



NOVATO UNIFIED SCHOOL DISTRICT

COMPREHENSIVE SCHOOL SAFETY PLAN

2024-2025

Loma Verde Elementary School
399 Alameda de la Loma
Novato, CA 94949

September 18, 2024

Standardized Emergency Management System (SEMS) National
Incident Command System (NIMS)
Title IV Safe and Drug Free School Compliant

Loma Verde Elementary School
Comprehensive School Safety Plan
Signature Page
2024-2025

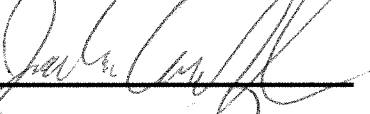
The undersigned members of the Loma Verde Elementary Site Council certify that the requirements of SB 187 Comprehensive School Safety Plan have been met.

Tehniat Cheema



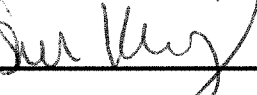
Principal

Julia Cavanaugh



Parent

Shawn Kelly



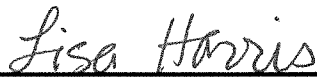
Parent

Linda Sekigahama



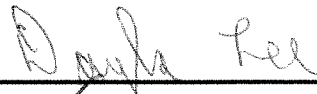
Parent

Lisa Harris



Classified Staff Member

Dayla Lee



Certificated Staff Member

Karen McCormish



Certificated Staff Member

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INTRODUCTION

Loma Verde Elementary is committed to fostering a culture of safety. Each school site has established a Comprehensive School Safety Plan that is reviewed, revised, and approved by each school site council and approved by the Board of Trustees annually. The Comprehensive School Safety Plan addresses safety concerns and issues through a collaborative, systematic planning process.

Throughout the revision process, staff consults with the district, law enforcement agencies, local fire departments, safety experts, and educational partners for the most current guidance and safety updates. The Comprehensive School Safety Plan is a living document.

Loma Verde Elementary works to maintain high levels of safety and has established policies and procedures to comply with existing laws and best practices. In addition to physical safety, Loma Verde Elementary strives to continue to increase its response to the social-emotional safety of all of its students. Loma Verde Elementary provides a positive and safe learning environment for all students so they can flourish and reach their full academic and social potential.

Loma Verde Elementary focuses upon five major components in the Comprehensive School Safety Plan:

- Prevention - Build a positive school climate
- Protection - Set policies and rules
- Mitigation - Educate students, teachers, staff, and families
- Response - Stop an incident
- Recovery - Support students, teachers, staff, and families impacted in or by an incident

Every school district is responsible for the creation of a comprehensive school safety plan for its schools. (Ed. Code 32281) The Novato Unified School District supports each school site and the development of a comprehensive school safety. The Comprehensive School Safety Plan is updated and reviewed annually by each site's School Site Council. Upon completion of the review, the plan is presented to the Board of Trustees for review and approval by March 1.

A Comprehensive School Safety Plan is required under SB 719 & AB 115 and contains the following elements:

1. An assessment by the Safety Planning Committee and the School Site Councils of the school climates as they relate to the current status of school crime committed on school campuses and at school-related functions. This assessment may include office referrals, attendance rates, discipline data, California Healthy Kids survey data, YouthTruth Student Survey data, property damage data, and local juvenile crime data. This assessment will shape the safety goals for the upcoming school year.
2. The annual review and evaluation of the comprehensive school safety plan is certified by the School Site Council and the school principal before its presentation to the Board of Trustees for final review and approval. This review includes the following mandated components:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures (can be found in Uniform Complaint Procedures)

IMPLEMENTATION OF THE PLAN

The Comprehensive School Safety Plan will be posted on the Loma Verde Elementary's and district website, and is available to all staff, students, parents, and community members. The Plan is also available to visitors, substitute teachers and district partners. A copy of the Comprehensive School Safety Plan will be located at the school site's main office.

DISTRICT OVERSIGHT

The District is responsible for the overall development of all comprehensive school safety plans for its schools. (Ed. Code 32281).

The District supports sites with consultation with law enforcement agencies, the fire department, and other first responders each year when updating the Comprehensive School Safety Plan and notify each entity of any updates that occur during the year. (Ed. Code 32281).

ANNUAL SAFETY GOALS

Loma Verde Elementary shall make an assessment of the current status of school crime committed on campus and at school-related functions and appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 35924.2). In addition, the site will develop safety goals based on data analysis.

School sites review school and community crime data trends. Additional data may include:

- State, District, or Site Surveys (such as the YouthTruth Student Survey)
- Disciplinary Data
- Mental Health Data
- Information from the Readiness and Emergency Management for Schools Technical Assistance Center
- Research Regarding Policies and Procedures Related to Active Shooter Protocols

The goals are detailed in the Comprehensive School Safety Plan and presented to the Board of Trustees. The goals are shared with the site staff and community.

The goals and objectives are discussed throughout the school year and progress is reported to the School Site Council. The discussions will help shape the goals and objectives for the following school year.

SAFETY PLAN GOALS: 2024-2025

GOAL 1

Loma Verde Elementary will engage in increasing student attendance and reduce the number of students who are considered chronically absent/truant.

Baseline Data: Chronic Absenteeism

School Data	Chronic Absentee Rate (21-22)	Chronic Absentee Rate (22-23)	Chronic Absentee Rate (23-24)
Loma Verde Elementary	9.4%	16.1%	5.3%

Action 1.1: Loma Verde Elementary will focus on creating a positive attendance program.

Action 1.2: Loma Verde Elementary will partner with local agencies for attendance support.

Action 1.3: Loma Verde Elementary will utilize their Decreasing Chronic Absenteeism Network (dCAN) Teams and Community Liaisons to increase Communication and focus on attendance.

Action 1.4: Attendance improvements will be celebrated and acknowledged.

Action 1.5: Loma Verde Elementary will use data to support attendance monitoring.

Assessment: Loma Verde Elementary attendance data, student engagement data, and staff feedback regarding school climate, will be gathered and analyzed.

GOAL 2

All schools will collaborate to research and discuss alternative actions and responses to suspension to ensure students do not miss key instructional learning.

Action 2.1: Loma Verde Elementary will focus on alternative means to suspension to correct student behavior.

Action 2.2: Loma Verde Elementary will study current research and best practices regarding alternatives to suspension and discuss possible applications.

Action 2.3: Loma Verde Elementary will utilize all staff to enhance and reinforce appropriate behavior expectations.

Action 2.4: Loma Verde Elementary will develop protocols and processes that address the personal, collective, and systemic levels to address the unmet needs and underlying issues of students in difficulty.

Action 2.5: Loma Verde Elementary will continue to be proactive in centering strong relationships and belonging in their daily practices and policies to reduce harm, conflict, and misbehavior schoolwide.

Assessment: Loma Verde Elementary suspension data, YouthTruth Student Survey data, implementation of social-emotional learning curriculum, and staff feedback regarding student behavior will be gathered and analyzed.

ASSESSMENT OF SCHOOL CRIME

Loma Verde Elementary has conducted a thorough analysis of the current status of school crime and crimes at school related functions. The most significant school crimes that have occurred on the school campus are related to minor graffiti issues, occasional window breakage and theft. The district is installing security camera systems at Loma Verde Elementary which will serve as a significant deterrent to major destructive events, crimes, or incidents.

SCHOOL IMPROVEMENT

In order to ensure safe and well-maintained facilities at all of the sites, the District supports the sites in reviewing their campuses annually through the use of the Facilities Inspection Tool (FIT). The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2).

STUDENT DISCIPLINE (SUSPENSION AND EXPULSION)

Loma Verde Elementary addresses student discipline through the lens of restorative practices. With the understanding that student infractions are an opportunity to teach students to make better choices. The office referrals that most commonly surface at all the sites are behavioral infractions. These infractions are predominantly related to the students' inability manage conflict. The infractions include minor physical altercations, inappropriate words directed towards others, and refusals to follow behavioral expectations. The sites are implementing the Positive Behavioral Interventions and Supports (PBIS) framework, and as a result, clear expectations are communicated and practiced.

Through parent, staff, and student surveys, the need for additional support for social emotional learning surfaced. The Loma Verde Elementary appropriately responded and continued to strengthen its work with PBIS professional development to build capacity and enhance the PBIS support. Teachers are utilizing social emotional curriculum to support a positive learning environment and develop important character traits that focus upon respect, kindness, accountability, and conflict resolution.

In 2023-2024, Loma Verde Elementary was at 0% for suspension.

SCHOOL ATTENDANCE

To support school attendance and engagement, with the goal of decreasing chronic absenteeism, Novato Unified School District established the Decreasing Chronic Absenteeism Network (dCAN) for the TK-8 schools. This network establishes procedures for analyzing weekly student attendance and responding to students and families struggling to come to school. The Loma Verde Elementary dCAN team strategizes to improve engagement through increasing positive incentives and events on school campuses to ensure students want to come to school. A great deal of attention is paid to recognizing students who are showing improvement with attendance.

In addition to the dCAN teams, Loma Verde Elementary uses School Attendance Review Teams (SART) and School Attendance Review Board (SARB) meetings to address issues of truancy and absenteeism. Monthly meetings are held with families to discuss solutions to attendance challenges and any impediments that are preventing students from attending school. Loma Verde Elementary uses ParentSquare to help notify families regarding absences and school attendance. In addition, Loma Verde Elementary uses Aeries to monitor attendance trends and engage in proactive notification of attendance concerns. In addition to proactive notification, ParentSquare may be used to send home positive reinforcement letters to students who have improved attendance or exemplary attendance.

YOUTH TRUTH STUDENT SURVEY DATA

In January 2024, the District implemented the YouthTruth Student Survey. Students in grades 3-12, parents throughout the district and all staff completed the survey or were provided the opportunity to do so. The response rates for Loma Verde Elementary were as follows:

Group	Survey Population	Responses Received	Response Rate
Family	428	374	77%
Student	200	192	96%
Staff	41	38	93%

The survey sought to gather information regarding student, family, and staff perceptions in a variety of areas including school safety, student engagement, relationships, and school culture.

The topic of school safety was found to be an area of focus for families and staff.

Students have indicated that school culture, positive relationships, and academic challenge are areas of growth for the District.

The District and sites have been responding to these areas of need throughout the school year.

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Each year, Loma Verde Elementary creates a School Plan for Student Achievement. The plans utilize the goals of the Local Control Accountability Plan to ensure they are in alignment with the District's mission and vision of improving student outcomes. The School Plan for Student Achievement (SPSA) seeks to increase the overall effectiveness of the school programs and support student achievement. Data across the school sites indicate a need for enhancing support for school attendance, improving academic instruction and intervention, increasing the number of Multi-language Learners/English Learners eligible for reclassification, and bolstering the opportunities for students and families to engage in school-related activities and events.

Loma Verde Elementary is making a concerted effort to address these issues that have surfaced through data reviews, feedback surveys from students, staff, and families, and input from various stakeholders involved in school-connected organizations such as the Parent Teacher Associations, School Site Councils, and both the English Language Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC). Goals and action steps have been created to better serve our students and community. These goals and steps are detailed in the LCAP and site SPSAs. These plans are monitored annually and reports are provided to the community regarding the progress on meeting the learning targets and objectives specified in the plans.

SAFE INGRESS and EGRESS

Students at Loma Verde Elementary arrive safely to school and return home under supervised conditions.

Parking lots are monitored by staff as students walk/bike to and from school, parents drop-off and pick-up children, and school bus transportation for students with special needs. Local law enforcement partners with Loma Verde Elementary to support student safety as they enforce the speed limit in the school zone areas. Signage regarding directing traffic is displayed in the campus parking areas.

Campus supervisors support safe ingress and egress and monitor student behavior. Students and staff who require assistance with safe ingress and egress to the campus have been identified, and staff have been trained to assist these individuals.

Campus visitors must report to the main office of each school site. Visitors are required to sign in and sign out from the office once they arrive and leave the campus.

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

Each fall, and throughout the school year, as appropriate, and pursuant to Education Code 49079, Novato Unified School District teachers will be provided with a list of enrolled students who have, sometime within the past three years, engaged in or been reasonably suspected of having engaged in one or more of the listed activities leading to suspension or expulsion requiring notification. The following procedure will be used in notifying teachers:

1. Lists to each teacher. All teachers sign the list indicating their receipt of the notification.
2. Teachers are advised that by law this information is to be received in confidence and is not to be disseminated to any other person.
3. All signed notifications are to be returned and filed at the Novato Unified

School District.

California Education Code 48900 identifies acts that make a student eligible for suspension/expulsion. These acts include:

- Causing/threatening physical injury to another person;
- Using physical force or violence;
- Sale or possession of firearms/weapons;
- Use, sale or furnishing of controlled substances, alcohol or intoxicants;
- Possession, sale or furnishing of drug paraphilia; and
- Committing of crimes such as robbery, vandalism, extortion, or theft.

Education Code 48900.2 through 48900.7 identifies additional acts such as sexual harassment, hate violence, harassment, threats or intimidation of school personnel or pupils; and terroristic threats against school officials or school property, or both.

Agency Use of School Buildings for Emergency Shelters

In the event of a significant emergency, officials from our partner agencies such as law enforcement or emergency responders may assume incident command including the utilization of school and/or district facilities in coordination with the district. Community partners such as the Red Cross may also use school and/or district facilities as emergency shelters in coordination with the district.

NOVATO UNIFIED SCHOOL DISTRICT FIRE DRILL SCHEDULE

SCHOOL NAME:
Loma Verde Elementary

SCHOOL YEAR:

2024-2025

Fire Drill Schedule		
Elementary (8 drills)		
	Date	Time
1	9/12/24	9:40
2	10/17/24	9:15
3	11/8/24	2:15
4	12/10/24	2:00
5	2/6/25	1:30
6	3/18/25	9:10
7	5/16/25	2:00
8	5/28/24	9:40
Middle (4 drills)		
1		
2		
3		
4		
High (2 drills)		
1		
2		

Comprehensive Disaster Drill Schedule (complete prior to March 31)			
	Type	Date	Time
	Earthquake	4/3/25	2:15

NOVATO UNIFIED SCHOOL DISTRICT DISASTER DRILL SCHEDULE

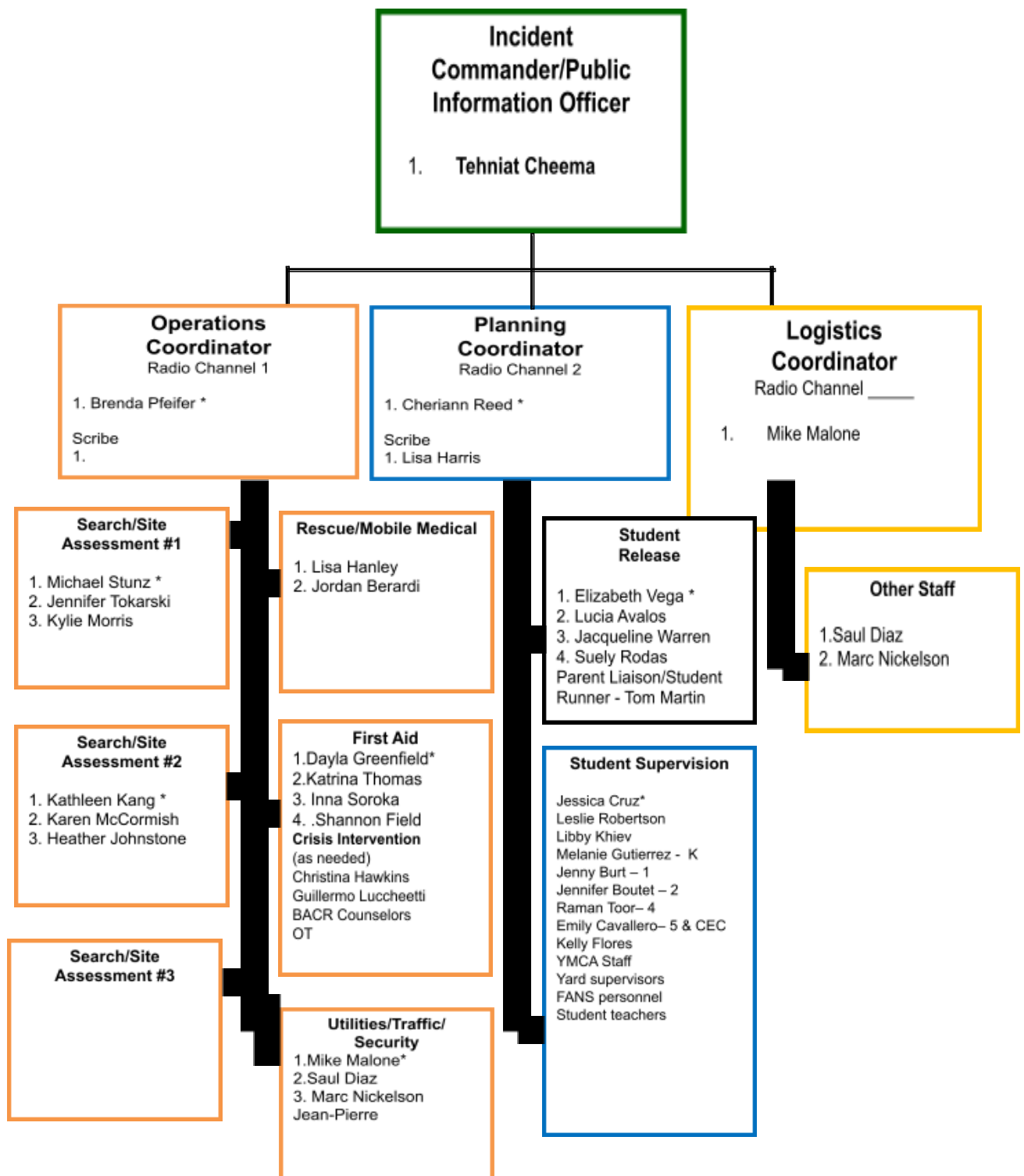
SCHOOL NAME:
Loma Verde Elementary

SCHOOL YEAR:

2024-2025

Earthquake Drill Schedule			
		Date	Time
Elementary (4 Drills)			
1	Great California Shakeout - October	10/17/24	9:00
2	Earthquake	1/7/25	10:00
3	Earthquake	3/7/25	2:00
4	Earthquake	5/14/24	9:30
Middle (2 Drills)			
1	Great California Shakeout - October	10/17/24	
2			
High (2 Drills)			
1	Great California Shakeout - October	10/17/24	
2			

Shelter in Place/Lockdown Disaster Drill Schedule			
	Type	Date	Time
1	Shelter in Place (in class)	11/20/24	9:00
2	Shelter in Place Transition to Lockdown (in class)	1/28/25	9:00
3	Shelter in Place Transition to Lockdown (access or recess)	4/22/25	1:27



NOVATO UNIFIED SCHOOL DISTRICT
ANNUAL EMERGENCY PREPAREDNESS BEST PRACTICES

SCHOOL NAME: Loma Verde Elementary

SCHOOL YEAR: 2024-2025

Date	Activity	Responsible Person	Date Completed
Summer	Review School Safety Plan	Cheema	8/20/24
Summer	School facilities hazard assessment (buildings, grounds, evacuation routes, shut-off valves) walk through with public safety.	MOT/Cheema	8/20/24
August	Identify school resources and survey special staff skills.	Cheema/Harris	8/21/24
August	Survey staff dismissal priorities (disaster service workers).	Cheema/Harris	8/21/24
August	Update staff and emergency phone numbers and resources. Update emergency team assignments.	Cheema/Harris	8/21/24
August	Assign school staff to Incident Command System (ICS) functions.	Pfeifer/Cheema	8/28/24
August	If new construction is completed at your site, get new updated maps and site plans from M/O Director.	-	
September	Parent orientation/information on School Safety Plan.	Staff	8/27/24
September	Update classroom backpacks (rosters, etc.).	Cheema/Harris	8/21/24
Fall	Inventory/restock emergency supplies. Test communication equipment.	Cheema/Harris	September/October 2024
Fall	Staff orientation of School Safety Plan, emergency	Pfeifer/Cheema	8/28/24

	response actions, policies and performance expectations during various drills.		
Fall	Assess training needs and schedule workshops.	Cheema/Welch	9/13/24
Fall	Disaster service worker and ICS training for new staff.	Pfeifer/Cheema	8/28/24
Date	Activity	Responsible Person	Date Completed
Fall	Replenish emergency supply cache and classroom backpack.	Cheema/Pfeifer	October 2024
Fall	CPR/first aid training if possible.	-	
March	Complete comprehensive disaster drill.	Staff	4/3/24
May	Review drill assessment.	Cheema	4/4/24
Monthly	Hold monthly site council meetings to include standing Safety agenda item.	Cheema	September 2024
Quarterly	Attend District Safety Committee meetings.	Cheema	2024-2025
Other Drills (Yearly)	California Education Code, Section 32001 Fire alarm and drill at least once each month in elementary schools, at least 4 times every school year in middle schools and at least twice every school year in secondary schools.		
Other Drills (Yearly)	California Education Code, Section 35297 Drop, Cover, Hold On Drill at least once each school quarter in elementary schools, once a semester in secondary schools.		
Other Trainings (as needed)	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: _____ Tehniat Cheema _____ Date: _____ 9/18/24 _____

REPORTING CHILD ABUSE

Novato USD

Administrative Regulation

Child Abuse Prevention & Reporting

AR 5141.4

Students

Revised 9/21/2021

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Marin County Health and Human Services
3250 Kerner Blvd.
San Rafael, CA 94901
415-499-7153

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

1. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use an online training module that is in alignment with the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

STUDENTS WITH SPECIAL NEEDS

EMERGENCY PLANNING

Planning for students with special needs before, during and after an emergency is essential to ensure both student and staff safety while mitigating hazardous situations. School staff, which may include administrators, teachers, education specialists, psychologists, paraprofessionals, nurses, and maintenance personnel, work collectively to consider the visual, communication-related, mobility-related, cognitive, attentional and emotional needs of students with special needs during emergency situations. Teams take the following course of action when planning and preparing for students with special needs during an emergency:

- Identify students' special needs
- Maintain a confidential roster of students with special needs
- Build upon current accommodations, modifications, and services
- Teach students with special needs emergency response strategies
- Inform and train adults

IDENTIFYING STUDENTS' SPECIAL NEEDS & CREATION OF A CONFIDENTIAL ROSTER

The staff planning team determines which students will require additional support during emergency situations and determines the specific needs of the individual students at their respective school sites. A confidential roster is created that describes each student's physical and emotional needs during an emergency. This roster is critical as it details the specific medications, accommodations, and accessories required by the student during the emergency event. Once the team has created the list, the education specialist and/or teacher creates an Emergency Go-Kit that contains the emergency items in addition to the necessary sensory toys, soundproof headphones, medications, and activity materials/toys (books, coloring books, crayons, stress balls, etc.). This roster and Emergency Go-Kit accompany the staff and students in the event of an emergency.

BUILDING UPON CURRENT ACCOMMODATIONS, MODIFICATIONS, AND SERVICES

The planning team considers the students' Individualized Education Plan and 504 accommodations when developing goals, objectives, and courses of action. Teams discuss potential accommodations including:

- Supervision during transitions; adult one-to-one assigned to student
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Fidget items/Sensory toys
- Food items
- Access to sanitation/handwashing stations and hand sanitizer
- A peer buddy system
- Access to emergency medications/medication management
- Access to noise-canceling headphones
- Assigned seating accommodations during an emergency situation

Teams will also consult with parents, caregivers, and the students with special needs to help them best meet the needs of the identified student. Creating a partnership among the student, family, and school team to ensure safety is a crucial factor in the safety plan.

TEACHING EMERGENCY RESPONSE STRATEGIES

Emergency response training will be provided to students with special needs and the staff responsible for their care. Students and staff must learn ways to communicate with safety partners in case of a separation from their caregivers; be able to communicate specifics regarding their special needs; and use any necessary tools, such as evacuation equipment, visual aids, administration of medication, and use of accessory items.

Routine drills will be administered to allow for ample time to practice responses to emergency scenarios. To the greatest extent possible, these drills will be discussed at an age-appropriate level with the students prior to their administration. Teachers may use assistive technology, social stories, picture cards, sensory materials, and other tools to teach students what to expect and how to respond during an emergency.

Staff must consider the unique needs of children with special needs when conducting drills. Staff must consider that students in motorized wheelchairs will require practice with evacuation routes, and students on the spectrum or students with sensory integration issues may require extra support dealing with loud noises, bright lights, etc.

Sites may collaborate with community partners in non-emergency settings to allow for opportunities of interaction and relationship building to help students become comfortable and at ease prior to drills.

INFORM AND TRAIN ADULTS

Staff is trained on the courses of action required to support students with special needs during an emergency. Staff is made aware of their responsibilities in meeting the students' needs and how to communicate with community partners in the event of an emergency. Staff review the safety procedures and discuss how specific actions will affect the students in regard to access, functional needs including required medications, wayfinding, evacuation assistance, personal assistance services, and supporting those who may experience severe anxiety during traumatic events. Training includes discussions regarding all types of emergency scenarios. The team discusses the possible threats and hazards of these scenarios and assesses the risks and vulnerabilities of the situation. Supporting children with special needs during an emergency requires a multifaceted and collaborative approach that involves all key stakeholders.

**SCHOOL EMERGENCY EVACUATION PLANNING CHECKLIST
STUDENTS WITH SPECIAL NEEDS**

Please answer the following questions to help you prepare for an emergency.	YES	NO
Is your roster of your students with special needs complete and up-to-date?	X	
Have you identified the medical needs of your students and their medication schedules?	X	
Have you walked the evacuation paths and exits looking for potential obstacles?	X	
Have multiple evacuation sites been identified that are accessible to students/staff?	X	
Is the primary evacuation path marked to clearly show the route?	X	
Is there sufficient oxygen for 72 hours?		X
Have transportation needs been identified for students?		X
Have you identified any necessary tools such as personal response plans, evacuation equipment, or visual aids for students?		
Have you identified all of your communication needs for your students?	X	
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Has a "peer support system" been developed for students?		
Have you been trained, trained staff on proper lifting techniques?		
Have students and families been encouraged to provide 72 hour medications?		
Is your Emergency Go-Kit equipped with all the necessary tools and items including sensory toys, soundproof headphones, medications, and activity materials?		
Have you contacted additional support staff to help provide services to students during an emergency (school counselor, psychologist, nurse)?		
Have you contacted your site administrator with any additional needs you may have to support your students in an emergency?		

Pupil Health: Opioid Overdose Prevention and Treatment

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel. School nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.
- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

EMERGENCY ACTIONS/PROTOCOLS

EMERGENCY ACTIONS/PROTOCOL

ACTIVE SHOOTER/INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

TACTICAL RESPONSE SHALL NOT BE PUBLICLY DISCLOSED

Not to be used for Intruder or Active Shooter

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **TAKE COVER**
- **SHELTER IN PLACE**
- **STANDBY**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: **"Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

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:

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

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911**PERSON RECEIVING THREAT BY MAIL:**

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911.
- ☐ Call North Bay Security 1(415)235-2340 or 1(415)572-4196.
- ☐ Notify the District Superintendent 1(415)897-4211 of the situation.
- ☐ Instruct staff to turn off cellular phones or two-way radios. Do not use devices during a threat since explosive devices can be triggered by radio frequencies.

- ☐ 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.
- ☐ Use the intercom, personal notification by designated persons, or the PA system to evacuate students and staff to designated areas.
- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ Evacuate students as quickly as possible, using primary or alternate routes.
- ☐ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- ☐ Do not return to the building until emergency response officials determine it is safe.
- ☐ If a suspicious item is observed, make no attempt to examine the object and immediately notify site administrator or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY ACTIONS/PROTOCOLS**BOMB THREAT CHECKLIST**

To be completed by person receiving the call

CALL RECEIVED BY: _____ DATE _____ TIME _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.
Do not interrupt the caller except to ask:

1. *What time is the bomb set for?* _____
2. *Where has it been placed?* _____
3. *What does it look like?* _____
4. *Why are you doing this?* _____
5. *Who are you?* _____

Words used by caller: _____

Description of caller: ☐ Male ☐ Female ☐ Adult ☐ Juvenile

Estimate age of caller: _____ Other notes: _____

Voice characteristics: ☐ Loud ☐ Soft ☐ Deep ☐ High Pitched
☐ Raspy ☐ Pleasant ☐ Intoxicated ☐ Nasal
Other _____

Speech: ☐ Rapid ☐ Slow ☐ Disguised ☐ Normal
☐ Laughing ☐ Slurred ☐ Lisp ☐ Stutter
Other _____

Manner: ☐ Calm ☐ Angry ☐ Irrational ☐ Excited
☐ Coherent ☐ Incoherent ☐ Deliberate ☐ Crying
☐ Emotional ☐ Righteous ☐ Laughing ☐ Foul

Language: ☐ Excellent ☐ Good ☐ Fair ☐ Poor
Use of certain phrases: _____

Accent: ☐ Local ☐ Foreign ☐ Regional
Other _____

Background Noises: ☐ Airplane ☐ Animals ☐ Industrial Machines
☐ Static ☐ Motors ☐ Office Machines
☐ Quiet ☐ Music ☐ Party Scene
☐ Street Traffic ☐ Trains ☐ PA System
☐ TV ☐ Voices ☐ Other _____

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **“Attention please. We are experiencing an earthquake. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders and the Superintendent's office 1(415)897-4211.
- ☐ Send search and rescue team to look for trapped students and staff.
- ☐ Post guards a safe distance away from building entrances to assure no one re-enters.
- ☐ Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- ☐ Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- ☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- ☐ 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.
- ☐ After shaking stops, **EVACUATE** building. The focus should be on doing the most good for the most people. Do not hold up the class from evacuating while administering first aid to someone. If the injured person can be evacuated, then bring them out and render first aid once clear. If the person can't be included in the evacuation, then note the number and location of injured and report to Search & Rescue once your group is safely evacuated. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

Staff that are outside, after the shaking stops should immediately direct students to the evacuation/rally point. Assist injured victims that can be moved to evacuation site. Report to Search & Rescue the number and location of victims that can't be moved.

- ☐ Check attendance at the assembly area. Report any missing/injured students to principal/site administrator.
- ☐ Check for injuries and render First Aid.
- ☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- ☐ Stay alert for aftershocks
- ☐ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- ☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- ☐ After shaking stops, check for injuries, and render first aid. Direct students to evacuation points.
- ☐ Check attendance. Report any missing students to principal/site administrator.
- ☐ Stay alert for aftershocks.
- ☐ Keep a safe distance from any downed power lines
- ☐ Do NOT re-enter building until it is determined to be safe.
- ☐ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- ☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- ☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- ☐ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- ☐ Notify District Office, who will inform public information media as appropriate.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

<u>Example:</u>	"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."
-----------------	--

3. Implement Special Needs Evacuation Plan (see **Section III – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and EMERGENCY PROTOCOL equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately!

To alert visually impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators.
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if **EVACUATION** of school site is necessary. If yes, determine offsite location in coordination with Superintendents office 1(415)897-4211.
- ☐ Contact District Office 1(415)897-4211, in conjunction with local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ If Fire reached the campus, do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY ACTIONS/PROTOCOLS

FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to confirm that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Sound the fire alarm to implement **EVACUATION** of the building.
- ☐ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- ☐ Call 911.
- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office 1(415)897-4211 of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- ☐ **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911. The Fire Marshall will direct operations once on site.
- ☐ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Issue **STAND BY** instruction. Determine if evacuation is required. If so, contact the Superintendent's office 1(415)897-4211.
- ☐ Call 911 of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- ☐ Delegate a search team to assure that all students have been evacuated.
- ☐ Issue **DIRECTED TRANSPORTATION** instruction, if students will be evacuated to a safer location by means of buses and cars.
- ☐ Post a notice on the office door stating where the school has relocated and inform the District Office.
- ☐ Monitor radio weather stations _KCBS 740 AM/106.9 FM_ for flood information.
- ☐ Notify District Superintendent 1(415)897-4211 of school status and action taken.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- ☐ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- ☐ Remain with students throughout the evacuation process.
- ☐ Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- ☐ Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- ☐ If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

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

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone number

Do not hang up until advised to do so by dispatcher.

- ☐ Assign staff member to meet rescue service and show medical responder where the injured person is.
- ☐ Assemble emergency care and contact information of victim
- ☐ Monitor medical status of victim, even if he or she is transported to the hospital.
- ☐ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- ☐ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- ☐ Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **"Attention please. We need to institute an OFF-SITE EVACUATION. Teachers are to take their students to the designated offsite assembly area (enter location). Students are to remain with their teacher."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- ❑ Remain in place until further instructions are given.

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

1. Make an announcement over the public address system or in person directly:

<u>Example:</u>	"Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. This is a REVERSE EVACUATION. Students are to return to their [current or previous] classroom."
-----------------	--

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for parents, visitors, and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs, and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- ❑ Proceed to the classroom if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed
4. Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- ☐ Set up Incident Command Post (ICP).
- ☐ Notify staff of school evacuation and communicate that this is not a drill.
- ☐ Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ☐ Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- ☐ Reassess as situation changes. Reassign emergency teams as needed.
- ☐ Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- ☐ Evacuate students to designated area, with students grouped as determined by district or school site.
- ☐ Take roll by distributing pre-labeled nametags to each student.
- ☐ Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
A = Absent
M = Medical; students taken to the First Aid station
U = Missing/Unaccounted
- ☐ Send undistributed nametags to the Student Request Table.
- ☐ Organize students. Monitor students' medical and emotional condition.
- ☐ Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- ❑ Take supplies to designated Request/Release Table locations.
- ❑ Set out tables to establish student alphabetized lane lines at least 20 feet apart to reduce crowding. For large student body, establish several lane lines at the Request Table for speedier processing.
- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- ❑ Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- ❑ For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- ❑ Maintain order at Student Request Table; calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- ❑ Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- ❑ Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

EMERGENCY ACTIONS/PROTOCOLS

UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Notify utility company and Operations Department (415) 892-1596. If after hours, call the utility company and the on-call number (415) 798-1765. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- ☐ Determine length of time service will be interrupted.
- ☐ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ☐ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ☐ Use messengers with oral or written word as an alternate means of faculty notification.
- ☐ Notify District Office 1(415)897-4211 of loss of service.
- ☐ Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____

Drinking Water: _____

Food Service: _____

Fire Suppression: _____

Other: _____

B. Plan for Loss of Electricity

Ventilation: _____

Emergency Light: _____

Computers: _____

Other: _____

C. Plan for Loss of Natural Gas

Heat: _____

Food Service: _____

Other: _____

BOARD POLICIES

All Novato Unified School District Policies can be found on GAMUT. Links to this site can be found here <https://nUSD.org/school-board/board-policies/> or visit nUSD.org/Board/ Board Policies in the drop down menu.

- 1312.3 [Uniform Complaint Procedures](#)

- 5145.7 [Sexual Harassment](#)
- 5145.7 [Sexual Harassment](#)
- 5131.2 [Bullying and Harassment](#)
- 5131.4 [Student Disturbances](#)
- 5131.2 [Bullying and Harassment](#)
- 5131.4 [Student Disturbances](#)
- 5131.7 [Weapons and Dangerous Instruments](#)
- 5132 [Dress and Grooming](#)
- 5415 [Nondiscrimination/Harassment](#)

EMERGENCY PROTOCOL

ANIMAL DISTURBANCE

This procedure is to be implemented when the presence of a dog, coyote, mountain lion, rattlesnake, bat, or any other wild animal threatens the safety of students and staff.

PRINCIPAL/SITE ADMINISTRATOR/STAFF ACTIONS:

- ☐ School administrator or staff member initiates appropriate immediate response actions which may include **Secure Campus**, **Shelter in Place**, or **Evacuation**.
- ☐ Isolate the students from the animal.
Notify the Superintendent's office 1(415)897-4211.
- ☐ Staff members may attempt to isolate animal(s) from students and staff, if it is safe to do so.
 1. If animal(s) is outside, students are kept inside.
 2. If animal(s) is inside, and students are present, calmly and quietly evacuate the building.
 3. If animal(s) is inside, students remain outside away from the animal(s). It is suggested closing doors or locking gates as a means to isolate the animal.
- ☐ For outside assistance, school administrator will call 911 and/or Marin Humane Animal Services at (415) 883-4621.
- ☐ In the event of a student injury or exposure, staff will notify parent/guardian.

In the event of a bat coming into contact with an individual

- Do not try to capture or kill the bat.
- If a bat is in a building, do not release it until it has been confirmed that no exposure has occurred.
- Work with animal control officers to determine next steps.

Direct exposure to a bat includes:

- A bite (any penetration of the skin by teeth), or saliva or brain/spinal cord tissue introduced into mucous membranes (eyes, mouth), an open wound, abrasion or scratch in the skin from a bat

First Aid

If an injury is life-threatening or there is a need for transportation assistance, call 911.

If you were bitten or scratched by an animal that is susceptible to rabies, or have had direct contact with a bat, wash the wound and/or area thoroughly with soap and warm water and consult your health care provider as soon as possible. Your health care provider will decide if you need post-exposure treatment, possibly in consultation with the local health department. If indicated, this treatment should begin as soon as possible.

Marin Health and Human Services. **Phone:** (415) 473-4163

After hours, call On Call Health Officer: (415) 499-7237



NOVATO **UNIFIED** SCHOOL DISTRICT

Opioid Overdose Reversal & Naloxone Use for Schools

TOOLKIT 2024-2025

Inspired by and adapted from the toolkit developed by



Coalition for
Safe Schools &
Communities



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

Excellence and Equity in Education



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students



ACKNOWLEDGEMENTS

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OD Free Marin

County of Marin Department of Health & Human Services

San Mateo County Office of Education

San Mateo County Coalition for Safe Schools & Communities

Naloxone Distribution Project

California Department of Public Health

Opioid Overdose Reversal & Naloxone Use for Marin County Schools

OVERVIEW

This toolkit is made available to Marin County schools to help ensure compliance with [SB-10: Pupil Health: Opioid Overdose Prevention and Treatment \(Melanie's Law\)](#). SB-10 requires schools serving students in grades 7 to 12 to include a protocol within their comprehensive school safety plans that addresses how to respond “in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose”.

IMPORTANT: It is important that each district review the toolkit in detail and, based upon their Board policies and protocols, individualize the toolkit to be consistent with their district's governance.

CONTEXT

Provisional data from CDC's [National Center for Health Statistics](#) indicates there were an estimated 107,543 drug overdose deaths in the United States during 2023, including 81,083 involving opioids. Two-thirds of opioid deaths involved synthetic opioids, primarily illicitly manufactured fentanyl in some form. Some deaths were attributed to fentanyl mixed with other illicit drugs like cocaine, methamphetamine, and heroin, with many users completely unaware that they were taking fentanyl. Only two milligrams of fentanyl (the size of a grain of sand) is considered a potentially lethal dose, with elevated risk for someone who has not developed a tolerance to opioids.

In Marin County, overdose is the leading cause of death for Marin County residents aged 55 and under. Fentanyl in particular is associated with approximately 60% of overdose deaths in the county. A significant predictor of a fatal overdose is a previous nonfatal overdose. While youth in Marin make up a proportionate percentage of those experiencing nonfatal overdoses, they are experiencing higher rates of substance use than most areas throughout the state. The rate of young people dying from overdoses has increased due to the prevalence of fentanyl in illicit drugs. Administering Naloxone when a pupil appears to be having an overdose can save their life. Overdose deaths are preventable.

For more information about overdose trends in Marin County, visit: odfreemarin.org/data-dashboard/

TOOLKIT INCLUDES

OVERVIEW2

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WHAT IS NALOXONE?

Naloxone is a life-saving medication that reverses an opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone will not cause harm to the individual. Naloxone only can reverse an overdose if there are opioids in a person's system. Often there are multiple substances involved. When in doubt, use Naloxone. For more information about opioids, see Appendix A.

Naloxone works by blocking the opioid receptor sites (opioid antagonist), thereby quickly reversing the toxic effects of the overdose. It should be noted that Naloxone provides only a temporary reversal of an opioid overdose (one dose can be effective for 30-90 minutes). Meaning that the individual can fall back into an overdose. Therefore, it is imperative to call 911 when administering Naloxone even if the individual seems to be coherent, as they will need more help.

Naloxone is not a controlled substance and is not habit forming. It has few known adverse effects and no potential for abuse. It has not been shown to encourage drug use. It has no weight or age-based limits and is latex free.

NARCAN® Nasal Spray is a brand name for Naloxone. On March 29, 2023 the U.S. Food and Drug Administration approved Narcan, 4 milligram (mg) Naloxone nasal spray for over-the-counter (OTC), nonprescription, use. Each box of Naloxone contains two nasal sprays. Each nasal spray contains only one dose of the life-saving medication. Therefore, do not prime the pump before using the nasal spray.

HOW DO I GET NALOXONE?

Schools and School Districts

Local Education Agencies (LEAs) can order FREE Naloxone in bulk from the [Naloxone Distribution Project](#). For more information, see Appendix B.

Naloxone is also available for purchase online or at pharmacies, with or without health insurance, and can be accessed for FREE at various locations throughout Marin County. Visit <https://odfreemarin.org/naloxone/> to find locations near you.

5 STEPS TO SAVE A LIFE



Recognize
Signs of an
Overdose



Call 9-1-1



Give
Naloxone



Provide
Aftercare



Provide
Rescue
Breaths



OVERVIEW

If an individual is suspected to be experiencing an overdose and does not respond to stimulation:

- Call 911 to get help
- Administer Naloxone (*See instructions on page 7*)
- Stay and provide aftercare until help arrives
 - a. **If the person is breathing but unconscious:** place them in the recovery position. (*See instructions on page 8*)
 - b. **If the person is NOT breathing:** provide rescue breaths, and continue to provide if breathing has not resumed. (*See instructions on page 9*)
- If two (2) to three (3) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril

***** IMPORTANT: See next pages for detailed, illustrated steps *****

RECOGNIZE AN OVERDOSE

STEP 1

What is an Opioid Overdose?

According to the [CDC](#), an overdose is an injury to the body (poisoning) that happens when a drug is taken in excessive amounts. An overdose can be fatal or nonfatal. During an opioid overdose, there are so many opioids or a combination of opioids and other drugs in the body that the victim becomes unresponsive to stimulation and/or breathing becomes suppressed and inadequate.

Signs of an Opioid Overdose - What to Look For	
<ul style="list-style-type: none">■ Small, constricted pinpoint pupils■ Limp body response■ Slow, erratic, or undetectable pulse (heartbeat)■ Discolored skin, especially lips and nails	<ul style="list-style-type: none">■ Drowsiness■ Unconscious or unresponsive■ Choking sounds or a gurgling/snoring noise■ Slow, irregular, or ceased breathing

In order to determine if the individual is experiencing an overdose, the most important things to consider are presence of breathing and responsiveness to stimulation.

If the person is unresponsive, attempt to stimulate them by:

- Yelling their name
- Shaking their shoulders
- If they do not respond, rub closed fist knuckles up and down the front of the rib cage (called a sternal rub).

If the individual responds to these stimuli, they may not be experiencing an overdose at that time. It is best to stay with the person and make sure the person wakes up. It is possible the person may later become unresponsive and would need help. When in doubt, call 911 and administer Naloxone.

STEP 2

CALL 911

Due to the complex nature of each of these medical emergencies, it is critical to call 911 – even if the person indicates they are feeling better and do not want emergency medical services.

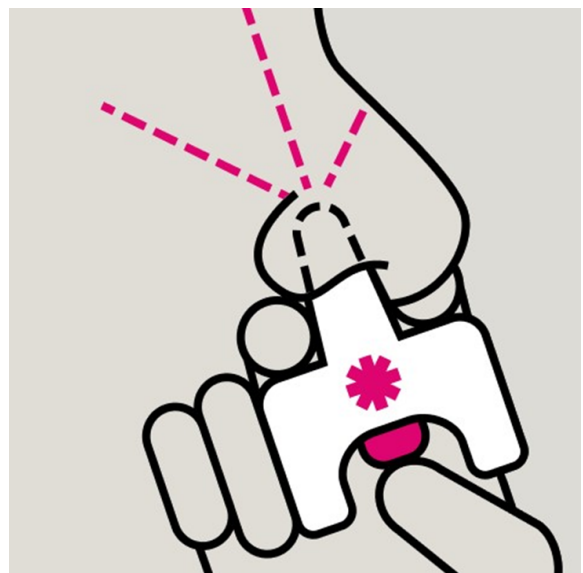
STEP 3

ADMINISTER NALOXONE

If you suspect a person is experiencing an opioid overdose, call 911, spray Naloxone in the person's nostril, and stay with them until help arrives. If they do not respond within two to three minutes, use the other spray to administer another dose of Naloxone into their other nostril. You can keep administering Naloxone every two to three minutes until help arrives. They cannot overdose from Naloxone.

How to Administer Naloxone

1. Open the Naloxone blister pack; do NOT push the plunger.
2. With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom
3. Insert the atomizer fully and gently into their nostril
4. Push the plunger forward with the thumb and deliver the spray of medication
5. There is no need to plug the opposing nostril



IMPORTANT: If the individual is still not responding within two (2) to three (3) minutes, give another dose in the opposite nostril. Continue to administer Naloxone every two (2) to three (3) minutes until help arrives. A person may need multiple doses of Naloxone.

NOTE: Naloxone can work very quickly, but it can also take up to 8 minutes to have a noticeable effect. The effect of the Naloxone will last for approximately 30 to 90 minutes in the body. Because most opioids last longer than 30 to 90 minutes, the Naloxone may wear off before the effects of the opioids wear off and the person could go into an overdose again. In response to this, Naloxone blister packs include two doses. Naloxone administration may be repeated without harm if the person continues to be experiencing unresponsiveness and slow or shallow breathing.

PROVIDE AFTERCARE

STEP 4

After administering Naloxone, stay and provide aftercare until help arrives.

If the person is breathing but unconscious, place them in the recovery position.

How to Place Someone in the Recovery Position



To put someone in the recovery position:

1. Lay person on their left side to keep airways open
2. Extend their left arm straight ahead away from their body with palm facing up
3. Place palm of their right hand under their head as arm reaches over their torso
4. Bend right knee and cross body to touch ground and prevent rolling
5. Straighten and extend left leg



PROVIDE RESCUE BREATHS

STEP 5

After administering Naloxone, you should stay and provide aftercare until help arrives.

If the person is NOT breathing, provide rescue breaths and continue to provide if breathing has not resumed.

When someone has stopped breathing and is unresponsive, rescue breathing should be done as soon as possible as it is the quickest way to get oxygen into the body. Even though First Aid education often suggests hands only CPR, when a person is overdosing, they need to have their respiration stimulated via rescue breathing.

How to Perform Rescue Breathing

To perform rescue breathing:

Place the person on their back and pinch their nose

1. Tilt chin up to open the airway. Check to see if there is anything in the mouth blocking the airway. If so, carefully remove it.
2. Give two (2) deep, slow breaths.
3. Blow enough air into the lungs to make the chest rise.

4. Turn your head after each breath to confirm the chest is rising and falling. If the chest does not rise with the breaths, tilt the head back more sharply.
5. Breathe again every five (5) seconds; continue until spontaneous breathing resumes.

NOTE: Single use plastic face shields can be purchased online and kept in emergency kits for easy access to be used when giving rescue breaths. Face shields protect individuals providing rescue breaths from accidentally ingesting drugs.

FOLLOW UP

- If the victim is a student, follow district / school site guidelines re: notification
- Facilitate a debriefing with site admin / responding staff
- Consider a plan of care for the student's or staff member's safe return to school

APPENDIX A: OPIOIDS AND FENTANYL EXPLAINED

What are Opioids?

Opioids are chemicals that interact with opioid receptors on nerve cells in the body and brain, and reduce the intensity of pain signals and feelings of pain. This class of drugs includes the illegal drug heroin, synthetic opioids such as fentanyl, and pain medications available legally by prescription, such as oxycodone, hydrocodone, codeine, morphine, and many others. Opioids can induce euphoria and users generally report feeling warm, drowsy, and content. Opioids relieve stress and discomfort by creating a relaxed detachment from pain, desires, and activity. They can also cause slow heart rate, constipation, a widening of blood vessels, and a decrease in the body's natural response to breathe.

Opioids are highly addictive. Anyone can be at risk of developing an addiction especially if the substance is used for a long period of time or in a manner different from prescription instructions. Opioids differ in both strength and how long they remain active in the body.

What is Fentanyl?

Pharmaceutical fentanyl is a synthetic opioid, approved for treating severe pain. It is 50 to 100 times more potent than morphine. Illegally produced fentanyl is sold through illicit drug markets and is often mixed with other drugs or pressed into counterfeit prescription pills.

Since fentanyl is synthetic (made in the laboratory), it can be produced quickly and easily and is much less expensive on the illegal market.

Fentanyl is involved in more deaths of Americans under the age of 50 than any other cause, including heart disease, cancer, and all other accidents. Fentanyl is also involved in more American youth drug deaths than heroin, methamphetamine, cocaine, benzodiazepine, and other drugs combined. People commonly overdose from both illicit and legally manufactured fentanyl, although illegally made fentanyl is the primary driver of the recent increase in U.S. overdose deaths, and fentanyl-involved deaths are fastest growing. For more information, visit the CDC website for national statistics or the ODFM data dashboard for Marin statistics.

A large majority of street pills seized by law enforcement are counterfeit. Counterfeit pills are fake medications that have different ingredients than the actual medication. They may contain no active ingredient, the wrong active ingredient, or have the right ingredient but in an incorrect quantity. Counterfeit pills may contain lethal amounts of fentanyl and are extremely dangerous because they often appear identical to legitimate prescription pills. The user is likely unaware of how lethal they can be. Even if people use Fentanyl Test Strips as a harm reduction measure to check for fentanyl presence in their drug supply, these tests are not 100% accurate and overdose can still happen. The [DEA Laboratory](#) has found that, of the fentanyl-laced fake prescription pills analyzed in 2022, six out of ten now contain a potentially lethal dose of fentanyl. This is an increase from DEA's previous announcement in 2021 that four out of ten fentanyl-laced fake prescription pills were found to contain a potentially lethal dose.

APPENDIX B: NALOXONE OBTAINMENT AND MAINTENANCE FOR SCHOOLS

Step 1. Obtain FREE Naloxone via the Naloxone Distribution Program

- Schools, school districts, and nonprofits are able to obtain FREE Naloxone via the [Naloxone Distribution Project](#)
 - **NOTE:** Naloxone boxes ordered from NDP come in cartons of 12 or 24. Consider this when ordering.
- Applications for Naloxone must be submitted via the [NDP online application form](#).
- **NOTE:** Individuals and for-profit businesses are unable to obtain Naloxone via this program.

Step 2. Provide Staff with Naloxone Administration Training

- Review this toolkit with staff.
- Utilize this [downloadable presentation](#) that can be used to provide education on overdose prevention to staff.
- Watch a [2 minute video](#) to learn how to administer Naloxone.
 - The ODFree Marin training videos are available in both [English and Spanish](#) and can easily be shown to site staff during the course of a staff meeting or other gathering.
- If you'd like, you can also have staff take the [Naloxone Administration Quiz](#). This quiz includes 10 questions to confirm if they understand how to recognize an overdose and administer Naloxone. The results of the test are anonymous and confidential.

Step 3. Naloxone Procurement, Storage, and Use

NOTE: The shelf-life of Naloxone is approximately two-three years depending upon manufacturer. Each box contains an expiration date. It is important to stay aware of expiration dates. Expired Naloxone may still be effective, so it is recommended to keep and use if it is the only option.

Work with your team to address each of the following questions:

- How many boxes of Naloxone will your school or district office maintain in each building?
- Where will the Naloxone be stored? The location must be unlocked and adjacent to where students are. Supply should be monitored monthly along with AED status and EpiPen supply.

- **NOTE:** [Naloxboxes](#) (emergency containers) can be purchased online and be placed outside or inside in various locations for easy access of limited emergency supplies of Naloxone anywhere AEDs or fire extinguishers or first aid kits are located.
- Will the on-hand supply of Naloxone be available for before/after school events and school sponsored events? (Highly Recommended)
- Will the school's Naloxone stock be available for community groups using the building for non-school sponsored events?
- Will face shields for rescue breaths be ordered and kept in first aid kits and/or near the Naloxone supply? [Example of face shields.](#)

Step 4. Communicate with School Community

Communicate your school's Naloxone related procedures/guidelines with relevant staff and stakeholders.

Step 5. Update and Review Protocol

Relevant staff members should update the district or school protocol annually in August based on MCOE, County Health, or CDPH guidance.

APPENDIX C: CONSIDERATIONS AND RESOURCES

Adopt a Board Policy - Recommended but not required

- Sample [board policy](#)
- Sample [administrative regulation](#)
- Summary of [California Education Code](#) Related to Naloxone Protocol
- California Education Code [49414.3](#)

Local Resources

[OD Free Marin](#) - For local opioid overdose prevention resources, Naloxone vending machine locations, referrals, education and advocacy, including [Naloxone FAQs](#), and Downloadable Resource Guides ([English](#) | [Spanish](#))

[Parent Education and Discussions \(Let's Talk\)](#)

[Parent Education Booklets \(Let's Talk\)](#)

National Resources

[30 Second Naloxone Training Video \(Kelley Ross Group\)](#)

[CDC Opioid Overdose Prevention Webpage](#)

[Fentapills You Need to Know Video](#)

[How Naloxone Saves Lives in Opioid Overdose](#)

[Opioid and Fentanyl Lesson \(Stanford REACH Lab Safety First Curriculum\)](#)

[Responding to Opioid Overdose - National Harm Reduction Coalition](#)

[Shatterproof](#)

[Song for Charlie](#)

[Stop Overdose \(CDC\)](#)

Treatment Options

[BHRS Access Line](#) - For assistance finding substance use services for yourself or someone else

[Marin Providers of Medication for Opioid Use Disorder](#)

[Harm Reduction Therapy Center](#)

[SAMHSA Behavioral Health Treatment Services Locator](#)