



**MOUNTAIN VIEW LOS ALTOS HIGH
SCHOOL DISTRICT**

SCHOOL SAFETY PLAN

ALTA VISTA HIGH SCHOOL

2023-2024 Comprehensive Safety Plan

1325 Bryant Avenue, Mountain View, CA 94040

Mountain View-Los Altos Union High School District

*This School Safety Plan was developed collaboratively with the
Site Safety Planning Team and the AVHS Site Council*

AVHS Board Approval Confirmed by:

Name	Title	Signature	Date
<i>Sanjay Dave</i>	<i>Board President</i>		
<i>Dr. Nellie Meyer</i>	<i>Superintendent</i>		

This document is to be maintained for public inspection in the district office during regular business hours.

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Comprehensive Safety Plan Purpose & Compliance

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:

- Maintaining a safe environment for students.
- Identifying and implementing safe school strategies and progress
- Addressing the school's procedures for complying with existing laws relating to school safety, which must include:
 - Assessment of school crime committed on school campuses and at school-related functions
 - Discrimination and harassment policies
 - 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) 4
- 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 Alta Vista High School (AVHS) and Freestyle Academy (FSA)Communities.

As defined in **MVLA Board Policy 0450**, the Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation and shall approve the plan at a regularly scheduled meeting.

Declaration regarding MVLA Board Policy and administrative regulation references:

Except when specifically quoted, the MVLA Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language.

A copy of the comprehensive district safety plan and individual site safety plans are available for review at the Mountain View Los Altos Union High School District office or at this website: <https://www.mvla.net/About-MVLA/District-Plans--Reports/School-Safety-Plans/index.html>

Principles

Alta Vista High School Mission Statement

Our mission is to provide a rigorous learning environment that is safe, caring, and flexible so that students can graduate high school.

AVHS Vision and Student Learning Outcomes

Our vision is to be a place where all students become responsible young adults who can think critically, communicate effectively, and achieve academically.

Safety Plan Vision

Our school will be free of drug and alcohol related issues and students and staff will work together to foster a disciplined and harmonious environment, conducive to learning.

SCHOOLWIDE LEARNER OUTCOMES

WE ARE ALTA

ACCOUNTABILITY

Students will be accountable young adults who:

- Maintain excellent attendance.
- Develop short and long term goals and action plans to achieve them.
- Prioritize physical, mental, and emotional well-being.
- Speak and act in a way that positively contributes to their community.

LEARN SOCIAL/EMOTIONAL SKILLS

- Advocate for themselves.
- Prioritize physical, mental, and emotional well-being.
- Speak and act in a way that positively contributes to their community.
- Demonstrate resilience and the ability to overcome obstacles.

THINK INDEPENDENTLY
AND CONTINUE TO GROW IN THEIR KNOWLEDGE

Students will be thinkers who:

- Interpret and understand key concepts in all subject matter areas.
- Evaluate and analyze information from multiple points of view.
- Develop original arguments supported by evidence.

ACADEMIC ACHIEVERS

Students will be academic achievers who:

- Effectively and efficiently manage their time.
- Consistently meet or exceed standards for learning objectives and assignments
- Monitor their academic standing and progress.
- Are prepared to transition into adulthood with an executable plan for their chosen pathway.

Components of the Comprehensive School Safety Plan

AVHS Safety Planning Team and Advisors

This plan was reviewed and updated during the 2022-2023 school year, with revisions made based on input received from those listed below during regular meetings held throughout the year.

- Dr. Nellie Meyer, District Superintendent
- Mike Mathiesen, Associate Superintendent of Business Services
- Suzanne Woolfolk, Principal
- Alba Garza, Community Resources Coordinator
- Debi Rudd, Program Support Specialist
- Officers James Guevarra and Thomas Low of Mountain View PD, School Resource Officers

Assessment of School Safety

Education Code, Section 32282 (a) 1

Alta Vista High School and Freestyle Academy are student-oriented schools where student achievement, safety, and well-being guides our decision making. AVHS and FSA have a reputation as a welcoming and safe place for young people where student voice is valued and students are treated with respect as they progress on their journey to adulthood. The AVHS and FSA staff focuses on meeting the academic needs of all our students while supporting their social and emotional needs.

I. ASSESSMENT OF CLIMATE AND CONDITIONS

Results from our last WASC accreditation process which includes input from a wide variety of stakeholders:

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E2.1- Standard met	The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.
Office, Comm Res	Student contracts and agreements, parent notifications, individual phone calls home if concerned, behavior contract, responding to parent concerns are all in place to assure that the school is safe, clean, and orderly all interactions are handled with a culture of respect for all students.
Students	In 2022, 64.8% of our students stated that they agree or strongly agree that they understand the attendance policy. 94.6% of the students stated that they agree or strongly agree that the campus is well cared for. In January 2024, 93% of the students stated that they agree or strongly agree that they feel safe while attending school (even despite frequent home/community violence the month prior to surveying); 99% of the students agreed or strongly agreed that they are treated with respect by all staff, and annually since 2022, 80% of students state they enjoy school at AVHS, compared to their prior comprehensive high school.
School Board	The board has stated historically that they are willing to put the resources into supporting Alta Vista in order to continue having a small campus where the student to staff ratio is 10:1. They love the fact that our Community Service Coordinator is stationed on campus, as this allows for students and families to check in with her at any time. Since 2022, MVLA board members have noted in meetings that they are impressed by the growth in student connectedness and positive attendance, as well as outstanding academic engagement.
District Office	Provides a ground crew which keeps the facilities clean. This includes a custodian, gardeners, and maintenance crew. Because of COVID 19 the district has taken a stronger stance about classroom cleanliness, which now includes using specific disinfectants to clean all classrooms. The district continues providing weekly testing for all students who want testing, have provided KN95

	<p>masks for all students who need a mask, and have provided at home testing kits to any student who wants a testing kit at any time.</p>
Parents	<p>Parents attend enrollment meetings, review school rules and expectations, and establish relationships with office staff. Many parents stated that the office staff is their first line of communication when they need support with their student.</p>
Community	<p>Community members reported that the campus feels very welcoming to all. The community members felt that the school offers a lot of support for the students. Many community members who run programs on our campus felt honored to be on our campus and to be able to help students who have greater needs. The A La Carte Van that comes to our campus to provide meals for our students weekly is planning on starting a training program in the near future to give students culinary skills for life after high school. The members of this program have stated that when they are up and running because of the connection to our students they would like to see our students as part of this program.</p>
E2.2- Exceeds standard	<p>The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.</p>
Office, Comm Res	<p>The Community Resources Coordinator position exists not just to honor individual differences but to ensure that all students are treated justly and equally. The Community Resources Coordinator is an advocate for our students on campus and within the community. Our front office also does this work as the initial contact person for the community.</p>
Students	<p>In January 2023, 100% of the students stated that they agree or strongly agree that they felt safe while attending school. 86% stated that they agree or strongly agree that their differences are respected, and similar percentages for respect by teachers and with peers. Students treat each other with respect. 80% stated they like AVHS compared to their prior comprehensive high school, and 78% would recommend AVHS to a friend.</p>
School Board	<p>The board stated that they think the small size of the school allows for students to feel like they are a family. The board stated that the teachers are caring, resourceful, flexible, and are always trying to get the students to be continuous learners. The board also commended staff this year for offering a growing range of electives and CTE options, as well as recently being approved for in-seat College Prep UC/CSU a-g course offerings (as well as CP/Honors/AP offerings with online provider support).</p>
District Office	<p>Has provided our school with a Community Resource Coordinator and with a part-time CHAC counselor.</p> <p>The district shared that Alta personalizes or individualizes their program based on student needs. They love that our school focuses on more than just academics, our school also offers CHAC, the health van, mental health services, and other services. They love the flexibility the school has for offering different core courses for students and that we are able to participate in sports with other continuation schools. The district takes great pride in the small student to teacher ratio. And that they love that the school is able to have animals on the grounds. For example the school has chickens on the grounds and had goats at the start of the school year.</p>
Parents	<p>Parents reflect their appreciation for the personalized, compassionate approach and continual communication about progress on a weekly basis. Parents comment that their students are happy to go to school each day. In 2022-23 and beyond, we increased the frequency of parent events on campus, adding to the event calendar and increasing involvement (Back to School Night, Open</p>

	House, parent spectators at AVHS sports events, and the number of parent/administrator/teacher/student CARE conferences and progress meetings).
Community	Alta Vista works with community members in a range of ways, and appreciates involvement on a weekly basis. Examples include Mentor Tutor Program brunch/lunch center and volunteer mentorship; donors to our Snack Shack; scholarship community members/organizers; comprehensive site club leaders, and local community organizations such as Canopy of Mountain View.
Teachers	This category is a source of pride for the teachers at Alta. Teachers are flexible, meeting students' individual learning needs and pace. Flexible schedules also allow for students to be in the classes they need to be in, with courses completed and adjusted for graduation needs on a frequent basis so that students continue to progress. Teachers also dominate the staff meeting so that they can talk about individual students and the support that the students need. The staff meeting is also used to talk about not only support, but student successes. This allows for teachers to acknowledge students when they see them on campus about wonderful things they have done in other classes.
E2.3- Standard met	The entire school community has an atmosphere of trust, respect, equity, and professionalism.
Office, Comm Res	The front office and Community Resources Coordinator are friendly and greet every parent/student they encounter by name. Parents share that they feel acknowledged and heard by our school staff. Every interaction with students and families is full of empathy and practical individualized opportunities for help. The office would hear complaints about staff professionalism and this infrequently happens. We facilitate parent conferences based on this type of concern and it is almost always resolved immediately.
Students	The students in their survey stated that 86% of the students strongly agree or agree that they are treated with respect and dignity by staff. 86% said that they strongly agree or agree that they are treated with respect and dignity by their peers.
School Board	The board stated that they think this is what Alta does best. They feel that the staff is caring and dedicated to their students, and continues to grow in student and community connectedness. They feel that the staff excels at working with students who have different levels of capabilities. They stated that the staff understands that the school is a family, and that this family supports students' success.
District Office	The district states that they see love and care for all students at Alta. They stated that the staff is there to support all students.
Parents	The parent focus group said that this would be a met standard. They feel that the school provides an opportunity for trust and respect. One parent stated that she has seen this when she goes on the day of the health van. She claims that Alba and Debi are there for the students and are the first line of contact for parents who need support.
Community	The community members shared that they felt that Alta created strong relationships with the students. They felt that both the school and community are very supportive of the Alta students. Mentor Tutor Connection (This is a group that is on our site that matches a community member to a student. The community member is there as a support for the student. They talk about what is happening in the students life and they do activities together outside of

	school.) would like to become part of the safety net for students at Alta.
Teachers	The teachers love the small campus, because they feel that the campus is more like a family atmosphere. Because of the close knit groups, students feel like they can come and talk to someone on campus about issues they are having.

Community & Belonging

In surveying AVHS students over time, they agreed that:

	December 2021	September 2022	January 2023	January 2024
Feel Safe	86%	97%	100%	93%
Like AVHS	54%	80%	80%	95%

Since 2022, data has held at 80% of students stating they enjoy coming to AVHS (compared to prior high school).

As of January 2024. 83% believe their strengths and efforts are recognized at AVHS!

II. Data for Attendance, Suspension and Expulsion and Referrals to Other Settings

Number of Suspensions

	2018-19	2019-20	2020-21	2021-22	2022-23
Suspensions	13	11	0	23	29

Number of Expulsions

	2018-19	2019-20	2020-21	2021-22	2022-23
Expulsions	0	0	0	0	0

Crime Statistics – Number of Incidents

	2018-19	2019-20	2020-21	2021-22	2022-23
Theft/Vandalism	0	0	0	1	0
Fighting/Violent Incident (Injury)	0	0	0	1	0
Fighting/Violent Incident (No injury)	5	0	0	2	7
Dangerous Object	1	0	0	0	3
Controlled Substance	6	8	0	14	18
Disruptive/Defiant	1	3	0	5	1
Other	0	0	0	0	0
Total	13	11	0	23	29

Data source: CDE Dataquest

Referrals to Other Settings

	2018-19	2019-20	2020-21	2021-22	2022-23
Traditional School	12	10	9	19	15
Adult Education	13	6	3	8	3
County Community School	2	1	2	0	1
Institutional Placement	3	2	1	1	2

Attendance Data

	2018-19	2019-20	2020-21	2021-22	2022-23
% Annual Attendance AVHS	86	85	34	61	72
% Annual Attendance MVLA	96	97	97	TBD	TBD

District/Campus Safety Strategies and Programs

Education Code 32282 (a) 2 (A)-(J)

As written in **MVLA Board Policy 5142**, The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166

According to **MVLA Board Policy 5141.4**, the Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

In **MVLA Board Policy 3516**, The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan.

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs.

District employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Mountain View Los Altos High School District Crisis Response plan is included in the appendices, and accomplishes the following:

- Appendix B: District Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS.
 - Provides emergency contact information for district staff in Appendix B.1: District Staff Emergency Contacts – Confidential.
 - Provides emergency contact information for school site staff in Appendix B.2: Campus Staff Emergency Contacts – Confidential.
 - Describes the ICS structure for the district crisis response team in Appendix B.4: MVHS Incident Command System.
 - Defines specific evacuation procedures for the district office and school sites developed with considerations for students with physical disabilities in Appendix B.5: District/Campus Emergency Evacuation Plans.
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake in Appendix C: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

Through **MVLA Board Policy 5144.1 and 5144.2**, the Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes disciplinary guidelines in accordance with state and federal law, Student Due Process, Supervised Suspension Classroom, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

As described in **MVLA Board Policy 4158**: the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(E) Discrimination, Harassment and Bullying Policies

Additional code reference: Education Code 200-262.4

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **MVLA Board Policy 0410**, which states that the Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

MVLA Board Policy 5145.3 states that district programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity,

gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

MVHS considers bullying a form of harassment and will treat it as such, especially when the bullying is in regards to a student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

As written in **MVLA Board Policy 5145.7**, the Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

MVLA Board Policy 5131.2 explicitly prohibits bullying by stating that no student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(F) School-wide Dress Code

Additional code reference: Education Code 35183

As described in **MVLA Board Policy 5132**, the Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

For campus-specific detailed dress code requirements, please refer to the student and parent handbooks that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(G) Procedure for Safe Ingress and Egress to and from School

Through a collection of Board Policies, Mountain View Los Altos High School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5142: describes a collection of policies and procedures to ensure student safety and details procedures to enhance pedestrian safety. Included in policy language; "To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed."
- BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP 5131.7: prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Evacuation Plans.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in **MVLA Board Policy 1250**:

To ensure the safety of students and staff and avoid potential disruptions, any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

For purposes of school safety and security, the principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

(H) A Safe and Orderly School Environment Conducive to Learning

As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed to meet the current needs of the Alta Vista High School and Freestyle Academy.

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated project lead. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

2023-2024 Action Plan

Findings based on Data Review, Student and Staff Surveys, Observations, Annual Board Review, WASC Report and Goals

Safe Physical Climate Goal: AVHS & FSA		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	<p>Continue to evaluate effectiveness of alarms, bell systems, and fire code compliance and address identified weaknesses.</p> <p>Update all facilities maps and hazard response materials as needed.</p>	Staff/room clipboards and Google Folder with hazard response information	Head of Maintenance Principal	Concerns will be reviewed and strategies will be developed to address each as needed.
3.) Strengthen and practice crisis response plans	<p>a.) Revise crisis response plans as needed.</p> <p>b.) Collaborate with local public safety and emergency response agencies to assess and revise campus crisis response plans</p> <p>c.) In coordination with public safety partners, review and update campus crisis response plans and develop emergency response chart for classrooms</p> <p>d.) Provide ongoing site staff and faculty training on crisis response procedures</p>	<p>a.) MVPD and MVFD</p> <p>b.) Principal</p> <p>c.) Online training through FEMA</p>	Principal	<p>Annual review and update of site plans.</p> <p>Development and installation of emergency response charts for classrooms.</p> <p>Fire drills, earthquake, and lock-down exercises will be logged by site administration.</p>
4. Continue to follow safety protocol developed by Santa Clara County related to COVID-19.	<p>2) Monitor district and county directive; act in accordance with guidelines. covid19.sccgov.org/covid19-guidelines</p>		Principal working with DO	<p>All persons on campus follow COVID-19 safety protocols.</p> <p>Safe workplace environment for all with minimal COVID-19</p>

				positive cases.
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Safe Social Climate Goal: AVHS		Addressing student behaviors and needs that impact success in school. (Drug usage, school culture, student wellness including mental health)		
Objectives	Action Steps	Resources	Project Lead	Outcomes
1.) Increase awareness of drug/vape prohibitions on campus and decrease use of vaping or other drugs on campus	a.) Communicate regularly with families regarding vaping behaviors and access to resources. b.) Increase drug/alcohol educational opportunities for students. c.) Provide Narcan and Fentapill awareness assemblies (and Narcan distribution to all students) d) Offer a 6 week “ Tobacco Prevention Toolkit’ program with incentives for students once a semester.	Tobacco Prevention Toolkit Curriculum Classes	Principal Community Resources Coordinator District Wellness Coordinator	Decrease of vaping & other drug use on campus as seen in discipline records.
2.) Increase awareness of mental health resources available to students.	a.) Add signage to more public areas, including restrooms, about how to access support. b.) Maintain new Aztec Igloo, a dedicated wellness space on campus. c.) Communicate an AVHS definition of Wellness and Mental Health - including showcasing our therapists and CHAC interns so they are familiar faces. e.) Develop a school-wide strategy to engage students in health and wellness. f.) Offer parent workshops to families to decrease the stigma of mental health and	Mental Health Guest Speakers Weekly School Announcements at school, Monthly Assemblies, and Weekly Community News emailed to families and students	Mental Health Task Force Community Resources Coordinator	Increased use of Mental Health resources. (should we change it to this?)Ensure every student experiencing anxiety and/or depression is connected to appropriate support. Decrease in severe anxiety and depression cases. Thriving Aztec Igloo as wellness space (aiming to staff with social work intern for the school year 2024-2025). Strengthen

	<p>build awareness.</p> <p>g) Include student assemblies and curriculum to highlight wellness concerns and strategies, healthy relationships, and sharing help resources.</p> <p>h) Grow relationship with community organizations, including Canopy, to create outdoor wellness space, “Alta Serenity Garden”</p>			<p>connections with community organizations that help plan and support wellness spaces, assemblies, or presentations.</p>
<p>3.) Increase connections with caring adults</p>	<p>a.) Communicate regularly with students through the Advisory program</p> <p>b.) Promote the Mentoring program (MCT)</p> <p>c.) Increase number of CARE conferences</p> <p>d.) Increase number of students accessing counseling services</p> <p>e.) Creation and eventual staffing for Alta Igloo, our wellness room</p> <p>f.) Creation of the outdoor “Alta Serenity Garden.”</p>		<p>Advisors</p> <p>Principal</p> <p>MTC Coordinator</p> <p>Community Resources Coordinator</p> <p>Canopy of Mountain View</p>	<p>Decrease of vaping & other drug use on campus as seen in discipline records.</p> <p>Increased use of Mental Health resources.</p> <p>Decrease in severe anxiety and depression cases.</p>
<p>4.) Increase professional development for staff in the area of student wellness</p>	<p>a.) Specific, WASC-aligned professional development for staff</p>	<p>Professional Learning “Language for Academic Writing and Speaking”</p> <p>Annual Continuation School Conference, April 2022/23/24</p> <p>Motivational Education Theory PD with Dr. Robin Love</p>	<p>Principal</p>	<p>Fewer behavioral referrals & more referrals for counseling</p> <p>LGBTQIA+ students report being comfortable at AVHS</p>

(I) School Discipline Rules and Consequences

Every student is expected to arrive on time for school, with necessary supplies, ready to learn. Students are expected to complete the necessary work for a high school diploma, and to refrain from behaviors that might distract a teacher from teaching or other students from learning. The following will serve as a behavior contract for all Alta Vista High School and Freestyle Academy students.

Additional code references: Education Code 35291 and 35291.5

MVLA Board Policy 5131 identifies district-wide standards for student conduct:

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code [417.27](#))

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a

district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code [48901.5](#))

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

MVLA Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed support; communicating clear, appropriate, and consistent expectations and consequences

for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed.

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal.

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Additional Board Policies are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation. **MVLA Board Policy 5136**

- Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school. **MVLA Board Policy 5131.7**

(J) Tactical Responses to Criminal Incidents

AVHS and FSA place the highest priority on the safety of students, visitors and school personnel. A key part of ensuring this safety is the quick and coordinated response to criminal incidents that may occur on campus. To effectively and efficiently respond to such incidents, AVHS and FSA staff will follow these steps:

1. Upon discovery or witness of a criminal incident, all students will immediately notify a staff member or other adult on campus. Adults will immediately notify the front office at the school where the incident occurred.
2. The administrator or administrator designee will initiate one of the following processes:
 - a. If there is an existing or imminent threat to the safety of students, call 911 and the district office, then immediately activate an appropriate emergency response procedure like lockdown or secure school.
 - i. Await the arrival of emergency responders and follow their instructions as they will have incident command during these types of incidents.
 - b. If there is no longer an immediate threat but a criminal incident (or non-violent criminal incident) has recently occurred while students are on campus then contact the Los Altos or Mountain View Police Department using the non-emergency dispatch number, and request assistance with an in-person response.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Await the arrival of emergency responders and coordinate a unified command to ensure the safety of students and school personnel, property and the environment.
 - c. If the criminal incident occurred while no students were present, such as but not limited to vandalism on the weekend, then notify the Los Altos or Mountain View Police Department using the non-emergency dispatch number to request support.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Follow the instructions of the dispatch operator or other law enforcement representative. This could include filing a criminal report by phone or using an online system.

Safety Plan Review, Evaluation and Amendment Procedures

The AVHS comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January of each school year.

Pursuant to Education Code Section 35294.6(a), the MVLAHSD adopted this annual comprehensive school safety plan at the regular meeting of the Board of Trustees referenced on the cover page of the plan. An opportunity for public comment was provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the MVLA District Office. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Safety Planning Process.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under Education Code Section 32281, the California Public Records Act (Government Code 6254 parts *c* and *aa*) and/or prescribed by MVLA Administrative Regulation 1340, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the MVLA Board of Trustees and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site.
- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in GC 6254.3.)
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

As described in Education Code 32281(f)(1), the school district may elect not to disclose those portions of the comprehensive school safety plan that include “tactical responses to criminal incidents.” the following items will be designated “**For Official Use Only (FOUO)**”, will be reviewed only in a closed session of the MVLA Board of Trustees and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and supplies storage.

Appendix A: Safety Planning Process

Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc)</i>	Date and Time	Referenced Documents <i>(description and location)</i>
Draft and Review of Goals for Safety Plan <i>(Suzanne Woolfolk)</i>	February, 2023	<i>None attached</i>
Review, Discussion and Input of Draft Goals for Safety Plan AVHS Staff <i>(AVHS Staff)</i>	Fall 2023, and February 26, 2024	
Final Review of Safety Plan by AVHS Site Leadership Team	February 26, 2024	
Review of AVHS Safety Plan by MVLHSD Board of Trustees		

Appendix B: District Crisis Response Plans

The following sections provide key information for crisis response for AVHS and FSA. While this information represents the basic tools needed for an effective crisis response, AVHS and FSA will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone crisis response plan will be referenced in the Comprehensive District Safety Plan as it is developed.

EMERGENCY PROCEDURES Mountain View Los Altos Union High School District rev 12/2007	
Remain CALM; Follow Procedures and Directions (more information on clipboard and/or in Safety Plan)	
<p style="text-align: center;">EVACUATION</p> <ul style="list-style-type: none"> Exit according to route on map or as safe. Assist others who are mentally, physically or emotionally impaired. Assemble in the designated assembly area or as directed. Close all doors behind you, DO NOT LOCK. Take roll: account for students and staff. All students to remain under control of the teacher or designee. DO NOT RE-ENTER building and DO NOT LEAVE until directed to do so. <p style="text-align: center;">CODE BLUE / SHELTER-IN-PLACE</p> <ul style="list-style-type: none"> Get inside; close doors and windows. Follow directions. Continue normal activities inside. DO NOT LEAVE until released. 	<p style="text-align: center;">CODE RED / LOCKDOWN</p> <ul style="list-style-type: none"> Immediately leave campus for the offsite staging area OR get inside. Lock door if possible. Barricade doors, dim lights, cover windows. Get down and behind an interior barricade, offset from door. If serious injuries or other serious situation, place a red card under the door or in a window. Take roll. Stay quiet; use anxiety reducing activities (deep breathing, simple games). Do not respond to fire alarms. Call 9-1-1 if you know identity, location or description of suspect. DO NOT LEAVE until released by public safety.
<p style="text-align: center;">MEDICAL EMERGENCY</p> <ul style="list-style-type: none"> Check victim. Call 9-1-1 if life threatening. Report serious injury or illness to office Support victim until help arrives. DO NOT move non-ambulatory victims unless physical dangers are present. <p style="text-align: center;">FIRE</p> <ul style="list-style-type: none"> Pull fire alarm. EVACUATE. Keep low, cover face. Test exit doors for heat. If hot, DO NOT OPEN; use alternate route. Close but DO NOT lock doors as you leave. <p style="text-align: center;">EARTHQUAKE</p> <ul style="list-style-type: none"> If inside: DROP, COVER and HOLD. <ul style="list-style-type: none"> Make body small as possible. Eyes closed, ears covered. Face in arms, protect back of neck. EVACUATE once it is safe. If outside: Lie prone <ul style="list-style-type: none"> Cover head, face & as much skin as possible. Eyes closed, ears covered. <p style="text-align: center;">EXPLOSION</p> <ul style="list-style-type: none"> EVACUATE, uphill and upwind if possible, to a safe distance. DO NOT return to the area until it is declared safe. 	<p style="text-align: center;">BOMB THREAT</p> <ul style="list-style-type: none"> EVACUATE involved areas. Look for suspicious objects while exiting but DO NOT HANDLE; tell emergency personnel of location. Leave doors and windows open. DO NOT LEAVE the campus as the device may be hidden in or under a vehicle. DO NOT use light switches or open drawers or cabinets. <p style="text-align: center;">HAZARDOUS MATERIALS</p> <ul style="list-style-type: none"> Contact office immediately. Handle medical emergencies; isolate person(s) from others. <p>EXTERNAL HAZARD (outside of building):</p> <ul style="list-style-type: none"> CODE BLUE / SHELTER-IN-PLACE. Remain inside until released by emergency personnel. <p>INTERNAL HAZARD (inside of building):</p> <ul style="list-style-type: none"> EVACUATE; upwind, upstream, uphill if possible. Seal off contaminated area if possible. <p style="text-align: center;">VIOLENT VISITOR</p> <ul style="list-style-type: none"> If confronted by violent person; speak calmly and attempt to get intruder to leave. GET HELP. Call 9-1-1 If aware of violent person: initiate CODE RED / LOCKDOWN as appropriate.
<p>Emergency Phone Number: 9-1-1</p> <p>Direct # by cell: City of Mountain View: 650-903-6395 Los Altos: 650-947-2779</p> <p>District Numbers: Superintendent 650-940-4669 Associate Superintendent 650-940-4675 Maintenance & Operations: 650-940-4667 Los Altos High School 650-960-8811 Mountain View High School 650-940-4600 Alta Vista High School 650-691-2433 Adult Education 650-940-1333 Mountain View Parent Preschool 650-969-9506 Los Altos Parent Preschool 650-947-9371 Freestyle 650-940-4680 District Special Ed 650-940-4658 District IT 650-940-7418</p>	<p>Numbers working if power failure: District Office 650-961-7008 Los Altos High School 650-941-2382 Mountain View High School 650-961-7547 Alta Vista High School 650-965-8706 Adult Education 650-966-1079</p> <p>After major disaster:</p> <ul style="list-style-type: none"> Implement Incident Command System. Parent/guardian must present proper ID to claim students. Staff is required to stay at school until dismissed by Incident Commander. All classified and certificated staff members have emergency assignments.

Appendix B.1: Site Staff Emergency Contacts – Confidential

Name	Position	Cell Number(s)	Safety/ Crisis Response Role
	AVHS Principal		School Incident Commander Planning Chief
	Community Resources Coordinator		Operations Chief Logistics Chief
	IA		Site Check/Security Search & Rescue
	IA		Student Supervision
	Teacher		Medical/Mental Health
	Office Manager		Communications
	Teacher		Student Release to Family

Appendix B.2: Crisis Response/Community Emergency Contacts

For all emergencies call 911

Public Health and Safety

Vendor	Number	Purpose/Subject
Mountain View Police	Emergency – 911	
	(650) 903-6395	Non-emergency
County Fire	Emergency - 911	
Fire Station	(650) 947-2770	Non-emergency
County Animal Control	(408) 686-3900	Animal-related issues
American Red Cross of the Silicon Valley	(877) 727-6771	
Child Protective Services	(650)-493-1186	24 Hour Reporting
Bay Area Air Quality Management District	(415) 749-5000	Info on air quality

Public Utilities

Vendor	Number	Purpose/Subject
PG&E (natural gas)	(800)743-5000	Gas leaks & Electrical Emergencies
Irrigation District	(650) 917-0152 or (650) 553-0152 after hours	Irrigation water, canals, etc.
County Public Works	(650)947-2785	Regular hours only

Appendix B.3: AVHS/FSA Incident Command System

Standardized Emergency Management System/ Incident Command System Overview

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency.

ICS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, adaptations for students/staff with disabilities, evacuations, and the release of students.

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

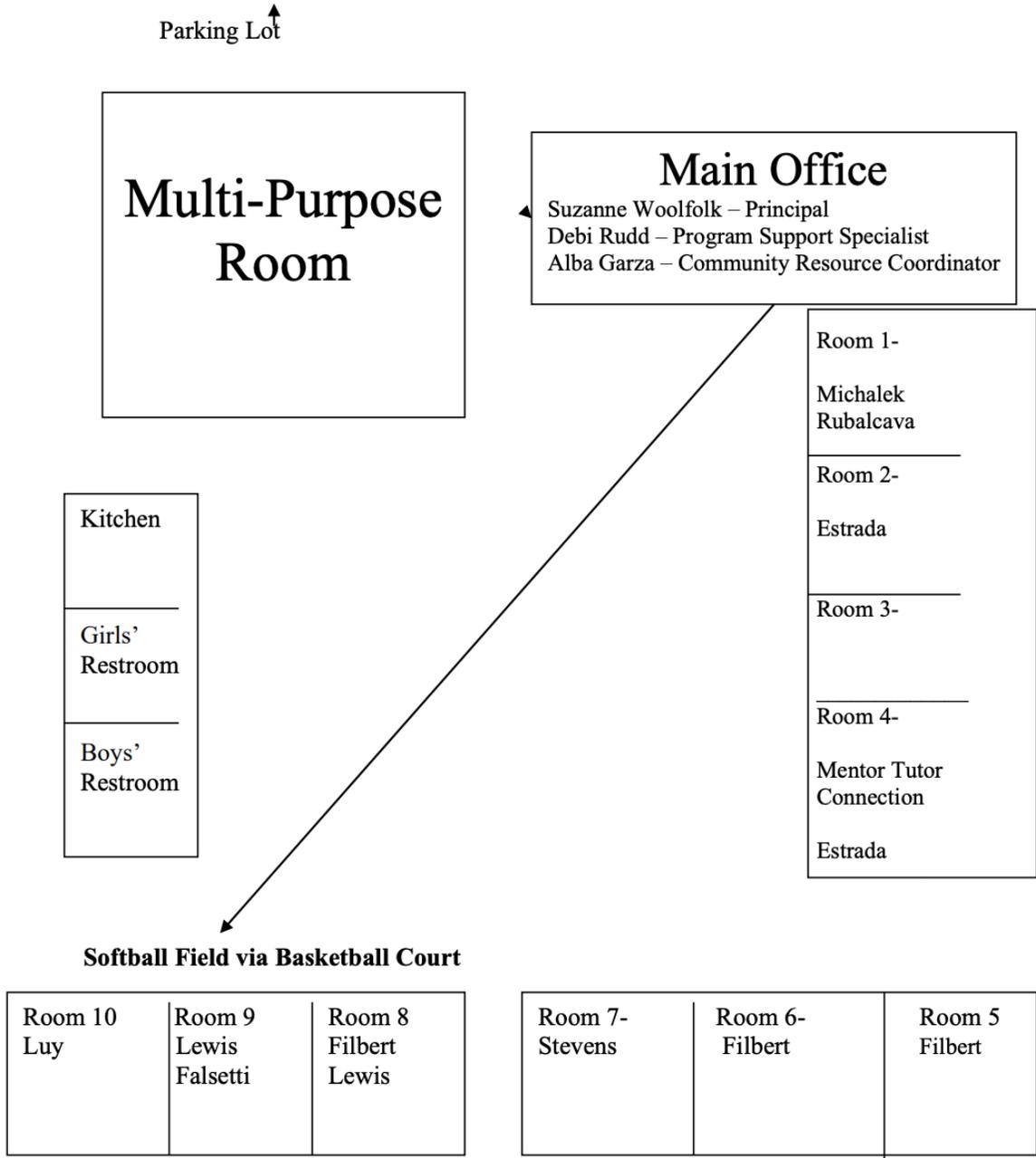
Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

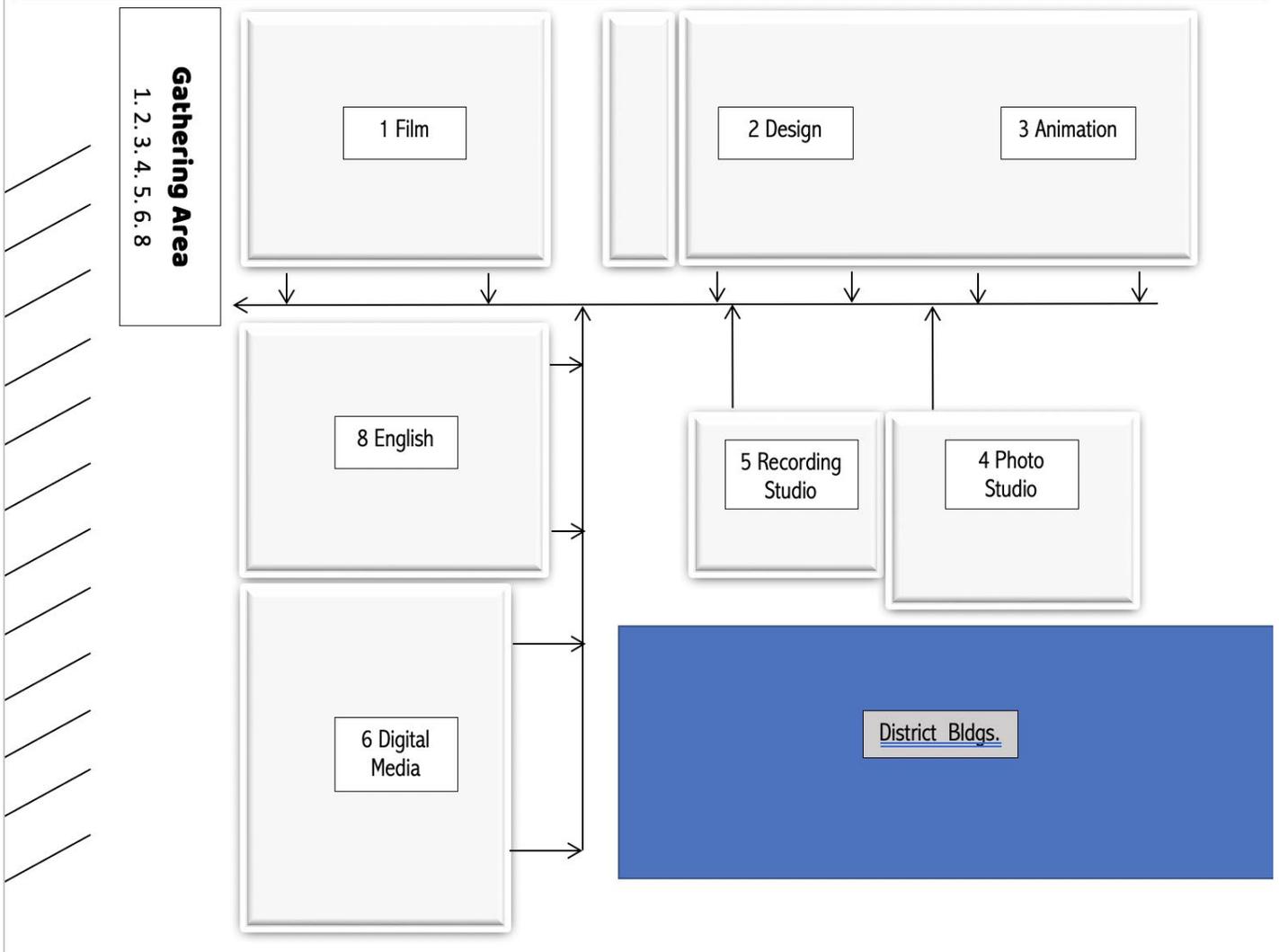
Appendix B.4: District/Campus Emergency Evacuation Plans

[AVHS Emergency Forms](#)
[Freestyle Emergency Forms](#)

Alta Vista High School Evacuation Map



Freestyle Academy Evacuation Map



Appendix C: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Stop, Drop and Hold:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system may also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Stop, Drop and Hold:** Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “Stop, Drop and Hold” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “Stop, Drop and Hold” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, create safety barriers and to keep students as far away as possible from any windows until further notice. This response may include the Run, Hide, Defend protocol.
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s school-wide communication system to notify staff and students that normal school operations should resume.

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Shelter in Place or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down and the Run, Hide, Defend protocol, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to *call 911*. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Lock Down, or Evacuation.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

OPIOID OVERDOSE PROTOCOL

Procedures involve protection, mitigation, response and recovery. AVHS takes ongoing efforts to safeguard the campus, students, teachers, faculty, and staff from an emergency event, through opioid and Fentapill education. We also provide student and staff Narcan/Naloxone use training and distribution, and small-group and individual counseling to mitigate risk factors, and spread awareness regarding the Good Samaritan laws that provide immunity from arrest, charge, or prosecution for certain drug offenses for a person experiencing an overdose — or witnessing another person experiencing an overdose — who seeks medical attention.

In response to a potential overdose, staff are aware of Narcan/Naloxone supplies to administer (with two doses minimum in every classroom, as well as the office). Staff would follow procedure to alert the office and initiate emergency 9-1-1 and guardian contact. Following an overdose emergency, our principal and Community Resource Coordinator would assist students, staff, teachers, and faculty in the recovery process, and restore a healthy and safe learning environment following an emergency event. Outside community support referral for students and/or family may also follow.

POWER OUTAGE

Schools can remain open and operational even with a power outage for periods of time if relative conditions are cooperative, in particular if conditions are optimal and necessary accommodations can be made for child nutrition and student safety. For example, if the weather is moderate and heating or air conditioning is not essential, we can continue without power.

Our schools have emergency materials and supplies including water, snacks, and first aid kits on site that can be used if needed. We have back-up communication systems that allow principals and District staff to receive and send emergency information.

In the event of a school closure due to a power outage, we will notify students, families, and staff with as much advance notice as possible using our mass communications system as well as posting on our website. It is important that MVLA has current parent, guardian, and emergency contact information in our student information system so that you can be notified. Please contact your school's office to update your contact information if it has changed.

Please note, power outages may not impact all schools within our district at the same time. In this case, only the schools with power outages will be closed.

General Procedures in a Power Outage

1. Unless otherwise specified by the district superintendent, the campus shall remain open during regular hours and, if safe to do so, classes/work shall operate as normal. It is the expectation that all staff remain on-site until otherwise directed.

2. All persons shall avoid unnecessary movement throughout the campus and buildings to avoid injury resulting from slips, trips, or falls. During regular business hours, there is typically sufficient natural light to safely remain in place for a period of time.
3. Each campus shall assess where staff and students shall relocate to if they are in an area with no natural light. As certain areas of a building are more appropriate than others to occupy during a power outage, safe areas must be identified and utilized (rooms with natural light, close proximity to washrooms, centralized area for communication purposes).
4. Each campus should consider storing the following supplies in case of an extended power outage: flashlights, battery powered radios, extra batteries, warm blankets, hand sanitizer and some drinking water. These items/batteries should be inspected during the regular campus inspections to ensure they are present and in good working order.
5. School phones require power and internet connection. The principal/site supervisor and staff members shall consider alternate forms of communication if main telephone lines are unavailable, such as cell phones or two-way radios.
6. Communicate with parents/guardians that the phones are not working and establish, through the district mass communication system and website, end of day procedures regarding safe departures.

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the LAHS School Resource Chaplains. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposely contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful or unauthorized demonstration or walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unauthorized demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to resolve the situation.