

NOVATO UNIFIED SCHOOL DISTRICT



Emergency Preparedness & School Safety Plan



Mitigation • Preparedness • Response • Recovery

NOVATO HIGH SCHOOL



August 12, 2020

FORWARD

This plan is intended for use by *District Office* leadership personnel to assist them in responding to and preparing for a disaster or emergency situation. For the purposes of this plan, Emergency and Disaster Preparedness will be defined as the planning and testing of plans to minimize the loss of life and property in the event of natural or man-made disaster or other emergency.

This Safety Plan addresses hands-on EMERGENCY PROTOCOL, while the District Safety Plan is directed at EMERGENCY PROTOCOL coordination and resource allocation relative to an affected school site.

It is also the express intent of this document to comply with the National Incident Management System (NIMS) concepts that provide a common language and standard operating procedures for NUSD staff and first responders (e.g., police, fire, city, etc.). Adopting NIMS provides the structure for interagency cooperation and seamless management in crisis situations.

NIMS was adopted by the Board of Education.

COVID-19 School Site-Specific Protection Plan (SSPP)

Site Specific Questions

3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. Describe below:

Novato High will facilitate a training once staff returns officially August 17 in the first 2 weeks in a staff meeting about PPE protection, face mask usage, and safety protocols contained within MCOE's guidance during the covid worldwide pandemic.

We also hold an annual training in preparation for the Emergency drill to inform and instruct staff, teachers and all employees how to perform in lockdowns, active shooters situations, fire drills and emergencies, whether in class, at lunch or out on school grounds after dismissal at the end of the school day.

15. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible. Describe below:

A map is attached to the Site Plan by August 17 with arrows delineating which one-way routes through hall ways must be adhered to by students during passing periods and lunch/break times. Parents and community will be emailed these instructions, updates via an InTouch message, and will be posted on NHS website.

17. Congregate movement through hallways will be minimized as much as practicable:

Novato High school employs 2-3 campus security supervision monitors who are visible and present during all passing periods and will aid in the flow of students away from high traffic areas. Common areas like the 2100/2300 wing bathrooms and 2400/2600 bathrooms will be monitored all day and especially during these moments where kids are en route to class during passing periods.

19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort. Describe below:

Novato High has an adequate amount of outdoor seating and pop up shade umbrellas that have been purchased for the school by PTSA. This contribution from PTSA has improved the quality of benches, tables and locations where students can sit during class sessions with their teachers and helps to alleviate the amount of time classes take place indoors.

23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals. Describe below:

Circles have been ordered and blue tape markings will be evident on the grounds and walk ways where students and staff walk. Office spaces and bathrooms will be stocked with sanitizer and soap and washing stations will be kept clean and managed. Custodians will disinfect counter tops and commons areas like the staff room, copy room (mail room) and locations where sinks exist in the main office and staff faculty restrooms in 2100/2300, 2400/2600, 1600, 3300, and 3500 wings frequently and consistently during the day.

25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

When staff returns on August 17, within the first 2-3 weeks off the certificated calendar for 20-21, a Zoom staff meeting will take place to educate staff on masks, facial coverings and 6 feet spacing requirements for social distancing between all staff, students and faculty.

This page must be updated annually and submitted to the Superintendent's Office by September 1.

NOVATO UNIFIED SCHOOL DISTRICT DISASTER/FIRE DRILL SCHEDULE

SCHOOL NAME:
NOVATO HIGH SCHOOL

SCHOOL YEAR:
2020-21

MANDATED DRILLS

Per Education Code Section 32001, 35297

Elementary schools must complete monthly fire drills

Middle schools must complete 4 fire drills

High schools must complete 2 fire drills

FIRE DRILL SCHEDULE		
Month	Date	Time
GreatCaliforniaShakeOut	October 15 th	10:15am
Fire Drill	November 11	11:30am
Drop Cover Hold Drill	Thurs April 29	9:40am

In accordance with state law:

An earthquake "Drop, Cover and Hold" drill will be held each quarter (4) for elementary schools and one each semester (2) for secondary schools. (EC 35297)

All students and staff will participate in these mandated drills.

A district-wide drill/simulation is recommended annually.

NUSD Required: 1 comprehensive disaster drill

DISASTER DRILL		
Type	Date	Time
Fire Drill Full Evacuation	Wednesday January 20, 2021	9:25am 1 st Period

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**NOVATO UNIFIED SCHOOL DISTRICT
LOCKDOWN DRILL SCHEDULE**

SCHOOL NAME: NOVATO HIGH SCHOOL

SCHOOL YEAR: 2020-2021

NUSD Required: 3 Lockdown Drills per year

DISASTER DRILL		
Type	Date	Time
Full Lockdown/Evac	Monday April 19, 2021	11:30am
Break Lock down	Wed, March 3, 2021	10:15am
Lock down in class	Friday May 21, 2021	10:05am

Three (3) Lockdown drills per school year:

- One when students are in class
- One when students are at either access or recess
- Unannounced

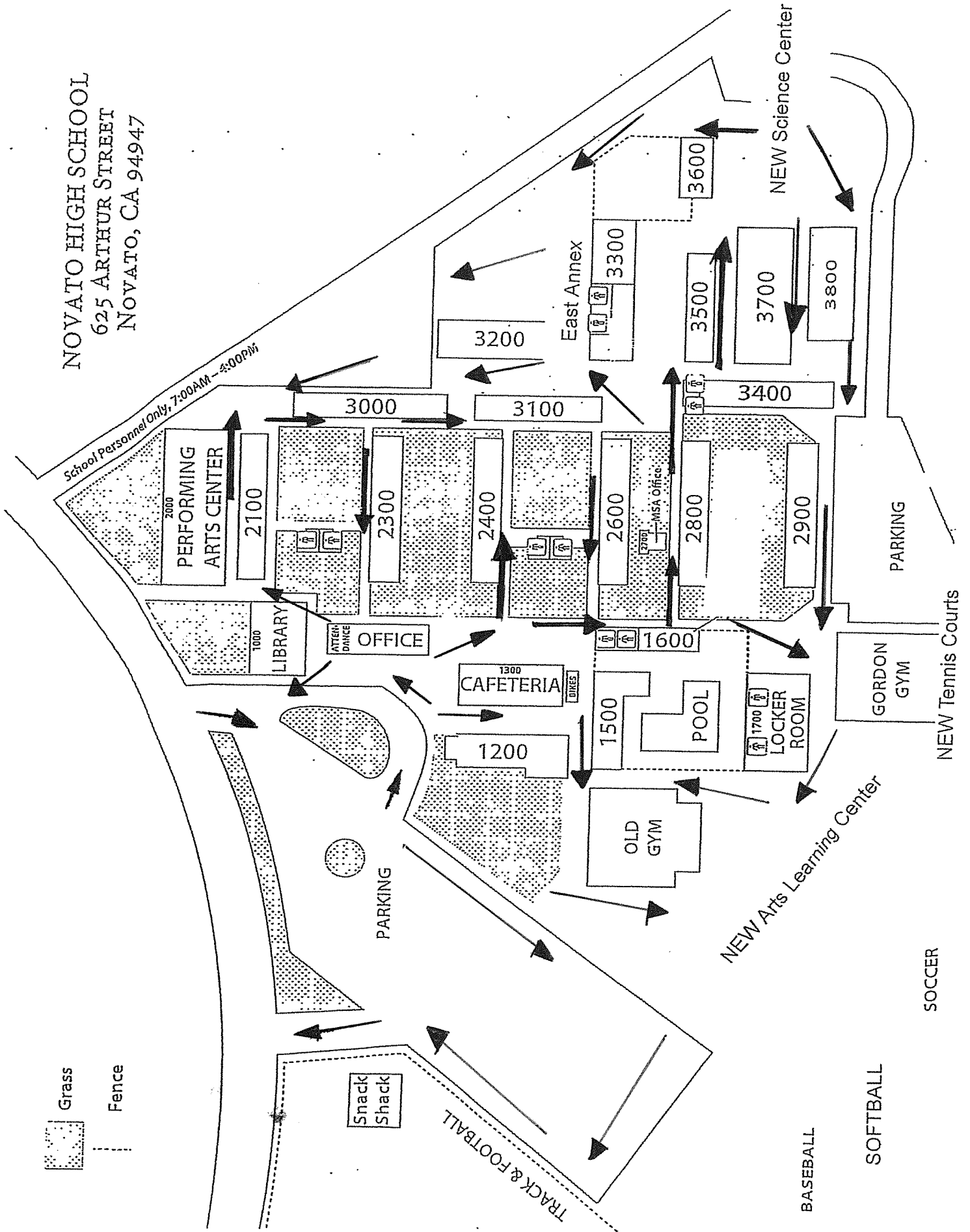
This page must be updated annually and submitted to the Superintendent's Office by September 1.

(Site Map)- Attached to Email by Greg Fister (Routes to be Drawn)
***Waiting on New Map end of August from Mike Woolard with New Buildings**
(B&W copy or PDF okay)

Please include the following on School Site Map designating:

1. Primary / Secondary assembly area locations
 - a. Primary = Football Field and Track Upper Location
 - b. Secondary = Lower level new cork turf Lacrosse field location.
2. Offsite evacuation location
 - a. IN the event of an Active Shooter there is no Rendevour point. However, in the event of a separate meeting location, students are to report to the Church at the corner of Arthur and Novato Boulevard.
3. Primary / Secondary Incident command post locations
 - a. Primary = Main office near main office door/windows/phone/entry point.
 - b. Secondary = If evacuating to distant lacrosse field, Incident command post location for Command can be Press Box on the upper football field.
4. Primary / Secondary First Aid Triage area locations
 - a. Primary = Upper football field near end zone, easy access for Ambulance.
 - b. Secondary = Main upper parking lot location, easy access for Ambulance.
5. Primary / Secondary Student release locations
 - a. Primary = Upper football field main entrance gate, w/ 2 translators Spanish.
 - b. Secondary = Main parking lot area by Snack Shack, easy access for cars.

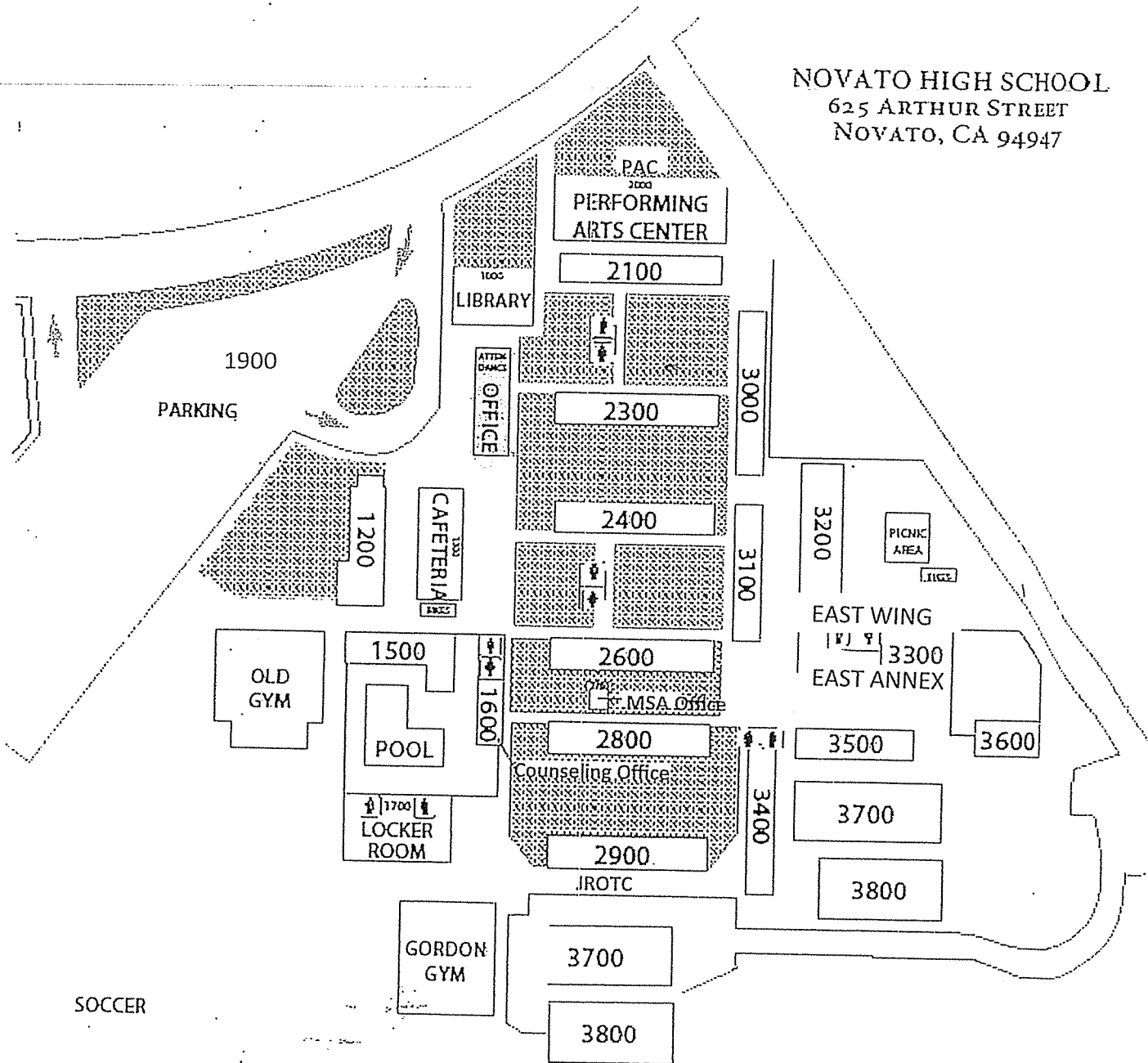
NOVATO HIGH SCHOOL
625 ARTHUR STREET
NOVATO, CA 94947





Welcome to Novato High School

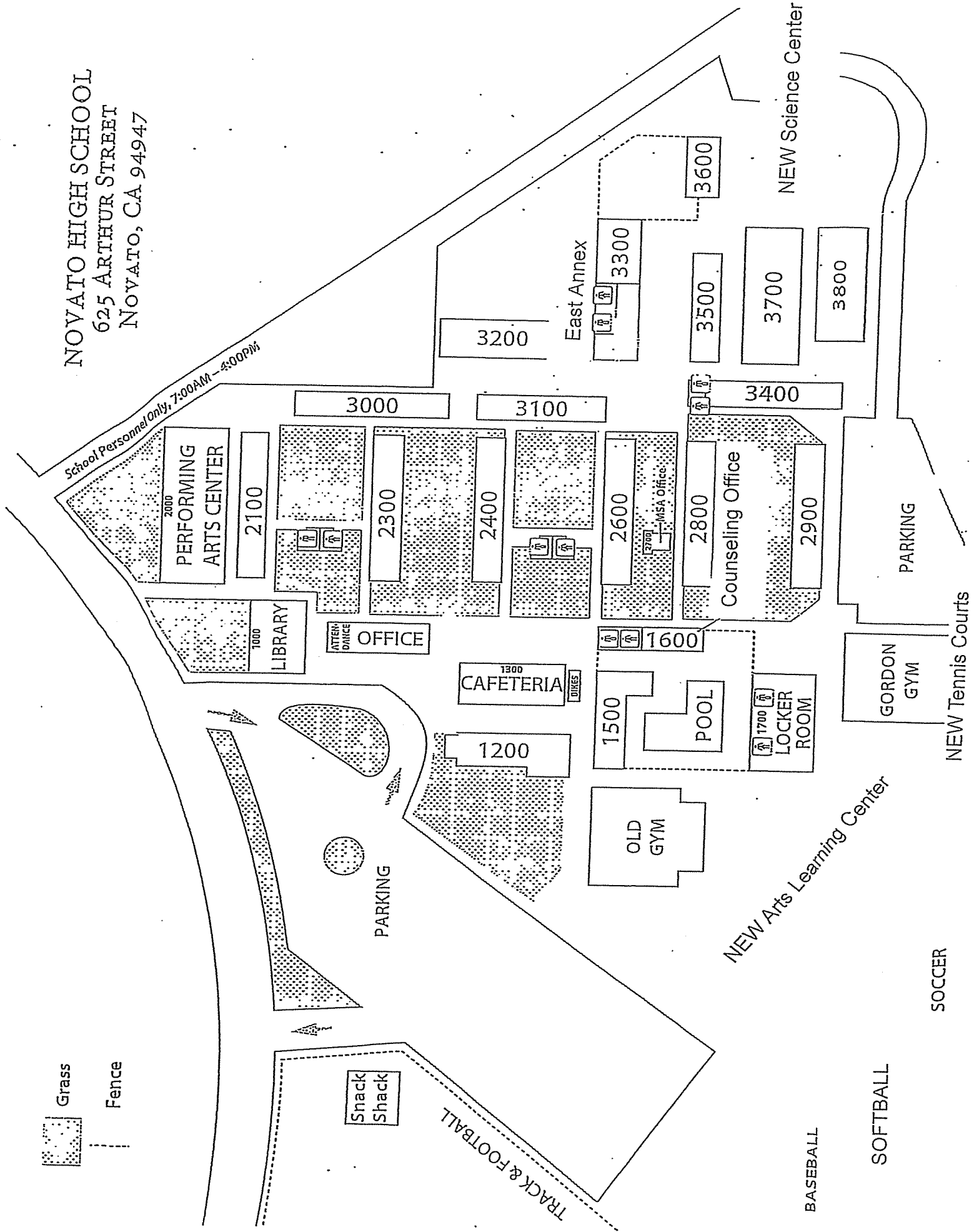
NOVATO HIGH SCHOOL
625 ARTHUR STREET
NOVATO, CA 94947



Character ♦ Cultural Competence

Critical Thinking ♦ Communication ♦ Collaboration ♦ Conscientious Learner ♦

NOVATO HIGH SCHOOL
625 ARTHUR STREET
NOVATO, CA 94947



NOVATO UNIFIED SCHOOL DISTRICT SEXUAL HARASSMENT POLICY FOR STUDENTS

BOARD OF EDUCATION POLICY

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination.

The Board prohibits sexual harassment targeted at any student by anyone, at school or at school-sponsored or school-related activities.

The Board also prohibits retaliatory behavior or action against any person who reports or files a complaint, or testifies about or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity, or who has experienced off-campus sexual harassment that has created a hostile educational environment on campus, to immediately contact his/her teacher, the principal, or any other available school employee.

COMPLAINT PROCESS

If you are a student and feel you have been subjected to sexual harassment, please tell a trusted adult on campus--administrator, teacher, counselor, aide. That school employee will report your complaint to the designated school official within 24 hours. **The designated person on your campus is:**

Michelle Cortez

mcortez@nUSD.org

415.892.7915

As a complainant, you have the opportunity to describe the complaint, present witnesses and other evidence of harassment or retaliation, and put the complaint in writing.

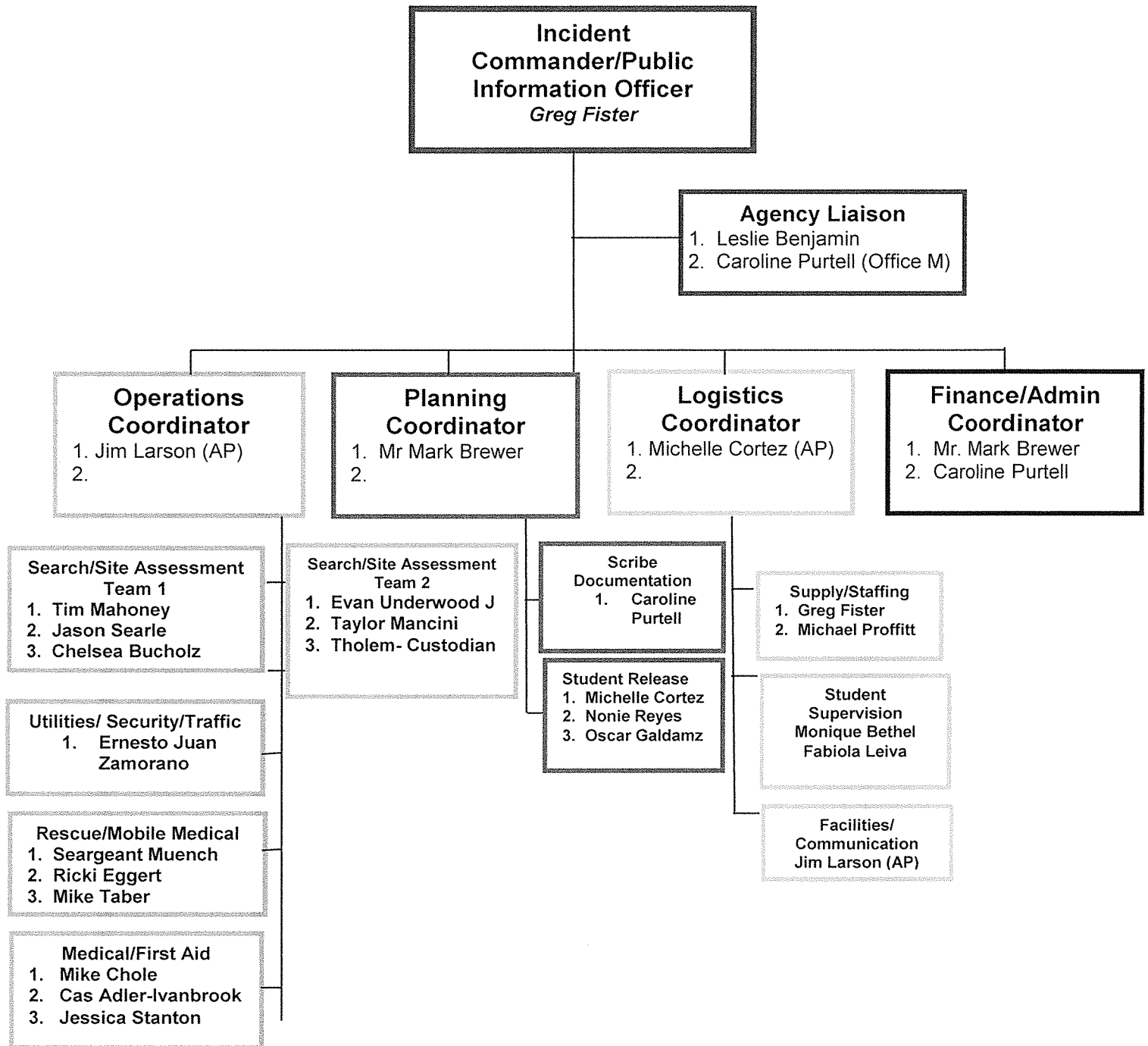
Please know that if an adult witnesses the sexual harassment, they are required to report it whether or not you make a complaint.

WHAT HAPPENS THEN?

The designated person who receives the complaint shall immediately investigate according to the procedures outlined in Board Policy and regulations. The investigation may include interviews of the complainant and other relevant witnesses. If it is determined that sexual harassment occurred, the following actions will be taken:

- The designated district person will take prompt, appropriate steps to end the harassment
- The victim will be supported to address the effects of the harassment and prevent retaliation or further harassment
- The designated district person will advise the victim of any other remedies available
- A written report will be filed with the Superintendent
- Where required, the matter will be referred to law enforcement
- If an adult employed by the district is found to have engaged in sexual harassment or sexual violence toward any student, the adult will be terminated in accordance with law and the applicable collective bargaining agreement
- Any student found to have engaged in sexual harassment or sexual violence shall be subject to disciplinary action including possible suspension and/or expulsion

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SCHOOL RESOURCES

Safety Container on the football field (Upper evacuation location) by track long jump pit, scoreboard.

Red Cross Trailer (All emergency supplies are in main container at field)

Other Equipment such as orange vests, flashlights, tools in Container.

EMERGENCY PREPAREDNESS PLANNING CALENDAR

PERSON RESPONSIBLE	ACTIVITY	MONTH
PRINCIPAL or DESIGNEE	✕ School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves)	August
	✕ Review School Emergency Management Plan	August
	✕ Update School Emergency Team Assignments	August
	○ Staff Skills Survey for new teachers	August
	✕ New assignments as needed	August
	✕ Staff orientation of School Emergency Management Plan	August
	✕ Plan annual training schedule	August
	✕ Update resource agreements and contacts	September
	○ Parent Back to School Assembly	September
	○ <i>Fire Drill</i>	September
	○ Staff meeting: Review winter storm and flooding preparedness	October
	○ <i>Earthquake Drill</i>	October
	○ CPR/ First Aid training if possible	November
	○ <i>Fire Drill</i>	November
	○ Staff development emergency training	January
	○ <i>Earthquake Drill</i>	February
	○ Earthquake drill planning with staff	March
	○ <i>Fire Drill</i>	March
	○ Table top exercise	April
	○ <i>Countywide/District Drill</i>	April
	○ Review drill assessment	May
SECRETARY	○ Update classroom backpacks (rosters, etc.) ○ Distribute emergency cards/ student release procedures to families	September September
MAINTENANCE DIRECTOR	○ Conduct facility hazard assessment ○ Check fire extinguishers, batteries ○ Review equipment needs ○ Update school maps and site plans	August August September September
TEACHERS	✕ Staff Orientation of School Emergency Management Plan ○ CPR/ First Aid training if possible ○ Staff development emergency training	August November January
PTA DISASTER COORDINATOR	○ Recruit Parent Disaster Committee ○ Family preparedness materials to parents ○ Replenish emergency supply cache and classroom backpack ○ Attend Parent Disaster Advisory Council Meetings ○ Preparedness tips in PTA Newsletter ○ Recruit Parent Disaster Committee	September September Sept – Oct Quarterly Monthly April

ANNUAL EMERGENCY PREPAREDNESS BEST PRACTICES

School Novato High School year- 2020-2021

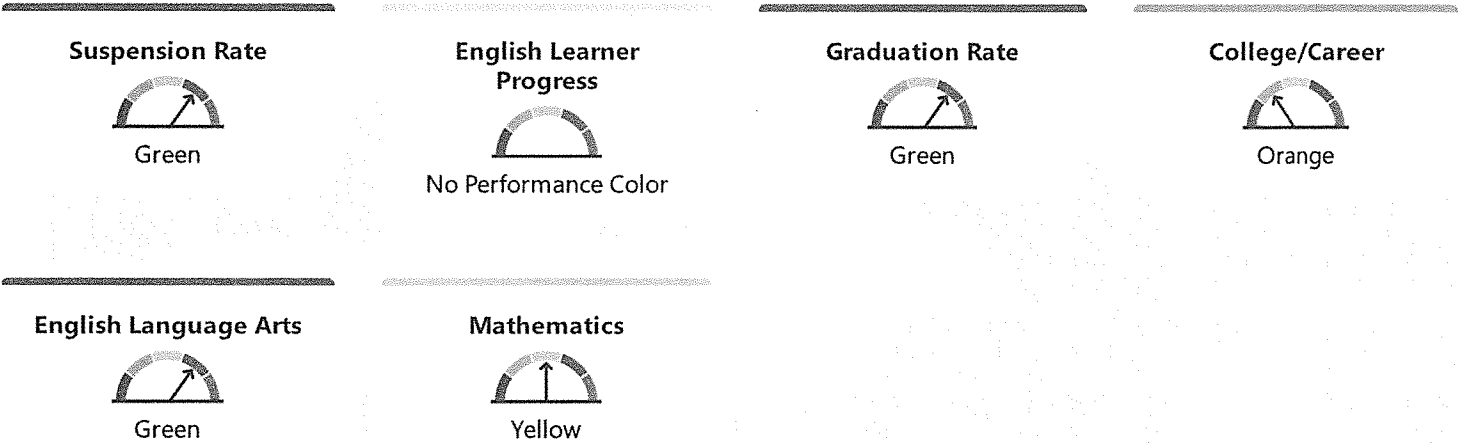
Date	Activity	Responsible Person	Date Completed
Summer	Review School Safety Plan	<u>Greg Fister</u>	<u>July 23 & Aug 8-Aug 14</u>
Summer	School facilities walk-thru with public safety	<u>To be Scheduled</u>	<u>Annually</u>
Summer	Grounds access/egress and hazard assessment and mitigation	<u>Grounds/Mainten.</u>	<u>Aug 2020</u>
Summer	Inventory/restock emergency supplies	<u>Greg w/PTSA</u>	<u>Mar/Apr 2020 Again Sept 9</u>
Summer	Test communication equipment	<u>Greg Fister</u>	<u>Mar/April 20 again Aug11</u>
Summer	Assess training needs (see "Other", below) and schedule workshops	<u>Staff Meeting annually in</u>	<u>Nov/Dec before Drill</u>
August	Review evacuation/alternate evacuation routes	<u>Map being compiled by Greg, will review w/Admin</u>	<u>August 9-14</u>
August	Survey special staff skills	<u></u>	<u></u>
August	Survey staff dismissal priorities	<u></u>	<u></u>
August	Update staff and emergency phone numbers and resources	<u>Greg Fister/Caroline</u>	<u>August 8</u>
August	Assign school staff to Incident Command System (ICS) functions	<u>Admin Team</u>	<u>Aug Stf Mtg.</u>
September	Distribute maps, emergency contact info to local public safety agency	<u></u>	<u></u>
September	Staff orientation of School Safety Plan, emergency response actions, policies and performance expectations	<u></u>	<u></u>

Date	Activity	Responsible Person	Date Completed
September	Disaster Service Worker training for new staff	_____	_____
September	Parent orientation/information on School Safety Plan	<u>Greg Fister to PTSA</u>	<u>Sept 3 at 7pm</u>
October	Earthquake/evacuation drill: Great California ShakeOut	<u>Greg Fister</u>	<u>Oct 15 at 1015am</u>
Other Drills	<u>California Education Code, Section 32001.</u> Fire alarm and drill at least once every month in elementary schools, at least four times every school year in middle schools and at least twice every school year in secondary schools. <u>California Education Code, Section 35297.</u> Drop, Cover, Hold On drill at least once each school quarter in elementary schools, once a semester in secondary schools.		
Other Trainings	Special ICS functions for staff (damage assessment, search and rescue, CERT) CPR – every other year Basic First Aid – every other year NIMS IS-100.SCa for new staff		

Prepared By Greg Fister Date August 8- August 17, 2020

Novato High

Explore the performance of Novato High under California's Accountability System.



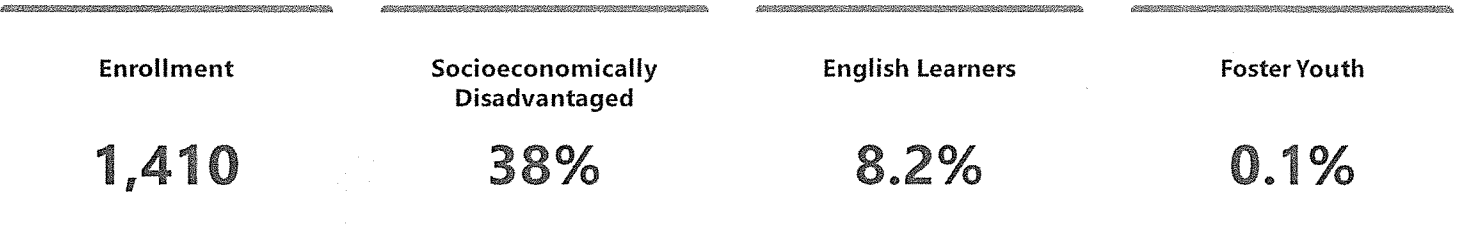
School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Novato High	625 Arthur Street Novato, CA 94947-4499	http://www.nusd.org	9-12

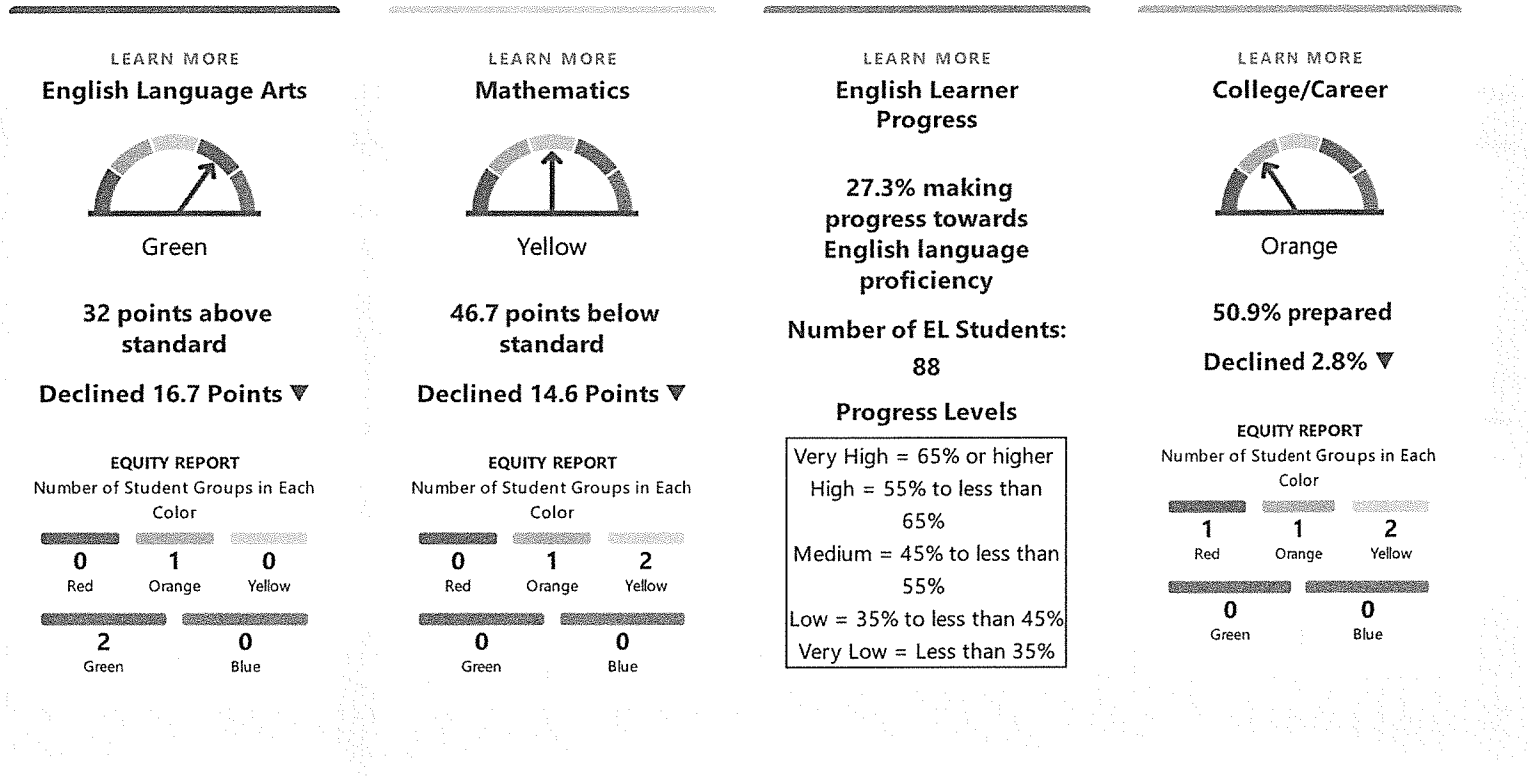
NOVATO HIGH

Student Population

Explore information about this school's student population.



then student assessment results and other aspects of school performance.



NOVATO HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



LEARN MORE

Suspension Rate



Green

4.2% suspended at least once

Declined 0.3% ▼

EQUITY REPORT

Number of Student Groups in Each

Color



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian

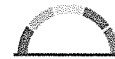


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

98.2 points above standard

Declined 4.7 Points ▼

Number of Students: 17

English Learners



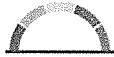
No Performance Color

80.8 points below standard

Increased 14.6 Points ▲

Number of Students: 29

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Pacific Islander

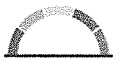


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

105.2 points below standard

Declined 72.3 Points ▼

Number of Students: 12

Hispanic



Orange

12.3 points below standard

Maintained 0.2 Points

Number of Students: 79

Socioeconomically Disadvantaged



Green

0 points above standard

Increased 3.8 Points ▲

Number of Students: 89

White



Green

60.5 points above standard

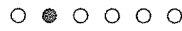
Declined 24.8 Points ▼

Number of Students: 83

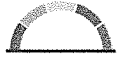
Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

Two or More Races
Pacific Islander
Students with Disabilities



African American

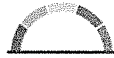


No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 5

American Indian

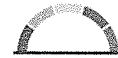


No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Asian



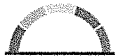
No Performance Color

24.9 points above standard

Declined 6.9 Points ▼

Number of Students: 17

English Learners



No Performance Color

177.7 points below standard

Declined 29.5 Points ▼

Number of Students: 27

Filipino



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 10

Socioeconomically Disadvantaged



Orange

87.3 points below standard

Maintained 1.7 Points

Number of Students: 76

Hispanic



Yellow

99.7 points below standard

Increased 5 Points ▲

Number of Students: 71

White



Yellow

6 points below standard

Declined 15.2 Points ▼

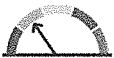
Number of Students: 77

All Student Groups by Performance Level

4 Total Student Groups



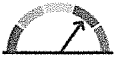
Red
English Learners



Orange
Hispanic



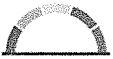
Yellow
Socioeconomically Disadvantaged
White



Green
No Students



Blue
No Students



No Performance Color
African American
American Indian
Asian
Filipino
Foster Youth
Homeless
Two or More Races
Students with Disabilities

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



4.2% suspended at least once
Declined 0.3% ▼
Number of Students: 1,480

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

African American

Students with Disabilities



Orange

English Learners



Yellow

No Students



Green

Asian

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White



Blue

No Students



No Performance Color

American Indian

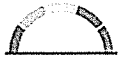
Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



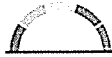
No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 15

Filipino



No Performance Color

0% suspended at least once

Declined 6.7% ▼

Number of Students: 14

Foster Youth

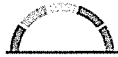


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

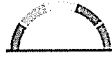


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

African American



Red

14% suspended at least once

Increased 7% ▲

Number of Students: 43

Students with Disabilities



Red

10.2% suspended at least once

Maintained -0.1%

Number of Students: 108

English Learners



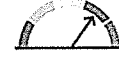
Orange

8.6% suspended at least once

Maintained -0.1%

Number of Students: 140

Asian



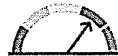
Green

1.3% suspended at least once

Maintained 0%

Number of Students: 75

Hispanic



Green

5% suspended at least once

Declined 0.7% ▼

Number of Students: 582

Two or More Races



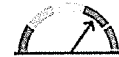
Green

2.9% suspended at least once

Declined 0.7% ▼

Number of Students: 68

Socioeconomically Disadvantaged



Green

5.6% suspended at least once

Declined 0.5% ▼

Number of Students: 605

White



Green

3.4% suspended at least once

Declined 0.5% ▼

Number of Students: 677

Report Contents

KEY RATINGS

EXECUTIVE SUMMARY

GENERAL

ENGAGEMENT

RELATIONSHIPS

CULTURE

COMMUNICATION & FEEDBACK

RESOURCES

SCHOOL SAFETY

CUSTOM QUESTIONS

IN THEIR OWN WORDS

APPENDIX



School Safety Response Distributions

Response Distribution charts show the proportion of respondents who chose each response option for questions on a scale of 1 to 5, with the most positive response (known as a likert question). A variety of different response distributions can result in the same average rating; we provide additional context.

For example, two very different response distributions could both have an average rating of '3'.

In sample question 1 below, the majority of respondents (70%) feel neutral about the question, with a handful of respondents having a negative experience.

Sample Question 1



In sample question 2 below, there is a much greater variation in family member experience.

Sample Question 2



Continue scrolling to see your data.

My child is safe from violence at school. - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

Your School - Jan 2020



Your School - Jan 2019



Your School - Jan 2018



Average of CA schools



Average of youthtruth schools



My child is safe from violence at school. - Subgroup

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree

Female

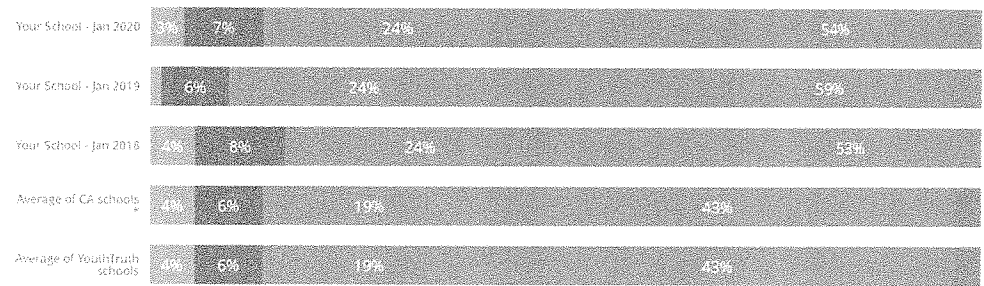


Male



My school is a safe place to learn. - Overall

☒ Strongly disagree
 ☒ Disagree
 ☒ Neither agree nor disagree
 ☒ Agree
 ☒ Strongly Agree



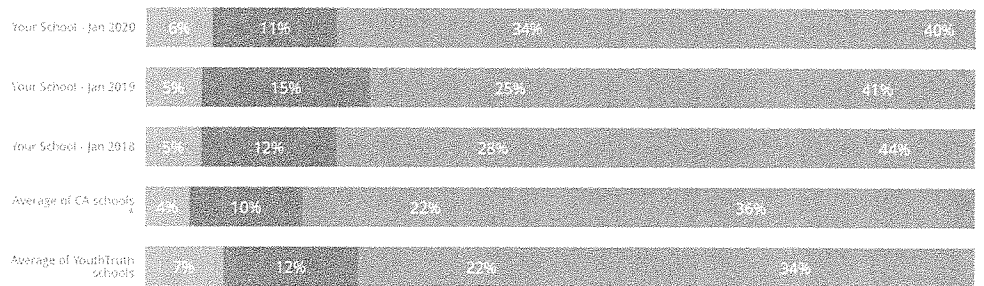
My school is a safe place to learn. - Subgroup

☒ Strongly disagree
 ☒ Disagree
 ☒ Neither agree nor disagree
 ☒ Agree
 ☒ Strongly Agree



My child is safe from bullying at school. - Overall

☒ Strongly disagree
 ☒ Disagree
 ☒ Neither agree nor disagree
 ☒ Agree
 ☒ Strongly Agree



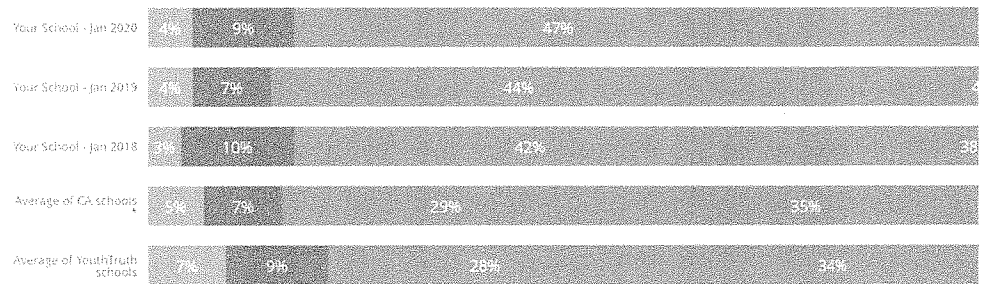
My child is safe from bullying at school. - Subgroup

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree



Discipline in this school is fair. - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree



Discipline in this school is fair. - Subgroup

Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree



Report Contents

KEY RATINGS

EXECUTIVE SUMMARY

ENGAGEMENT

ACADEMIC RIGOR

RELATIONSHIPS

CULTURE

BELONGING & PEER
COLLABORATION

COLLEGE & CAREER READINESS

ACADEMIC SUPPORT SERVICES

EMOTIONAL & MENTAL HEALTH

SCHOOL SAFETY

STUDENT MOTIVATION

CUSTOM QUESTIONS

IN STUDENTS' OWN WORDS

APPENDIX



School Safety Response Distribution

Response Distribution charts show the proportion of students who chose each response option for questions on a scale of 1 to 5, where most positive response (known as a likert question). A variety of different response distributions can result in the same average rating, so additional context.

For example, two very different response distributions could both have an average rating of '3'.

In sample question 1 below, the majority of students (70%) feel neutral about the question, with a handful of students having a more ne



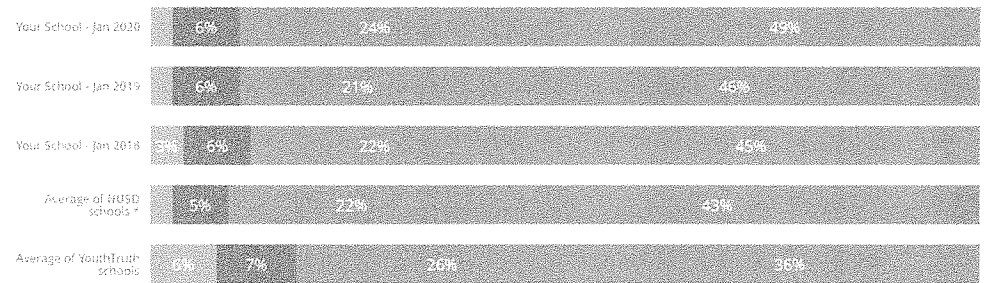
In sample question 2 below, there is a much greater variation in student experience.



Conti

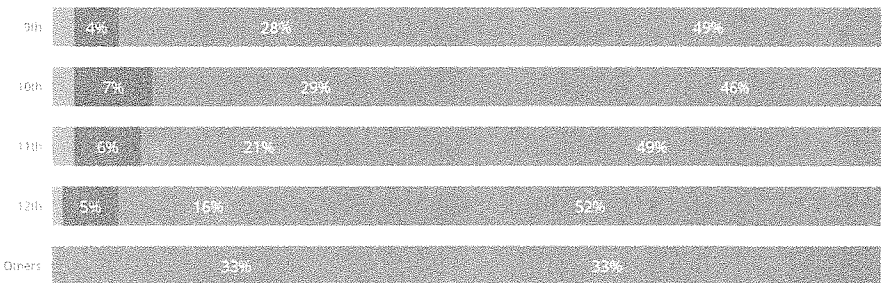
I feel safe from harm while... At school in general - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



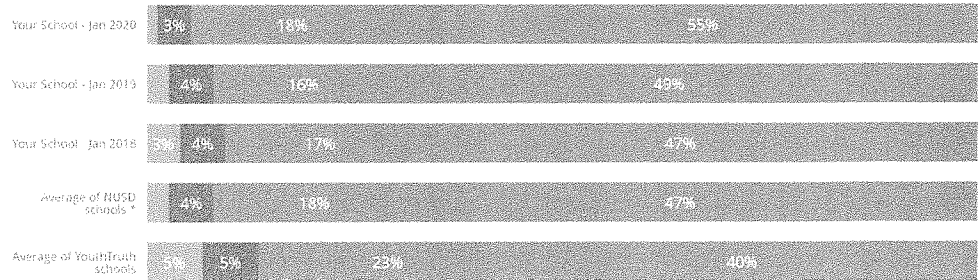
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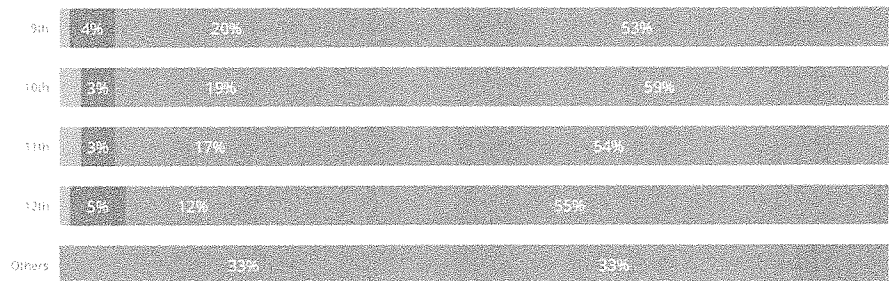
I feel safe from harm while... In my classes - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



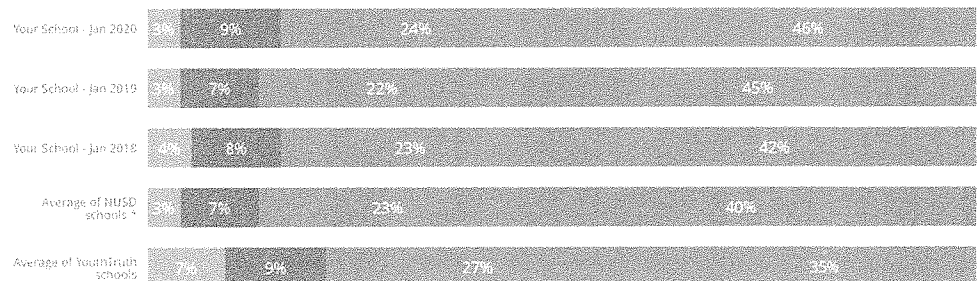
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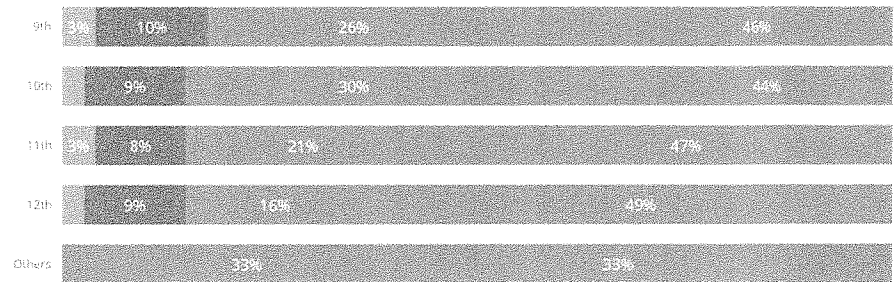
I feel safe from harm while... In the hallways, bathrooms, and locker rooms at my school - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



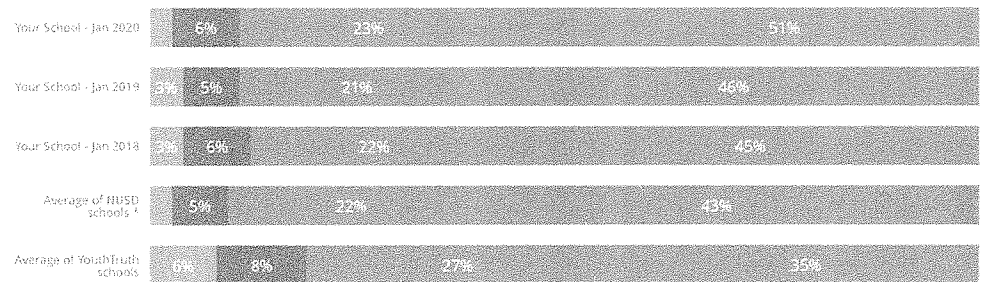
I feel safe from harm while... In the hallways, bathrooms, and locker rooms at my school - Subgroup

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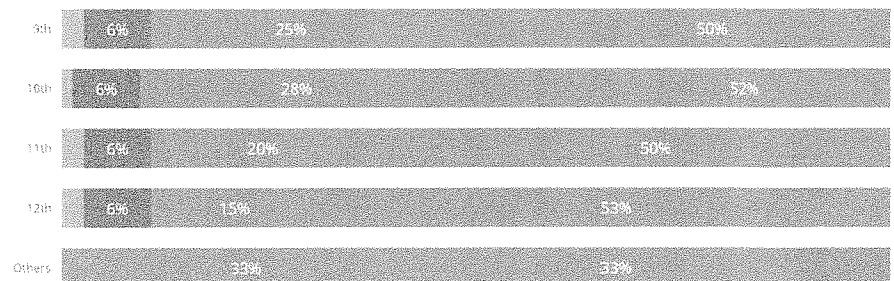
I feel safe from harm while... On school property outside my school building - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



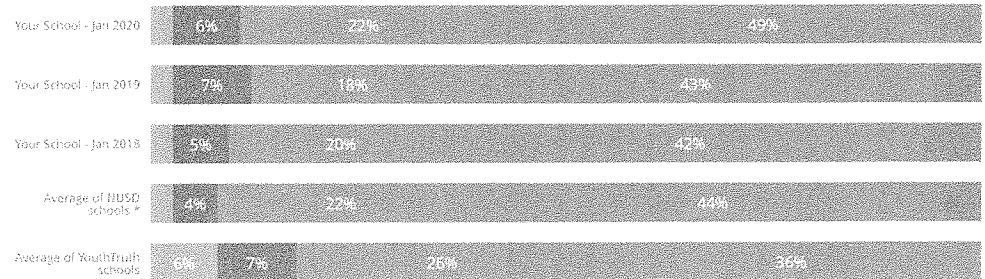
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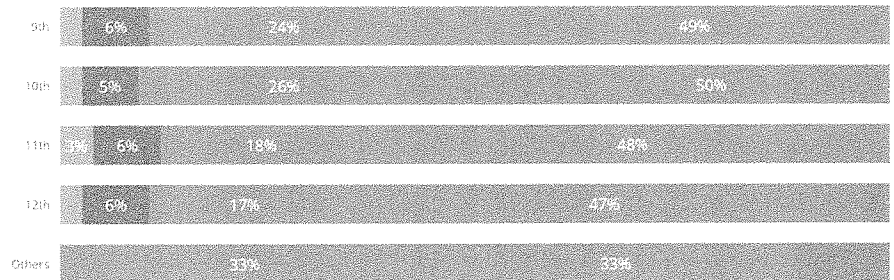
I feel safe from harm while... Going to and from school - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



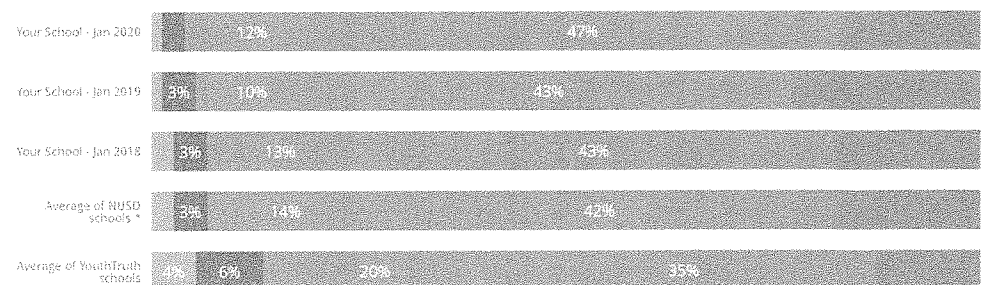
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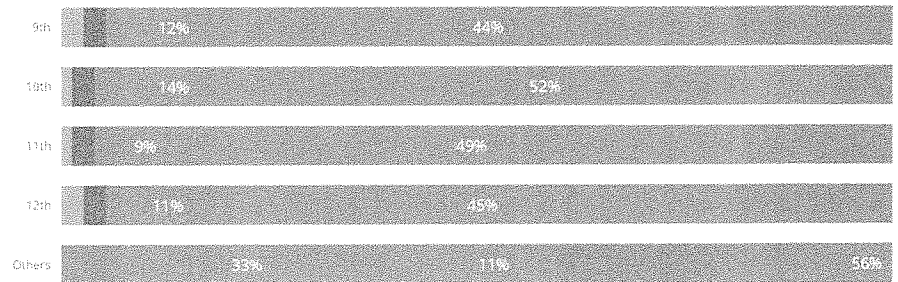
I feel safe from harm while... In the neighborhood I live in - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



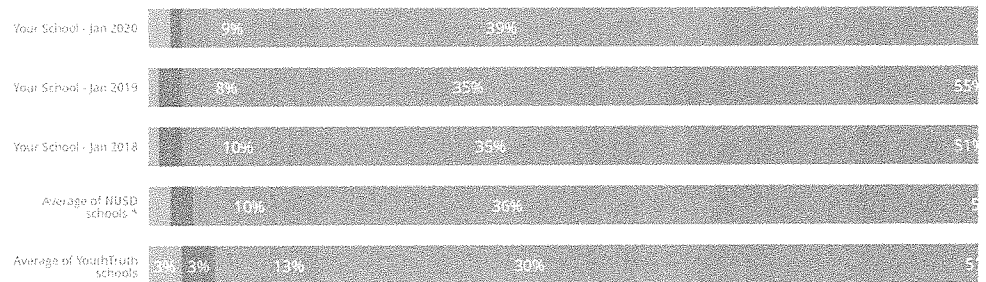
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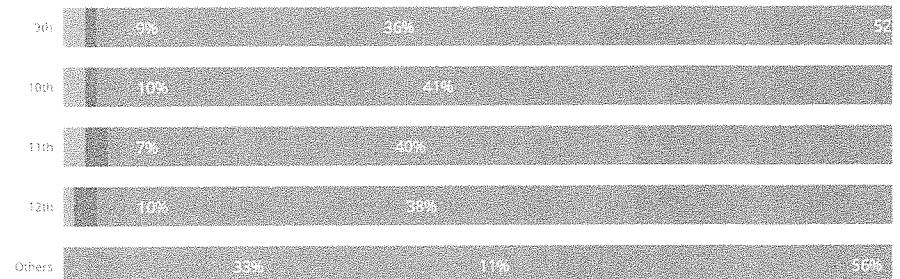
I feel safe from harm while... In my home - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



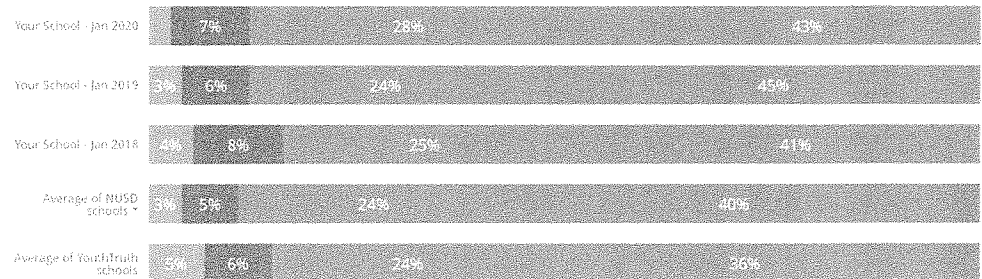
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Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



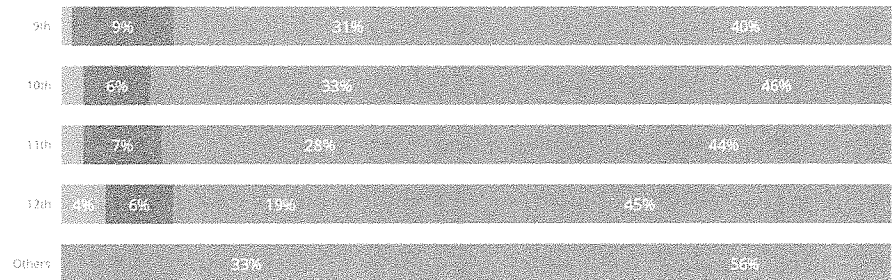
In my school, there are clear rules against hurting other people - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



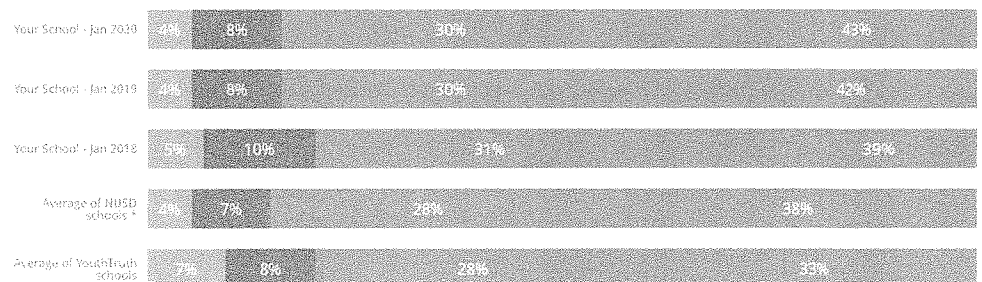
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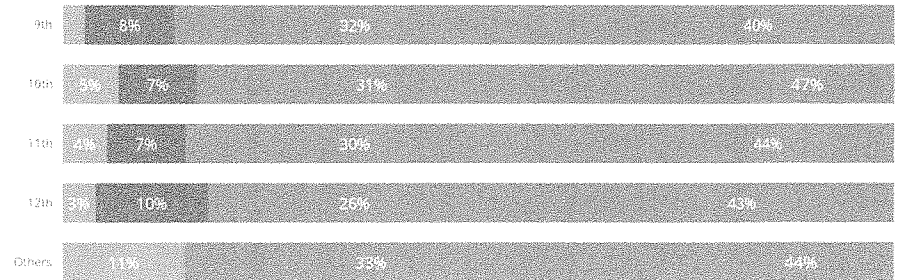
Adults at my school try to stop bullying and harassment - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



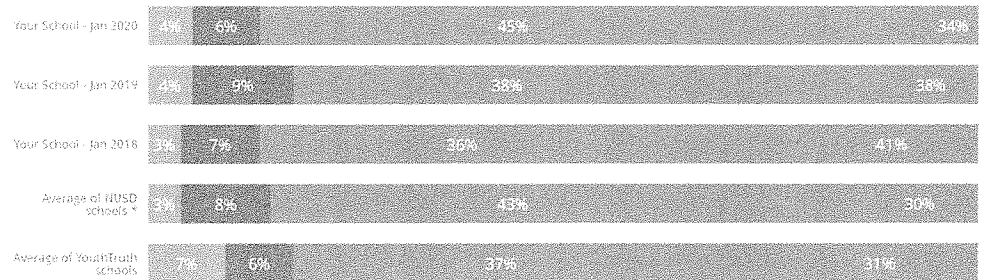
Adults at my school try to stop bullying and harassment - Subgroup

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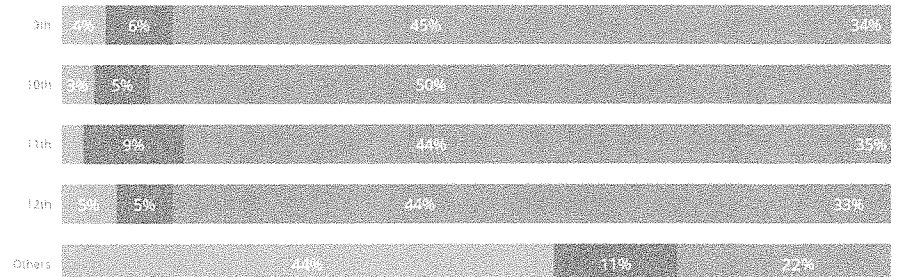
I usually try to help other students who are being bullied or harassed - Overall

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



I usually try to help other students who are being bullied or harassed - Subgroup

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



Relationships Percent Positives

Percent Positives (4's and 5's)

Question	Your School - Jan 2020	Your School - Jan 2019	Your School - Jan 2018	T
Administrators treat staff with respect	81%	78%	48%	
Staff treat administrators with respect	80%	75%	66%	
Staff treat families with respect	91%	88%	86%	
Families treat staff with respect	76%	69%	70%	
Staff treat each other with respect	74%	78%	79%	
Students treat staff with respect	67%	79%	67%	
Staff treat students with respect	89%	91%	86%	
Staff and students care about each other	89%	84%	80%	
Staff and administrators care about each other	75%	58%	49%	
Staff and families care about each other	76%	71%	52%	
Teachers in my school work together to improve instructional practice	78%	71%	62%	
I feel comfortable approaching the administration if I need help solving a problem	72%	70%	62%	
I feel comfortable approaching other staff members if I need help solving a problem	78%	84%	81%	
I feel comfortable speaking honestly to families about their child's progress	81%	76%	82%	
My school is cooperative and team-oriented	72%	57%	41%	

EMERGENCY ACTION

LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis on campus and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system and/or sound the special lockdown alarm tone:

Example: "Attention please. (Pause) LOCKDOWN. (Pause) LOCKDOWN. (Pause) LOCKDOWN. (Pause) Additional information will follow."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ 1) Call 911, 2) call North Bay Security (415) 235-2340 or (415) 572-4196, and 3) call the District Office/Superintendent (415) 897-4211. Provide location, status of campus, all available details of situation.
- ☐ When a school official or authorized official unlocks the door from the outside, it is safe to leave the room.
- ☐ If appropriate, send home with students a brief written description of the emergency, how it was handled and what steps are being taken in its aftermath.

STAFF ACTIONS:

- ☐ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ☐ Immediately lock doors and instruct students to lie down on the floor.
- ☐ Close any shades and/or blinds if it appears safe to do so.
- ☐ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- ☐ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

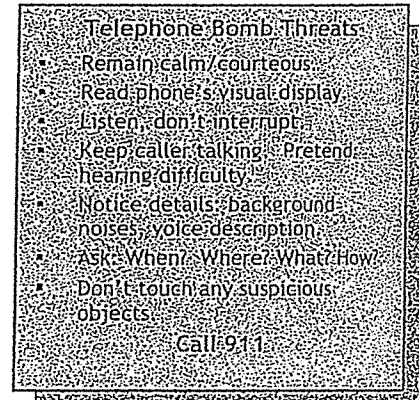
EMERGENCY PROTOCOL

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Ø Listen. Do not interrupt caller.
- Ø Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Ø Alert someone else by prearranged signal to call 911.
- Ø Notify site administrator immediately after completing the call.
- Ø Complete the Bomb Threat Checklist.



PERSON RECEIVING THREAT BY MAIL:

- Ø Note the manner in which the threat was delivered, where it was found and who found it.
- Ø Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Notify law enforcement as soon as possible.
- Ø Notify principal or site administrator.
- Ø Caution students against picking up or touching any strange objects or packages.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

- Ø Call 911.
- Ø Call North Bay Security.
- Ø Notify the District Superintendent of the situation.
- Ø Instruct staff to turn off two-way radios. Do not use devices during a threat since explosive devices can be triggered by radio frequencies.
- Ø Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Ø Use the intercom, personal notification by designated persons, or the PA system to evacuate students and staff to designated areas.
- Ø Do not return to the school building until it has been inspected and determined safe by proper authorities.

Emergency Protocol Novato High School

Staff Actions

All students and staff report to their 3rd period Attendance location on the football field.

INTRUDER/ACTIVE SHOOTER:

1. If gunfire is heard inside the school grounds, implement LOCKDOWN immediately. Do not wait for the LOCKDOWN announcement.
2. Alert the Principal/Designated Site Administrator.
3. Take immediate action to prevent casualties. If it is safe to clear the hallways, bathrooms and open areas, direct students to the closet classroom.
4. Move others to a safe area to protect them from danger. Implement LOCKDOWN.
5. Provide first aid for victims, if needed.
6. Account for all students.
7. Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the administrator or law enforcement.
8. Assist police officers – provide identity, location and description of individual(s) and weapons.

BOMB THREAT:

1. Evacuate students as quickly as possible as directed by site administration. Primary evacuation site is the FOOTBALL FIELD.
2. Upon Arrival at the designated safe site, take attendance. Notify the site administration of any missing students.
3. DO NOT return to the building until emergency response officials determined it is safe.

EARTHQUAKE:

1. Give DROP, COVER, and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
2. Check for injuries and render First Aid.
3. After the shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over entrances. DO NOT return to the building. Bring attendance roster and emergency backpacks.
4. Check attendance at the assembly area. Report any missing students to site administration.
5. Warn students to avoid touching electrical wires and keep a safe distance from downed power lines.
6. Stay alert for aftershocks.
7. DO NOT re-enter building until it is determined to be safe.

FIRE:

1. EVACUATE students from the building using primary or alternate fire routes. Take emergency backpack and attendance sheets.
2. Take attendance. Report any missing students to the site administration and emergency response personnel.
3. Maintain supervision of students until the FIRE Department determines it is safe to return to school buildings.

EXPLOSION:

1. Initiate DROP, COVER and HOLD ON.
2. If explosion occurred inside the building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout the evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render First Aid as necessary.
6. DO NOT return to the building until the emergency response personnel determined it safe to do so.
7. If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students a safe distance from site of explosion.

STORM / SEVERE WEATHER

1. Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
2. Initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
3. Take attendance. Report any missing students to site administration.
4. Close all blinds and curtains.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

DRAFT

A Public Health Guided Return to Site-Based Classroom Instruction

**Dr. Matt Willis, Marin County Public Health Officer
and Mary Jane Burke, Marin County Superintendent of Schools**

June 17, 2020

The purpose of this document is to provide guidance that must be adhered to for Marin County educational institutions—including public, private, independent and parochial TK-12 schools—to facilitate and return to site-based classroom instruction for the Fall 2020-2021 school year. The evolving nature of the COVID-19 pandemic requires the need to rethink common protocols and practices in the classroom setting with the understanding that guidance could change as the situation evolves.

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders;
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment;
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols;
4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health.
5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces;
6. Health screening for students and staff are conducted daily for symptoms and history of exposure (links: [Daily Health Screening for Students](#) and [Daily Health Screening for Staff](#), and [QR Code Check-In System Instructions](#));
7. Staff and students who are sick are expected to stay home;
8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including testing for staff at the beginning of the

school year, and then no less than once every two months. This may include testing of students with appropriate parental permissions obtained in advance;

9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (link: [Marin County Public Health Protocols & Communication Templates for each scenario](#)):
 - a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
 - b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
 - c. A student or staff member tests positive for COVID-19.
 - d. A student or staff member tests negative for COVID-19 after any of the reasons scenarios a, b or c.
10. Where practicable, physical distancing of six feet is maintained between adults and students; four to six feet distance is permissible between students within a classroom or instructional area where requirements herein are in practice;
11. For elementary and middle schools, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts.
12. For high schools, larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding schoolwide mixing of students and staff.
13. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.
14. Classroom cohorts may be adjusted or re-established after a 14 day recess;
15. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort;
16. Routes for entry and exit to the campus will be designated for each classroom cohort, using as many entrances/exits as feasible.
17. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts;
18. Congregate movement through hallways will be minimized as much as practicable;

19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;
20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses;
21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses;
22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;
23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals;
24. All staff as well as all students grades 3-12 are required to wear face coverings while in the classroom and on campus, unless there is a medical or behavioral contraindication. Face coverings are encouraged for students in grades TK-2 as much as practicable;
25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings;
26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies;
27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable;
28. Use of privacy boards or clear screens will be considered as much as practicable;
29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines;
30. A School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates. (link: School Site-Specific Protection Plan)

Resource Documents:

- Marin County Public Health and Human Services
- California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs
- Center for Disease Control - Schools Decision Tree
- California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools