

# Comprehensive School Safety Plan

**LEA:** Eagle Peak Montessori School  
**School:** Eagle Peak Montessori School  
**CDS:** 07617546118087  
**Principal:** Michelle Hammons  
**Contact Person:** Michelle Hammons  
**E-mail Address:** hammonsm@mdusd.org  
**Phone Number:** 925-946-0994  
**School Year:** 2023-2024

**Public Hearing Date(s):** February 20, 2024

X The school certifies completion of this safety plan.

**School Site Council Approval:** NA

**Board of Education Approval:**

## Introduction

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

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

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

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

The school is guided by its vision which is to create a quality learning experience supported by families, educators, and community members who believe that a better world can be built by helping all children develop to their fullest human potential. It is our belief that by learning without artificial boundaries and discovering their capacity to live in peace, children will become life-long learners and responsible citizens whose actions reflect sound character, ethical behavior, and a clear understanding of their own and others' self-worth and dignity. Our students will become socially aware, responsible people, who live in harmony with nature as stewards of the earth.

Our educational and philosophical perspective profoundly respects and supports each individual's unique development and acquisition of knowledge. Our task is to provide an atmosphere of acceptance, respect, and trust so that creativity, learning, and a sense of community flourish. We are a learning community that recognizes parents, students, teachers, and administrators as integral parts of the school and we support one another in our lifelong process of learning and personal growth.

**Safety Plan Development and Review Committee EC 32282(e)**

<p align="center"><b>School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members</b></p>	Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other Community Representative
	(B)	(E)	(F)	(G)	(H)	(I)	
1. Michelle Hammons	X						
2. Jennifer Womble				X			X
3. Kathrine Cook			X	X			
4. Amy Nelson		X					
5.							
6.							
7.							
8.							
9.							
10.							
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18.							
19.							
20.							

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

School Year 2023-2024

Meeting Type	Meeting Date			Comments
	Month	Day	Time	
Safety Committee Meeting	February	27	10:30am	
Public Hearing	February	20	6:30pm	The CSSP was reviewed at a monthly board meeting where the public has an opportunity to speak. The board is comprised of parents, staff, and community members.
Faculty Meeting	February	28	1:30pm	The staff was presented the current safety plan and reviewed.
OTHER	February	20	6:30pm	Eagle Peak Montessori Board of Director's Meeting. The Eagle Peak Board of Directors will meet and vote on adopting the safety plan.
Faculty Meeting	August	8	8:30am	The staff will be trained on the School safety plan at the beginning of each school year.

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

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

## School Climate

### Current Status of School Crime

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

Data Source	2020-21	2021-22	2022-23	2023-24
<b>Suspensions</b> (number of incidents)				
- Violence	0	0	0	0
- Tobacco	0	0	0	0
- Drugs/Alcohol	0	0	0	0
- Weapons	0	0	0	0
<b>Expulsions</b>	0	0	0	0

<b>Attendance, general ed. (%)</b>	99	94.5	96	97.41
<b>Attendance, special ed. (%)</b>	99	94	96.3	97
<b>SART</b> (number of referrals)	0	0	0	0
<b>SARB</b> (number of referrals)	0	0	0	0
<b>SARB</b> (number referred to Court)	0	0	0	0
<b>SST</b> (number referrals)				4
<b>Coordinated Care Team</b> (number of referrals)			0	0
<b>Positive Behavior Team Referrals</b>			na	0
<b>Vandalism Reports</b>	1	1	1	0

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

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. We have not experienced crime on campus while in session. There is occasional vandalism after hours from unknown sources. Parents report feeling that their child is safe at school through our school surveys. Staff works on campus often on the weekends and evenings and they report feeling safe.

**Provide and Maintain a High Level of School Safety EC 32282(a)(2)**

Identify appropriate strategies and programs that provide and maintain a high level of school safety. We keep our campus locked during the school day. Last year we installed a buzzer and a remote opening. During the school day the door is locked and you must ring the bell and office staff must release the lock. We have a fence that surrounds the campus. We have practice drills. The fire department checks our extinguishers and facilities annually. The principal's office opens onto the main courtyard and she has a visual of the courtyard, walkway to the student restrooms and a partial view of the playground from the office. The office manager's window has a similar advantage. Each classroom has two teachers who can ensure that students are supervised at all times. All teachers have keys to the gate locks for easy access. All visitors must stop through the office as there is no entry possible onto the campus without going through the office. Again, we are a closed campus. During lunch and recess, there are adults supervising both the lunch area and the recess area. All adults working with the children are certified in First Aid/CPR on a bi-annual basis.

**School Interventions and Support Systems BP 5144; AR 5149**

MDUSD BP 5144  
Discipline



List and describe interventions and support systems that are in place as a deterrent to suspension and expulsion. Part of the Montessori pedagogy and curriculum is intentional peace education. This centers on conflict resolution. As Montessorians, we do not use extrinsic motivation for behavior. Students stay with the same teachers and classrooms for three years. This allows for strong support and relationships to develop over time. We also attempt to work with students and families to find alternatives to suspension. Suspension is primarily used if there is a physical altercation but not for mere behavior concerns.

Describe the guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on your campus.

We are fortunate for the 2023-2024 academic year to have a part-time counselor who works with teachers and students in regard to mental health and emotional concerns. We also contract with MDUSD for special education services including a school psychologist. Our administrator is taking training on suicide prevention and signs and the adolescent teaching team will be enrolling in this training as well.

See Appendix A

**Ensuring a Safe and Orderly Environment AR 0450**  
**Component I: The Social Climate, People, and Programs**

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

<b>Goal #1:</b>				
Implement classroom guidance for helping students solve interpersonal problems and to set an expectation for behavior and interactions.				
<b>Component I The Social Climate People and Programs</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Social Emotional Learning: Class and small group lessons provided by the school counselor from a prepared curriculum.	School Counselor	\$0.0 Cost. Completion date: June 3, 2024	Curriculum	NA
2.0 Eagle Peak Virtues: This is part of the classroom meeting work each year and the teachers and class work together to define what the virtues are and what they look and feel like in action.	Classroom Teachers	\$0.0 cost. There is not completion date, as this is ongoing.	None	NA

**Goal #2:**  
Proactively create a school/classroom climate in which all students learn about social, emotional, and physical health and ways of expression

<b>Component I</b> <b>The Social Climate</b> <b>People and Programs</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 To find an alternative program for student health and development instruction. Attempt to fill the void that the reduction of educational funding Planned Parenthood receives and that forced them to end their in-school program. We now need to replace that program for students.	Annie Rodriguez and Shakira Khan	March 2024. Total Budget \$1800.00	Independent Contract with educational provider.	Student comfort with the program and engagement.
2.0 Peace education: this work is done through teacher created lessons in the classroom that work towards understanding and respecting others as well as how to express our feelings in a manner to help everyone work through situations.	Classroom teachers	Ongoing process throughout the year. Total Budget: \$0.0	Classroom created.	NA

**Goal #3:**  
Parents and students take ownership of the campus community and culture.

<b>Component I</b> <b>The Social Climate</b> <b>People and Programs</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Parent volunteers requests. Various activities where parents can volunteer and participate in creating a positive culture on campus.	Parent Teacher Leadership Group	This is ongoing throughout the year. Total Budget: \$0.0	NA	Number of volunteer hours logged.

**Ensuring a Safe and Orderly Environment AR 0450**

**Component II: Physical Environment**

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

<b>Goal #1:</b>				
Security cameras placed in entrance and exit points on campus.				
<b>Component II Physical Environment Place</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Evaluate placement of cameras and best coverage. Get approval from MDUSD to attach cameras. Purchase approved cameras and technology.	Michelle Hammons or designee.	Tentative completion date: June 2024 Total Budget: \$1000.00	Cameras and technology. Site walk with district for placement.	Successful installation of cameras.
2.0 Have lock and camera/doorbell installed for entrance to office which can be remotely opened.	Michelle Hammons (EPMS) and Melanie Koslow (MDUSD)	TBD \$10,000 proposal---COMPLETED FALL 2023	Contract with company	Completion.COMPLETED FALL 2023

<b>Goal #2:</b>				
Ensure that the facilities and campus are safe and not in disrepair.				
<b>Component II Physical Environment Place</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Ensure there are no tears in play structure mat, or sink holes on playground and that all gates and locks are working.	Michelle Hammons/ Amy Nelson	Completion Date: Annually August, January, June Total Budget: Varies based on issues found.	Depends on issues found	NA

<b>Goal #3:</b> Maintain safety by learning about the Safety Plan and practicing various drills.				
<b>Component II Physical Environment Place</b>	<b>Who will take the Lead</b>	<b>Completion Date and Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b>Activities</b>				
1.0 Review and update Safety Plan	Executive Director/ Staff	Completion by: August and January Total Budget: \$0.0	Times and schedules.	Development of the Safety Plan
2.0 Practice emergency drills as suggested. Ex: monthly fire drills, bi-annual earthquake drills, annual shelter in place.	Executive Director	Completed Monthly Total Budget: \$0.0	NA	Drill logs

## **School-wide Dress Code BP/AR 5132**

MDUSD BP 5132

Dress and Grooming

### School Dress Code

Whereas Eagle Peak Montessori School has a general dress code in our community handbook, we did not adopt a school dress code that was intended for safety plan purposes specifically. Our general dress code does not refer to gang related apparel nor a uniform requirement.

See Appendix A



## **School Discipline, Rules and Consequences BP 5131; BP 5144**

MDUSD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

Our goal is to support students in developing the self-discipline necessary to show respect for themselves, others, and the environment. Teachers model appropriate behavior and instruct students in the proper use of equipment and supplies, grace and courtesy, and conflict resolution. Group discussions and role-playing add to students' understanding that they are responsible for the consequences of their choices.

Eagle Peak students and staff created the following Eagle Peak Virtues:

We practice integrity.

We practice gratitude.

We practice respect.

We practice peacemaking and responsible citizenship.

We practice life-long learning.

Keeping these virtues in mind, we have the following behavior/discipline procedures.

### A. Eagle Peak Behavior Expectations

~Be kind.

~Respect of self and others.

~Respect (take care) of the classroom materials.

~Walk in the classroom.

~Raise your hand to speak in group lessons.

~Use a quiet, kind respectful voice or tone.

~Respect the work cycle, by not interrupting others who are working.

~Use words to resolve conflict.

~Demonstrate empathy towards peers.

~Be respectful of animals.

### B. Student Discipline-Consequences

1. Behaviors that warrant immediate removal from the classroom to the office and possible suspension:

- Fighting or purposely harming another individual.
- Possessing any pharmaceutical item or paraphernalia. (legal or illegal)
- Cruelty to any classroom animal.
- Possession of dangerous items such as but not restricted to: guns, bullets, matches, knives, razors.
- Verbal disrespect of an adult in the classroom.

Under certain circumstances, suspension or expulsion may be recommended. When this occurs, students, parents, and school staff have specific rights and responsibilities and must follow certain procedures.

Corporal punishment will never be inflicted upon a student of Eagle Peak Montessori School; it violates the law and our philosophy of respect.

2. Procedure for other classroom disruptions or behaviors:

- 1st Time Reminder/Warning
- 2nd Time Removal from Activity/Time Out/Removal from Classroom if warranted.
- 3rd Time Phone call to parent

(1-3 may all occur in the same day.)

- 4th Time If the behavior does not stop as a result of the first three consequences, the student will be removed from the classroom and sent to the office. A notice will be sent to the parent that the child was removed from the classroom.

Before a child is sent to the office for behaviors that do not warrant immediate removal from the classroom, there should be evidence that other solutions have been attempted. Each student arriving in the office should have with them a referral form from their classroom teacher.

3. Purposeful disrespect to other students or adult.

- Student will be removed from the situation.
- If this occurs between students, teacher will mediate the peace table with the students.
- If this occurs between a student and the teacher, the student will be brought to the office and the Administrator will mediate the situation.
- If a student is repeatedly disrespectful the teacher will notify the parents in order to begin the process of working together towards a solution.

See Appendix A

## General Emergency Preparedness

### EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

#### Purpose of the Plan

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

#### Regulatory Authority

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

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

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

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

#### School Site Emergency Preparedness and Response Coordination

Each principal shall supervise the planning, operating and testing of their respective school's Emergency Preparedness and Crisis Response Plan. Each principal will also ensure that all school staff and students are familiar with the basic elements of the District's

Emergency Operations Plan, which will be utilized at the district office in the event of a major emergency or district-wide disaster. The principal must ensure that the Incident Command System are utilized by all staff personnel in the event of an emergency incident and shall serve as the Incident Commander at all school crises or emergencies.

### **Campus and Facility Site Preparedness Duties**

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

#### **All School Staff:**

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

#### **Annually each principal shall:**

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

#### **Teachers:**

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

#### **School Office Managers or Designee:**

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

#### **School Custodians or designee:**

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

## **CRISIS/EMERGENCY INCIDENT RESPONSE SYSTEM**

### **Crisis Response**

The primary goals of crisis response are to:

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

### **Incident Command System (ICS)**

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

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

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

## COMMAND AND ORGANIZATION DURING A CRISIS

### Foundations of Crisis Response

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

These three C's are:

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

### CHAIN OF COMMAND

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

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

<b>Incident Commander</b> (Principal/Site Administrator)	Michelle Hammons/Michelle Hammons, Principal
IC Alternate #1	Amy Nelson
IC Alternate #2	Sibyl Buckner
IC Alternate #3	Annie Rodriguez

## INCIDENT COMMAND SYSTEM (ICS)

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

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

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

**SECTION CHIEFS**

**Incident Commander:** Michelle Hammons, Principal  
 Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District Office  
 Communicate and coordinate with Section Chiefs  
 Release teachers according to school’s first opportunity release.  
 Account for the presence of all students and staff as reported by Assembly/Shelter and Care Officer  
 Direct the evacuation of the building, if necessary, using prescribed procedures for emergency type and safest evacuation location.

**Public Information Officer:** Sibyl Buckner  
 Media liaison, official spokesperson for school; coordinates information for parent community  
 Ensures parents and guardians are notified as soon as possible of seriously injured children transported to hospital or other emergency treatment centers.  
**Reports to Incident Commander**

**Disaster Response Officer:** Annie Rodriguez  
 Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)  
**Reports to Incident Commander**

**Agency Liaison:** Amy Nelson/Leslie Brown  
 Assists in establishing and coordinating outside agencies that provide services or resources  
 Serve as the principal's chief communication agent between school site and District Emergency Operations Center.  
 Keep principal informed regarding District directives, injury reports, damage reports, status of students, etc.  
 As directed by the Incident Commander, reports the emergency to appropriate emergency response agencies and the Superintendent.  
**Reports to Incident Commander**

**DISASTER RESPONSE TEAMS**

**Operations Team:** Supports on-scene response at school site

**Operations Team Leader:** Sascha Paris  
 Supports on-scene response at school site; develops Incident Action Plan with Incident Commander  
**Reports to Disaster Response Officer**

**Search and Recovery:** Molly Riffel  
 Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

**Security/Traffic:** Jason Hink -lead  
 Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates Fire and Hazardous Materials

<p><b>Crisis Intervention:</b> Christine Oates if possible/District counseling staff</p> <p>Provides onsite counseling and intervention; determines need for outside mental health support</p>
<p><b>First Aid:</b> Maria Lopez</p> <p>Provides triage and medical care; establishes morgue, if needed.</p>
<p><b>Assembly/Shelter and Care:</b> Classroom Teachers</p> <p>Provides accounting and long-term care for all students until reunited with parents/guardians; manages food and sanitation needs. Teachers report roll and status of student condition to Assembly/Shelter and Care</p>
<p><b>Student Release:</b> Classroom Teachers</p> <p>Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release</p>

<p><b>Planning Team:</b> Collects, evaluates and documents information about the incident</p>
<p><b>Planning Team Leader:</b> Rachel Smith</p>
<p><b>Reports to Disaster Response Officer</b></p>
<p><b>Situation:</b> Amy Chionis</p> <p>Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map</p>
<p><b>Documentation:</b> Jamie Brennan</p> <p>Collects and archives all incident documents Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.</p>
<p><b>Resources/Staffing:</b> Shakira Khan</p> <p>Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).</p>
<p><b>Demobilization:</b> Jennifer Lee</p> <p>Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site</p>

<p><b>Logistics Team</b> - Provides services, personnel and supplies in support of incident response</p>
<p><b>Logistics Team Leader:</b> Amy Nelson/ Leslie Brown</p> <p>Review report from Facilities Officer on conditions of utilities to determine if they should be turned off.</p>
<p><b>Reports to Disaster Response Officer</b></p>
<p><b>Food and Supply:</b> Kimberly Evjy</p> <p>Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers</p> <ul style="list-style-type: none"> <li>Cover and preserve all usable food and water.</li> <li>Direct the rationing, use and preparation of cafeteria food stock and water supply, whenever the feeding of students, staff and/or the community becomes necessary.</li> <li>Report the condition of the kitchen, including any damage, to the Facilities Team Leader..</li> </ul>
<p><b>Transportation:</b> Jennifer Williams</p> <p>Arranges transportation for staff, students and supplies. Call Transportation for buses, if necessary.</p>

**Facilities:** Adrienne Jilbert

Recommended filled by School Custodial Team

Coordinates site repairs and use of school facilities; arranges for debris removal

Check water, gas and electricity and report findings to the Incident Commander.

Turn off utilities and intake valves on water heaters if directed. Utilities should not be turned off unless absolutely necessary (e.g., broken gas or water mains, or downed electrical wires)

Help set up emergency sanitation facilities if needed.

Safeguard all usable water within the building.

**Communications/IT:** Jason Hink

Maintains all communication equipment, including radios; provides services to support information technology.

Monitor radio emergency broadcasts.

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

**Finance Team Leader:** Erin Jordahl

Provides for the preservation of essential school records.

Takes student emergency information cards and AM/FM radio as the building is evacuated.

**Reports to Disaster Response Officer**

**Time:** Erin Jordahl

Maintains incident time logs for all personnel.

**Procurement:** Erin Jordahl

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

**Cost:** Erin Jordahl

Provides cost estimates, analysis and recommendations for cost savings

**Compensation/Claims:** Erin Jordahl

Processes compensation/injury claims related to incident

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

Evacuate safely; take emergency kit and current class list

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

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

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

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

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

## EMERGENCY RESPONSE COMMUNICATIONS

During an emergency:

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

**LOCATIONS**

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

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

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

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

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

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

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

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

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



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

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

## SCHOOL STAFF EMERGENCY RESPONSIBILITIES

### General Staff Responsibilities

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

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

### District Staff as Disaster Workers

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

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

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

### Release of Teachers/Staff from Duties as Disaster Workers

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

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

**Priority Release of Employees:**

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

- Those with dependents
- Those with no dependents
- Administrators

## Potential Emergency Types and Responses Part One

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

### ACTIVE SHOOTER SITUATIONS: RESPONDING TO AN ACTIVE SHOOTER SITUATION

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

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

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

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

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

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

### RESPOND IMMEDIATELY

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

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

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

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

Occupants of both towers delayed initiating their evacuation after World Trade Center 1 was hit. In World Trade Center 1, the median time to initiate evacuation was 3 minutes for occupants from the ground floor to floor 76, and 5 minutes for occupants near the impact region (floors 77 to 91). See National Institute of Standards and Technology, 2005. Federal Building and Fire Safety Investigation of the World Trade Center Disaster Occupant Behavior, Egress, and Emergency Communications. Available at [http://www.mingerfoundation.org/downloads/mobility/nist\\_world\\_trade\\_center.pdf](http://www.mingerfoundation.org/downloads/mobility/nist_world_trade_center.pdf)

Report of the Virginia Tech Review Team, available at <http://www.washingtonpost.com/wpsrv/metro/documents/vatechreport.pdf> and <http://www.washingtonpost.com/wpsrv/metro/documents/vatechreport.pdf>.

23J. Pete Blair with M. Hunter Martaindale, United States Active Shooter Events from 2000 to 2010: Training and Equipment Implications. San Marcos, Texas: Texas State University, 2013. Available at <http://alerrt.org/files/research/ActiveShooterEvents.pdf>

## RUN

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

### **Students and staff should be trained to**

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with them, but not to stay behind because others will not go;
- Call 911 when safe to do so; and
- Let a responsible adult know where they are.

## HIDE

If running is not a safe option, hide in as safe a place as possible.

### **Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition:**

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible, for example, in rooms with exterior windows make signs to silently signal law enforcement officers and emergency responders to indicate the status of the room's occupants; and
- Remain in place until given an all clear by identifiable law enforcement officers.

## FIGHT

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs. In a study of 41 active shooter events that ended before law enforcement officers arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.<sup>23</sup> While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

## BOMB THREAT/SUSPICIOUS PACKAGE

### BOMB THREAT

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

### SUSPICIOUS PACKAGE

Anyone discovering a suspicious package, box or strange device will do the following:

- Not touch or remove strange objects.
- Notify the principal.
- Principal will notify the police department, the fire department and the superintendent.
- Principal will evacuate the buildings.

Whenever a bomb threat is received or a suspicious package is found, a police officer will evaluate the threat or object before instituting a search of the buildings or sounding the signal for staff and students to return to the buildings.

The superintendent is to be kept informed of all actions.

## EARTHQUAKE

Although the probability of an earthquake occurring is lower than most other emergency types, the potential for injuries and damage from one is high. It is essential that students and staff remain aware of the following basic actions:

If an earthquake or other situation warrants, drop to the floor, take protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action.

If outside, move away from buildings and trees and take protective position. When situation permits, proceed to the designated assembly point. Standby: Alert students in your area to stand by for further information. Make whatever assessment of the situation is possible. Render emergency first aid as required.

If inside, stay inside during ground shaking. In classrooms or offices, move away from windows, shelves and heavy objects or furniture that may fall. Take cover under a safe table, desk or counter. At the teacher's command, students should take the DROP position.

If a "shelter" (table, desk, etc.) is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, and bend head close to knees, with elbows firmly behind neck protecting face.

If notebooks or jackets are handy, hold these overhead for added protection from flying glass and ceilings debris. Remain in sheltered position for at least 60 seconds or until directed to move by an adult.

If in halls, on stairways, or other areas where no cover is available, students must follow the directions of the nearest teacher or school employee.

If in the library, immediately move away from windows and bookshelves and take appropriate cover. In the science lab or shops, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

The duration of ground shaking depends on a number of factors, including the severity of the earthquake. Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

#### EARTHQUAKE HAZARDS COMMONLY FOUND IN SCHOOL BUILDINGS:

- Glass that shatters or flies around
- Objects stored above head-level on shelves, walls, and ceilings (such as unused projectors, books, science equipment, boxes)
- Objects that block movement to safe places (books on floors, tipped desks and bookcases)
- Cabinets without latches
- Objects stored on wheels
- Open shelving without a lip or restraining wire
- Free standing cabinets
- Blocked exits
- Objects in hallways that block movement (glass, tables, locker contents)

#### SETTLING DOWN AFTER THE FIRST SHOCK:

After the first shock, teachers will evacuate the classrooms, being alert to the possibility of aftershocks.

When leaving the classroom, teachers should make every effort to take with them the roll book and emergency supplies.

Announce that no student is to return to the room unless directed to do so.

Teachers will take classes to pre-arranged places on the campus.

Teachers and students will remain in designated areas until re-entry to the building has been approved or they are directed to move elsewhere.

School will remain open indefinitely until every student has been released to parents or to an authorized person.

Do not light any fires after the earthquake because of possible gas leaks.

If possible, notify utility companies of any break or suspected breaks in service.

The **Incident Commander** should procure the advice of the Director of Maintenance and Operations regarding the safety of the buildings.

The **Incident Commander** should keep the superintendent informed of conditions at the school.

Whenever possible disaster supplies should be kept in a locked shed away from the school buildings and accessible once all personnel and students are safely accounted for and secured in the evacuation area.

## STUDENT RELEASE

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

## THE GREAT SHAKEOUT EARTHQUAKE DRILLS

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

## FIRE

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

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: NA
3. Upon exit close both doors to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: go to where class is
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:  
This used.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be Overhead announcement.
12. Communicate with your students and maintain control.

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

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

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

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

#### INTRUDER ALERT/ANTI-VIOLENCE RESPONSE

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

#### ACTIVE ALERT: LOCK DOWN

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

#### STAFF ROLES DURING ACTIVE LOCK DOWN

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

#### PRACTICE ALERT: LOCK DOWN

16. The principal will announce, Plan B



17. Follow the instructions above for an Active Alert. Release from Drill is: alarm shut off/over head announcement

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

## Potential Emergency Types and Responses Part Two

### CHEMICAL SPILLS WITHIN THE SCHOOL

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

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

### CHEMICAL ACCIDENT NEAR THE SCHOOL

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

### CRISIS INVOLVING INDIVIDUAL STUDENTS AND/OR STAFF

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

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

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

### DISCARDED WEAPON OR DRUG LAB/PARAPHERNALIA

#### DISCARDED WEAPON: GUN OR RELATED ITEM

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

In these circumstances:

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

#### DISCARDED WEAPON: KNIFE OR RELATED ITEM

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

In these circumstances:

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

#### DISCARDED DRUG LAB OR DRUG USE PARAPHERNALIA

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

In these circumstances:

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

#### EXPLOSION

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

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

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

Notify the superintendent's office.

#### FALLEN AIRCRAFT

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

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

Notify the Superintendent's office.

#### NATURAL GAS LEAK OR RUPTURED GAS LINE

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

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

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

Notify the superintendent's office.

#### RABID OR VICIOUS ANIMAL

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

Notify the Superintendent's Office.

#### SEVERE WINDSTORM

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

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

#### UTILITIES LOSS OR FAILURE

##### LOSS OF ELECTRICAL POWER:

Consult PG&E website for grid of outages: [www.pge.com](http://www.pge.com)

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

##### WATER EMERGENCY:

Contra Costa Water District Emergency Number 925-688-8374

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

##### PHONE ISSUES:

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

ADDITIONAL INFORMATION:

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

Notify the superintendent of the situation.

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

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

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

## EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

### EVACUATION PROCEDURES

#### EVACUATION ALARM SYSTEM

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

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

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

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

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

#### COORDINATING THE EVACUATION

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

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: NA
3. Upon exit close both doors to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: go to where class is
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:  
This used.
10. Stay with class unless you are released to assume other duties.
11. Release from drill will be Overhead announcement.
12. Communicate with your students and maintain control.

#### EVACUATION ASSEMBLY AREAS

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

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

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

#### ACCESS CONTROL PERSONNEL

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

## EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

### STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

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

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

#### RELEASE OF STUDENTS FROM SCHOOL

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

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

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

## EMERGENCY RELEASE PLAN PROCEDURES

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

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from **Incident Commander** via **Student Release** team.
2. **Incident Command** will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon **Student Release** team directive.
3. This section removed from posted plan for security purposes. If you wish to see the full plan, contact the school principal for an appointment.
4. Students will be released only to authorized adults listed on the **Emergency Card** or **Emergency Student List**. Adults picking up students must sign **Student Release Log** and indicate destination. Unless otherwise directed by **Incident Commander** via **Student Release officer**, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
5. Students may go home with people listed on **Emergency Card** or **Emergency Student List** if parent can't be reached.
6. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs **Assembly/Shelter and Care** team as well as the **Student Release** team, and keeps all documentation.

## EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

### TRAINING

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

### ALL DISTRICT RESPONSE STAFF AND STUDENTS

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

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

### SCHOOL CRISIS RESPONSE TEAM PERSONNEL

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

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



## DRILLS AND EXERCISES

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

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

## EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

### RECOMMENDED EMERGENCY SUPPLIES

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

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

### CENTRAL SCHOOL EMERGENCY SUPPLIES

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

- Two first aid kits (see below)
- Two tool kits (see below)
- Radio (battery-operated) wrapped in plastic bag
- Batteries (left in original packages; replaced in years ending with 0, 3, or 7)
- 5 gallon buckets to be used as water carrier
- Water packets (2-per student)
- Toilet paper
- Hard hats- assembled and ready to use
- Blankets (4 wool, 5 space blankets)
- Large plastic tarps
- Sheets for medical use (slings) or to signal for specific help. (Sheets will be spread out on the lawn as needed. (Colored or labeled depicting triage type- Red/ Yellow/Green)

### TEACHER EMERGENCY KITS

Teacher Emergency Kits are located in each classroom. It is recommended they contain at least the following:

- Class lists (updated by the teacher as necessary) with a place for parent signatures when releasing students and to assist in the taking of roll.
- Student Accountability Forms
- List of Special Needs students and Medication(s) Information
- Disaster Emergency Cards (one for each student)
- Simple first aid supplies
- Orange/ ID arm band and name card with teacher's name to be worn by the teacher
- Copy of the Campus Response Plan and the District Disaster Plan (Cliff Notes/Summary of plan)
- Water - 2 packets per student
- Flashlight

- Work gloves
- 40 Plastic garbage bags to be used as rain gear
- Clip board
- Pens/pencils/permanent markers (at least one permanent marker to use for triaging student emergency needs)
- Pad of paper

Each employee should have a personal survival kit available at all times containing prescription medicines, extra eye glasses, change of clothes, toiletries, comfortable shoes, jacket and other necessary items.

#### FIRST AID KITS

School First Aid Kits are recommended to contain at least the following items:

- First aid manual
- Disposable gloves
- Face masks
- 3 triangular bandages
- 6 stretch gauze bandages
- 2 instant ice packs
- 1 after-burn treatment spray
- 2 packages long bandages
- 30 boxes sterile pads for small wounds (120 pads)
- 2 bottles liquid soap
- 6 bottles aspirin
- Hydrogen peroxide
- Paper towels
- Felt pens to identify injured children sent elsewhere for treatment. Write name on child's arm; non-water soluble
- Sheets
- Needle nose pliers for removal of glass
- 6 sanitary napkins (for severe bleeding)
- A zip lock bag containing:
  - 1 tube medicated ointment
  - 5 smelling salts (ammonia inhalant)
  - 2 rolls tape
  - Tweezers
  - Scissors

#### TOOL KIT(S)

The school Tool Kit(s) is recommended to contain at least the following items:

- Work gloves
- Goggles
- Flashlight (batteries in package)
- Lantern (batteries in box)
- Duct tape
- Masking tape
- Utility knives
- Hammer
- Blade screwdrivers (small, medium, large)
- Crowbar (a longer crowbar is stored in custodian's office)
- Waterproof matches
- Rope
- Nails
- Sheets (to signal for help)
- Spray paint (used to identify "Condition of Search" X)

- Radio
- Large shovel located in custodian's office

#### LIST OF STAFF WITH SPECIAL SKILLS

Each Central School Emergency Kit and each Teacher Emergency Kit will also contain a list of school staff members with specialized emergency skills. These include, but are not limited to:

- Medical or first aid experience
- Search and rescue experience
- Fire-fighting, chemical spill containment experience
- Communications equipment experience (indicate type)
- Emergency vehicle (indicate type)
- Multilingual Speakers

## Site Emergency Preparedness Plan

### Safety Plan Timeline and Checklist

The timeline and checklist will assist in addressing mandates and determining that the Incident Command System portion of your comprehensive safety plan is in place and functional.

<b>2023-2024 MDUSD ANNUAL SAFETY PLAN TIMELINE</b>		
<b>MONTH</b>	<b>ACTIVITY</b>	<b>PERSON(S) RESPONSIBLE/DATE</b>
August	Facility Hazard Assessment Update School Map(s) Inventory and Replace Supplies Update Staff Roster and Buddy Lists Update Incident Command System (ICS) Assignments and Procedures Staff Review of Safety Plan Mandates <sup>1</sup> Calendar all Safety Drills Student Instruction on Safety Drills First Fire Drill within 10 days of start of school Parent Advisement Re: Plan	Office Manager. No later than August 5 of each school year.
August/September	Staff Review of ICS Procedures Staff Review of Safety Drill Procedures First Aid Review Conduct Survey of Staff Skills Survey Parents for Emergency Volunteers Update List of Resources	Executive Director will schedule this to be provided by August 12, 2024.
August - June	<ul style="list-style-type: none"> <li>* <b>Fire Alarm (EC 32001):</b> All principals shall cause the fire alarm to be sounded at least once every month</li> <li>* <b>Fire Drills (Title 5 TS 550, EC 32001):</b> Elementary and Middle - at least once a month High schools - at least once per semester. Fire Alarm to be sounded in months without a drill</li> <li>* <b>Intruder Drills:</b> all levels at least once per semester</li> <li>* <b>Earthquake Drills (E.C. 35297):</b> Elementary and Middle - once per quarter High schools - once per semester</li> <li>* <b>Shelter in Place Drills:</b> at least once a year (Typically part of county-wide drill first Wednesday of November)</li> </ul>	Drills are conducted by Executive Director and Office Manager. Completion Date: End of Academic Year
November	Shelter-in-Place	Executive Director and Office Manager Completed by November 15.
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	Assessment of Crime related Data: Survey sent by Executive Director by May 1 each year. Safety Goals Reviewed and

		Updated: Safety Plan Committee Completed by September 1.
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## Emergency Alarm and Drill Log AR 3516.1

School Year 2023-2024

School: **Eagle Peak Montessori School**

Principal: **Michelle Hammons**

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Drill	August	24	9:15am	6minutes
Fire Drill	September	28	8:45am	6 minutes
Fire Drill	October	30	9:00am	5 minutes
Earthquake Drill	October	20	10:15 am	3 minutes
Fire Drill	November	30	9:15am	5 minutes
Fire Drill	December	14	9:45 am	5 minutes
Fire Drill	January	17	10:30 am	5 minutes
Fire Drill	February	28	10:00 am	5 minutes
Intruder Alert Drill	March	15	10:00 am	
Fire Drill	March	25	10:00 am	TBD
Fire Drill	April	10	9:45 am	TBD
Earthquake Drill	April	16	10:30 am	
Shelter-in-Place Drill	May	30	9:00 am	
Fire Drill	May	29	10:30 am	TBD
Fire Drill	June	3	9:30 am	TBD

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

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

See Appendix A

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments

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

MDUSD AR 5131.4

Campus Disturbances

Campus Disturbance Plan.

### **GENERAL CRISIS/INCIDENT RESPONSE**

#### **A. Basic Response To A Crisis**

Crisis or emergency situations often cause those involved to feel bewildered, shocked and helpless. An effective crisis response makes both the physical and emotional safety of individuals a priority. It is essential to have general crisis response actions determined in anticipation of, and prior to, an actual event. Preparedness steps, including the coordination of basic initial response actions must be taken before an incident occurs. The following are initial steps to be taken by school staff in responding to any crisis:

##### **1. Fact gathering**

- Confirm and clarify the facts surrounding the crisis.
- Conduct interviews with participants and any identified witnesses.
- Notify principal or designee as to incident or developing situation
- Contact police or other emergency services if situation or condition is a potential or real threat to school students and/or staff, district officials, parents of involved students.

##### **2. Call to action**

- Principal, or designee, will implement a basic Incident Command System and will assume command over the situation as needed.
- Principal, or designee, will determine the level of activation required for assembling the Crisis Response Team.
- Incident Commander will determine/request support services needed (i.e., MDUSD psychologists or other district or community emergency services).
- Command Staff will notify District officials.

##### **3. Inform staff, students, parents and community**

- School, as part of the coordinated response system, will implement communication plan with faculty and other staff.
- The principal will determine method and timing of providing students, parents and the school community with information.
- The school Information Officer will, when appropriate, prepare a written statement – anticipate questions.

##### **4. Taking action**

- The first person on the scene of the incident will implement “first-response” actions. The nature of the emergency will dictate what initial actions are needed.
- Responders will keep adult leaders circulating through school.
- Plan for teacher-guided discussions, assembly, classroom activities, and presentations, as appropriate. Identify high risk individuals.
- Schedule faculty and parent meetings as needed.
- Make referrals to community agencies.
- Document events.
- Determine next steps using District Emergency Operations Plan post-incident response procedures.

#### **B. Guiding Principles of Crisis Intervention**

The following actions will serve as guiding principles to use with students and staff when responding to a crisis at school:



Intervene immediately: be direct, active and authoritative.

- The sooner students and staff are assisted in coping with the crisis situation, the better the chances are of restoring equilibrium. The longer the student remains in a state of confusion or unable to take some sort of action to address the situation, the more difficult it will be to intervene.

Keep the focus of the intervention on the precipitating situation.

- Help the individual to accept that the crisis has occurred by encouraging him/her to express the facts of the situation as well as expressing feelings.

Provide accurate information about the situation.

- Give a realistic assessment of what has occurred, and what might be the expected outcomes. Do not give false reassurance. Always remain truthful and realistic.
- Recognize the anxiety, depression or tension but, at the same time, provide some sense of hope and expectation that the student will ultimately overcome the crisis. Do, however, let the individual know that things may never be the same as they were before the crisis.

Recognize the primacy of taking action.

- Every crisis-counseling interview should have an ultimate outcome of some action that the student can take. Restoring the student to the position of actor rather than victim is critical to success.

Provide emotional support.

- Find a group of peers, a group of school staff members or a family member who can provide both support and temporary assistance to involved individuals during the crisis. Implement a buddy system so that the individual isn't left alone.

Focus on self-concept.

- Emphasize how the individual has coped with the situation so far and how he or she has already used strategies for moving forward. Encourage the individual to implement solutions or strategies that have a high probability of success.

### C. Emergency Response Communications

Communication during an incident or ongoing disaster response is essential in ensuring coordination among all response personnel. This holds true for communication between the site responders as well as between the site Command Post and the District EOC.

Communications are the responsibility of the Command Post. The Command Post will ensure effective communications are maintained throughout the response, both onsite and to offsite assistance. Communications will be coordinated with those handled at or by front office staff, Amy or Leslie.

- Local emergency response agencies, such as fire and law enforcement
- The District EOC
- Offsite volunteer groups or organizations, such as The American Red Cross Parents
- The media, as appropriate

Communications with local agencies and district officials will be conducted by telephone if possible. If telephones are inoperable, communications will be conducted by cellular telephones, email, school vehicle radios and/or by personal messenger.

With Functioning Power:

Intercom To be used directly by the site administrator in charge acting as the Incident Commander. Office Manager will manage all intercom calls/reports from classrooms or other areas. Calls are to be documented and kept available for the administrator in charge.

Walkie-Talkies/Two-Way Radios Office Manager will serve as the base station during the response operation.

Telephones Office Manager will manage all in-coming calls. All calls will be documented. Documentation is to be maintained at the site and a copy forwarded to Risk Management at the Dent Center.

Without Functioning Power: Walkie-Talkies/Two-Way Radios

Messengers School staff without designated Response Team roles, teachers on prep period and/or students as

appropriate may be used as personal messengers. Staff may be called upon to serve as messengers to drive to other schools, district office, or other district or community locations.

Bullhorn A bullhorn may be used by the site administrator acting as Incident Commander. It may be used as a backup for giving directions to groups.

Telephones District telephones will not operate during a power failure. A record should be maintained of the location of direct dial telephones. This will usually be the line that serves the fax machine. Each site should have one direct-dial telephone unit that can be plugged into this line.

A cell phone, located in the main office, will be maintained in working order to be used should school phones not function. Note: Any employee using a personal cell phone in response to any emergency situation will be reimbursed for any documented charges associated with the calls.

Email Laptop computers with internet capabilities and battery backup will be used to contact the District EOC as necessary.

School Bus NA EMPS does not operate with any MDUSD buses however in the event buses are dispatched for evacuation these communications systems will be utilized.

#### D. First Aid/Emergency Medical Response Center

As needed for the incident or disaster response, a temporary First Aid Center will be set up in the following location(s):

Primary Location: Room 701

Alternate #1: Room 401 Alternate #2: 501

The First Aid Center will be supervised and coordinated by the following personnel:

Primary: Amy Chionis

Alternate 1: Molly Riffel Alternate 2: Jennifer Williams Alternate 3: Jamie Brennan

In the event of any major disaster, two assumptions must be made regarding medical services:

- During a major earthquake, local emergency medical service personnel may not be available to respond to District emergencies for at least 12 hours. Therefore, transportation of the injured may be delayed.
- First aid treatment is most critical as soon as possible after injury. District employees and visitors will be dependent on first aid rendered by trained District employees.

At these times the First Aid Center Coordinator will assume ICS duties as the Emergency Medical Branch Supervisor and will establish an Emergency Medical Branch as part of the Incident Command System response. The Emergency Medical Branch will consist of the following elements as directed by the Emergency Medical Branch Supervisor. Not all components will necessarily be activated in all emergencies requiring major medical emergency response:

- Triage Areas
- Treatment Units

See Appendix A

## **Access to School Campus by Visitors BP/AR 1250**

MDUSD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

**ALL VISITORS AND VOLUNTEERS WHO INTEND TO BE ON CAMPUS FOR 10 MINUTES OR MORE MUST BE VACCINATED AND SHOW PROOF OF VACCINATION STATUS.**

Face Masks must be worn by all volunteers and visitors.

All adults visiting the school must sign in at the school office and wear a visitor's badge. This will help ensure that only authorized adults are on campus. Visitors should return to the office to sign out and return their badge before departing.

See Appendix A

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

Describe the procedures for safe passage when students and adults are entering and leaving school grounds. Identify your site's access points. Describe the utilization of campus supervisors, security personnel, and security equipment.

### Early Arrivals

- Those arriving before the scheduled drop-off time will park then walk the children to the Childcare Program.
- Only those registered for the morning childcare program should arrive before 8:15.
- Children not in childcare are not supervised until 8:15 and must not be let out of cars on their own.

### Drop-off and Pick-up Procedures

#### 1. Drop-off

Parents and students arriving between 8:15 and 8:30 a.m. have two options for drop-off:

- Parents can utilize the carpool lane where parent volunteers will greet your child and help them out of the car. (Students should have backpacks and lunches at hand and ready to exit promptly from the right side of the car.)
- Parents may also choose to park and walk their child to the classroom. This is not the time to engage in conversation with your child's teachers.

#### Hutchinson Road

#### Visitor Parking

#### AM Drop Off PM Pick UP

Please **DO NOT** park in the row of spaces marked Reserved for Staff; these parking spaces are closer to the carpool and could potentially cause traffic flow problems.

#### 2. Pick-up

- Parents must utilize the carpool option. All drivers must display a sign with the name(s) of the child (ren) who will be riding in their vehicle.
- Use a standard or legal size page and write the child's first name and last initial as large and boldly as possible. Upon arrival, display your sign to the traffic supervisor. The child (ren) will be summoned from the classroom.
- Please do not arrive before 2:35 p.m.(for Elementary dismissal) or 3:05 (for Adolescent Program dismissal) to avoid Northgate High School traffic congestion.
- Pull into the second driveway opening. There you will remain in a single lane; do not pass other vehicles.
- If the line of cars has reached the end of our parking lot, please drive past the

parking lot and turn around so that the line of cars is along the side of the road next to the ball fields. We cannot create traffic problems along Hutchinson by having both lanes congested in front of the school.

#### Late Arrivals / Early Departures

Whenever students arrive after 8:30 a.m.(running late or after an appointment), parents must sign the attendance log in the office. Your child may go to class after receiving a tardy slip. Students who arrive in their classroom after 8:30 a.m. without a tardy slip will be sent to the office to obtain one.

PLEASE CALL THE SCHOOL AS SOON AS YOU KNOW YOUR CHILD WILL BE LATE.

Parents must sign the Early Dismissal log in the office if they are picking up their child (ren) earlier in the day. Office staff will call your child to come to the office- please remain in the office and wait for your child.

#### Release to Authorized Persons

Students may only be released to those persons authorized on the Emergency Information Card. Please make sure that all carpool drivers are listed on the form. If you occasionally wish to have your child released to an individual who is not listed on the form, written authorization must be given in advance – make sure to send a note to school. Inform the person picking up your child of the parking lot procedures.

Any person the staff member or safety volunteer does not recognize will be asked to show a photo ID before the student will be released into their care. (Please remind your representative to bring their photo ID and that this procedure is for the safety of the children.)

Staff opens the gate for general arrival in the morning.  
Staff monitors carpool with students outside for dismissal.

See Appendix A

#### **Students with Disabilities**

If you have not described them elsewhere in your safety plan, include adaptations for students with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. SEC §. 12101 et seq.) for disaster procedures, routine and emergency.

The campus is one story with no stairs or narrow passages. There are restrooms which are ADA approved in the office as well as in both gendered restrooms on campus. Both restrooms in the office are gender neutral and both are ADA approved.

# Eagle Peak Montessori School Incident Command Structure

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

**Public Information Officer**  
Sibyl Buckner  
Media liaison, official spokesperson for school; coordinates information for parent community

**Disaster Response Officer**  
Annie Rodriguez  
Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)>

**Agency Liaison**  
Amy Nelson/Leslie Brown  
Assists in establishing and coordinating outside agencies that provide services or resources (E.G. Red Cross)

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

**Planning**  
Rachel Smith  
Collects, evaluates and documents information about incident, including status of students staff and facilities, coordinates demobilization of ICS response

**Logistics**  
Amy Nelson/ Leslie Brown  
Provides services, personnel and supplies in support of incident response.

**Finance/Administration**  
Erin Jordahl  
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

**Search and Recovery**  
Molly Riffel  
Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

**First Aid**  
Maria Lopez  
Provides triage and medical care; establishes morgue, if needed.

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

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

**Time**  
Erin Jordahl  
Maintains incident time logs for all personnel.

**Security/Traffic**  
Jason Hink -lead  
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates ire/HazMat

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

**Documentation**  
Jamie Brennan  
Collects and archives all incident documents

**Transportation**  
Jennifer Williams  
Arranges transportation for staff, students and supplies.

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

**Crisis Intervention**  
Christine Oates if possible/District counseling staff  
Provides onsite counseling and intervention; determines need for outside mental health support

**Student Release**  
Classroom Teachers  
Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

**Resources/Staffing**  
Shakira Khan  
Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).

**Facilities**  
Adrienne Jilbert  
Coordinates site repairs and use of school facilities; arranges for debris removal

**Cost**  
Erin Jordahl  
Provides cost estimates, analysis and recommendations for cost savings

**Demobilization**  
Jennifer Lee  
Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

**Communications/IT**  
Jason Hink  
Maintains all communication equipment, including radios; provides services to support information technology functions.

**Compensation/Claims**  
Erin Jordahl  
Processes compensation/injury claims related to incident

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

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



## Opioid Prevention and Life-Saving Response Procedures

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

Rescue steps include:

- Step 1: Checking for signs of overdose
  - o Loss of consciousness
  - o Fingernails or lips blue/ purplish black
  - o Can't rouse - unable to speak
  - o Face pale or clammy
  - o Limp body
  - o Vomiting
  - o Breathing/heartbeat slow or stopped
  - o Choking sounds or snore-like gurgling
- Step 2: Call 911
- Step 3: Administer Naloxone and rescue breathing
- Step 4: Monitor and administer Naloxone again, if necessary

Naloxone lasts for 30 to 90 minutes and may wear off before the effects of opioids wear off, resulting in another overdose. If possible, stay with the person for several hours to ensure they don't overdose again. If the person cannot walk and talk well after waking up, it is very important that they are taken to the hospital for additional medical support.

## Maps

Insert labeled site maps that contain the following information:

### 1. Ingress and egress patterns.

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

### 2. Evacuation routes.

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

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

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

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

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

5. Location of AEDs.

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

6. Locations of utility lines and shut off valves.

## Appendix A: Active Shooter Event Quick Reference Guide

### When law enforcement arrives:

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

### Information to provide to 911 operations:

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

### For questions or additional assistance contact:

Your local law enforcement authorities or FBI Field office:

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



# ACTIVE SHOOTER EVENT

## QUICK REFERENCE GUIDE

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

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

## ACTIVE SHOOTER EVENTS

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

### You have three options:

- Have an escape route and plan in mind
  - Leave your belongings behind
  - Evacuate regardless of whether others agree to follow
  - Help others escape, if possible
  - Do not attempt to move the wounded
  - Prevent others from entering an area where the active shooter may be
  - Keep your hands visible
  - Call 911 when you are safe
- 
- Hide in an area out of the shooter's view
  - Lock door or block entry to your hiding place
  - Silence your cell phone (including vibrate mode) and remain quiet

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

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

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



# EASY AS ABC

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

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

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

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

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

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

If students had to evacuate, where should parents/guardians go for pick up?

If school is evacuated, the students will be either at the Fire Station on Walnut Ave. or Arbalado Park.

How would the school notify you in the event of emergency?

If main line is not working, please call school emergency cell phone 925-488-8503.

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

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

What essential supplies would your child need if separated from you overnight? (Medications? Inhaler? Milk? Diapers? Battery pack for special equipment?)  
Medicine (inhaler, epi pen, etc.)

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

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

What is the school policy for how and when medicine can be administered to your child?  
We require that there is a doctor note with instructions for all medication and medication will be administered according to those instructions.

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

**Emergencies are chaotic! Make sure your child or their school knows how to reach you, and who should be called if your phone isn't working.**

Complete an emergency contact card to make sure you and your child know how to get in touch quickly.

Cut Here

Fold Here

<b>BACKPACK EMERGENCY CARD</b>	
Child's Name: Date of Birth: Home Phone: Cell Phone: School Name: Eagle Peak Montessori School School Phone Number: Special needs, medical conditions, allergies, important information:	<b>Parent/Guardian/Caregiver</b> Name: E-mail: Cell Phone: Alternative Phone: Text Okay: Yes No Employer: Name: E-mail: Cell Phone: Alternative Phone: Text Okay: Yes No Employer:
<b>DIAL 911 FOR EMERGENCIES</b>	<b>Out of Town Contact</b> Name: E-mail: Cell Phone: Alternative Phone: <b>DIAL 911 FOR EMERGENCIES</b>

For more information on steps you can take now to protect children during emergencies and disasters visit: [emergency.cdc.gov/children](https://emergency.cdc.gov/children)

## **Appendix C: Board Policies and Administrative Rules**

The Mt. Diablo Unified School District Board Policies and Administrative Regulations listed below can be found on our district website [www.mdusd.org](http://www.mdusd.org) under the tab "Board of Education."

### **Policies in Numerical Order**

Community Relations BP 1112 (Emergency Communications)  
Campus Security AR 3515  
Emergency and Disaster Preparedness BP/AR 3516  
Fire Drills and Fires AR 3516.1  
Bomb Threats AR 3516.2  
Earthquake Emergency Procedure System AR 3516.3  
Sexual Harassment Personnel BP/AR 4119.11  
Employee Security BP/AR 4258 Workplace Violence Prevention and Reporting (Procedures to Notify Teachers of Dangerous Pupils)  
Employee Security BP/AR 4358 Workplace Violence Prevention and Reporting  
Conduct (Students) BP 5131  
Bullying BP 5131.2  
Dress and Grooming BP/AR 5132  
Child Abuse Reporting Procedures BP/AR 5141.4  
Child Abuse Prevention BP 5141.41  
Discipline BP 5144  
Suspension and Expulsion/Due Process BP/AR 5144.1  
Suspension and Expulsion/Due Process (Students with Disabilities) AR 5144.2  
Nondiscrimination / Harassment and Transgender Policy BP/AR 5145.3  
Student Conduct and Discipline: Anti-Bullying BP/AR 5145.4  
Sexual Harassment Students BP/AR 5145.7  
Hate Motivated Behavior BP 5145.9

### **Policies in Alphabetical Order**

Bomb Threats AR 3516.2  
Bullying BP 5132.2  
Campus Security AR 3515  
Child Abuse Prevention BP 5141.41  
Child Abuse Reporting Procedures BP/AR 5141.4  
Community Relations BP 1112 (Emergency Communications)  
Comprehensive Safety Plan BP/AR 0450 (Public Agency Use of School Buildings for Emergency Shelter)  
Conduct (Students) BP 5131  
Discipline BP 5144  
Dress and Grooming BP/AR 5132  
Earthquake Emergency Procedure System AR 3516.3  
Emergency and Disaster Preparedness BP/AR 3516  
Employee Security - Workplace Violence Prevention and Reporting BP 4358  
Employee Security- Workplace Violence Prevention and Reporting (Procedures to Notify Teachers of Dangerous Pupils) BP/AR 4258  
Fire Drills and Fires AR 3516.1  
Hate Motivated Behavior BP 5145.9  
Nondiscrimination / Harassment and Transgender Policy BP/AR 5145.3  
Sexual Harassment Personnel BP/AR 4119.11  
Sexual Harassment Students BP/AR 5145.7  
Student Conduct and Discipline: Anti-Bullying BP/AR 5145.4  
Suspension and Expulsion/Due Process (Students with Disabilities) AR 5144.2  
Suspension and Expulsion/Due Process BP/AR 5144.1

**Appendix D: Notice of Public Hearing Letter**

<b>Mayor:</b>
<b>MDEA:</b>
<b>CST:</b>
<b>CSEA:</b>
<b>Teamsters:</b>
<b>Parent Club:</b>

**REGULAR MEETING OF THE  
EAGLE PEAK MONTESSORI SCHOOL (EPMS) BOARD OF DIRECTORS**

February 20, 2024

6:30pm-9:30pm

Location: 800 Hutchinson Rd, Walnut Creek, CA 94598

**AGENDA**

**CALL TO ORDER – 6:30 PM** (Directors Brennan, Buckner, Desautels, Dietrich, Hammons, Hernandez, Ichiroku, Liskin, Lloyd, Mannion, and Womble)

- 1. MISSION STATEMENT-** *The mission of the charter component of EPMS is to provide students with the opportunity to acquire an education based on an "authentic" and accredited curriculum founded on the educational philosophy of Dr. Maria Montessori. We intend to promote an educational atmosphere that encourages socioeconomic and cultural diversity by providing all students with the opportunity to obtain a quality public education. Our aim is to equip each of our students with the skills, knowledge, and values to participate meaningfully in the pluralistic world of the 21<sup>st</sup> century.*

**2. PUBLIC COMMENT**

The public may address the EPMS board regarding any item within the board's jurisdiction whether or not that item appears on the agenda.

- o Speakers may have 3 minutes each for a maximum total of thirty minutes public comment.
- o If more than 20 people wish to address the board, per person comment time for all speakers will be reduced to 2 min with a maximum total of one hour public comment.
- o Speakers may not concede their time to another.

**3. APPROVAL OF AGENDA**

**4. CONSENT AGENDA**

Items listed under the consent agenda are considered routine and will be approved/adopted by a single motion. It is expected that board members have reviewed these agenda items prior to meeting. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon the request of any member of the board and acted upon separately.

- a. January 16, 2023

**5. COMMUNICATIONS**

- a. AP Update
- b. Staff Update
- c. Facilities Update
- d. Treasurer's Update
- e. CFEP Update
- f. Other Board Communications
  - Form 700 Early Reminder

**6. ITEMS FOR CONSIDERATION**

- a. The board will consider the matter of the 2024-2025 School Calendar.
- b. The board will consider the matter of 2023-24 second interim financial report.
- c. The board will consider the matter of the Mid Year LCAP Update.
- d. The board will consider the matter of proposed 2024-25 salary scales.
- e. The board will consider the matter of the 2024-2025 budget.
- f. The board will consider the matter of the Comprehensive School Safety Plan.

**7. ADJOURNMENT**

**NOTICES:**

1. The next regular meeting of the Board of Directors will be Tuesday, March 19, 2024 at 6:30 pm.
2. Eagle Peak Montessori School (EPMS) is nonsectarian in its programs, admission policies, employment practices, and all other operations. This school does not discriminate against any person on the basis of ethnicity, national origin, gender, or disability. Michelle Hammons, Executive Director, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in EPMS's open and public meetings. Please notify Michelle Hammons (925-946-0994) 72 hours or more prior to the disability accommodations being needed in order to participate in the meeting.

Certification of Posting

I, Michelle Hammons, Member of the EPMS Board of Directors, hereby certify that this agenda was posted by February 15, 2024 at 3:30pm.

**Student Government:**

**Other:**



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## Appendix E: Assurances

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

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p><b>Date of Public Hearing:</b> February 20, 2024 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>- Local Mayor</li> <li>- Representative of the local school employee organization</li> <li>- A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs</li> <li>- A representative of each teacher organization at the school site</li> <li>- A representative of the student body government</li> <li>- All persons who have indicate they want to be notified</li> </ul>		
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> <li>- A representative of the local churches</li> <li>- Local civic leaders</li> <li>- Local business organizations</li> <li>- In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i></li> </ul>		
<p>Review of Progress for Last Year</p>	<p>Eagle Peak Montessori School does not have negotiating units. We did notify the teacher representatives to the board of the public meeting. Eagle Peak Montessori School, as an independent LEA does not have a school site council. We are governed by our own independent governing board. The Eagle Peak Montessori School Board of Directors must review and vote on the School Safety Plan annually. We voted to adopt the plan with updates as needed, on Feb. 20, 2024.</p>		
<p><b>Category</b></p>	<p><b>Name</b></p>	<p><b>Signature</b></p>	<p><b>Date</b></p>
<p>Law Enforcement Review</p>	<p>Katherine Cook</p>		<p>Date:</p>
<p>Site Council Approval</p>	<p>Berenice Hernandez, EPMS Board President</p>		<p>Date:</p>