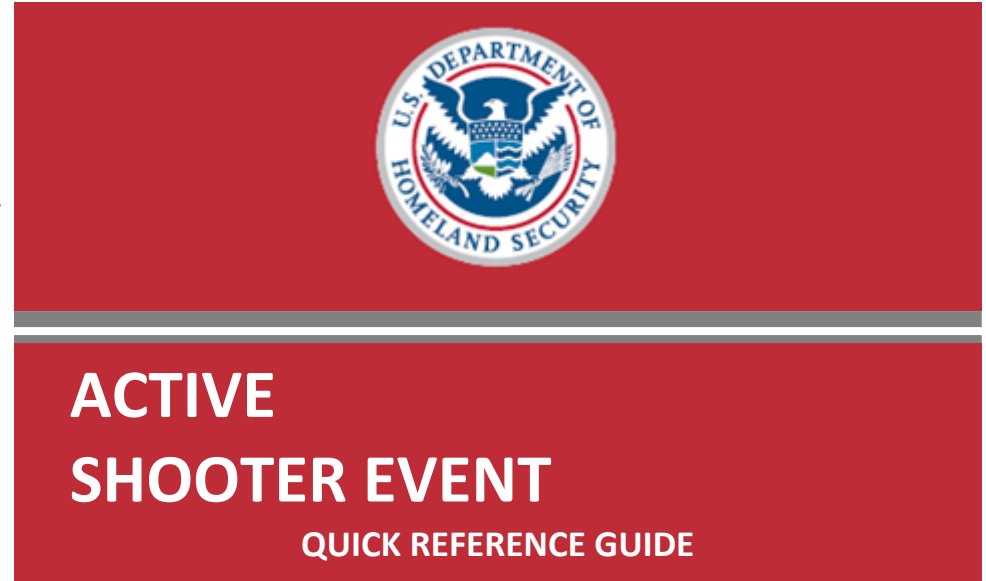
- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

For questions or additional assistance contact:

Your local law enforcement authorities or FBI Field office:
Pleasant Hill Police Department; School Resource Officer.



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



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

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

ACTIVE SHOOTER EVENTS

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



You have three options:

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

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

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

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

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

EASY AS ABC

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



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



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



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





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

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

If students had to evacuate, where should parents/guardians go for pick up?
Student Parking Lot or front of school.

How would the school notify you in the event of emergency?
Remind application; School Messenger Call and Email.





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

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

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

Does the school have an emergency stockpile of these items? **Yes NoX**

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

What is the school policy for how and when medicine can be administered to your child?
All medications are kept in the Attendance/Nurse's Office and administered to student on an as needed basis.



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: College Park High School
School Phone Number: 925-682-7670
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:

Dear Mayor of Pleasant Hill:

Each year California Public High Schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 32286. The Comprehensive School Site 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 Site Safety plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site 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 they want to be invited.

Our school's Public Meeting at which the School Safety Plan will be approved will be completed annually in the spring. The meeting will be an excellent opportunity to become familiar with the school's safety plan and to provide input.

Please contact me at (925)682-7670 if you have questions regarding this matter.

Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

MDEA:

Dear MDEA, CST, Local One Members:

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

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Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

CST:

Dear MDEA, CST, Local One Members:

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Please contact me at (925)682-7670 if you have questions regarding this matter.

Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

CSEA:

Dear MDEA, CST, Local One Members:

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

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- All persons who have indicated they want to be invited.

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Please contact me at (925)682-7670 if you have questions regarding this matter.

Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

Teamsters:

Dear MDEA, CST, Local One Members:

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- Rules and Procedures regarding school discipline; and
- Hate Crime reporting procedures.

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- All persons who have indicated they want to be invited.

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Please contact me at (925)682-7670 if you have questions regarding this matter.

Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

Parent Club:

Dear PTSA President:

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

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Please contact me at (925)682-7670 if you have questions regarding this matter.

Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

Student Government:

Dear ASB President:

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

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Please contact me at (925)682-7670 if you have questions regarding this matter.

Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

Other:

Dear Pleasant Hill Chief of Police:

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

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Before the Comprehensive School Site Safety plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site 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 they want to be invited.

The date of our school's Public Meeting at which the School Safety Plan will be adopted annually in the spring. The meeting will be an excellent opportunity to become familiar with the school's safety plan and to provide input.



Please contact me at (925)682-7670 x3204 if you have questions regarding this matter.

Sincerely,

Gary Jensen, Vice Principal
College Park High School
jenseng@mdusd.org

Appendix E: Assurances

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

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing: 2/23/2023 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - Local Mayor - Representative of the local school employee organization - A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs - A representative of each teacher organization at the school site - A representative of the student body government - All persons who have indicate they want to be notified 		
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> - A representative of the local churches - Local civic leaders - Local business organizations - In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i> 		
<p>Review of Progress for Last Year</p>	<p>February 2018</p>		
Category	Name	Signature	Date
<p>Law Enforcement Review</p>	<p>Tammy Wooden, School Resource Officer</p>		<p>Date: 2/23/2023</p>
<p>Site Council Approval</p>	<p>Katarina Blandon, SSC President</p>		<p>Date: 2/23/2023</p>