



**MOUNTAIN VIEW LOS ALTOS HIGH
SCHOOL DISTRICT**

SCHOOL SAFETY PLAN

MOUNTAIN VIEW HIGH SCHOOL SCHOOL SAFETY COMMITTEE

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Presented to the Board of Trustees for Adoption _____

Mountain View High School School Safety Plan



A dynamic, changing plan for learning and working in a community that cares about students – their emotional and physical well-being and their academic progress and achievement.

MVLA District core values of quality, continuous improvement, personal and caring environment, teamwork and empowerment guide our efforts to educate our students. We welcome you as part of this effort and our community.

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Our Goal

Our school will be a safe environment, free of drugs and violence, where students and staff will work together to foster a disciplined, respectful and harmonious environment conducive to learning.

District Mission

We are committed to creating a community of learners with the knowledge, skills, and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

School Vision

We at Mountain View High School value an equitable and collaborative learning environment in which students and staff respect the diversity of our society. We value the intellectual, emotional, and physical well-being of our community. We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.

School Wide Action Plan

SCHOOLWIDE GOALS:

1. Strengthen the systems for effective communication among staff and between the school and the community it serves to create a supportive, sustainable and cohesive culture with a shared vision for ALL the students we serve.
2. Continue to narrow the opportunity and expectation gap for critical learners including: EL, Special Ed and Latino students.
3. Continue to implement and monitor systems in place to address student and staff wellness through clinical services, socioemotional learning, MVLA policies and practices, culture building and preventative coping strategies.
4. Continue to strengthen and support our Staff Teams to create rigorous, emotionally safe and culturally relevant spaces for ALL students.
5. Commit to using data (internal and external) to measure, reflect and make decisions regarding the social, emotional and academic needs of ALL the students we serve.

SCHOOLWIDE PERFORMANCE EXPECTATIONS:

Increased achievement for underperforming sub-groups across key indicators while high levels of achievement for all students are maintained.

Introduction

Our School Safety Plans have evolved over the years, commencing with the enactment of SB 187, which required schools to develop Comprehensive School Safety Plans for the first time by September 1, 1998.

The State Legislature's intent in enacting SB 187 was to: *"...unite all existing statutes that relate to school safety and ensure compliance with their provisions by including the requirements of school safety provisions in each school's comprehensive school safety plan."*

The minimum requirements of this plan include:

- Assessing the current status of school crime.
- Identifying safe school strategies and progress
- Addressing the school's procedures for complying with existing laws relating to school safety, which must include:
 - Child Abuse reporting procedures PC 11164 et seq.
 - Disaster Response procedures
 - Suspension and Expulsion Policies EC 48900 et seq.
 - Procedures for notifying teacher of dangerous Students EC 49079
 - Sexual harassment policy EC Sect. 212.6(b)
 - School-wide dress codes prohibiting gang-related apparel EC 35183
 - Procedures for safe ingress and egress from school
 - Procedures to ensure safe and orderly environment conducive to learning
 - Rules and procedures on school discipline EC 35291 & 35291.5

Placing school safety procedures and policies together in one plan as required by SB 187 has the great benefit of allowing school administrators to ensure that this vital learning support element is fully in place. In addition, the development of this plan fulfills a requirement of the Improving America's Schools Act, Title IV to conduct an objective analysis of drug and violence problems in schools and to set measurable goals for dealing with those problems.

SB 187 also prescribes the methods by which the plan must be established and annually updated. Furthermore it outlines Santa Clara County Office of Education and district responsibilities for ensuring that each school completes this plan.

- The school district and the county office are jointly responsible for the overall development of comprehensive school safety plans at each of their schools.
- The School Site Council is responsible for the development of the Plan and may delegate the responsibilities to a committee with specified members. EC 35294.1(b)

- The School Site Council shall work with law enforcement in developing the Plan. EC 35294.1(b)(3)
- The Comprehensive School Safety Plan shall be evaluated and amended as needed, not less than once per year. EC 35294.2(e)
- The Plan shall be readily available for inspection by the public.
- Each school must forward its Comprehensive School Safety Plan to the school district for adoption by the board and the district must submit the Plan to the County Office of Education. In the event that a school fails to develop a comprehensive plan, the district and the County Office of Education have the responsibility of notifying the California Department of Education of the failure to comply.

The Safe School Plan is a continuation of the plan developed in 1998. The subcommittee reviewed, edited, and added to the document to meet the current needs of the Mountain View High School Community.

David Grissom, Principal

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ASSESSMENT OF CLIMATE AND CONDITIONS

I. Results from Student Satisfaction Surveys A. California Healthy Kids Survey 2017-18

76% of MVHS 9th graders and 90% of MVHS 11th graders feel safe when they are a

70% of MVHS 9th graders and 59% of MVHS 11th graders feel happy to be at this school.

93% of MVHS 9th graders and 94% of MVHS 11th graders feel that there is a teacher or some other adult that really cares about them.

97% of MVHS 9th graders and 92% of MVHS 11th graders feel that there is a teacher or some other adult that always wants them to do their best work.

75% of MVHS 9th graders and 70% of MVHS 11th graders agree and strongly agree that their teachers treat them fairly.

95% of MVHS 9th graders and 94% of MVHS 11th graders have a high or moderate connectedness to school.

56% of MVHS 9th graders and 51% of MVHS 11th graders feel that there are interesting activities that they can participate in at school.

B. On the 2018 Naviance Exit Survey, seniors ranked their agreement with the following statements on a scale of 1-5 with 5 being strongly agree.

- My overall experience at MVHS has been positive. 3.8
- Most of my teachers cared about me and the progress I was making. 3.6
- When I needed help, I knew where to get it. 4.0
- I took advantage of opportunities to become involved in extracurricular activities offered here. 3.6
- I felt safe at this school. 4.0
- My experience at MVHS has had a positive effect on the kind of person I have become. 3.7
- My experiences helped me get along with different people, respect others, and cooperate. 3.9

II. Data

Number of Suspensions

<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>
58	17	22	20	36

Number of Expulsions

<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>
0	0	0	0	0

Number of Drop-Outs/Percentage

<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>
15/3.5%	12/2.6%	12/2.7%	0/0%	0%

Crime Statistics – Number of Incidents

	<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017/2018</u>
Theft/Vandalism	3	0	0	0	4
Fighting	16	1	8	3	2
Dangerous Objects	1	1	2	0	1
Controlled Substance	16	10	6	10	6
Disruptive/Defiant	4	4	4	20	61
Other	0	1	2	0	52

Referrals to Alternative Education

	<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
Moffett Independent Studies	6	12	9	6	7
Middle College	13	13	9	13	15
Terra Bella/Pine Hill North	14	1	1	0	0
AVHS					19

Attendance Data

	<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2016/2017</u>	<u>2017-2018</u>
# Unexcused Abs	17,904	14,873	16,025	17,023	18,199
# Excused Abs	63,549	62,272	67,127	68,940	83,914
# Tardies	20,607	18,644	18,814	20,127	15,615

III. Summary of Safety Committee's Assessment

A. The following is a list of activities, events and organizations which contribute to Building Sense of Community and Pride

Parent/community participation via:

- ◆ MVLA Foundation - sponsors of parent education evening seminars
- ◆ PTSA
- ◆ Parent booster organizations (Sports, Choral/Vocal, Music, Theater)
- ◆ Grad-Night Committee
- ◆ English Language Advisory Committee (ELAC)
- ◆ Latino Parent Outreach (LPO)
- ◆ Parent Institute for Quality Education (PIQE)
- ◆ Computer classes for Spanish-speaking parents
- ◆ Tea Time
- ◆ Parent education seminars - 6 evening speakers sponsored by MVLA Foundation
- ◆ Parent information nights:
 - 8th Grade Parent Night
 - Back-to-School Night
 - Course Selection Information Nights for each grade
- ◆ College Information Nights:
 - Count Down to College
 - College Fair
 - Financial Aid Workshop
 - UC Night
 - CSU Night
- ◆ Community Information Nights:
 - ◆ Parent volunteers
 - ◆ Spartan Pause
 - ◆ Parent tutors

Staff and Student Led Activities and Programs:

- ◆ Mentor Connection
- ◆ Just Read
- ◆ Ambassadors
- ◆ ASB Leadership class / ASB Government class
- ◆ Student Leadership activities/class competition/homecoming/assemblies/rallies
- ◆ Transfer Student POTlucks and Retreats
- ◆ Athletics
- ◆ Link Crew/Freshman orientation
- ◆ Strength in Unity Week
- Civic Engagement Week
- ◆ Student clubs
- ◆ Best Buddies (partnership between Regular Ed and Special Ed)
- ◆ SAT (Student Assessment Team)
- MVLA Clinical Services Team
- ◆ CHAC (Community Health Awareness Council) and CHC (Children's Health Council)
- ◆ Challenge Team – monthly meetings
- ◆ Academic Counseling
- ◆ Performing Arts
- ◆ Visual Arts
- ◆ Dance Spectrum
- ◆ Communication between stakeholders
- MVHS website and e-lists
- Teacher web pages/Google Classroom
- Grissom's Gazette
- Spartan View
- Parent access of SIS
- Oracle
- MVLA Twitter
- MVLA Facebook
- ◆ Agency Partners
- ◆ Student Recognition/Award Events:
 - Sports
 - Instrumental Music
 - Drama
 - Latino
 - ELD
 - Recruited Athletes
 - Leadership
 - Choir
 - Seniors
- ◆ Tutorial Center
 - ◆ Peer tutors
 - ◆ Faculty meetings
 - ◆ Department meetings

- ◆ Leadership meetings - open to all staff
- ◆ New teacher training
- ◆ College and Career Center visits to classrooms
- ◆ Ed Tech Committee
- ◆ Immigrant Support Committee
- ◆ Health Van
- ◆ Academic Support

B. *The following events, activities and procedures contribute to Addressing Diversity and Fostering Cultural Awareness*

- ◆ Student Wellness classes for Parents (English and Spanish)
- ◆ Bilingual Community Liaison
- ◆ Camp Mettamorph
- ◆ Challenge Day
- ◆ Iwata, Japanese Sister City
- ◆ AVID (Advancement via Individual Determination)
- ◆ Dance Spectrum
- ◆ Open access to Honors & AP (Advanced Placement) classes
- ◆ Support to EL (English Learners) through the EL Department
- ◆ Multi-cultural clubs, i.e. Asian, Black Student Union, Latino Student Union, Gay and Straight Alliances, Youth Alive, Trans* Panel
- ◆ Performing Arts
- ◆ BTSA workshops
- ◆ Tutorial Centers
- ◆ Extended Library Hours
- ◆ Latino Awards Night
- ◆ Translators at meetings or Spanish-speaking sessions for Back to School Night, Countdown to College, and other events
- ◆ Cultural and ethnic student clubs
- ◆ STEM Week
- ◆ College field trips
- ◆ Folklorico Dance Class
- ◆ Home visits to Spanish-speaking families
- ◆ Choir trips abroad
- ◆ School-wide service activities – Blood Drive, Food Drive, Cops and Gobblers
- ◆ Heterogeneous 9th grade English and World Studies classes
- ◆ World Studies Skill Class
- ◆ Math Lab Class
- ◆ Multi-Cultural embedded curriculum

C. *The following interventions contribute to maintaining an Orderly Environment/ Appropriate Student Discipline and Conflict Resolution*

- ◆ Policies and procedures in Parent/Student Handbook
- ◆ Code of Conduct talk to all classes
- ◆ Attendance policy, timely notification of parents, parent conferences, attendance contracts
- ◆ Saturday school/contracts
- ◆ Daily Planner with school rules and policies
- ◆ Student Conduct Liaisons
- ◆ School Resource Officer (SRO)
- ◆ Agency Partners
- ◆ Restorative Justice
- ◆ Camp Mettamorph
- ◆ Challenge Team
- ◆ CHAC
- ◆ Library (extended hours)
- ◆ Class Size Reduction – 9th grade
- ◆ ASB lunchtime activities
- ◆ Open gym at lunch
- ◆ Every 15 Minutes Presentation
- ◆ Alternative school placements (Alta Vista, Independent Studies Program, Alta Vista Opportunity)
- ◆ SARB Meetings
- ◆ Digital Citizenship Presentations
- ◆ Consent Presentations

D. Physical Safety

Facilities

- ◆ 5 AEDs on campus
- ◆ Emergency supplies (first aid, food, water) in every classroom
- ◆ Coordinated community response plan
- ◆ Comprehensive disaster evacuation plan
- ◆ First aid materials in the office
- ◆ Adequate fencing
- ◆ Improved outside lighting
- ◆ Telephone in every classroom
- ◆ Golf carts for Campus Liaisons
- ◆ PA system/alarms/fire alarms
- ◆ Walk-through inspections and hazard identification and correction
- ◆ Hazardous Materials Training for staff
- ◆ Hazardous Materials Removal
- ◆ Security cameras
- ◆ Earthquake retrofitted facilities

Personnel and Training

- ◆ 2 Campus Liaisons
- ◆ MVPD School Resource Officer (SRO)
- ◆ Athletic trainer
- ◆ First Aid/CPR/AED Training available for all interested staff

- ◆ Notification of health concerns
- ◆ Behaviorist and therapists
- ◆ Sexual Harassment Policy
- ◆ Mandated Reporting

Disaster Preparedness

- ◆ Fire drills
- ◆ Earthquake drills
- ◆ Run Hide Defend drills
- ◆ Telephones in each classroom
- ◆ Updated emergency clipboards in all classrooms with instructions for fire, earthquake, and intruder on campus, and evacuation maps
- ◆ Internet access to all staff
- ◆ Crisis Response Box to MVPD, MVFD, District Office
- ◆ Emergency Contacts List
- ◆ Visitor badges and parking permits
- ◆ Equipment
- ◆ Containers with emergency supplies restored annually
- ◆ Transportation and PA systems
- ◆ First aid materials in the office; AED Defibrillators
- ◆ Walkie-talkies for emergency personnel

SCHOOL SAFETY/CLIMATE RELATED TRAINING AND INSERVICE WORKSHOPS

Activity: Hazardous waste removal training
Participants: Science & art teachers, custodians
When: Annually
Outcome: Safe handling and disposal of classroom materials

Activity: New teacher training presented by District Office and BTSA
Participants: New teachers
When: Throughout the year
Outcome: Helps new teachers learn about district programs and gives them support.

Activity: CPR training/First Aid Training
Participants: Coaches, Special Ed Instructional Assistants, staff volunteers
When: Annually
Outcome: Safety training for medical situations

Activity: Student Code of Conduct Presentations to all students
Participants: Administration
When: Every September
Outcome: Student education and prevention of crime, violence, drugs, etc. on campus

Activity: AVID Summer Training
Participants: AVID and non-AVID teachers
When: Summer
Outcome: Training of teachers in AVID methodologies to form a comprehensive school AVID team

Activity: Emergency Preparedness Training and Planning
Participants: District office personnel, local community emergency agencies and selected MVHS administrator and staff
When: Annually
Outcome: Review and improvement of procedures relating to school-wide emergencies

Activity: Disaster Drills
Participants: All staff and students
When: Ongoing
Outcome: Rapid and safe evacuation of school personnel and students

Activity: Suicide Prevention Training
Participants: All administrators, all counselors, school psychologist
When: Annually
Outcome: Effective treatment of students in need

SCHOOLWIDE ACTIVITIES TO SUPPORT/ENHANCE POSITIVE SCHOOL CLIMATE AND SAFE ENVIRONMENT

Activity: ASB Awareness Week focusing on annual themes
Participants: Student body
When: Annually in spring
Outcome: Increase the awareness of political, social, and humanitarian events

Activity: MDT Meetings
Participants: School administrators, juvenile probation officer, law enforcement
When: Monthly
Outcome: Continuous collaboration and sharing of information that relates to campus safety

Activity: Freshmen Orientation/Link Crew
Participants: Freshman and older students
When: Annually in the beginning of school year
Outcome: Introduce new student to the school and its culture.

Activity: Challenge Day
Participants: Students from all grade levels, teachers, and an administrator
When: Annually in second semester
Outcome: Fosters interconnectedness among the various students groups and staff on campus.

- Activity: Camp Mettamorph
 Participants: Diverse group of students, teachers, and an administrator
 When: Annually in the fall
 Outcome: Builds empathy and empowers students to make authentic and meaningful decisions and creates allies among ethnic and social groups.
- Activity: Carbon-Free Commute
 Participants: Students
 When: Annually in the fall
 Outcome: Increase the number of students that ride their bikes to school, thus reducing the carbon footprint of the students.
- Activity: Student Assistance Team
 Participants: Administrator, psychologist, Special Ed teacher, counselor, and classroom teachers
 When: Ongoing
 Outcome: Decide on methods to best support struggling students
- Activity: Back to School Night
 Participants: Parents, students, teachers, and administrators
 When: Annually in August
 Outcome: Parents meet teachers and learn about the curriculum of the different classes creating a connection between the parents, the teachers, and the school as a whole.
- Activity: ASB Activities (Homecoming, lunchtime activities, rallies, and dances)
 Participants: Student body and supporting school staff
 When: Annually throughout the school year
 Outcome: Builds a sense of community among the participating students and staff
- Activity: Parent teacher conferences
 Participants: Staff, parents, and students
 When: Annually in October
 Outcome: Parents more informed and connected to teachers
- Activity: Performing and Visual Arts Presentations
 Participants: Whole school and community
 When: Ongoing
 Outcome: Highlights the artistic achievements of hundreds of students and provides arts activities for the entire community to enjoy
- Activity: Athletic events
 Participants: Whole school and community
 When: Ongoing
 Outcome: Highlights achievements of hundreds of students and provides athletics events for the entire community to enjoy
- Activity: Student Recognition Events (Latino Awards Night, Senior Awards Night, Sports Awards Night, etc.)
 Participants: Students, parents, coaches, mentors
 When: Ongoing

Outcome: Brings together hundreds of students and their families, and highlights achievements of these students on a regular basis

Activity: Parent meetings, including PTSA, MVLA Foundation, booster groups, Latino Parent Outreach, Tea Time

Participants: Parents, community, and staff

When: Monthly

Outcome: Facilitates parent involvement and empowerment

CHARACTERISTICS AND CONDITIONS THAT SUPPORT MOUNTAIN VIEW HIGH SCHOOL TO BE A SCHOOL THAT IS SAFE AND RESPONSIVE TO THE NEEDS OF ALL STUDENTS:

AREAS OF PRIDE AND STRENGTH

Characteristic/Condition:	Adequate campus security to assure school safety
Source/Documentation:	Staffing allocation
Characteristic/Condition:	Physical location of campus surrounded by single family, high priced homes
Source/Documentation:	N/A
Characteristic/Condition:	Communication and positive relationships with neighboring schools and community, agencies, between staff and students
Source/Documentation:	WASC survey results and observation
Characteristic/Condition:	Communication between staff, principal and security officers; radio communication devices and telephones in each classroom to help staff feel safe
Source/Documentation:	WASC survey results and observation
Characteristic/Condition:	Student, staff & parents feel welcomed and supported on the campus
Source/Documentation:	WASC survey
Characteristic/Condition:	Low incidents of crime on campus
Source/Documentation:	Crime Statistics
Characteristic/Condition:	Highly trained and committed Certificated staff.
Source/Documentation:	Hiring data, evaluation data, survey results, WASC report
Characteristic/Condition:	Strong student participation rate in extra and co-curricular activities, i.e. approx. 40% of students participate in Performing Arts alone; 48% in athletics; activities provide a “home” for kids
Source/Documentation:	Enrollment/participation data
Characteristic/Condition:	Safe and clean campus as a result of ongoing maintenance and renovation.
Source/Documentation:	Survey results, observations, WASC report
Characteristic/Condition:	Supportive and actively involved parent community
Source/Documentation:	Membership records, frequency of participation in activities, survey results, WASC report

Characteristic/Condition:	Outstanding reputation in the community and among colleges and universities
Source/Documentation:	College admissions records on Naviance, news reports, accountability report, API and other test scores, survey results, WASC report
Characteristic/Condition:	High quality, active support system for new teachers (BTSA)
Source/Documentation:	Agendas, minutes and evaluations from BTSA activities, retention rates
Characteristic/Condition:	Majority of students go on to post-secondary education and training. 2-yr colleges: 2014 - 21%, 2015 - 29%, 2016 - 23% 4-yr colleges: 2014 - 70%, 2015 - 67%. 2016 - 71%
Source/Documentation:	Attendance reports, number of students admitted to colleges and universities, publications, accountability report
Characteristic/Condition:	Drop-out rate is extremely low and few students are referred to alternative education programs
Source/Documentation:	Attendance reports

HIGH PRIORITY CONCERNS AND NEEDS

Findings based on:

- ◆ Data Review
- ◆ Interviews
- ◆ Committee Brainstorming
- ◆ Observation

2019-2019 ACTION PLANS

HIGH PRIORITY CONCERNS AND NEEDS

Findings based on:

Data Review Student and Staff Surveys Observations Annual Board review WASC Report & Goals

GOAL #1

Safe Physical Climate Goal:		Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.		
Objectives	Action Steps	Resources	Project Lead	Outcomes
1) Identify and address/secure critical facility vulnerabilities and hazards	Evaluate effectiveness of alarms, bell systems, and fire code compliance and address identified weaknesses	Staff/room clipboards and Google Folder with hazard response information	Ricardo Barrera, AP of Facilities	Concerns will be reviewed and strategies will be developed to address each
2) Identify and address traffic flow and pedestrian safety concerns	a.) Continue to work with the city on traffic management and cross walks on Bryant. b.) Communicate with parents via Grissom Gazette and Social Media about safer transportation to schools.	City of Mountain View	City of MV AP of Facilities	Cross installed at the Bryant Ave/Brower Ave/Back Parling interaction to provide students a safe place to walk/bike into/out of school. Communication reminds families to drive safe and be th
3) Implement and practice crisis response plans	a.) Collaborate with local public safety and emergency response agencies to assess and revise campus crisis response plans b.) In coordination with public safety partners, review and update campus crisis response plans and develop emergency response chart for classrooms c.) Provide site staff and faculty training on crisis response procedures	Online training through FEMA	AP of Facilities	Annual review and update of site plans, Development and installation of emergency response chart for classrooms Fire drills and lock-down exercises will be logged by site administration

GOAL #2

Safe Social Climate Goal:		Our students and staff thrive together in an environment of mutual respect, personal accountability and a commitment to excellence.		
Objectives	Action Steps	Resources	Project Lead	Outcomes
1) Increase awareness of drug/vape prohibitions on campus and decrease use of vape or other drugs on campus	a.) Communicate regularly with families regarding vaping behaviors and access to resources. b.) Work with ASB to develop and implement strategies to support student engagement with reinforcement of healthy behaviors. c.) Research and consider install vape detectors		Site administrators PTSA ASB	Decrease in vape use on campus (via the discipline records).
2) Improve facilities decor and appearance around campus to promote spirit and diversity	a.) Hang flag pole banners in the quad b.) Vinyl wrap gym doors c.) Hang vision statement in every classroom d. Hang vision state in cafeteria and gym		AP of Facilities	Increase visual appearance of our vision and spirit
3) Increase awareness of mental health resources available to students.	a.) Add signage to more public areas, including restrooms, about how to access support. b.) Promote Mental Health Week for each semester. c. Continue offering parents and teachers training on mental health and reducing anxiety	California School Board Association	Mental Health Task Force Student Services Coordinator	Increased means for students understanding where and what resources are available. Decrease in severe anxiety cases

SUPPORTING DOCUMENTATION AVAILABLE ON DISTRICT & STATE WEBSITE

I. Board Policies and Administrative Regulations

A. Philosophy

BP/AR 0450 Comprehensive Safety Plan

B. Personnel

BP/AR 4158 Employee Security

OP 4158 Notification of Suspension

Confidential Report on Disruptive Students

C. Students

BP 5145.3 Nondiscrimination/Harassment

BP/AR 5145.7 Sexual Harassment

BP/AR 5141.4 Child Abuse Reporting Procedures

BP 5131 Conduct

BP/AR 4131.4 Campus Disturbance

BP 5135.5 Vandalism and Theft

BP/AR 5131.6 Alcohol and Other Drugs

BP/AR 5131.62 Tobacco

BP 5131.63 Anabolic Steroids

BP/AR 5131.7 Weapons and Dangerous Instruments

BP/AR 5132 Dress and Grooming

BP/AR 5136 Gangs

BP 5137 Positive School Climate

BP/AR 5141 Health Care and Emergencies

BP 5142 Safety

BP/AR 5144 Discipline

BP/AR 5144.1 Suspension and Expulsion/Due Process

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

BP/AR 5119 Students Expelled from other Districts

BP 5145 Civil and Legal Rights and Responsibilities

BP 5145.1 Invasion of Student Privacy

BP/AR 5145.11 Questioning and Apprehension

BP/AR 5145.12 Search and Seizure

BP 5113 Absences and Excuses

OP 5113 Consequences for Absences

EMERGENCY RESPONSE Active Shooter/Armed Assailant

Active Shooter / Armed Assailant Situations

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.).* These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

1. **Act immediately** if you or your students:

- hear a sound that might be gunfire.
- see something that looks like a weapon being carried or used on or near the campus.
- sense any other indication of active shooter / armed assailant threat.
 1. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 2. **Be decisive.** Communicate your plan to your students and act quickly.
 3. **Call 911 and the School Office** as soon as it is safe to do so.

1. **Options: Run, Hide or Fight**

Run: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
- Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
- If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call the school to report your location and obtain instructions.

1. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

1. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

1. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

1. Provide as much information as possible (slow down – be calm):

- State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
- Location of the assailant (if known):
- Description of the assailant (if known):
- Your precise location: “room ___”
- The number of children with you:
 - 1. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

1. Special Topics

1. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

1. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

1. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

1. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - Surveillance capabilities may be able to capture continuous and accurate information on the location of the assailant.
 - Broadcasting continuously the location of the assailant will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the 500 wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the district office after you call 911.
- If possible assist emergency personnel.
 - Assist police in entering the school;

- Provide officers with keys, maps and any other information requested.

- **Crisis Intervention**
 - A Mental Health strike team will be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
 - This team will also provide ongoing support throughout the recovery phase of the emergency response.
 - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

- **Law Enforcement**
 - 1st Unit will come onto campus and eliminate or neutralize threat
 - 2nd unit will create a warm zone-
 - evacuate all of the injured
 - multi-agency join response at this point
 - set up for para medics
 - Room by room search
 - students released to parents