

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **Howell Mountain Elementary School Education Code 32280 – 32289.5 Compliance Document**

**2026 - 2027**

**Plan developed by:** Howell Mountain Elementary School Site Council  
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**Teacher:** Sarah Brink

**Parent(s):** Amber Galusha

**Classified Employee(s):** Elizabeth Avina Ayala, Brianna Ortiz

**Law Enforcement:** Napa County Sheriff's Office

**Fire Department:** Napa County and Angwin Fire Department

**Other:**

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# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Table of Contents**

- I. ASSESSMENT OF CURRENT STATUS**
- II. ACTION PLAN: PEOPLE AND PROGRAMS**
- III. ACTION PLAN: PHYSICAL ENVIRONMENT**
- IV. STRATEGIES AND PROCEDURES TO PROVIDE AND MAINTAIN SCHOOL SAFETY**
  - A. Child abuse reporting
  - B. Disaster procedures
  - C. Suspension/expulsion procedures
  - D. Notifying teachers of dangerous pupils
  - E. Discrimination and harassment policy
  - F. School-wide dress code
  - G. Safe ingress and egress
  - H. Safe and orderly environment
  - I. School discipline
  - J. Bullying prevention
  - K. Tactical response to criminal incidents, including armed assailants
  - L. Threat reporting procedures
  - M. Opioid overdose response
  - N. Response to sudden cardiac arrest
  - O. Weapons and dangerous instruments
  - P. Severe heat conditions
  - Q. Air quality alerts
  - R. Severe wind conditions
  - S. Safe refuge area
  - T. Immigration enforcement activity: notification and access procedures
- V. SCHOOL BASED WELLNESS AND SOCIAL EMOTIONAL LEARNING SUPPORTS**
- VI. SUICIDE PREVENTION**
- VII. POSITIONS AND RESPONSIBILITIES**
- VIII. DISASTER RESPONSE PROCEDURES**
  - A. Incident command structure
  - B. Emergency contact numbers
  - C. Students with disabilities
  - D. Public agency use during emergencies
  - E. Response protocol overview
  - F. Drill protocols:
    - 1. Earthquake
    - 2. Evacuation (Fire)

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

3. Lock down
4. Shelter in place

### **G. Disaster response procedures:**

1. Hold
2. Secure
3. Lock Down
4. Evacuate
5. Shelter

### **H. Tactical response to criminal incidents**

1. Active shooter
2. Weapon on school property
3. Unauthorized removal / missing / abducted Person(s)
4. Armed subject, armed robbery or hostage
5. CBRN attack
6. Bomb threat

## **IX. INSTRUCTIONAL CONTINUITY PLAN**

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **SECTION I**

#### **ASSESSMENT OF CURRENT STATUS**

##### **School description and profile:**

Howell Mountain Elementary School District (HMESD) is a small, rural, single-school district located in Angwin, California. For more than 125 years, Howell Mountain School has provided students with an exceptional public education from the early years in transitional kindergarten through eighth grade. We are a small school with a personal touch. Serving just over 75 students, our small size affords us the opportunity to understand and accommodate the individual needs of every single student in our care.

##### **Principal's Message:**

My name is Joshua Munoz, and I am your new superintendent/principal. I am so excited for the opportunity to serve your community. This is my eleventh year in education, and it has always been my goal to serve a small community as a superintendent/principal. Before applying to HMESD, I did some research on the mission and vision of HMESD. I'm excited to lead a school and serve a community that provides an environment where all students, staff, and parents are given the opportunity to reach their potential. HMESD provides an excellent learning environment for all students, and I plan on continuing that momentum through my leadership.

Before coming to HMESD, I served as an assistant principal at two large comprehensive high schools, an assistant principal at a K-8 school, and an assistant principal at a K-3 school. I have a BA in Biology, MA in Educational Best Practices, and a MS in Educational Leadership.

This year, I have a leadership quote that speaks to my mission. As John C Maxwell once said, "A leader is one who knows the way, goes the way, and shows the way." I am a leader who believes that I should lead by example. This is a promise I make to you and all my staff. In order to fulfill this promise, I have three leadership tenets that will be the foundation for how I will lead this year. I plan to Listen, Serve, and Unite our school and community, so that we can together increase student achievement.

You may be thinking to yourself that this all sounds great, but how will I be executing my plan to Listen, Serve, and Unite? Since I believe in data and the power of stakeholder input, I have created a 100-day plan centered around collecting stakeholder input. I want all parents, students, and community members to have a voice. For the next 100 days, I will be working with district staff to create opportunities for this to happen. Since I speak Spanish, I also invite Spanish-speaking families to feel free to come and speak with me in their primary language. At our meet and greets, my goal will be to get to know you and understand what I need to do to improve your child's educational experience at HMESD. In the next few days, I will be uploading my 100-day plan to our district's website. This 100-day plan will give a comprehensive look at my leadership philosophy and goals.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

Since I value my relationship with all of you, I want to share a little bit about myself. I truly believe that our conversations and interactions form the foundations to our relationships. For this reason, I want everyone in our community to know that I value transparency and honesty. If you ever feel uncomfortable with a decision I've made, please feel free to reach out to me directly. Your honesty and feedback is always welcome, and I promise to be open to criticism. By having honest conversations, we will always have interactions that strengthen our relationships, which ultimately creates an environment that supports student achievement. I look forward to getting to know all of you.

### Summary of school crime data:

Below is a summary of the suspension/expulsion data for the last two school years.

Data Points	2023-2024	2024-2025
Cumulative Enrollment	111	85
Suspensions (Total)	3	1
Unduplicated	64	53
Suspension Rate (%)	2.7	1.2
Violent – Injury	0	0
Violent – Non-injury	1	1
Weapons	0	0
Drugs	0	0
Defiance	2	0
Other	0	0
Expulsions (Total)	0	0

### Other data:

When collecting data to develop the safety plan, we will look at the following resources:

[California Healthy Kids Survey: Elementary](#) (Note: most recent report labeled “Secondary”)

[School Accountability Report Card](#)

[California School Dashboard](#)

[Ed-Data](#)

# Howell Mountain Elementary School Comprehensive School Safety Plan

## SECTION II

### ACTION PLAN PEOPLE AND PROGRAMS

#### *How will you create a caring and connected school climate?*

Through my PBIS initiative, I plan to celebrate students for being safe, respectful, and responsible. I will also set clear expectations on how an HMESD student should behave on campus. That way, students and staff feel respected and valued on campus.

See HMESD Board Policy 5137: Positive School Climate

#### **Goal statement**

For this school year, my two goals are increasing literacy through three tiers of support and increased safety on campus.

#### **Objective # 1**

For this school year, the school will prioritize improving literacy outcomes for all students by strengthening our Multi-Tiered System of Supports (MTSS). The goal is to ensure that every student receives the level of academic intervention and enrichment necessary to achieve grade-level literacy proficiency.

- **Tier 1:** Implement high-quality, standards-based instruction for all students, emphasizing evidence-based reading strategies and differentiated practices.
- **Tier 2:** Provide targeted small-group interventions for students identified through data analysis as needing additional literacy support.
- **Tier 3:** Deliver intensive, individualized interventions for students performing significantly below grade level, utilizing specialized programs and progress monitoring.  
This multi-tiered approach promotes equity and ensures that every student has the opportunity to succeed academically, supporting a safe, inclusive, and engaging learning environment.

#### **Objective # 2**

The school will continue to strengthen physical, social-emotional, and procedural safety measures to promote a positive and secure campus climate. Efforts will focus on prevention, preparedness, response, and recovery as outlined in the Comprehensive School Safety Plan. Key actions include:

- Conducting regular emergency drills and reviewing response protocols for fire, earthquake, lockdown, and shelter-in-place.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

- Expanding student and staff training in emergency preparedness, crisis communication, and behavioral threat assessment.
- Enhancing supervision, visitor management, and perimeter safety measures.
- Promoting social-emotional learning, restorative practices, and positive behavior interventions to reduce incidents of bullying, violence, and self-harm.

Together, these goals recognize that *academic achievement and school safety are interdependent*. A safe and supportive campus allows students to focus on learning, while academic success contributes to a positive and respectful school climate.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **SECTION III**

#### **ACTION PLAN**

##### **PHYSICAL ENVIRONMENT**

###### **How will you create a physical environment that communicates respect for learning and for individuals?**

As Superintendent, my goal is to ensure our school is a place where every student and staff member feels safe, respected, and ready to learn. A clean, organized, and welcoming campus reflects our shared commitment to learning and to one another.

During this school year, we will maintain classrooms and common spaces that promote pride, safety, and inclusivity. Through clear expectations, positive relationships, and care for our environment, we will model respect in all areas of campus life and create a setting where every student can thrive academically, socially, and emotionally.

###### **Goal Statement**

To foster a welcoming, supportive, and inclusive school community where every student and family feels valued, and where positive behavior and emotional well-being are strengthened through a tiered system of support. This will be accomplished via positive school climate and increased emergency preparedness and site improvements.

###### **Objective # 1**

- At the beginning of the day, the Superintendent and his team of support staff stand at the front of the school to greet families. This sends the message that we're happy to see all our students and families. Once students are in class, students are reminded to be safe, respectful, and responsible. When students meet expectations, they are given Golden Tickets to celebrate being Safe, Respectful, and Responsible. When a student is struggling with their behavior, teachers address the behavior in class as a tier one support. If a student is still struggling, students are recommended to a Certified Wellness Coach for emotional support, which is a tier two support. If a student still needs support, a student can be referred to a Licensed Clinician, which is a tier three support.
- When students are in the cafeteria or out on the yard, they are constantly reminded to be safe, respectful, and responsible. When students are seen following expectations, students have the opportunity to earn Golden Tickets.

###### **Objective # 2**

For this school year, the focus will be on strengthening both physical and psychological safety across campus. This includes updating emergency drills, improving safety signage, maintaining a comprehensive and current school safety plan, and ensuring a clear understanding of the mental health support staff and resources available to students. Our goal is to create a campus environment where every student and staff member feels safe, supported, and prepared.

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **SECTION IV**

### **STRATEGIES AND PROCEDURES TO PROVIDE AND MAINTAIN SCHOOL SAFETY**

#### **A. Child Abuse Reporting**

See HMESD Board Policy 5141.4

#### **B. Disaster Procedures**

See Incident Management Plan in Section VII.

#### **C. Suspension, Expulsion, or Mandatory Expulsion Procedures**

See HMESD Board Policy 5131: Conduct

See HMESD Board Policy 5144: Discipline

See HMESD AR 5144.1: Suspension and Expulsion / Due Process

See HMESD AR 5144.2: Suspension and Expulsion / Due Process (Students With Disabilities)

See HMESD Board Policy 5119: Students Expelled From Other Districts

See Ed. Code 48900 - 48925: Suspension and Expulsion

#### **D. Procedures to Notify Teachers of Dangerous Students**

See HMESD Board Policy 4158: Employee Security

See HMESD Board Policy 4258: Employee Security

See HMESD AR 4358: Employee Security

See Education Code 49079: Privacy of Pupil Records

#### **E. Discrimination and Harassment Policy**

See HMESD Board Policy 5145.3: Nondiscrimination / Harassment

See HMESD AR 5145.3: Nondiscrimination / Harassment

See HMESD Board Policy 5145.7: Student Sexual Harassment

See HMESD AR 5145.7: Student Sexual Harassment

#### **F. School-Wide Dress Code**

See HMESD Board Policy 5132: School Dress Code and Grooming

See HMESD AR 5132: School Dress Code and Grooming

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **G. Procedures for Safe Ingress and Egress**

See HMESD Board Policy 1250: Visitors / Outsiders

See HMESD AR 1250: Visitors / Outsiders

## **H. A Safe and Orderly Environment**

Refer to Sections I-III

## **I. School discipline**

See HMESD Board Policy 5131: Conduct

See HMESD Board Policy 5144: Discipline

## **J. Bullying Prevention**

See HMESD Board Policy 5131.2: Bullying

See Also CDE Bullying Prevention Training and Resources

See Also AB-1156: Bullying

## **K. Tactical Response to Criminal Incidents, Including Armed Assailant**

Howell Mountain Elementary School District utilizes the standard response protocols by the I Love U Guys Foundation. This provides a standardized approach to common events such as medical emergencies, natural disasters, criminal activity nearby, and uncommon events such as armed intruders/assailants. The core actions are Hold, Secure, Lockdown, Evacuate, Shelter.

## **L. Threat Reporting Procedures**

### Immediate Reporting of Homicidal Threats

In accordance with California Education Code Section 49393 and Senate Bill 906, any school official who is alerted to or observes any threat or perceived threat of a homicidal act related to school or school activity must immediately report it to local law enforcement.

### Definition of Threat or Perceived Threat

A "threat or perceived threat" is defined as any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include:

- Possession, use, or depictions of firearms, ammunition, shootings, or targets associated with infliction of physical harm, destruction, or death in social media posts, journals, class notes, or other media
- Warnings by a parent, student, or other individual

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### Reporting Process

1. The HMESD school official observing the threat must immediately report the threat to local law enforcement. The employee shall also notify site administration immediately.
2. The report must include any evidence associated with the threat or perceived threat.
3. If two or more school employees observe the same concerning conduct, a report by one employee is sufficient to meet the obligation of all employees.

### Law Enforcement Investigation

Upon notification, law enforcement, with the support of the school, will immediately conduct an investigation and assessment of the reported threat. This may include:

1. A review of the firearm registry of the Department of Justice
2. A search of the school site, if justified by reasonable suspicion

### Staff Training and Notification

All school staff interacting with students in grades TK through 8 will be trained on these reporting requirements and procedures annually.

### Record Keeping

The school will maintain records of all threats reported to law enforcement, including copies of any documentary or other evidence associated with the threat or perceived threat.

By implementing these procedures, our school aims to ensure a swift and appropriate response to potential threats, prioritizing the safety of all students and staff on campus.

## **M. Opioid Overdose Response**

### Recognizing Opioid Overdose:

Opioid overdose is life-threatening and requires immediate emergency attention. Recognizing the signs of opioid overdose is essential to saving lives.

Call 911 immediately if a person exhibits ANY of the following symptoms:

Their face is extremely pale and/or feels clammy to the touch

Their body goes limp

Their fingernails or lips have a purple or blue color

They start vomiting or making gurgling noises

They cannot be awakened or are unable to speak

Their breathing or heartbeat slows or stops

### Treating Opioid Overdose:

If you suspect someone is experiencing an opioid overdose, immediately consider the following actions to save their life:

Call 911

If the person has stopped breathing or if breathing is very weak, begin CPR (best performed by someone who has training)

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

If available, treat the person with naloxone to reverse opioid overdose.

### Naloxone Availability:

A district-wide (HMESD) Naloxone deployment strategy has been implemented to distribute a minimum of 24 units in the main office, the library, and the MP.

### Protocol for Staff Training:

On a volunteer basis, HMESD staff are provided training in the signs and symptoms of opiate overdose, when and how to use the device and aftercare.

## **N. Response to Sudden Cardiac Arrest**

### Purpose and Legal Authority

This section fulfills the requirements of Assembly Bill 2887 (2024) and Education Code § 32282(a)(2)(A)(v), which require each local educational agency (LEA) to include procedures in its Comprehensive School Safety Plan for responding to sudden cardiac arrest (SCA) and other life-threatening medical emergencies.

These procedures align with evidence-based cardiac emergency response practices and reflect HMESD's district-wide cardiac readiness program, consistent with applicable provisions of Education Code §§ 35179.4, 35179.6, and 33479 et seq. relating to athletic programs and the use of automated external defibrillators (AEDs).

### Guiding Principles

The first operational priority in a suspected sudden cardiac arrest is to ensure immediate activation of emergency medical services (EMS) and begin high-quality Cardiopulmonary Resuscitation (CPR).

Early recognition, early activation, early CPR, early defibrillation (when available), and rapid access to advanced medical care are essential to survival, consistent with the American Heart Association's "Chain of Survival."

HMESD promotes a culture of preparedness and readiness, ensuring all sites—regardless of AED placement—are equipped to respond effectively through training, clear communication, and coordination with local emergency responders.

### District Commitment and Capacity

#### **A. CPR and AED Training Opportunities**

- All credentialed staff are required to show CPR certification upon credentialing and coaching staff are required to maintain CPR certification.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

- Each site ensures that a sufficient number of staff are CPR-certified and prepared to respond to a cardiac or medical emergency.

### **B. AED Placement and Accessibility**

- An AED is strategically located to allow for a rapid response (ideally within three - five minutes) from any occupied area on campus during school or extracurricular hours.
  - The AED is clearly marked, mounted in an alarm-capable cabinet, and checked monthly for readiness.
  - The AED locations is shared with staff and local emergency responders via the CSSP review process.
  - The site maintains readiness through trained personnel, emergency communication protocols, and coordination with EMS for rapid medical response.

### **C. Maintenance and Oversight**

- Monthly inspection logs and post-incident reports are maintained at the site and district levels.

## **Response Procedures**

### **A. Recognize and Respond**

1. Assess for unresponsiveness and abnormal or absent breathing.
2. Immediately call **9-1-1** (or activate campus emergency communications).
3. Send a designated staff member to meet emergency responders and direct them to the scene.

### **B. Initiate CPR**

- Begin chest compressions immediately at a rate and depth consistent with current CPR guidelines.
- Continue CPR until emergency responders arrive or the individual regains responsiveness.

### **C. Retrieve and Apply AED**

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

- Direct the nearest trained staff member or student runner to retrieve the closest AED and return to the scene immediately.
- Apply pads and follow device prompts as soon as the AED arrives.
- Continue CPR and AED cycles until EMS assumes care or the person regains responsiveness.

### **D. Post-Incident Procedures**

- The Principal or Incident Commander shall notify district leadership and initiate post-incident documentation.
- If an AED was used, the principal or designee will coordinate the download and review of event data, test the device, and restore it to service as soon as possible.
- Counseling and mental health support shall be offered to students or staff who witnessed the event.

### **Communication and Notification**

- All staff shall be informed annually of HMESD's cardiac emergency procedures and the locations of AEDs, if applicable.
- HMESD shall provide this information to local emergency responders during the annual CSSP review.
- Sites shall post signage identifying AED locations (where applicable) and steps to take in a cardiac emergency.
- Procedures for responding to SCA shall be reviewed as part of annual safety training and incorporated into school emergency drills.

### **O. Weapons and Dangerous Instruments**

See HMESD Board Policy 5131.7: Weapons and Dangerous Instruments

### **P. Severe Heat Conditions**

#### Initial Response to Hot Weather Conditions:

Howell Mountain Elementary School should use Wet Bulb Globe Temperature (WBGT) readings to assess heat stress, rather than relying solely on air temperature. Schools can also refer to the interactive [CDC Heat Risk website](#). Using the [CDPH Heat Risk Grid](#), as specified below, staff should consider the following measures to reduce the impact of severe heat conditions.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### CDPH Heat Risk Grid: Understanding “HeatRisk” Level, Who is At Risk, and What Actions to Take

Revised July 27, 2023. Adapted from the National Weather Service (NWS) HeatRisk tool. Learn more about how to stay safe during extreme heat at CDPH Extreme Heat.

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> <li>This level of heat poses little to no risk from expected heat</li> </ul>	<ul style="list-style-type: none"> <li>No elevated risk</li> </ul>	<ul style="list-style-type: none"> <li>No preventative actions necessary</li> </ul>
1 (Yellow)	Minor	<ul style="list-style-type: none"> <li>Heat of this type is tolerated by most; however, there is a minor risk for extremely heat-sensitive groups* to experience negative heat-related health effects</li> </ul>	<ul style="list-style-type: none"> <li>Primarily those who are extremely sensitive to heat,* especially when outdoors without effective cooling and/or adequate hydration</li> </ul>	<ul style="list-style-type: none"> <li>Increase hydration</li> <li>Reduce time spent outdoors or stay in the shade when the sun is strongest</li> <li>Open windows at night and use fans</li> </ul>
2 (Orange)	Moderate	<ul style="list-style-type: none"> <li>Heat of this type is tolerated by many; however, there is a moderate risk for members of heat-sensitive groups* to experience negative heat-related health effects, including heat illness</li> <li>Some risk for the general population who are exposed to the sun for longer periods of time</li> <li>Living spaces without air conditioning can become uncomfortable during the afternoon and evening, but fans and leaving windows open at night will help</li> </ul>	<ul style="list-style-type: none"> <li>Primarily heat-sensitive or heat-vulnerable groups,* especially those without effective cooling or hydration</li> <li>Those not acclimatized to this level of heat (i.e., visitors)</li> <li>Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue</li> <li>Some transportation and utilities sectors</li> <li>Some health systems will see increased demand, with increases in emergency room visits</li> </ul>	<ul style="list-style-type: none"> <li>Reduce time in the sun during the warmest part of the day</li> <li>Stay hydrated</li> <li>Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.)</li> <li>Move outdoor activities to cooler times of the day</li> <li>For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings</li> </ul>
3 (Red)	Major	<ul style="list-style-type: none"> <li>Heat of this type represents a major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group</li> <li>Dangerous to anyone without proper hydration or adequate cooling</li> <li>Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.</li> <li>Poor air quality is possible</li> <li>Power interruptions may occur</li> </ul>	<ul style="list-style-type: none"> <li>Much of the population, especially anyone without effective cooling or hydration</li> <li>Those exposed to the heat/sun at outdoor venues</li> <li>Health systems likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li>Cancel outdoor activities during the heat of the day** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day</li> <li>Stay hydrated</li> <li>Stay in a cool place especially during the heat of the day and evening</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.</li> </ul>
4 (Magenta)	Extreme	<ul style="list-style-type: none"> <li>This is a rare level of heat leading to an extreme risk for the entire population</li> <li>Very dangerous to anyone without proper hydration or adequate cooling</li> <li>This is a multi-day excessive heat event. A prolonged period of heat is dangerous for everyone not prepared</li> <li>Poor air quality is likely</li> <li>Power outages are increasingly likely as electrical demands may reach critical levels</li> </ul>	<ul style="list-style-type: none"> <li>Entire population exposed to the heat is at risk</li> <li>For people without effective cooling, especially heat-sensitive groups, this level of heat can be deadly</li> <li>Health systems highly likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li>Cancel outdoor activities**</li> <li>Stay hydrated</li> <li>Stay in a cool place, including overnight</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate.</li> <li>Check on your neighbors</li> </ul>

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

<b>Principal</b>	<p><b>On Days When the CDPH Heat Risk Grid is Value 0-1 (Risk: Little to Minor):</b></p> <ul style="list-style-type: none"> <li>Periodically check an WBGT device or similar online resource that measures heat index at a minimum, such as the interactive <a href="#">CDC Heat Risk website</a>.</li> <li>When conditions are reported in the CDC Heat Risk Grid as Little to Minor, evaluate conditions related to temperature such as shade structures, breeze factors, humidity, and pollutants. With direct sun, certain areas of the school site (i.e., blacktop or concrete areas) may increase heat exposure. The principal or designee shall make a decision regarding a reduction in physical activities for students.</li> <li>Ensure that students with special health issues affected by the heat (e.g., asthma, cancer, heart or lung disease, high blood pressure) are identified at the site and that their teachers are advised that special consideration is necessary in high heat conditions.</li> </ul> <p><b>On Days When the CDPH Heat Risk Grid is Value 2-4 (Risk: Moderate to Extreme):</b></p> <ul style="list-style-type: none"> <li>The principal or designee should notify teachers and institute a reduction in exposure to the sun and/or outdoor physical activities. Outdoor physical activities should be limited to non-strenuous activities.</li> <li>Lunch should be provided under shade structures or in an air-conditioned building, with limited time given for free, outdoor play.</li> <li>Remind teachers to encourage students to wear light clothing, remain in designated areas, reduce running/exertion activities, participate in “quiet” play, and drink large amounts of liquids.</li> <li>Contact the Deputy Superintendent of Business for any further updates regarding district directives and/or County Health Department or SCOE directives.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>When the weather is hot, observe all students for symptoms of overheating.</li> <li>Signs or symptoms of heat exhaustion include body cold, skin clammy; ashen colored skin; physical exhaustion; dilated pupils; normal or subnormal temperature. If a student becomes overheated, he/she should be placed in a cool room, provided a cool cloth to the head, and offered cool liquids (preferable sports-type drink or juice, both of which contain some salt).</li> <li>Call 911 for any student with the following signs or symptoms of heat stroke; body hot, skin hot, red and dry; irritability; pupils constricted; temperature elevated; pulse rapid and strong.</li> </ul>
<b>School Nurse</b>	<p>When the weather is hot:</p> <ul style="list-style-type: none"> <li>Notify the teachers and aides of students with special health issues affected by the heat (e.g., asthma, cancer, heart or lung disease, high blood pressure).</li> <li>Advise teachers and staff of symptoms of heat illness and overheating to observe all students and of students with special health conditions.</li> </ul>

### California Interscholastic Federation (CIF) Extreme Heat and Air Quality Policies:

As per California State Law AB 1653 and CIF Bylaw 503.K All CIF member schools must adhere to the CIF Heat Illness Prevention and Heat Acclimatization Policies in the following link below. *Howell Mountain Elementary School District is classified as a Region 1 Category area.*

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### (CIF) Extreme Heat and Air Quality Policies

#### Q. Air Quality Alerts

Principal		When the air quality is deemed by the AQMD as "unhealthy for sensitive groups":
Air Quality Index (AQI)		When the air quality is deemed by the AQMD as "unhealthy to all persons":
AQI	Health Advisory	
0-50	Good	
51-100	Moderate	
101-150	Unhealthy for Sensitive Groups	
150-200	Unhealthy	
201-300	Very Unhealthy	
301-500	Hazardous	

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

	<ul style="list-style-type: none"> <li>• Cancel PE</li> <li>• For elementary schools, students stay in the classroom during recess</li> <li>• Lunch is held in the classroom or cafeteria</li> <li>• All extra-curricular outdoor activities shall be cancelled.</li> <li>• All maintenance and grounds workers shall remain inside except those required for emergency response.</li> <li>• All outdoor school playgrounds and pools shall be closed.</li> <li>• Periodically check with the Deputy Superintendent for any district directives.</li> </ul> <p><b>When the air quality is deemed by the AQMD as "very unhealthy" to all persons:</b> Seek direction from the Superintendent or Deputy Superintendent of Business.</p>
<b>School Nurse</b>	<p>When the air quality is deemed unhealthy for sensitive groups or all persons:</p> <ul style="list-style-type: none"> <li>• Notify the teachers and aides of students with special health issues affected by poor air quality (e.g., asthma, cancer, heart or lung disease, high blood pressure).</li> <li>• Advise teachers and staff of symptoms of respiratory problems to observe of all students and of students during air quality alerts.</li> </ul>

### R. Severe Wind Conditions

<b>Principal or designee:</b>	<ul style="list-style-type: none"> <li>• If you are experiencing high winds, which may affect your school site, contact the District Office.</li> <li>• Establish a Command Post. You are the Incident Commander.</li> <li>• Tune to an Emergency Alert Station (EAS) to receive an update on the storm. Listen to radio stations for regional emergency alert information for the Solano County area.</li> <li>• Minimum Incident Command System Activation recommended: Operations Section (e.g. Facilities/Security Team). Activate other Incident Command System functions as required to support your actions.</li> <li>• Determine from the District and local authorities if staff and students should move to the interior core area of the building away from outside windows and doors.</li> </ul>
<b>Teachers:</b>	<ul style="list-style-type: none"> <li>• Keep students indoors and away from windows and doors.</li> <li>• Close all windows and blinds and avoid building locations that have large roof areas or spans.</li> <li>• Avoid all areas that have large concentrations of electrical equipment or power cables.</li> </ul>

# Howell Mountain Elementary School Comprehensive School Safety Plan

	<ul style="list-style-type: none"><li>• Follow instructions provided by Principal or emergency response agencies.</li><li>• Report any injuries to the First Aid Team.</li></ul>
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## S. Safe Refuge Area

### Purpose and Legal Authority

This section fulfills the requirements of AB 2968 (2024), which amends Education Code § 32282 to require each local educational agency (LEA) to:

1. Develop a procedure to identify a Safe Refuge Area that can be used when an evacuation order is given but cannot be safely carried out; and
2. Communicate that plan to the agency having jurisdiction (AHJ), typically the local fire authority.

For schools located within high or very high fire hazard severity zones, as designated by CAL FIRE, HMESD must also coordinate the planning and designation of the Safe Refuge Area directly with the AHJ.

### Definitions

- Safe Refuge Area (Last-Resort Refuge):  
A predetermined, pre-identified location—**on or off campus**—that can temporarily house all students and staff when an evacuation order has been issued but cannot safely be completed due to fire conditions or blocked egress routes. The Safe Refuge Area must be recognized and acknowledged by the local fire department or AHJ as suitable for this purpose.
- Agency Having Jurisdiction (AHJ):  
Angwin or Napa Fire Department is the agency responsible for fire response and evacuation support within the HMESD jurisdiction.

### Operational Priorities

The first operational priority in any wildfire or fire emergency is to evacuate students and staff away from the endangered area whenever feasible.

- If evacuation is safe and possible, HMESD shall enact its evacuation and standard reunification procedures in accordance with the HMESD Emergency Operations Plan.
- The Safe Refuge Area shall be used only if evacuation cannot safely occur after an evacuation order has been issued.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Procedure for Identifying a Safe Refuge Area

HMESD, in coordination with each school site, shall identify the designated Safe Refuge Areas that ensures all students and staff have access to a viable location if evacuation cannot safely occur after an evacuation order is issued.

#### 1. Primary Consideration – On-Campus Gymnasium or Multipurpose Room

In most school facilities, the gymnasium or multipurpose room shall be considered the primary candidate for designation as the Safe Refuge Area because:

- It is typically large enough to accommodate all students and staff;
- It is often constructed with higher fire-resistance ratings (e.g., concrete or masonry walls, limited combustible finishes, sprinkler systems); and
- It generally provides superior defensible space and limited exposure to external vegetation or hazards compared to classroom buildings or portable units.

HMESD shall assess the structural integrity, ventilation, and access points of this facility to confirm its suitability for temporary refuge.

#### 2. Alternate or Off-Campus Locations

If the gymnasium or multipurpose room is not viable—due to location, construction type, or capacity constraints—HMESD may identify:

- An alternate on-campus structure that meets defensibility and capacity criteria; or
- An off-campus location such as a community center, civic facility, or other assembly area approved by the Angwin or Napa Fire Department.

#### 3. Coordination in High Fire Hazard Zones

HMESD school sites located in areas designated by CAL FIRE as High or Very High Fire Hazard Severity Zones shall coordinate directly with the Angwin or Napa Fire Department to confirm the suitability of identified Safe Refuge Areas.

The Angwin or Napa Fire Department may review building features, defensible space, and access conditions to ensure the refuge area aligns with operational fire response strategies.

**As of 2025, HMESD is within a designated moderate Fire Hazard Severity Zone.**

#### 4. Annual Review

- HMESD, in conjunction with the principal or designee of each site, shall annually verify that the designated Safe Refuge Area remains suitable in terms of capacity,

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

condition, and accessibility.

- Updated records and correspondence with the Angwin or Napa Fire Department shall be maintained and referenced in the annual CSSP update.

### Activation Procedures

If an evacuation order is given and it becomes unsafe or infeasible to evacuate:

1. The Principal or Incident Commander shall direct staff and students to relocate immediately to the designated Safe Refuge Area.
2. Staff shall account for all students, maintain communication with district administrators and first responders, and remain in place until escorted or cleared by the fire department or emergency management officials.
3. Once the threat subsides or safe passage is reestablished, HMESD shall enact its standard reunification procedures to reunite students with families at the designated reunification site.

### Designated Safe Refuge Area

The Safe Refuge Area for HMESD is the multi-purpose room.

## **T. Immigration Enforcement Activity: Notification and Access Procedures**

### Purpose and Legal Authority

This section of the Comprehensive School Safety Plan establishes procedures to ensure that the school site protects the rights, safety, and privacy of students, families, and employees during any confirmed or suspected immigration enforcement activity on school grounds.

These procedures are adopted pursuant to:

- Senate Bill 98 (2025) – “SAFE Act: Immigration Enforcement: Notification,” effective through January 1, 2031.
- Assembly Bill 49 (2024) – relating to limitations on immigration enforcement access and disclosure of information at educational institutions.
- Relevant provisions of Education Code §§ 32280–32289, Government Code § 7285.1 et seq., and FERPA (20 U.S.C. § 1232g).

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### Definitions

- Immigration Enforcement Activity means any action by an immigration enforcement agent or officer, including but not limited to U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or any successor agency, conducted for the purpose of investigating, questioning, detaining, or arresting an individual based on immigration status.
- Nonpublic Areas are those parts of the school campus that are not open to the general public, including classrooms, staff lounges, and playgrounds during instructional hours.
- Valid Judicial Warrant means a warrant issued by a federal judge or magistrate that authorizes a specific action (e.g., arrest or search) and names the individual and/or premises involved.

### Access to School Sites by Immigration Enforcement

#### 1. Verification Required:

School employees shall not grant access to non-public areas of campus to immigration enforcement officers without first:

- Reviewing and photocopying (if possible) the officer's credentials;
- Examining a valid judicial warrant, subpoena, or court order; and
- Immediately notifying the Superintendent or designee for verification before allowing access.

#### 2. Denial of Access Without Proper Documentation:

If the officer does not present a valid judicial warrant, subpoena, or court order, school staff shall politely deny access and inform the officer that entry requires such documentation.

#### 3. Staff Conduct:

Staff shall not obstruct or interfere with law enforcement operations but must follow district protocol for verification and notification.

### Protection of Student and Family Information

#### 1. Confidentiality:

No personally identifiable information about a student, family member, or employee shall be released to immigration enforcement without:

- A valid court order or judicial subpoena; or

# Howell Mountain Elementary School Comprehensive School Safety Plan

- Written consent from the parent/guardian (if the student is a minor), consistent with FERPA and state privacy laws.

2. Records Requests:

Requests for records or information from immigration enforcement must be forwarded to the Superintendent or designee, who should consult with legal counsel prior to any response.

## Notification Procedures Upon Confirmation of Immigration Enforcement Activity

*(Required by SB 98 [2025])*

When immigration enforcement activity has been confirmed on school grounds, the following steps shall be taken promptly:

1. Immediate Internal Notice:  
The principal or designee shall notify:
  - The Superintendent or designee; and
  - Key site administrators (as deemed appropriate).
2. Public Notification:  
Within a reasonable time, HMESD shall issue a notification to:
  - Parents and guardians of enrolled students; and
  - Teachers, administrators, and classified school staff at the site.
3. The notice should include:
  - The date and time the activity was confirmed;
  - The general location of the enforcement activity (without disclosing personally identifiable information); and
  - A link or reference to district and community resources that provide information and assistance regarding immigration rights and protections, where applicable.
4. Privacy Protections:  
Notifications must **not** include the name, identifying details, or status of any student, parent, or employee.

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **SECTION V School Based Wellness and Social Emotional Learning Supports**

School-based mental health services are essential to creating safe schools and supportive student learning. Mental health supports that encompass social-emotional learning, mental wellness, resilience, and positive communication between peers and adults are critical in creating a school culture in which students feel safe and empowered.

### **Student-Focused Prevention, Intervention, and Social Emotional Learning Supports**

HMESD's climate and culture will empower all students to promote from HMESD with the skills necessary to be responsible, compassionate, and productive in their next academic endeavors. Students must be provided with equitable access to preventative and responsive services that address their academic, behavioral, social, emotional, and physical health needs.

#### **Structures for Support**

Most students come to school with the maturity, temperament, and predisposition to learn and achieve in school. Prevention and intervention services are support systems designed to help schools develop and maintain an optimum environment for students to learn and develop, while ensuring students receive appropriate supports. Such social and emotional supports are essential for academic achievement.

**Multi-Tiered System of Support:** The Multi-Tiered System of Support (MTSS) is a framework to guide staff to provide a continuum of prevention and intervention services and supports.

Decisions regarding needed services and supports should be made:

- Based on data. Using evidence-based practices (EBPs) proven by research to be effective at achieving the identified goals in a manner that ensures equitable and culturally proficient outcomes.
- Using a multi-disciplinary team process. To successfully implement a tiered system of support, school staff must cultivate a collaborative school culture in which all staff take responsibility for the success of all students. As part of this collaborative culture, it is important that employees and service providers have a time, place, and process for engaging in collaborative problem-solving.
- Tier 1 interventions are what ALL students receive in the form of behavioral and social-emotional supports. Tier I interventions focus on the implementation of school wide initiatives.
- Tier 2 interventions are what SOME students receive in addition to Tier 1 interventions. The purpose of Tier 2 interventions is to improve student performance under Tier 1 performance expectations.
- Tier 3 interventions are what a FEW students receive and is the most intense service level a school can provide to a student. The purpose of Tier 3 interventions is to help student overcome significant barriers required for school success.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

- School Teams Schools can use one or more multi-disciplinary teams at Tier 1. Some schools use the SST Team, Leadership, PBIS team, or other existing teams.

Currently, Mental Health Clinician(s) in collaboration with School Psychologist(s), School Counselor(s), and Certified Wellness Coach(s) provide most of our school-based services. Our mental health providers are attuned to school system needs and learning, as well as how students' behavior and mental health impact their ability to be successful in school. Some of these supports include, but are not limited to, individual and group counseling, school safety and crisis response, cultural competence, as well as consultation with educators, families, and community providers.

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **SECTION VI Suicide Prevention and Strategies for Caring for Students Who Have Witnessed a Violent Act**

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation
- Further recognizes that suicide is a leading cause of death among young people
- Has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- Acknowledges the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components

This policy is meant to be paired with other policies supporting the overall emotional and behavioral health of students.

**Scope:** This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy also covers appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

### **Definitions**

**At-Risk:** Suicide risk is not a dichotomous concern, but rather, exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the school and the district. A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of potential mental health conditions or a deterioration of mental health. The student may have thoughts about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures. The type of referral, and its

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

level of urgency, shall be determined by the student's level of risk — according to local district policy.

**Crisis Team:** A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. Crisis Team members often include someone from the administrative leadership, school psychologists, school counselors, school social workers, school nurses, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of crisis preparedness and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports. Crisis team members who are mental health professionals may provide crisis intervention and services.

- Mental Health Clinician(s)
- School Psychologists
- Administrative Staff
- Academic Counselors
- Identified Certificated Staff

**Mental Health:** A state of mental, emotional, and cognitive health that can impact perceptions, choices and actions affecting wellness and functioning. Mental health conditions include depression, anxiety disorders, post-traumatic stress disorder (PTSD), and substance use disorders. Mental health can be impacted by the home and social environment, early childhood adversity or trauma, physical health, and genes.

**Risk Assessment:** An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

**Risk Factors for Suicide:** Characteristics or conditions that increase the chance that a person may attempt to take their life. Suicide risk is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment. The likelihood of an attempt is highest when factors are present or escalating, when protective factors and healthy coping techniques have diminished, and when the individual has access to lethal means.

**Self-Harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although non-suicidal self-injury (NSSI) lacks suicidal intent, youth who engage in any type of self-harm

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

should receive mental health care. Treatment can improve coping strategies to lower the urge to self-harm and reduce the long-term risk of a future suicide attempt.

**Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

**Suicide Attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

**Suicidal Behavior:** Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

**Suicidal Ideation:** Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

**Suicide Contagion:** The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

**Postvention:** Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community. Often a community or school's healthy postvention effort can lead to readiness to engage further with suicide prevention efforts and save lives.

### Staff Professional Development

All staff shall receive, at minimum, annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay,

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

### **Youth Suicide Prevention Programming**

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. In addition, schools shall provide supplemental small-group suicide prevention programming for students. It is not recommended to deliver any programming related to suicide prevention to a large group in an auditorium setting.

### **Intervention**

#### **Assessment and Referral**

When a student is identified by a peer, educator or other source as potentially suicidal — i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation — the student shall be seen by a school-employed mental health professional, within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school-employed mental health professional. If there is no mental health professional available, a designated staff member (e.g., school nurse or administrator) shall address the situation according to district protocol.

#### **For At-Risk Youth:**

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete
- The principal and school mental health clinician or psychologist shall be made aware of the situation as soon as reasonably possible
- The school-employed mental health professional or principal shall contact the Napa County Mental Health Services Mobile Response Team (MRT) at 707-299-2111 and/or have trained staff conduct a risk assessment using the Columbia Suicidality Severity Rating Scale (C-SSRS)

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

- The school-employed mental health professional or principal shall contact the student's parent or guardian, as described in the Parental Notification Involvement section and in compliance with existing state law/ district policy (if applicable), and shall assist the family with urgent referral
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, Napa County Mobile Response Team, or arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian
- If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate When School Personnel Need to Engage Law Enforcement

### **When to Engage Law Enforcement**

When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located.

### **Parental Notification and Involvement**

The principal, designee, or school mental health professional shall inform the student's parent or guardian on the same school day, and as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on initial risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

### **Lethal Means Counseling**

Lethal means counseling shall include discussing the following:

- Firearms

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

- Inquire of the parent or guardian if firearms are kept in the home or are otherwise accessible to the student
- Recommend that parents store all guns away from home while the student is struggling — e.g., following state laws, store their guns with a relative, gun shop, or police
- Discuss parents' concerns and help problem-solve around offsite storage, and avoid a negative attitude about guns — accept parents where they are, but let them know offsite storage is an effective, immediate way to protect the student
- Explain that in-home locking is not as safe as offsite storage, as children and adolescents sometimes find the keys or get past the locks

If there are no guns at home:

- Ask about guns in other residences (e.g., joint custody situation, access to guns in the homes of friends or other family members)

If parent won't or can't store offsite:

- The next safest option is to unload guns, lock them in a gun safe, and lock ammunition separately (or don't keep ammunition at home for now)
- If guns are already locked, ask parents to consider changing the combination or key location — parents can be unaware that the student may know their "hiding" place

Medications:

- Recommend the parent or guardian lock up all medications (except rescue meds like inhalers), either with a traditional lock box or a daily pill dispenser
- Recommend disposing of expired and unneeded medications, especially prescription pain pills
- Recommend parent maintain possession of the student's medication, only dispensing one dose at a time

If parent won't or can't lock medication, advise they prioritize and seek specific guidance from a doctor or pharmacist regarding the following:

- Prescriptions, especially for pain, anxiety or insomnia
- Over-the-counter pain pills
- Over-the-counter sleeping pills

Staff will also seek parental permission, in the form of a Release of Information form, to communicate with outside mental health care providers regarding the student's safety plan and access to lethal means.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Re-Entry Procedure**

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents may be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

1. A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional or other designee shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented.
2. While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.
3. The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.
4. The school-employed mental health professional or other designee shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time-period (e.g. for a period of three months). These efforts are encouraged to ensure the student, and their parents or guardians, are supported in the transition, with more frequent check-ins initially, and then fading support.
5. The administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically related absence and may need adjusted deadlines for assignments. The school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

### **In-School Suicide Attempts**

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

1. First aid shall be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures
2. School staff shall supervise the student to ensure their safety
3. Staff shall move all other students out of the immediate area as soon as possible
4. The school-employed mental health professional or principal shall contact the student's parent or guardian. (Note: See Parental Notification and Involvement section of this document).
5. Staff shall immediately notify the principal regarding the incident of in-school suicide attempt.
6. The school shall engage the crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim.
7. Staff shall request a mental health assessment for the student as soon as possible.

### **Out-of-School Suicide Attempts**

1. If a staff member becomes aware of a suicide attempt by a student that is in-progress in an out-of-school location, the staff member shall:
2. Call 911 (police and/or emergency medical services)
3. Inform the student's parent or guardian
4. Inform the school mental health clinician and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

### **After a Suicide Death**

#### **Development and Implementation of a Crisis Response Plan:**

The crisis response team, led by a mental health clinician or other designee, shall develop a crisis response plan to guide school response following a death by suicide. This plan may be applicable to all school community related suicides whether it be student (past or present), staff, or other prominent school community member. Ideally, this plan shall be developed long before it is needed. A meeting of the crisis team to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Action Plan Steps**

#### **Step 1: Get the Facts**

The mental health clinician or other designated school official (e.g. the school's principal or superintendent) shall confirm the death and determine the cause of death through communication with the student's parent or guardian, the coroner's office, local hospital, or police department. Before the death is officially classified as a suicide by the coroner's office, the death shall be reported to staff, students, and parents or guardians, with an acknowledgement that its cause is unknown. When a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian prefers the cause of death not be disclosed, the school may release a general statement without disclosing the student's name (e.g., "We had a ninth-grade student die over the weekend"). If the parents do not want to disclose cause of death, an administrator or mental health professional from the school who has a good relationship with the family shall be designated to speak with the parents to explain the benefits of sharing mental health resources and suicide prevention with students. If the family refuses to permit disclosure, schools may state "The family has requested that information about the cause of death not be shared at this time." Staff may also use the opportunity to talk with students about suicide.

#### **Step 2: Assess the Situation**

The crisis response team shall meet to prepare the postvention response according to the crisis response plan. The team shall consider how the death is likely to affect other students, and determine which students are most likely to be affected. The crisis response team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. The team and principal shall triage staff first, and all teachers directly involved with the victim shall be notified in-person and offered the opportunity for support.

#### **Step 3: Share Information**

Inform the faculty and staff that a sudden death has occurred, preferably in an all-staff meeting. The crisis response team should provide a written statement for staff members to share with students and also assess staff's readiness to provide this message in the event a designee is needed. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Staff shall respond to questions only with factual information that has been confirmed. Staff shall dispel rumors with facts, be flexible with academic demands, encourage conversations about suicide and mental health, normalize a wide range of emotional reactions, and know the referral process and how to get help for a student. Avoid public address system announcements and school-wide assemblies in favor of face-to-face notifications, including small-group and classroom discussions. The crisis response team may prepare a letter — with the input and permission from the student's parent or guardian — to communicate with parents which includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. If necessary, a parent meeting may

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

also be planned. Staff shall direct all media inquiries to the designated school or district spokesperson.

## **Step 4: Avoid Suicide Contagion**

Actively triage particular risk factors for contagion, including emotional proximity (e.g., siblings, friends, or teammates), physical proximity (witness, neighbor) and pre-existing mental health issues or trauma. Explain in an all-staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death. The crisis response team shall work with teachers to identify students who are most likely to be significantly affected by the death, or who exhibit behavioral changes indicating increased risk. In the staff meeting, the crisis response team should review suicide warning signs and procedures for referring students who present with increased risk. For those school personnel who are concerned that talking about suicide may contribute to contagion, it has been clearly demonstrated through research that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help-seeking does not elevate risk.

## **Step 5: Initiate Support Services**

Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The crisis response team shall coordinate support services for students and staff in need of individual and small group counseling as needed. School-employed mental health professionals will provide on-going and long-term support to students impacted by the death of the student, as needed. If long term intensive services by a community provider are warranted, the school employed mental health professional will collaborate with that provider and the family to ensure continuity of care between the school, home, and community. Together with parents or guardians, crisis response team members shall provide information for partner community mental health providers, or providers with appropriate expertise, to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. These discussions may include debriefing (orientation to the facts), reflection on memories, reminders for and re-teaching of coping skills, and encouraging spending time with friends and caregivers as soon as possible. Students and staff affected by the suicide death shall be encouraged to return to a normal routine as much as possible, understanding that some deviation from routine is to be expected.

## **Step 6: Develop Memorial Plans**

The school shall develop policy regarding memorialization due to any cause and strive to treat all deaths the same way. Avoid planned on-campus physical memorials (e.g. photos, flowers, locker displays), funeral services, tributes, or flying the flag at half-staff, because it may inadvertently sensationalize the death and encourage suicide contagion among vulnerable students.

Spontaneous memorials may occur from students expressing their grief. Cards, letters, and pictures may be given to the student's family after being reviewed by school administration. If items indicate that additional students may be at increased risk for suicide and/or in need of additional mental health support (e.g. writing about a wish to die or other risk behavior), outreach shall be made to those students to help determine level of risk and appropriate response. The school shall also leave a notice for when the memorial will be removed and given to the

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

student's family. Online memorial pages shall use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time limited. School shall not be canceled for the funeral or for reasons related to the death. Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.

**Step 7: Postvention as Prevention** Following a student suicide, schools may take the initiative to review and/or revise existing policies.

### Strategies to Create and Maintain Positive School Environment for Students Who have Witnessed a Violent Act

For young disaster survivors, interventions should work to protect and enhance existing social support and foster resilience.

The first level of intervention in children is the immediate social group including parents, siblings, and close friends who can help children cope with the situation by assisting with emotional processing, serving as familiar faces, and providing a distraction from the incident. Siblings and friends can provide social support and help maintain or regain everyday routine.

The second level of intervention is through linking mental health services with schools, parents, extended families, and peers. Interventions in schools and play areas (for example, certified pet therapy animals in play areas) are important, as they provide children access to mental health services. School-based disaster mental health services are accessible and reduce negative misperceptions associated with the use of mental health services. Teachers and peers can provide crucial support at this level of intervention.

- Long term mental health intervention and treatment address the following areas:
- Understanding the child's unique experience of the trauma
- Screening youth for behavioral health problems
- Assisting the child in developing coping strategies
- Addressing grief
- Intervening with post-trauma difficulties such as a decline in school performance
- Identifying and redressing missed developmental opportunities and the effects of mass media. These areas include brief counseling and support groups, and cognitive behavioral therapy, among other types of therapy
- Interventions can be delivered on the individual level or as a group intervention. They can be delivered in various sites including schools, health and mental health facilities, or community settings.

Selecting the setting depends on the location and magnitude of the disaster; characteristics of the disaster community; availability of venues (schools, clinics); accessibility for families; and expertise of professionals

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **SECTION VII**

### **POSITIONS AND RESPONSIBILITIES**

**School Counselor:** The school counselor facilitates the proactive development of many competencies needed by students in the areas of school success, personal decision making, career exploration, goal setting, self-esteem, and interpersonal relationship skills. Additionally, school counselors provide remediation interventions for many students who experience problems during their development.

**Certified Wellness Coach:** The certified wellness coach works within the MTSS / PBIS framework to provide interventional support for students, and / or groups of students for such areas as character, resolution of conflict, treatment of others, and community expectations.

**Mental Health Clinicians:** Clinicians aid students in developing positive perceptions and coping behaviors. School counseling is an integral part of the school's goals for promoting student achievement and maintaining a safe and orderly environment.

**School Nurse:** The school nurse advances the well-being, academic success, and lifelong achievement of students. School nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, and learning.

**School Psychologist, Speech and Language Services:** HMESD partners with TinyEye school psychologist provides for student learning and behavior, most notably services related to IEPs.

**Telehealth Services:** HMESD partners with Mentis to provide in-person counseling support services for students in need of additional mental health supports.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **SECTION VIII**

#### **Emergency Response Procedures**

- A. INCIDENT COMMAND STRUCTURE**
- B. EMERGENCY CONTACT NUMBERS**
- C. PROCEDURES FOR STUDENTS WITH DISABILITIES**
- D. PROCEDURES TO ALLOW PUBLIC AGENCY USE DURING AN EMERGENCY**
- E. DRILL PROTOCOLS**
  - 1. Earthquake**
  - 2. Evacuation (Fire)**
  - 3. Lock Down**
- F. DISASTER RESPONSE PROCEDURES**
  - 1. Hold (Medical emergency, loose animal, spill)**
  - 2. Secure (Criminal activity or concern nearby)**
  - 3. Lock Down (Armed assailant, weapon report)**
  - 4. Evacuate (Fire, earthquake, HazMat)**
  - 5. Shelter (Protective action for earthquake, HazMat, severe weather, etc.)**
- G. TACTICAL RESPONSE TO CRIMINAL INCIDENTS**
  - 1. Active Assailant**
  - 2. Severe Weather / Flooding**
  - 3. Earthquake**
  - 4. Accidents / Medical Emergencies**
  - 5. Fire**
  - 6. Weapon on School Property**
  - 7. Unauthorized Removal / Abducted Person(s)**
  - 8. Armed Subject, Armed Robbery or Hostage**
  - 9. Chemical Attacks / Biological / Radiological / Nuclear (CBRN)**
  - 10. Gas Leak**
  - 11. Utility Emergency**
  - 12. Civil Disorder**
  - 13. Bomb Threat**

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### EMERGENCY INCIDENT COMMAND TEAM

#### Roles, Duties and Responsibilities

##### **INCIDENT COMMANDER** (*Overall responsibility for the incident*)

###### **Joshua Munoz** Superintendent

- Oversee Incident and Establish Priorities
- Convene Cabinet members for briefing
- Deploy standard reunification method, if needed
- Report to impacted school site as Site Commander for direction of event
- Oversee Command Staff
  - **Elizabeth Avina** Communications - Oversee Command Staff / Communication
  - Advise Superintendent and Incident Command regarding information dissemination, parent communications and media relations
  - Obtain information from and provide information to the Planning Section, the community and the media
  - Oversee the Joint Information Center (JIC)
  - Parent messaging, including Parent Square, social media, website and translation
  - Press releases, media contact center, on-site media management
  - Tech support for laptops, Wi-Fi, hot spots, etc.
- **Site Principal - Incident Liaison Officer**
- Assist Incident Commander by serving as the point of contact for representatives from other response organizations and school site
- Provide briefings to and answer questions from supporting organizations

##### **OPERATIONS** (*Taking care of people*)

###### **Sarah Brink** Head Teacher

- Oversee Response and Operations
  - Standard response protocols
  - Search and rescue
  - First aid with support from nurse
  - Student supervision
  - Crisis intervention
- Oversee staff and student wellness, and mental health and triage area
  - Provide basic first-aid and mental health services for injured / traumatized students and staff
  - Parent management and support

##### **PLANNING** (*Keeping track of everything, allocating resources*)

###### **Joshua Munoz** Superintendent

- Tracking and allocating resources
- Personnel - assign activated HMESD staff to reunification roles and function
- Maintaining incident documentation

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **LOGISTICS (Supplies and setup)**

**Josue Vегara** Head Custodian

- Oversee Logistics Support
  - Provide supplies
  - Provide transportation, if needed
  - Provide nutrition
  - Assess equipment needs
  - Facility support

### **FINANCE**

**Superintendent or Designee**

- Contract negotiations and monitoring
- Timekeeping
- Cost analysis
- Documentation, forms, and tracking for reimbursement (under MOU's, FEMA), if applicable
- Tracking payroll

### **SUPERINTENDENT**

**Joshua Munoz, Superintendent**

- Communicate with School Board Members
- Supervise as needed
- May speak to media, with assistance from the Communications Director

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Student with Disabilities**

During an emergency, in particular during an evacuation, some students may require specialized assistance. This may include students with hearing, vision, mobility impairments, and/or other special needs.

Advanced awareness and planning are required:

- Teachers and other staff should be aware of any students at their site or in their area that may require special assistance.
- The **Special Education Department** will train teachers and other staff in specific procedures to follow to evacuate a student with special needs.

The **TEACHER** has the primary responsibility to direct the evacuation as determined by the Special Education Department evacuation procedure.

If the teacher is not able to do so, it is his or her responsibility to notify the principal of the situation.

At the beginning of each school year:

- Specialized equipment needed to accommodate the student will be identified and provided for the student.
- Specialized personal emergency supplies for each student will be identified and maintained with the student throughout the year.
- Classroom staff will be assigned to assist the teacher in special evacuation procedures.

# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **Public Agency or American Red Cross Use During an Emergency**

Procedures to allow school property to be used to establish an emergency center or shelter.

1. Public Agency and HMESD conduct post-disaster survey of facilities to determine safety and suitability for use
2. Public Agency will obtain permission from the Superintendent/designee
3. Public Agency and HMESD Facility Director will conduct a joint inventory of the site
4. Public Agency will provide a plan and timeline for use
5. Public Agency will register all users of the school sites

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Earthquake Drill**

#### **DROP COVER HOLD**

**A drop procedure practice shall be held at least once each school quarter.**

**Drop procedure:** As used in this article, “drop procedure” means an activity whereby each student and staff member take cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.

**Protective measures:** To be taken before, during, and after an earthquake must include a program to ensure that the students and the certificated and classified staff are aware of, and have properly trained in, the earthquake emergency procedure system.

Whenever an earthquake announcement is made all students, teachers and other employees shall immediately begin DROP (Duck), Cover and Hold procedures:

- **DROP (DUCK)** down on the floor.
- **Take COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- **HOLD** onto the furniture and be prepared to move with it.
- **STAY** in this position for at least one minute or, in a real situation, until shaking stops.

**Evacuation:** An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

**Make it clear that a post-earthquake route differs from a fire evacuation route,** and that appropriate non-hazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/first responders. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form.

#### **Standards for a Successful Earthquake Drill:**

1. All staff and students can hear the Earthquake Announcement.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

2. Immediately after the earthquake announcement, all students, teachers and other employees shall:

- **DROP** (DUCK) down on the floor.
- **Take COVER** under a sturdy desk, table or other furniture with backs to the windows.
- **Protect** head and neck with arms.
- **HOLD** onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee so a search for missing students can be located. Upon sounding of the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Fire Drill**

***Principal shall hold fire drills at least once a month at Howell Mountain Elementary School.***

1. Whenever the fire alarm is sounded, all students, teachers and other employees shall immediately leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy in the school office safety binder.

#### **Standards for a Successful Fire Drill:**

1. All staff and students can hear the Fire Alarm.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding of the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the office, Principal / designee.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Lockdown Drill**

A Lockdown Drill involves pre-planning and follow-up assessment:

1. Conduct a staff meeting. Plan on a 20-minute timeframe to review expectations and standards in terms of:
  - A. Locking doors
  - B. Covering windows, if safe to do so without drawing attention
  - C. Turning off lights
  - D. Building barricades, if safe to do so without unwanted noise
  - E. Get out of site
  - F. Reviewing classroom and all clear procedures
  - G. Reviewing off site evacuation locations
2. Conduct the drill.
3. Conduct the assessment.
4. Complete follow-up tasks.

### **Conduct the Drill**

1. Announce lockdown
2. Teachers and staff direct students to classrooms or nearby secure areas.
  - A. Explain there is an emergency
  - B. Lock doors, turn off lights, cover windows (if desired), close outside blinds only if safe to do so.
  - C. Have students lie on the floor, behind or underneath solid object, and a hard angle away from the classroom door.
  - D. Control cell phone activity
  - E. Remain in locked area until advised personally by Principal or Administrator
3. Announce **ALL CLEAR**
4. Administration team meets to review drill, identify required procedure changes.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Emergency Response Protocol

# IN AN EMERGENCY

## TAKE ACTION



### HOLD! In your room or area. Clear the halls.

#### STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

#### ADULTS

Close and lock the door  
Account for students and adults  
Do business as usual



### SECURE! Get inside. Lock outside doors.

#### STUDENTS

Return to inside of building  
Do business as usual

#### ADULTS

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



### LOCKDOWN! Locks, lights, out of sight.

#### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

#### ADULTS

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



### EVACUATE! (A location may be specified)

#### STUDENTS

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

#### ADULTS

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



### SHELTER! Hazard and safety strategy.

#### STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

#### ADULTS

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

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# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Emergency Response Protocol

#### HOLD PROCEDURES

A **Hold** is declared when, in the opinion of the Administrator, a situation exists where the halls or common areas need to be temporarily cleared. Common examples include medical emergencies, spill or leak, or other hazards.

##### Administrator's Responsibilities

- Immediately declare **Hold** (in your room or area) by using the PA.
- Call **911**, if necessary, e.g. medical emergency.
- Escort any students in the hallways to a safe location.
- Coordinate with emergency responders, if applicable.

##### Staff's Responsibilities

- Immediately do a quick sweep of the hallways and instruct any students nearby to come into the room.
- Close and lock your classroom door.
- Account for students, visitors, and others.
- Do business as usual inside your space.
- Remain in your space until the “**All Clear**” is given.

##### After Hours Responsibilities

- In the absence of an Administrator or supervisory staff member, an on-site staff member will declare a **Hold**.
- Call **911**, if applicable.
- Call your Incident Command Structure Operations representative.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Emergency Response Protocol

#### Secure Procedures

A **Secure** is declared when, in the opinion of the Administrator, a situation exists near campus threatening the safety of students and staff and requires the perimeter to be secured to prevent access. Common examples include criminal activity nearby, civil disturbance, or dangerous animal(s).

#### Administrator's Responsibilities

- Immediately declare **Secure** (get inside, lock outside doors) by using the PA.
- Call **911**, if applicable.
- Escort any students in the hallways to a safe location.
- Coordinate with police/EMS personnel, if applicable.

#### Staff's Responsibilities

- Immediately do a quick sweep of the hallways and instruct any students nearby to come into the room.
- Close and lock your classroom door.
- Stay with and direct students, take attendance, and provide assistance.
- Increase situational awareness.
- Where possible, close and lock perimeter gates.
- Account for students, visitors, and others.
- Once in a **Secure**, no one in - or out without law enforcement securing the entryway (or otherwise safe).
- Do business as usual.
- Wait for an "**All Clear**."

#### After Hours Responsibilities

- In the absence of an Administrator or supervisory staff member, an on-site staff member will declare a **Secure**.
- Call **911**, if applicable.
- Call your Incident Command Structure Operations representative.
- Assist responders, if applicable.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Emergency Response Protocol

#### LOCKDOWN PROCEDURES

A **lockdown** is declared when, in the opinion of the Administrator, a situation exists threatening the safety of students and staff and requires that they remain in their classrooms. Common examples include armed intruder(s), report of a weapon on a person, or other imminent danger.

#### Administrator's Responsibilities

- Immediately declare **lockdown** (locks, lights, out of sight) by using the PA.
- Call **911**, if necessary.
- Direct the school bells to be turned off.
- Escort any students in the hallways to a safe location.
- Isolate the **lockdown** area.
- Await the arrival of emergency responders.
- Coordinate with police/EMS personnel.

#### Staff's Responsibilities

- If safe to do so, immediately do a quick sweep of the hallways and instruct any students nearby to come into the room.
- Close and lock your classroom door and close window blinds. Doors must never be opened. Proper authorities will have keys.
- Stay with and direct students, take attendance, and provide assistance.
- Keep students quiet and out of the line of sight from interior windows. Turn off all classroom lights.
- Maintain calm in the classroom – keep all students; no hall passes. Prepare to evade or defend.
- Listen for announcements for further instructions, e.g., “All clear to resume classroom instruction”, reporting of missing students, etc.
- Wait with the students until a uniformed officer or school official known to you invites you out. Do not respond to the fire alarm during a **lockdown** unless a known Administrator makes a supporting announcement.
- Teachers without a class during a **lockdown** should do a quick sweep of the hallway, instruct students to come into their rooms, record their names, and remain in a secure location to await further instruction.
- Wait for an “**All Clear**.”

#### After Hours Responsibilities

- In the absence of an Administrator or supervisory staff member, an on-site staff member will declare a **lockdown**.
- Call **911**.
- Call your Incident Command Structure Operations representative.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Emergency Response Protocol

#### EVACUATION PROCEDURES

An **Evacuation** is declared when, in the opinion of the Administrator, a situation exists threatening the safety of students and staff and the site is deemed unsafe. Common examples include earthquake damage, fire, or severe weather events.

##### Administrator's Responsibilities

- Signal an **evacuation** (to a location) from the building by using the PA or fire alarm when appropriate.
- Involve other staff as necessary.
- Call **911**.
- Call your Incident Command Structure Operations representative.
- If an off-site evacuation is needed, request transportation to the designated site. Coordinate your effort with your Incident Command Structure Operations representative and emergency responders.
- Take the School Emergency Bag.

##### Staff's Responsibilities

- Follow the evacuation routes posted in the room unless otherwise advised.
- Take your record/attendance books, your "Emergency Response Flipchart" and exit to designated evacuation location.
- Close your classroom doors when leaving the room.
- Once outside, take attendance.
- Report missing student(s) ASAP to the Administrator.
- Remain with classes and await further instructions from the Administrator.

##### After Hours' Responsibilities

- Same as Administrator's Responsibilities.
- Call your Incident Command Structure Operations representative for further direction.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Emergency Response Protocol

#### SHELTER PROCEDURES

A **Shelter** is declared when, in the opinion of the Administrator, a situation exists threatening the safety of students and staff and the site is deemed to be the safest location. Common examples include earthquakes, HazMat, or severe weather events.

##### Administrator's Responsibilities

- Immediately declare **Shelter** (state hazard and safety strategy) by using the PA.
- Call **911**, if necessary.
- Escort any students in the hallways to a safe location.
- Coordinate with police/EMS personnel.

##### Staff's Responsibilities

- If safe to do so, immediately do a quick sweep of the hallways and instruct any students nearby to come into a safe area.
- Account for students, visitors, and others.
- Report injuries or problems to administration or first responders, where appropriate
- Maintain calm in your area – keep all students; no hall passes.
- Listen for announcements for further instructions, e.g., “evacuate to a location.”

##### After Hours Responsibilities

- In the absence of an Administrator or supervisory staff member, an on-site staff member will declare a **Shelter**.
- Call **911**, if applicable.
- Call your Incident Command Structure Operations representative for further direction.
- Assist responders, if applicable.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### ACTIVE SHOOTER ON SCHOOL SITE

Remain calm. Dial **911**, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen. Quickly determine the most reasonable way to protect your own life. The best option will depend on your location and the proximity of the threat, amongst many variables.

**Self-Evacuation** – If there is an accessible escape path, attempt to evacuate the premises.

1. Have an escape route and plan in mind.
2. Evacuate regardless of whether others agree to follow, but DO NOT abandon students.
3. If possible, bring your purse. Help others escape, if possible.
4. Prevent individuals from entering an area where the active shooter may be.
5. Keep your hands visible to police officers.
6. Follow the instructions of police officers.
7. Do not attempt to move wounded people. Call 911 when you are safe.

**Lockdown** – If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

1. Close and lock doors, turn out lights, and get out of sight of corridor windows.
2. Silence your cell phone. Turn off any source of noise (i.e., radios, televisions). Hide behind large items (i.e., cabinets, desks).
3. Remain quiet.
4. Your hiding place should be out of the active shooter's view.
5. Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door).
6. Lock the door. Blockade the door with heavy furniture.

**Defend Your Space** – As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

1. Act as aggressively as possible against him/her.
2. Throw items or improvised weapons.
3. Commit to your actions!

### How to Respond When Law Enforcement Arrives

1. Remain calm and follow officers' instructions.
2. Put down any items in your hands.
3. Immediately raise hands and spread fingers. Keep hands visible at all times.
4. Avoid making quick movements toward officers.
5. Avoid pointing, screaming and/or yelling.
6. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

### Information to provide to Law Enforcement or 911 operators:

1. The location of the active shooter.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

2. Number of shooters, if more than one.
3. Physical description of shooter/s.
4. Number and type of weapons held by the shooter/s.
5. Number of potential victims at the location.

Once you have reached a safe location or an assembly point, 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 until law enforcement authorities have instructed you to do so.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Unidentified Persons / Trespasser on Site**

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#### **Administrator's Responsibilities**

- Identify the problem and the location.
- Approach the subject and determine the nature of their business on campus.
- Ask for their identification.
- Request for them to accompany you to the office. If the suspect is looking for a specific student, check their file for court orders, e.g., personal protection orders, custody orders.
- If there is no acceptable reason to be on campus, ask the individual to leave the campus.
- If they refuse to leave:
  - Call 911.
  - If appropriate, declare lockdown.
  - Call the District Office to report the incident. Provide the suspect's description.
  - Await a police response.

#### **Staff's Responsibilities**

- Approach the subject and determine the nature of their business.
- Request that the subject report to the office.
- If possible, accompany the person to the office.
- If suspicious, notify the Administrator ASAP.

#### **After Hours' Responsibilities**

- Identify the problem and the location.
- Approach the subject and determine the nature of their business.
- Call the police (911) if you suspect a problem and provide the suspect's description.
- Notify Superintendent.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

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### **Administrator's Responsibilities**

- Administrator should monitor developing weather conditions.
- If conditions warrant, protective measures should be taken.
- Order students and staff to proceed to the shelter-in-place area.
- If there is a medical emergency, call 911.
- Administrator announces when students/staff are to return to their rooms.
- If damage has occurred to the building, the Administrator is to evacuate the affected areas/campus.
- Discourage the release of students until the severe weather passes.

### **Staff's Responsibilities**

- Shelter in place, or proceed to other areas of the building as directed by the school administrator.
- In the event of a flood, follow your school's plan to evacuate to a safe location not affected by flooding.
- Account for all classroom occupants.
  - Remain calm.
  - Close windows and doors; do not lock.
  - If there are high winds, direct students to stay away from windows.
  - Take your record/attendance log.
  - Report to your designated area and call roll.
  - If you have additional or missing students, notify the Administrator/emergency responders.
  - Await further instruction from the Administrator.
  - Return to your designated area when “**All Clear**” is announced.

### **After Hours' Responsibilities**

- Monitor developing weather conditions.
- If conditions warrant, protective measures should be taken.
- Order students and staff to proceed to the shelter-in-place area.
- If there is a medical emergency, call 911.
- If damage has occurred to the building, evacuate the affected areas/campus.
- Notify Superintendent.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### Earthquake

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#### **Administrator's Responsibilities**

- Evacuate with Emergency Box to evacuation meeting site.
- Initiate components of the Incident Command System as needed (maintenance/security, search and locate, first aid, etc., as necessary for the severity of the situation).
- Have supervision leaders account for all students and staff to the incident commander, detailing missing or injured students/staff.
- Call **911** for students/staff with injuries.
- Work with local fire, police agencies to secure the scene, if needed.

#### **Staff's Responsibilities**

- Instruct students to protect their face and head from flying debris with arms, coats, books, etc. Take cover under a desk or table.
- Stay in position until the building tremors and/or flying debris ceases.
- When the earthquake tremors stop, assess student/staff injuries. If necessary, call **911** and administer first aid until help arrives.
- Remain calm.
- If the fire alarm sounds or is advised by the school administrator, evacuate a safe distance from the building, following standard evacuation procedures.
- Students who are injured and cannot be moved should be left in the classroom. Teachers should remain with the injured students, having a “buddy” teacher take their class to the evacuation point.
- Do not allow students to re-enter an area after being evacuated.
- All missing or injured students should be reported to supervision heads and the evacuation meeting sites.

#### **After Hours' Responsibilities**

- Document and report incidents.
- If physical injury occurred, assist with first aid, if needed, and call police.
- Notify Superintendent.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Accidents / Medical Emergencies**

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#### **Administrator's Responsibilities**

- Call 911.
- Report to the scene. Secure and isolate the area.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parent/guardian.
- Provide the police/EMS emergency information.
- Accompany the student/staff to the hospital if the parent/guardian cannot be there.
- Initiate support services for students/staff immediately

#### **Staff's Responsibilities**

- Evaluate the accident scene. Isolate and secure the area.
- Direct any unaffected persons to a safe and secure area.
- Call 911.
- Notify the Administrator. Advise them of the number of injured and of the situation. Give the location.
- If the scene is safe, proceed to the victim and assess the severity of the injury.
- Stabilize the victim and administer first aid, if needed.
- Use universal precautions when handling body fluids.
- Assist the emergency medical responders.
- If the scene is not safe, e.g., electric shock, downed wires, etc., wait for EMS.

#### **After Hours' Responsibilities**

- Same as Administrator's Responsibilities.
- Notify Superintendent.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Fire

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#### Administrator's Responsibilities

- Evacuate the building by using the fire alarm.
- Call 911; give the specific location, if known.
- Determine if students/staff need to evacuate campus, request transportation to the designated site.
- Clear Exterior Access to Building.
- Assist the fire department with locating the utilities.
- Ensure the building is evacuated.
- Signal an "All Clear" when appropriate.

#### Staff's Responsibilities

- Close windows and doors; do not lock.
- Be alert to assist any student with a disability, if needed.
- Evacuate students quietly and in an orderly fashion.
- Bring Emergency Response Flipchart and class roster.
- Report to your designated area and call roll.
- Hold up Emergency Response Card to indicate:
  - Red Side Out: Need Help!/Extra Student
  - Green Side Out: All Clear
- Report any missing students to the Student Accounting Team.
- Return to building only after the building Administrator or fire department gives the "All Clear" signal.

#### After Hours' Responsibilities

- Evacuate the building by using the fire alarm.
- Call 911; give specific location, if known.
- Assist the fire department in locating the utilities.
- Ensure the building is evacuated.
- Reoccupy the building when given an "All Clear."
- Notify Superintendent.

#### NOTE

- If arson is suspected, inform the responding police/fire personnel.
- Assist the police/fire department.
- Help locate any possible suspect and/or witness(es).
- If the fire was extinguished, still report the fire to the fire department for investigation.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### Weapon on School Property

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Follow these procedures within the building whenever you know or suspect a student may have a weapon in a locker, car, or anywhere else on school property.

#### **Administrator's Responsibilities**

- Declare a **lockdown** if the situation appears threatening to the safety of the building.
- Call **911**.
- Determine if a reasonable suspicion exists to search for a weapon.

#### **Staff's Responsibilities**

- Notify the Administrator.
- Do not attempt to approach or confiscate.
- **If a weapon is found, isolate the area and do not touch the weapon. Police will secure it for evidence.**
- Await further instructions from the Administrator.

#### **After Hours' Responsibilities**

- Same as Administrator's Responsibilities.
- Call 911.
- Notify Superintendent

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Unauthorized Removal / Missing / Abducted Person(s)**

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#### **Overall Procedures**

- If an abduction is observed or suspected, call **911**.
- Provide a detailed description of the abductor (physical appearance, type/color of clothing, and make model/color/license number of any vehicle seen and direction of travel).
- If a person is missing/abducted, immediately notify a school administrator.
- Provide a detailed description of clothing/time/location when the person was last seen, and photograph of the person.

#### **Administrator's Responsibilities**

##### **Missing Person(s)**

- Conduct an immediate search of the school/school grounds.
- Call **911**.
- Contact the custodial parent/guardian of the missing student.

##### **Abduction**

- Call **911**, provide suspect/vehicle information.
- If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.

#### **Staff's Responsibilities**

##### **Missing Student(s)**

- Notify a school administrator.
- Assist the administrator with questioning friends/classmates.
- Maintain control of the remaining students.

##### **Abduction**

- If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.
- Do not place yourself or students in harm's way.

#### **After Hours' Responsibilities**

- Same as Administrator's Responsibilities.
- Notify Superintendent.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### **ARMED SUBJECT, ARMED ROBBERY OR HOSTAGE**

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Definition: The term weapon includes: firearms, bombs, silencers, double-edged non-folding stabbing instruments, switchblade, blackjack, slingshot, billy club, bludgeon, metallic knuckles, sand club, sand bag, a taser or stun gun, including air and gas powered guns (e.g., BB, pellets or paintball guns), a gas ejecting device that is not a self-defense spray device or any other article carried or possessed for use as a weapon, e.g., tire iron or baseball bat carried for purpose of assault or defense.

#### **Follow these procedures within the building whenever a person:**

- Has a weapon.
- Says they have a weapon.
- Is holding another person against their will.

#### **Building Moves to Lockdown Procedure Immediately.**

#### **Overall Procedures**

- Call 911.
- Notify the Administrator. Relay accurate information.
- Where in the building is the event occurring?
- How many are involved (perpetrators and hostages)?
- What demands, if any, have been made?
- Is anyone injured?
- Render the appropriate assistance.

#### **Administrator's Responsibilities**

- Immediately declare **lockdown**.
- Call 911.
- Escort any students in hallways to a safe location.
- Isolate the **lockdown** area.
- Await the arrival of the emergency responders.
- Provide assistance as needed.
- Coordinate with the police/EMS personnel.

#### **Staff's Responsibilities**

- If a weapon has been seen, follow the above procedures.
- Close and lock your classroom door.
- Make a list of all students not in the classroom who should be when the **lockdown** was declared.
- Record the names of students who enter the room after the **lockdown**.
- If directed to leave your classroom, take your class record book with you, if possible.
- Do not attempt to contact the office unless you have pertinent information or require immediate medical attention.
- Await further instructions from the Administrator.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **After Hours' Responsibilities**

- Same as Administrator's Responsibilities.
- Notify Superintendent.

### **If Weapon Is Found**

- Isolate the area. Do not touch the weapon.
- Police will secure the weapon for evidence.

### **If Subject Is Visible**

- Stay calm and do not approach.
- Do not attempt to confiscate the weapon; communicate and cooperate with the subject.
- Stay calm! If a suspect threatens you with a weapon, follow the suspect's directions.
- Do not try to be a hero.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Chemical Attacks / Biochemical / Radiological / Nuclear (CBRN)

**Chemical:** The deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

**Biological:** An attack that is deliberate release of germs or other biological substances that can make you sick.

**Radiological:** The use of common explosives to spread radioactive materials over a targeted area.

**Nuclear:** An explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around.

### **Administrator's Responsibilities**

- In the event of an incident or attack, the first few moments are critical.
- It is essential that all personnel are sheltered in place and are not allowed to contaminate others.
- Inform all building occupants that help is on the way and that the power will be shut down.
- Building personnel will be shutting down all ventilation systems.
- You may lose electrical power in order to decrease the likelihood of the agent spreading unnecessarily. **Do not panic!**
- The fire department will be following specific procedures in order to ensure that everyone is decontaminated appropriately.

### **Staff's Responsibilities**

#### **Remain calm and**

- Notify the principal's office immediately.
- Advise of injuries/anyone in immediate danger.
- If evident, notify the principal's office of adverse physical symptoms present.
- Immediately begin **lockdown** procedures.
- Take attendance and do not allow anyone to exit or enter the room.
- Have students cover their nose and mouth with handkerchief or other material.
- Await further instructions.
- Ensure that students do not chew gum, eat, drink or place objects in their mouth (radiological or nuclear only).

### **Outside the Building**

- Begin **lockdown** procedures.
- Take attendance and do not allow anyone to exit or enter the room.
- Have students cover their nose and mouth with handkerchief or other material.
- Remain calm and notify the principal's office of the following:
- Advise of injuries/anyone in immediate danger.
- Advise if any building occupants begin to experience adverse physical symptoms.
- Ensure that students do not chew gum, eat, drink or place objects in their mouth (radiological or nuclear only).

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Gas Leak**

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Do not operate electrical devices or cell phones.

#### **Administrator's Responsibilities**

- Call 911.
- Contact the Custodian.
- Contact the Maintenance Department to address the problem.
- Notify the gas company.
- **Do not turn on or off electrical switches, devices or cell phones.**
- Evacuate the building immediately.
- If students/staff need to evacuate the campus, request transportation to the designated site.
- Signal “All Clear” when appropriate.

#### **Staff's Responsibilities**

- Notify the Administrator-in-Charge.
- **Do not turn on or off electrical switches, devices or cell phones.**
- Evacuate the building immediately.
- Await further instructions.
- When the “All Clear” is announced, re-occupy the building.

#### **After Hours' Responsibilities**

- **Do not turn on or off electrical switches, devices or cell phones.**
- Ventilate the area via opening windows/doors.
- Assist the gas company in the location of the leak.
- Notify the superintendent.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### Utility Emergency

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A utility emergency constitutes any of the following:

- Water Leak
- Gas Leak
- No Heat
- Power Outage
- Hazardous Material
- Sewer Back-Up, and
- Telephone Down

#### Administrator's Responsibilities

- Identify the problem and location.
- Notify Custodian/Maintenance at 707-965-2423 so that they can call the utility company.
- Meet with the Head Custodian and/or MOT to determine the extent of the situation and subsequent actions.
- Notify faculty, staff, and students concerning information regarding power outages, dangerous situations, utility failures, or information concerning the closing of the school due to power outage.
- Order the evacuation of an affected building to ensure the safety and welfare of the occupants due to special circumstances which may exist as a result of the emergency (primarily natural gas leaks).
- Consult with the Superintendent or designee on whether to keep the school open or close the school.
- If one part of the building is affected by the emergency, find alternate locations.

#### Staff's Responsibilities

- Notify the Administrator.
- Evacuate students to an alternate location, if necessary.
- Wait for further instructions from the Administrator.

#### After Hours' Responsibilities

- Same as Administrator's Responsibilities.
- Notify the Superintendent.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **CIVIL DISORDER**

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#### **Administrator's Responsibilities**

- Administration will assess the immediate situation as to whether additional law enforcement assistance is required.
- Gather information and prepare a news release stating the facts of the situation. The media release must be cleared through the Superintendent.

#### **Staff's Responsibilities**

- Immediately notify the school administration.
- Administration and staff should try to safely isolate the disruptive students or their leaders.
- At the school administrator's direction, initiate lockdown procedures to attempt to clear the immediate area of uninvolved persons. Direct all people outside to quietly and quickly return to classroom buildings.
- If the problem continues beyond regular dismissal time, administration will instruct staff and students to remain inside until it is safe to be released.
- Be prepared for media involvement. Administration will gather information and prepare a news release stating the facts of the situation.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Bomb Threat

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#### **PROCEDURES (PHONE)**

1. **Stay calm.** Take a deep breath and focus on what the caller says.
2. **Keep the caller on the phone** as long as possible.
3. **Ask the questions** in the bomb threat checklist, below.
4. **Complete the Bomb Threat Checklist** below.
5. **Immediately contact the designated Administrator, who will call 911.**
6. **Cell phones and electronic devices must not be used. They can trigger some types of bombs.**
7. **DO NOT TOUCH anything suspicious.**
8. Lockdown the building according to instructions from your Administrator.

#### **PROCEDURES (DEVICE LOCATED)**

##### **Overall Procedures**

1. Upon discovery of a suspicious device, immediately notify the Administrator.
2. If a device is located in a classroom, immediately and calmly evacuate.

**Under no condition, attempt to touch or move the device.**

**Turn off cell phones or electronic devices – they can activate explosive devices.**

##### **Administrator's Responsibilities**

- Upon notification of a device located:
  - Don't forget, there may be more than one device.
  - Call **911**; use only landlines.
  - Activate Bomb Threat Response Protocol.

##### **Staff's Responsibilities**

1. Call the school office on the school telephone, not cell phone.
2. Wait for a decision on whether to **lockdown** or evacuate.
3. If **lockdown** is ordered, follow **lockdown** procedures.
4. If evacuation is ordered, follow evacuation procedures as directed by the Administrator.
5. Staff should look for and report all suspicious objects to the Administrator immediately.
6. Once evacuated, stay in your designated areas until you are told it is safe to return to the building.

##### **After Hours' Responsibilities**

- Same as Administrator's Responsibilities.
- Notify the Superintendent.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **Bomb Threat**

**Bomb threats are serious until proven otherwise.**

**Act quickly, remain calm, and obtain information using the checklist on the next pages**

#### **PHONE**

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

#### **HANDWRITTEN**

If a bomb threat is received by handwritten note:

- Call School Principal and/or Program Administrator
- Handle note as minimally as possible.

#### **EMAIL**

If a bomb threat is received by e-mail:

- Call School Principal and/or Program Administrator
- Do not delete the message.

#### **SUSPICIOUS PACKAGE**

Signs of a suspicious package:

No return address	Strange sounds	Poorly handwritten
Excessive postage	Strange odor	Misspelled words
Stains	Incorrect titles	Foreign postage
Restrictive notes	Unexpected delivery	

#### **DO NOT:**

- Touch or move a suspicious package.
- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Activate the Fire Alarm.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **WHO TO CONTACT (Select One)**

- Follow local school guidelines
- 911

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Bomb Threat Checklist

**DATE:**      **TIME:**

**TIME CALLER HUNG UP:**      **NUMBER WHERE CALL RECEIVED:**


**ASK CALLER:**

Where is the bomb located? (building, floor, room, etc.)
When will it go off?
What does it look like?
What kind of bomb is it?
What will make it explode?
Did you place the bomb? Yes/No
Why?
What is your name?

**EXACT WORDS OF THREAT:**


**INFORMATION ABOUT CALLER:**

Where is the caller located? (background/level of noise)
Estimated age:
Is voice familiar? If so, who does it sound like?

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

### Other Points:

<b>Caller's Voice</b>	<b>Background Sounds</b>	<b>Threat Language</b>
<input type="checkbox"/> <b>Female</b>	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> <b>Male</b>	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry <input type="checkbox"/> Calm	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Coughing <input type="checkbox"/> Cracking Voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct <input type="checkbox"/> Excited	<input type="checkbox"/> Static	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Loud	<input type="checkbox"/> Local	
<input type="checkbox"/> Nasal	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Normal <input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Rasp		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

### Other Information:

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# **Howell Mountain Elementary School Comprehensive School Safety Plan**

## **SECTION IX Instructional Continuity Plan**

**Developed in Compliance with SB 153 (Chapter 38, Statutes of 2024) and California Department of Education Guidance**

### **1. Purpose**

The Howell Mountain Elementary School (HMESD) Instructional Continuity Plan ensures uninterrupted access to education and support services for students during emergencies that disrupt in-person learning, such as: floods, wildfires, power outages, or public health crises. This plan complies with SB 153 and is designed to address the academic, social-emotional, and mental health needs of HMESD's approximately 90+ students, while minimizing instructional loss in a rural community.

### **2. Scope**

This plan applies to the HMESD schools serving grades TK-8. It is integrated into the district's Comprehensive School Safety Plan and addresses emergencies causing closures or significant attendance declines for more than ten school days, per Education Code Section 46393 (amended by SB 153).

### **3. Activation Triggers**

This plan will be activated when:

- Local, state, or federal authorities declare an emergency (e.g., flooding, earthquake, wildfires, or a pandemic).
- The Superintendent or designee determines that safety concerns necessitate closure or significantly reduce attendance.
- In-person instruction is disrupted for more than ten consecutive school days.

### **4. Communication Procedures**

**Objective:** Establish two-way communication with pupils and families within **five calendar days** of an emergency onset (SB 153, Education Code Section 32282).

- **Initial Notification:**

- Within 24 hours, HMESD will notify families via:
  - Automated calls, texts, and emails through Parent Square.
  - Updates on the district website ([hmesd.org](http://hmesd.org)) and social media (e.g., Facebook, Instagram).
  - Notices via local media (e.g., 99.3 FM The Vine and/or KVON 1440 AM).

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

- Messages will detail the emergency, anticipated duration, and immediate steps for families.
- **Two-Way Communication:**
  - By Day 5, HMESD will:
    - Activate an emergency hotline (e.g., 707-555-0123) and email (jmunoz@hmesd.org) for family inquiries.
    - Distribute a digital survey to assess technology access, student needs, and family challenges.
    - Assign staff (e.g., teachers, counselors) to contact high-needs families, such as those in rural areas or lacking reliable internet.
- **Language Access:**
  - Communications will be provided in English and Spanish, reflecting HMESD's significant Spanish-speaking population, with translation support for other languages as needed.

### 5. Instructional Delivery

**Objective:** Provide access to in-person or remote instruction no later than **ten school days** after the emergency begins (SB 153, Education Code Section 32282).

- **Timeline and Options:**
  - **Days 1-5:** Evaluate the emergency's impact and feasibility of in-person instruction. If unsafe, shift to remote learning.
  - **By Day 10:** Implement one of the following:
    - **Option 1: In-Person Instruction at Alternative Sites**
      - Relocate students to nearby unaffected facilities, if allowable (e.g., Pacific Union College) or partner districts (e.g., Pope Valley Union ESD, Calistoga Joint USD, Napa Valley USD, St Helena USD) if safe.
      - Waive residency requirements for temporary enrollment, per SB 153.
    - **Option 2: Remote Instruction**
      - Use video conferencing technology and/or Google Classroom for instruction, meeting independent study standards (Education Code Section 51747).
      - Distribute Chromebooks and MiFi hotspots to students without access, prioritizing rural families identified via survey.
- **Instructional Standards:**
  - Teachers will deliver a blend of synchronous and asynchronous learning:
    - 180 minutes/day for TK-K.
    - 230 minutes/day for grades 1-3.
    - 240 minutes/day for grades 4-8.
  - Lessons will align with California Common Core Standards and be overseen by credentialed staff.

# Howell Mountain Elementary School

## Comprehensive School Safety Plan

- **Attendance Tracking:**

- Participation will be recorded daily via video conference and/or Google Classroom or physical check-ins at alternative sites, per CDE guidelines.

### 6. Support for Student Needs

**Objective:** Identify and provide support for pupils' social-emotional, mental health, and academic needs (SB 153, Education Code Section 32282).

- **Social-Emotional and Mental Health Support:**

- Counselors will conduct wellness checks within ten days for vulnerable students (e.g., those with IEPs, foster youth, or migrant families).
- Partner with Napa County Behavioral Health for teletherapy or in-person crisis support at community sites.
- Train staff on trauma-informed care, where applicable.

- **Academic Support:**

- Provide virtual or in-person tutoring for students struggling academically, with priority for English learners and students with disabilities.
- Ensure IEP/504 accommodations, such as extended time or assistive devices, are maintained.

- **Equity Considerations:**

- Address rural connectivity gaps by distributing hotspots and partnering with local libraries (e.g., St Helena Public Library) for Wi-Fi access.
- Prioritize support for low-income families, English learners, and students in temporary housing.

### 7. Nutrition Services

- **Provision:** HMESD will make every effort to maintain meal access during closures:

- **Grab-and-Go Meals:** Available at the school site (dependent on the declared emergency) or community locations (e.g., Pacific Union College) within five days.
- **Delivery Option:** Coordinate with Community Action of Napa Valley to deliver meals to families, where possible.

- **Compliance:** Follow USDA waivers and CDE nutrition standards.

### 8. Staffing and Training

- **Roles:**

- Teachers: Deliver instruction and track engagement.
- Counselors/Social Workers: Support student well-being.
- IT Staff: Manage device distribution and tech support.
- Administrators: Oversee logistics and communication.

- **Training:**

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

- During the annual CSSP review, staff will complete training on:
  - Video conference technology and Google Classroom for remote learning.
  - Emergency communication protocols.
  - Addressing rural student needs during crises.

### **9. Temporary Reassignment Options**

- If HMESD facilities are compromised, students may:
  - Temporarily enroll in nearby districts (e.g., Pope Valley Union ESD, Calistoga Joint USD, Napa Valley USD, St Helena USD) or county programs, with HMESD facilitating transfers.
  - Return to HMESD once conditions allow, preserving attendance funding.

### **10. Compliance and Reporting**

- **Certification:** For emergencies post-July 1, 2025, HMESD will submit Form J-13A to the CDE, certifying:
  - Inclusion of this plan in the Comprehensive School Safety Plan.
  - Implementation of pupil engagement and instruction, or documentation of barriers.
- **Review:** The plan will be updated annually by incorporating CDE guidance due by March 1, 2025, or as soon as practical no later than October 15, 2025.

### **11. Stakeholder Engagement**

- **Development Process:**
  - Input was gathered from teachers, parents, students, and local partners in the Spring 2025
- **Feedback:** Submit suggestions to [jmunoz@hmesd.org](mailto:jmunoz@hmesd.org) anytime.

# **Howell Mountain Elementary School**

## **Comprehensive School Safety Plan**

### **VERIFICATION OF COMPREHENSIVE SCHOOL SAFETY PLAN**

#### **PUBLIC MEETING**

**The School Safety Plan is annually reviewed and approved by the School Safety Team. Community members are invited to the annual meeting to review the Safety Plan.**

**Method for communicating plan and notifying public is in accordance with EC 32288.**

On the 20 \_\_\_\_\_ day of January \_\_\_\_\_, 2026 \_\_\_\_\_:

The School Site Council or School Safety Committee notified, in writing, the following persons and entities of the public meeting:

- Representative of the local school employee organization
- A representative of each parent organization at the school site, including the parent teacher association, and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body government
- Other persons who have indicated they want to be notified
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

Date of the public meeting: January 20, 2026 \_\_\_\_\_