

Comprehensive School Safety Plan SB 187 Compliance Document

2022-23 School Year

School: Howell Mountain Elementary School
CDS Code: 28-66258-6026751
District: Howell Mountain Elementary School District
Address: 525 White Cottage Rd. N
 Angwin
Date of Adoption: January 18, 2023

Approved by:

Name	Title	Signature	Date
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Tyler MacDonald	SSC, Parent		
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Elizabeth Avina Ayala	SSC Classified Personnel		
Janet Tufts	Superintendent/ Principal		

**Howell Mountain Elementary School District
Annual Review**

1. Needs Assessments

- Healthy Kids Survey
- Discipline Reports
- CAASPP Data
- Parent and Student Surveys

DATE	Training	Audience
August 8, 2022	Emergency Drill Reviewed	All Staff
August 8, 2022	Data Review: Local Indicator Performance Data	Staff
October 10, 2022	Data Review	Student Sample
October 12, 2022	Data Review: Local Indicator Performance Data	Staff/ School Site Council
December 14, 2022	School Site Council Review of Plan	School Site Council
January 18, 2023	School Board Meeting approval	School Board
March 9, 2022	CPR/ First Aid	All Staff
February 9, 2022	SEC: Critical Incident Response Training	All Staff

2. Effective Researched-Based Programs

Prevention:

- Our focus has been on fully implementing the Best Behavior Positive Discipline Model
- We directly teach coping strategies, along with character and resilience education.
- Second Step Curriculum taught in grades K-6
- 7th and 8th Grade is taught Catch My Breath:
- Catch My Breath is an evidence-based curriculum which provides vaping prevention and SEL components. In addition, we use Stanford Tobacco Prevention Toolkit for general tobacco (old-school tobacco such as cigarettes, etc..) education.
- Students are acknowledged and rewarded frequently by: End of the Month Assemblies, and weekly prize drawings. These meeting times are also utilized to consistently communicate high expectations.

Intervention:

- Many strategies are employed with students who need services, including counseling with a mental health provider: Mentis provides mental health counseling to students.
- The Boys and Girls Club, the after-school program, supports student achievement and well-being.
- Our 5th – 8th grade students are directly instructed on organization by maintaining a binder with required inserts.
- Our 7th and 8th grade students participate in college and career readiness activities, student led conferences and career fairs.

- * All students participate in daily engagement through art and music.
- District Board Policies are observed and enforced. The most important element of student discipline and conduct are written in the student handbook, which is read and signed by all students and their parents. Elements of the handbook include a clearly defined dress code, our closed campus policy, and our discipline plan. Our Emergency Procedure and Crisis Response Plan (SEMS) have been revised and all safety and security measures are enforced, including the requirement that all visitors sign in at the office. Intruder/Lockdown and evacuation drills are held regularly, and procedures are in place to respond to various emergencies. A comprehensive incident response plan has been developed and is in data files at the Napa County Sheriff's Office.

3. Professional Development:

- Our staff has been trained in Best Behavior Strategies, which is supported by the district.
- Our staff participates in weekly staff meetings or collaboration to support student achievement.
- All emergency procedures have been reviewed and practiced.
- Annually, our Comprehensive Safety Plan is reviewed and revised.
- All staff participate in annual trainings regarding school safety drills.
- The Napa County Sheriff's Department and the Howell Mountain Fire Department review school site safety drills as well as the school site facility.
- Annual Facility Inspection Assessments are conducted in September of each year.

4. Community/ Parent Involvement:

We offer a series of parent education opportunities: Mexican Independence Day, Back To School Night, Open House, Music Performances, Wolf Pack Meetings, Site Council Meetings, Parent/ Teacher Conferences, Monthly coffee with the principal, and library time for our parents.

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Introduction

Thank you for taking the time to read through this manual and better prepare yourself for an emergency. Please spend some time familiarizing yourself with each section, and if you have any questions about the content, or your personal responsibility during a crisis, please contact the appropriate person in the District office.

In order to be most effective to the students, parents, and staff of the school, there are a few things you should do in the event of an emergency:

- Carry your radio at all times.
- Remain calm.
- DO NOT LEAVE: Government Code Sections 3100-3101* declare ALL public school employees to be Civil Disaster Workers. You MUST stay on-site until relieved by the administrator or his/her designee. Please make sure your family knows this and has the necessary information to meet you when you are released.
- Follow the instructions in this manual.

Tune to Radio or Television for Emergency Information.

In the event of a major disaster during school hours, school will not be dismissed and students will remain under the supervision of school authorities.

If parents or guardians come to the school and properly identify themselves, students may be released. Parents may also designate who their child may be released with via the school Emergency Card. Staff will account for the location and release of all students.

Preparing for an emergency is always easier than reacting in the face of an emergency. Should you have any questions on the content of this book, please ask them and clarify the answer before an emergency occurs.

Thank you!

* 3100. It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.

3101. For the purpose of this chapter the term "disaster service worker" includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

Safety Plan Vision

Our Vision is to ensure the safety and well-being of all students, staff and surrounding community by clearly establishing emergency procedures and protocols.

Components of the Comprehensive School Safety Plan (EC 32281)

Howell Mountain Elementary School Safety Committee

Assessment of School Safety

Howell Mountain Elementary School District
Comprehensive Plan for Safe and Drug Free Schools and Communities

1. Needs Assessments

- School Climate Survey
- Discipline Reports
- CAASPP data

2. Effective Researched-Based Programs

Prevention:

- Our focus has been on fully implementing the Best Behavior Positive Discipline Model
- Additionally, we have directly taught character traits
- Second Step Curriculum taught in grades TK-8
- Students are acknowledged and rewarded frequently by: Morning Meetings and Weekly Golden

Ticket Drawings. Meeting times are also utilized to consistently communicate high expectations.

- Mentis-School Based Mental Health Counseling, Social Worker, Group Counseling, Therapy dogs and preventative counseling.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Intervention:

- Many strategies are utilized with students who need services, including counseling with a mental health provider: Mentis, provides mental health counseling.
- The Boys and Girls Club, the after-school program, supports student achievement and well-being.
- District Board Policies are observed and enforced. The most important element of student discipline and conduct are written in the student handbook, which is read and signed by all student s and their parents. Elements of the handbook include a clearly defined dress

code, our closed campus policy, and our discipline plan. Our Emergency Procedure and Crisis Response Plan (SEMS) have been revised and all safety and security measures are enforced, including the requirement that all visitors sign in at the office. Intruder/Lockdown and evacuation drills are held regularly, and procedures are in place to respond to various emergencies. A comprehensive incident response plan has been developed and is in data files at the Napa County Sheriff's Office.

3. Professional Development:

- Our staff has been trained in Best Behavior Strategies, which is supported by the district.
- Our staff participates in weekly staff meetings or collaboration to support student achievement.
- All emergency procedures have been reviewed and practiced.

4. Community/ Parent Involvement:

- Our involved School Site Council developed a Parent/Student/ Teacher Compact that delineates collective responsibilities that contribute to student success. We offer a series of opportunities that support parent involvement: Back To School Night, Festival de

Independencia, Christmas Program, Spring Program, Talent Show, Open House, Extra Curricular Assemblies and Events, Site Council and library time for our parents.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All employees are mandated reporters and participate in the annual Child Abuse and Reporting training. PC section 11165.7 strictly outlines reporting procedures. Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department, the county probation department or the county welfare department. All suspected claims are reported within a 36 hour time frame. The form is linked on our website under "staff forms." The phone number for Child Protection Services is: 707-253-4261. Fax: 707-259-8310

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

TEACHER ASSIGNMENTS

During an emergency, teachers are responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the Superintendent or designee and/ or principal/ designee of their school.

During an emergency, teachers will:

- Respond to the specific emergency as prescribed and direct students in appropriate safety procedures.
- Remain with the students until relieved by authority of school.
- Take roll call if class relocates, as soon as conditions permit such action.
- Report missing students to principal/designee.
- Tend to students who are in need of first aid.
- Help to restore order and assist other teachers and students as needed.
- Use planned activities during periods of confinement to lessen possible tension and hysteria of a disaster situation.
- If not in a classroom duty with students, report at once to pre-assigned station or to principal/site administrator.

CAFETERIA MANAGER ASSIGNMENTS

During an emergency, teachers are responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the Superintendent or designee and/ or principal/ designee of their school.

During an emergency, the cafeteria manager will:

- Secure utility outlets.
- Cover and preserve all usable food and water.
- Direct the rationing, use and preparation of cafeteria stock and water supply, whenever the feeding of students becomes necessary.

CUSTODIAN ASSIGNMENTS

During an emergency, teachers will:

- Shut off utilities as may be necessary. (Utilities should not be turned off unless absolutely necessary, i.e., broken gas lines, broken water mains, downed electrical wires)
- Conduct rescue operations as required and to the extent of capabilities.
- Survey and report damage to school principal/ designee.
- Follow damage control procedures.
- Safeguard all potable water within building (water heater, in cooking kettles, etc.)
- Custodians shall follow pre-determined emergency procedures of their supervisors.

MEDICAL EMERGENCY

CALL 911

- Follow the instruction until EMS arrives. Guidelines are given below

- If the injured is wearing a MedicAlert emblem, or has health concerns listed in the Campus Health Concerns booklet, bring it to the attention of the 911 dispatcher **AND** the ambulance attendant.

REMAIN CALM

SEE CONTACTS TAB

LOCATION OF FIRST AID KIT: _____

LOCATION OF DEFIBRILLATOR: MAIN OFFICE

FIRST AID TIPS

RESCUE BREATHING

- Gently tilt head back and open the airway.
- Pinch the nose closed and give two slow full breaths. Watch the chest rise and fall during each breath.
- Breathe into the victim once every 5 seconds. For infants, breathe more gently for 3 seconds.

STOP BLEEDING

- Press directly onto the wound with sterile gauze, sanitary napkin, clean handkerchief, or bare hand.
- Maintain steady pressure for 5 to 15 minutes. If bleeding from an arm or leg, elevate that arm or leg.

TREATMENT FOR SHOCK

- Keep victim warm.
- Keep victim flat or with legs slightly elevated.

CHOKING/HEIMLICH MANEUVER

- Use quick upward abdominal thrusts for conscious person.
- For unconscious person, attempt rescue breathing (above).
- If airway is still blocked, give 6-10 abdominal thrusts. Continue to check for breathing.

POISON

- Do not induce vomiting.
- Call Poison Control (see contacts tab) and follow on-phone instructions.

WHAT TO DO WHEN CONTACTED BY THE MEDIA

- Do not answer questions or provide comments. Be polite, courteous, and calm.
- Inform the reporter that you are not the appropriate person to answer his/her questions.
- Gather the following information:
 - The reporter’s full name
 - The name of the media outlet he/she represents
 - The reporter’s telephone number and email address
 - Nature of the inquiry/information requested/reason for calling
 - The reporter’s deadline
- Tell the reporter that you are referring his/her request to the appropriate person and someone will get back to him/her as soon as possible.
- If pressed, explain to the reporter that this is routine procedure and all media inquiries are handled this way.

WHAT TO DO WHEN THE MEDIA SHOWS UP AT THE CAMPUS

- Do not answer question or provide comments. Be polite, courteous, and calm.
- Assume everything you say is ‘on the record.’ If a television camera is present, presume it is ON.
- Do not put your hand in front of the camera or otherwise try to block the camera from filming

- Do not physically confront the reporter in any way
- Inform the reporter that he/she has accessed a closed campus without permission, and escort them to the media staging area near the office.
- Once the reporter is in the media staging area, collect the following information:
 - The reporter's full name
 - The name of the media outlet he/she represents
 - The reporter's telephone number and email address
 - Nature of the inquiry/information requested/reason for calling
 - The reporter's deadline
- Tell the reporter that you are referring his/her request to the appropriate person and someone will get back to him/her as soon as possible.

IF CONFRONTATION PERSISTS:

- Be polite and courteous
- Do not engage in dialogue regardless of the topic presented

Disaster Plan (See Appendix C-F)

The purpose of the Howell Mountain School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the Howell Mountain Elementary and employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides members of the community with assurances that Howell Mountain Elementary School has established guidelines and procedures to respond to incidents/ hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan (See Appendix C-F). The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Howell Mountain Elementary School regularly schedules in-service training for faculty and staff. Lastly, developing, maintaining, and exercising the School EOP increases Howell Mountain Elementary School legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

CALIFORNIA EDUCATION CODE: Suspension and Expulsion
 EC §48900 - Grounds for suspension or expulsion; jurisdiction; legislative intent (Amended by Assembly Bill 86 effective January 1, 2009)

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this

type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
2

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school

personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district, or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following.

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.1. - Pupil suspended by teacher for 48900(i) or (k) violation; attendance of parent for portion of schoolday; local policy and procedures.

(a) The governing board of each school district may adopt a policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for reasons specified in subdivision (i) or (k) of Section 48900, to attend a portion of a school day in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

(b) The policy shall be adopted pursuant to the procedures set forth in Sections 35291 and 35291.5. Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to this section uniformly to all pupils within the classroom.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor or the Superintendent.

A supervisor or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Policy HOWELL MOUNTAIN ELEMENTARY SCHOOL DISTRICT

adopted: November 6, 2013 Angwin, California

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

DRESS AND APPEARANCE

It is each student's responsibility to dress in a manner that reflects self-respect and safety.

Neatness and cleanliness are basic to personal hygiene and grooming.

Personal appearance and attire should not distract others from a productive learning environment that promotes academic success. Clothing may not reveal the skin underneath the clothing.

No clothing that bares the midriff, or that reveals undergarments is allowed: (halter tops, tube tops, spaghetti straps, muscle shirts, shirts that reveal cleavage, sagging pants). Clothing depicting gang related activities is prohibited.

DRESS FOR PHYSICAL EDUCATION

All students are required wear safe shoes for P.E. (tennis shoes/ running shoes are preferred.) Sandals are prohibited.

An adaptive PE will be arranged for any student who may be exempted from physical activity by a doctor's excuse.

Student participation is expected.

EC 35183: The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dressup days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing “gang-related apparel” if the governing board of the school district approves a plan that may be initiated by an individual school’s principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a school-wide uniform shall not be implemented with less than six months’ notice to parents and the availability of resources to assist economically disadvantaged pupils.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

**EXCEPT IN CASES OF AN AUDIBLE ALARM,
DO NOT EVACUATE UNLESS TOLD TO DO SO.**

EVACUATION

When the evacuation order is given, or an audible alarm sounds:

- Remain calm, and instruct students to remain calm.
- Instruct students to line up near the door, leaving room for staff to access the door.
- Locate and assist all individuals (see *Mobility Assisted Persons* and *Individuals Trapped by Hazards* below).
- Check the door for heat or hazards.
- Collect emergency supplies. Keep Walkie-Talkie with you.
- Exit the building and WALK, do not run to the designated evacuation area. Keep noise to a minimum.
- Perform a headcount and report missing students and/or staff to Emergency Personnel.

FOR MOBILITY ASSISTED PERSONS NON-AMBULATORY PERSONS

Non-ambulatory person’s needs and preferences will vary. Always consult the person or his/her aide as to preference with regard to evacuation.

VISUALLY IMPAIRED PERSONS

Most visually impaired persons will be familiar with the immediate area they are in. In the event of an emergency, tell the person the nature of the emergency and offer to guide him/her to safety. As you walk, tell the person where you are and advise him/her of any obstacles. When you have reached safety, orient the person to where he/she is and ask if any further assistance is needed. Don’t leave them alone.

HEARING IMPAIRED PERSONS

Persons with impaired hearing may not hear emergency signals or notices. An alternative technique may be required.

- Write a brief note explaining the emergency.
- Provide the person with an escort for the evacuation.

INDIVIDUALS TRAPPED BY HAZARDS

Individuals who have been trapped in buildings should, when possible, have a staff member stay with them **while** the evacuation proceeds. Trapped individuals should **NEVER** stall an evacuation. Report the name and location of all missing persons immediately upon arriving at the evacuation site.

Howell Mountain Elementary does not provide bus transportation. Therefore, parents use a designated drop off and pick up location directly in front of the school. When students arrive, they stay in their vehicles until their temperature is taken. Students then line up in a designated area. Teachers walk students, who maintain a 6' social distance from each other to their family vehicle.

Students who walk or ride bikes, use walking paths and the side of the road.

The Governing Board recognizes the importance of providing a safe school environment in order to help ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including practices relative to school facilities and equipment, outdoor environment, educational programs and school sponsored activities.

Staff shall be responsible for the proper supervision of students during school hours, while at school-sponsored activities and while students are using district transportation to and from school.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Component One

Element:

Personal Characteristics of Students and Staff

Opportunity for Improvement:

Support students who have difficulty with personal relationships and/or academics. Increase the percentage of students who feel very safe at school and feel they participate in a meaningful way.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teachers are committed to quality instruction for students.	Teachers will continue to participate in professional development opportunities that support academic goals.	Educator Effectiveness Block Grant will fiscally support professional development.	Teachers, Coaches, Administration.	Teacher feedback, principal monitoring and student academic achievement.
Teachers set high expectations for student behavior and academic performance.	Continue to implement positive behavior plan which includes development of behavior, character and academic rigor.	School district funds.	All staff.	Monitor data from behavior referrals. Use data from DIBELS, STAR and CAASPP. Recognize student achievement in a variety of ways.
Staff implements a program to teach character education.	Develop pacing guides to support full implementation	2nd Step Curriculum, SEL Strategies	Teachers, Students	Monitor student socio-emotional growth.

Component:

Two

Element:

The School's Physical Environment

Opportunity for Improvement:

Ensure all gates are locked during school hours. Continue to maintain clean and safe school grounds.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Facilities are maintained for cleanliness and safety.	Schedule routine maintenance, walk campus to detect any repairs.	Maintenance supplies, deferred maintenance budget.	Administrator, custodian and teachers.	Facility Inspection Reports.
The landscape will be well maintained.	Replace dying plants with drought resistant plants. Keep flower beds groomed and weeded.	District funds.	Maintenance/ Custodian Substitutes.	Facility Inspection Reports. Community perception questionnaires.
Playground and play structures are well maintained.	Monitor for safety hazards with equipment and bark levels.	District funds.	Custodian, teachers, administrator	Facility Inspection Reports.
Campus is closed during school hours.	Keep gates locked and reinforce visitor sign-in procedure.	All staff	Administrtor	Daily visitor sign-in sheet.

Component:

Three

Element:

The School's Culture and Social Environment

Opportunity for Improvement:

Increasing parent involvement and partnerships with outside agencies

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a welcoming environment represented by a caring and friendly staff united by the common goal of doing what is best for students.	Ensure that the conditions for student learning are optimized through a clean and safe school. Office staff is welcoming. Translation services are provided.		All staff	School Climate Surveys
Teachers work collaboratively to analyze data and use research-based strategies.	Continue to implement the use of research-based instructional practices and develop a common language for teaching and learning.		Teachers and administrators	School Climate Surveys, Teacher evaluations, and student achievement.
Administrator facilitates shared decision-making through active leadership teams and gathers input from stakeholders.	School site council meetings, English Learner advisory council meetings., student council meetings		All stakeholders	School Climate Surveys.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Howell Mountain Elementary School Student Conduct Code****Conduct Code Procedures**

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program. Behavior is considered appropriate when students are diligent in study, careful with school property, courteous and respectful towards their teachers, other staff, students, and volunteers.

(J) Hate Crime Reporting Procedures and Policies

Howell Mountain Elementary School District affirms the right of every student to be protected from hate-motivated behavior. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

Safety Plan Review, Evaluation and Amendment Procedures

Howell Mountain Elementary School Safety plan will be reviewed annually by staff at the beginning of each school year. Throughout the year, the plan will be evaluated by staff including the school safety council, any suggestions for revision will be noted. At the end of each school year the plan will be submitted to the School Site Council for evaluation and approval to be implemented the following school year.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

EMERGENCY NUMBERS	
SHERIFF EMERGENCY: 911	NON-EMERGENCY 707-253-4451
POISON CONTROL	800-222-1222
ST. HELENA HOSPITAL.....	707-963-3611
BAY ALARM SECURITY.....	800-470-1000
JOB CARE	877-778-2576

911 PROCEDURES

Dial 911 from any campus phone, give the following information, and remain on the line until told to hang up.

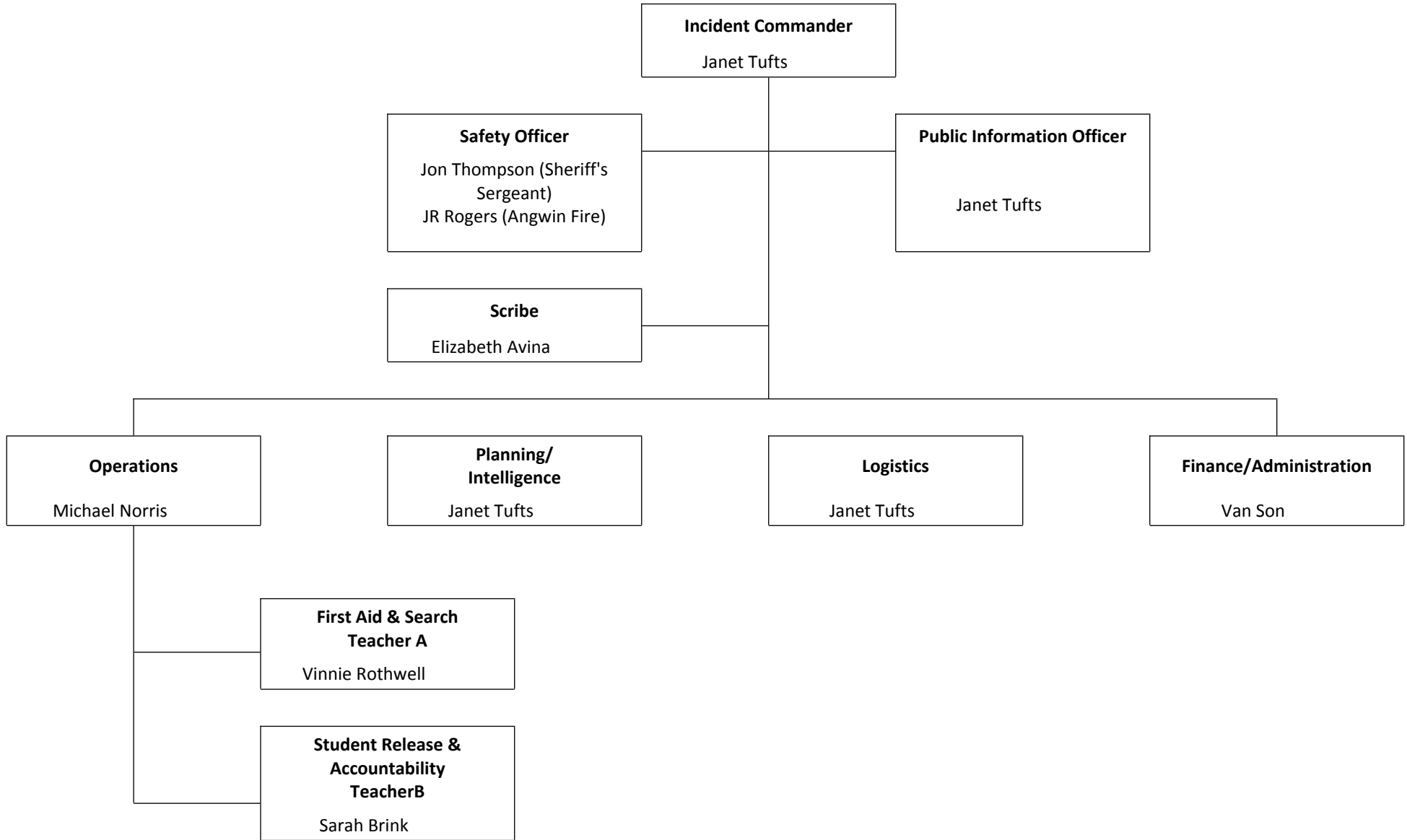
INFORMATION FOR 911
Nature of the Emergency:
Address and Cross Street: 525 White Cottage Rd. N.
Telephone Number Calling From: 707-965-2423
Your Name:
Your Location on Campus:

EMERGENCY CONTACTS	
Janet Tufts 530-941-4150	Vinnie Rothwell 707-287-3820
Van Son 707-804-6991	Jamie Anstey 916-626-1503 Food Service
PG&E 800-743-5000	Angwin Fire Dept. 707-965-2468 Volunteer Fire Dept.
Community Water Co. 707-965-2205	Red Cross 707-577-7600
School Messenger: https://authem.schoolmessenger.com/customer/hmesd/	Napa Public Health 707-253-4279

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Site Council Review	December 14, 2022	Site Council Meeting/ HMES Library- The plan is perpetual and will be modified as needed. This year, the meeting remained virtual.
HMES Board of Trustees	January 18, 2023	School Board Meeting/ HMESLibrary

Howell Mountain Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Coordination of multiple organizations. During a field response operation, an Emergency Operations Center (EOC) may or may not be activated depending on the severity and type of event. Generally, if day-to-day response activities can resolve an emergency situation, response will remain at the field level. Further information regarding EOC and Department Operations Center (DOC) responsibilities and activation procedures are described later in this section.

Local Government

Local governments include cities, counties, and special. They are responsible for management and coordination of the overall emergency response and recovery activities within their jurisdiction. Local governments must adopt SEMS and demonstrate use of SEMS protocols when activating their EOCs or when a local emergency is declared eligible for State reimbursement of response-related personnel costs

Operational Area

The OA is an intermediate level of the State's emergency services organization, which is defined by SEMS as the county and all political subdivisions located within the county, including special districts. The OA coordinates information, resources, and priorities among local governments within the area and serves as the communication link between local and regional government. Governing bodies of the county and the political subdivisions within the county make OA-level decisions. The CCSF Department of Emergency Management (DEM) serves in the capacity of the OA emergency management agency and is referred to as the Office of Emergency Services (OES) in other jurisdictions.

Region

The California Emergency Management Agency (CalEMA) provides administrative coordination and support through designated, discipline-specific, mutual aid.

The CalEMA administrative regional level manages information and supports the coordination of resources among OAs within the region and between the OAs and the State. Regional activities are generally carried out at a Regional Emergency Operations Center (REOC), which serves as a link between OAs and the State Operations Center (SOC).

State

CalEMA manages State resources at the State level in response to the emergency needs of the other SEMS levels. CalEMA manages and coordinates mutual aid among the mutual aid regions and between the regional levels and State level, and serves as the coordination and communication link with the Federal disaster response system. In the event that OAs and the region require Federal assistance, requests are made from the local level through the appropriate SEMS channel to the SOC, where the request is then made to the Federal Government.

The National Incident Management System

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.

The National Incident Management System (NIMS) is a comprehensive, national approach—applicable to all jurisdictional levels across functional disciplines—designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

911 will be called

Animal Disturbance

Use hand-held radio to notify the front office: type of animal, location of animal. If it is safe to do so, school office personnel will place the animal in a safe location until animal control is notified. If it is unsafe, students will remain indoors.

Intruder on Campus

NON-THREATENING INTRUDER

- Notify Office Staff when opportunity arises.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder of the purpose of his/her visit.
- Inform guest/intruder that all visitors must sign in at the school office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit or await assistance from the School Office.

THREATENING HOSTILE INTRUDER

Notification via Walkie-Talkie

- Using your Walkie-Talkie, notify the office of the intruder.
- **DO NOT PULL THE FIRE ALARM.** Pulling the fire alarm will bring people out of buildings and into a possibly volatile situation. Do not evacuate if the alarm sounds unless you have firsthand knowledge of a fire.

Notification from the Office

- Using the Public Address System (#110) clearly announce that the school is in lockdown. Use the EMERGENCY phone extension to announce lockdown to all classrooms.
- **CALL 911**
- **REMAIN CALM**
- Keep the intruder in a secured area if possible
- **DO NOT PULL THE FIRE ALARM.** Pulling the fire alarm will bring people out of buildings and into a possibly volatile situation. Do not evacuate if the alarm sounds unless you have firsthand knowledge of a fire.

LOCKDOWN

When the announcement is made:

- Staff should immediately lock the doors to their rooms from the inside.
- All students will return to the closest classroom available or shelter in place. Teachers will take roll and will notify the school office of any missing students.
- Turn off the lights, and if possible, close the blinds.
- Instruct all students to move away from the doors and windows. Ask them to get under their desks if practical.
- Stay off of the radio and phone unless further emergencies occur. Do not go onto the internet to access information or share unnecessary information with your students.
- **DO NOT OPEN THE DOOR** until the all clear is received from the office, or EMS personnel arrive at the classroom.

Biological or Chemical Release

HAZARDOUS MATERIALS

- **CALL 911**
- **CONTACT SCHOOL OFFICE**
- If SAFE to do so, clear area of people and seal the area off.
- Keep Walkie-Talkie with you.
- Take charge of the area until relieved.
- **STAY AWAY** from the accident victims until hazardous materials have been identified.
- Follow procedures as directed by emergency personnel.

TOXIC

- **CALL 911**
- **CONTACT SCHOOL OFFICE**
- Evacuate all students and staff from the affected area.
- Follow HAZMAT instructions.

CHEMICAL/BIOLOGICAL CONTAMINANTS FROM OUTSIDE THE FACILITY

- **CALL 911**
- **CONTACT SCHOOL OFFICE**
- Follow orders from Police or Fire Department
- Remain Calm. Avoid spreading rumors: Rumors cause panic.
- Shelter all students and staff in place.
- Close doors and windows.
- Turn off the Air Conditioning/Heater.
- Inform EMS or the School Office about missing students/staff and any injuries that have occurred.

Bomb Threat/ Threat Of violence

Bomb threats are usually by telephone, or sometimes notes or letters. Most bomb threats are made by callers who want to create an atmosphere of panic. All bomb threat phone calls should be taken seriously. If you receive a note or a letter, immediately contact the school office.

Use the bomb threat form located below and do the following:

- Discretely get a co-worker to report the threat to 911.
- The co-worker should notify the school office while you continue talking to the caller.
- Keep the caller on the line for as long as possible.
- **DO NOT ATTEMPT TO LOOK FOR THE DESCRIBED BOMB.**
- **IF YOU SEE THE DEVICE OR A STRANGE OBJECT DO NOT TOUCH IT.**

BOMB THREAT FORM

Time of call: _____ Date of call: _____ Time Call Hung Up: _____

Initial Questions

- Try to get the caller to repeat the message (I'm sorry, would you say that again please).
- Do not interrupt the caller while he/she is talking.
- Try to keep the caller talking. (Use your imagination – try to act natural)
- When is the bomb set to explode?
- Where are you calling from?
- Why did you place the bomb?
- What does it look like?
- What kind of bomb is it?
- Where is the bomb right now?
- What is your name?

AFTER THE CALL – CHECK ALL THAT APPLY

- | | | |
|--|--|--|
| <input type="checkbox"/> Male | <input type="checkbox"/> Laughter | BACKGROUND NOISES |
| <input type="checkbox"/> Female | <input type="checkbox"/> Accent | <input type="checkbox"/> Street Noises |
| <input type="checkbox"/> Young | <input type="checkbox"/> Normal | <input type="checkbox"/> Office Machinery |
| <input type="checkbox"/> Middle Aged | <input type="checkbox"/> Distinct | <input type="checkbox"/> Crockery |
| <input type="checkbox"/> Old | <input type="checkbox"/> Slurred | <input type="checkbox"/> Factory Machinery |
| <input type="checkbox"/> Serious | <input type="checkbox"/> Disguised | <input type="checkbox"/> Voices |
| <input type="checkbox"/> Joking | <input type="checkbox"/> Familiar | <input type="checkbox"/> Animal Noise |
| <input type="checkbox"/> Sounded Tense | <input type="checkbox"/> Nasal | <input type="checkbox"/> PA System |
| <input type="checkbox"/> Sounded Very Sure | <input type="checkbox"/> Stutter | <input type="checkbox"/> Clear |
| <input type="checkbox"/> Sounded Unsure | <input type="checkbox"/> Lisp | <input type="checkbox"/> Music |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Raspy | <input type="checkbox"/> Static |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Deep | <input type="checkbox"/> House Noises |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Ragged | <input type="checkbox"/> Local |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Cleared Throat | <input type="checkbox"/> Long Distance |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Deep Breathing | <input type="checkbox"/> Crying |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Crackling Voice | <input type="checkbox"/> Motor |
| <input type="checkbox"/> Loud | | <input type="checkbox"/> Other _____ |

Bus Disaster

N/A

Disorderly Conduct

Office personnel will request that the individual/individuals leave campus. Call 911 in the event of escalation of situation.

Earthquake

DURING THE EARTHQUAKE (WHILE GROUND IS SHAKING)

- **REMAIN CALM**
- **DROP**
- **Cover – Underneath a desk or a table, and HANG-ON or stand/crouch in a doorway.**
- **PROTECT YOUR HEAD AND NECK.**
- **Keep Walkie-Talkie with you.**
- **Stay away from windows and objects that could fall on you.**
- **Stay where you are – DO NOT RUN OUTSIDE.**

AFTER THE EARTHQUAKE (AFTER SHAKING HAS STOPPED)

- When safe to do so, evacuate building and take emergency supplies.
- Take roll. Report missing students to administration.
- Check for injuries and apply first aid (See Medical Tab)
- Call 911 or other services if there are injuries (See Contacts Tab)
- DO NOT use matches or lighters to find your way in the dark. This could ignite fumes from broken pipes. Avoid exposed wires.
- Check for safety hazards and proceed to evacuation area. **Take Roll Again.**
- DO NOT re-enter building until EMS has approved you to do so.
- Be prepared for AFTERSHOCKS. Remain in the safest area possible.
- Replace telephone handsets that may have been shaken off but DO NOT TRY TO USE THE TELEPHONES except to report fires or medical emergencies. Telephone lines are needed for medical and emergency response.
- Follow instructions from the school office and EMS personnel.
- Request assistance as needed through the site administrator.
- The superintendent shall be notified and will determine the advisability of closing the building. If possible, administration will release an informational "all call".
- The Superintendent will decide if student release from school custody is or is not authorized. Adults calling for students must present identification or some form of verification before students will be released to them. A record of students released must be kept.

Explosion or Risk Of Explosion

Fire in Surrounding Area

Fire "all call" will be made via phone and hand held radio. Students will report to their roll call lines. Teachers will take roll. Vans will be dispatched from Pacific Union College Prep School. Students, will accompany their classroom teachers and will be evacuated to the PUC campus church. Teachers will keep their students in roll-call order in the church. Parents will be re-united at the church. Teachers sign students out at the church. Direction from CALFIRE and public authorities will be taken.

In the event that it is unsafe to remain on the mountain, staff will transport students to the Saint Helena Unified School District High School parking lot at 465 Main Street, St. Helena. This will be the reunification area.

Fire on School Grounds

IN THE EVENT OF FIRE OR WHEN SMOKE HAS BEEN DETECTED

- **SOUND FIRE ALARM**
- **REMAIN CALM**
- **CALL 911**
- Use the fire extinguisher on small (waste-basket sized fires) only if safe to do so

FIRE EXTINGUISHER INSTRUCTIONS

- **P** PULL safety pin from nozzle
- **A** AIM (nozzle, cone, horn) at base of fire
- **S** SQUEEZE the trigger handle
- **S** SWEEP from side to side (watch for re-flash)

EVACUATE BUILDING BY SAFE ROUTE – **SEE EVACUATION TAB**

- Take ONLY important personal items (purses, cell phones, medication, etc.)
- DO NOT return to the building for anything.
- Maintain control of staff and students at a safe distance from the fire, away from the firefighting equipment.
- Keep access roads open for emergency vehicles.
- Take roll. Teachers will remain with their classes at all times.
- If your clothing catches fire, STOP. . . DROP. . . ROLL.

IF CAUGHT IN SMOKE

- Drop to hands and knees and crawl.
- Hold breath as much as possible.
- Breathe shallowly through nose.
- Use blouse, shirt, jacket as filter (dampened if possible)

SMOKE CAN SERIOUSLY CUT VISIBILITY IN BUILDINGS, OBSCURING SIGNS, STUDENTS, STAFF, AND RESCUE PERSONNEL.

**ONCE EXITED, DO NOT RE-ENTER THE BUILDING
UNTIL CLEARED BY FIRE OFFICIALS.**

FIRE DRILL

In some emergency situations, the evacuation of a building and/or classroom is necessary. These could include a fire, bomb threat, and activities that make remaining in the classroom dangerous. General Fire Drill procedures are as follows:

Communication

- The School's fire evacuation alarm will sound.

Procedures

- In an orderly fashion exit the classroom, turn off the lights and close the doors.
- Follow the route identified on the emergency evacuation plan to the staging area on the Upper playground.
- Maintain control of students a safe distance away from the emergency situation and emergency equipment.

- Carry out the emergency backpack containing your classroom rosters and basic emergency supplies.
- Take roll of your homeroom class to determine if a student is missing. If all students are present, hold up the green card. If a student is missing, hold up the red card and office staff will help determine status of missing students.
- A bell will sound to notify you it is safe to return to class in an orderly fashion.

Severe Weather

- **SHELTER IN PLACE UNLESS TOLD TO EVACUATE (SEE EVACUATION TAB)**
- **REMAIN CALM**
- **Close all doors and windows.**
- **Stay away from windows and doors.**
- **Keep your Walkie-Talkie and Cell Phone with you at all times.**
- **Perform a head count and report missing students and/or staff to the office immediately.**

TORNADO

- Move to safe area (inside a building)
- Perform a head count and report missing students and/or staff to the office immediately.
- Remain Calm
- Close all open doors you encounter.
- Keep Walkie-Talkie and cell phone with you.
- Locate and secure emergency kit.
- Stay away from windows.
- Stay low and cover your head.

FLOOD – GRADUAL

- Wait for evacuation instructions.
- Remain Calm.
- Secure emergency supplies and keep Walkie-Talkie with you.
- Shelter in place.
- Perform a head count and report missing students and/or staff to the office immediately.

FLOOD – FLASH

- Evacuate according to the instructions of school office or EMS personnel.
- Remain Calm.
- Secure emergency supplies and keep Walkie-Talkie with you.
- Perform a head count and report missing students and/or staff to the office immediately.

Loss or Failure Of Utilities

POWER OUTAGE

- IF AN IMMEDIATE HAZARD EXISTS, CALL 911.
- Call School Office to report the Power Outage
- Stay put until a member of the Office Staff contacts you.

OFFICE RESPONSIBILITY DURING POWER OUTAGE

- Have the Superintendent assess the problem.
- Call PG&E to report the outage. (800-746-5000)
- Ensure all sites are aware of the situation: District Office, Kitchen, and Custodial.
- Utilize portable radio communication. Fax lines may be used as a land line.
- Emergency lines are located on the upper wall in the Library Conference Room opposite the computers.
- Parents may take students if they are checked out through the office with verification of identification.
- Keep students in class.
- Continue with “normal” day as much as possible.

Motor Vehicle Crash

Call: 911-

Keep students secured indoors until it is safe for them to leave classrooms.

Front office staff will assist as needed.

Psychological Trauma

Student safety will be evaluated. If the child is not harming self or others, social services will be notified, parents will be notified, school psychologist will be notified. If the child is harming self or others, call 911.

Suspected Contamination of Food or Water

Students will be monitored. Principal will follow students to ensure safety. Law enforcement will be called if student safety is at risk.

Unlawful Demonstration or Walkout

DO NOT INTERACT WITH PARTICIPANTS (TAKE FLYERS, ETC)

Should you witness an unruly crowd or one that threatens your safety, contact the School Office immediately. If no one is available, call 911.

OFF PREMISIS DEMONSTRATION

- Close the blinds.
- Keep doors locked.
- Do not interact with participants or the media, even though you may know some of them.
- If you are outside the building, focus your attention, and the attention of your students away from them.
- To prevent injury or erroneous arrest, leave the area of disturbance.

IF A DEMONSTRATOR ENTERS THE PREMISIS

- Keep calm, be courteous, and avoid incident.
- Avoid actions or verbal responses that may ignite the situation.
- Avoid arguing, making provocative statements, or entering into the debate with the demonstrator as they have entered the building to propagandize, confront, or agitate the campus occupants.
- Let them make their point. Frustrating them is dangerous.
- Do not try to reason with them.
- Follow the procedures on the **Intruder Tab**.
- If the situation becomes hostile, see the **Intruder Tab**.

MEDIA RELATIONS

All media relations should be handled through the School Office.

Emergency Evacuation Map