Palo Alto Unified School District

Comprehensive School Safety Plan

School Emergency Response Plan

Ohlone Elementary School

2025-26

Table of Contents

I. CSSP OVERVIEW 4

II. GENERAL SCHOOL INFORMATION 6

III. ANNUAL SCHOOL SAFETY ASSESSMENT & GOALS 10

A. School Data to Inform Safety Plan 10
B. Safe School Survey 12
C. Safety Plan Annual Assessment Goals 13

IV. SCHOOL SAFETY PRACTICES, POLICIES AND PROCEDURES 16

A. Child Abuse Reporting Procedures 16
B. Notification of Dangerous Pupils to Teachers 21
C. Employee Security 21
D. Bully Prevention 24
E. Hate Crime Reporting Procedures 26
F. Safe Ingress/Egress Procedures 28
G. Visitor Management 34
H. Procedures Safe and Orderly School Environment Conducive to Learning 36
I. Nondiscrimination/Harassment 38
J. Discipline: Suspension & Expulsion Policies 41
K. Search and Seizure 47
L. Dress and Grooming 48
M. Americans with Disabilities Act 49
N. Mass Care, Welfare, and Shelter Procedures 51
O. Opioid Prevention and Life-Saving Response Procedures 51
P. Response Procedures for Dangerous, Violent, or Unlawful Activities 56
Q. Instructional Continuity Plan 68

V. STANDARDIZED EMERGENCY OPERATIONS PLAN 69

A. Levels of Emergencies 69
B. Disaster Service Workers, California Government Code 3100 This is very important. This section is also missing in our EOP. 70
C. National Incident Management System (NIMS) 71
D. FEMA Standardized Training Requirements School Staff 72
E. Incident Command System Organization 72

VI. PAUSD STANDARD RESPONSE PROTOCOLS 84

VII. SAFETY AND SECURITY DRILLS AND SCHEDULES 88

A. Types of Safety & Security Drills Conducted 88
B. Fire Procedures 88
C. Required School Disaster Response Drills 89

VIII. SCHOOL EMERGENCY OPERATION PLANS 90

A. Implementation 90
B. Lines of Succession 90
C. Responses for Specific Emergencies 90
1) Aircraft Crash 90
2) Aircraft Crash Near School 91
3) Air Quality 91
4) Animal Disturbance 93
5) Bomb Threat 93

6) Bus Accident 95
7) Earthquake During a Bus Trip 96
8) Criminal Act on Campus 96
9) Earthquakes 97
10) Explosion 99
11) Fire 100
12) Hazardous Materials 101
13) Intruder on Campus (Not An Active Assailant Incident) 102
14) Medical Emergency 103
15) Pandemic Influenza 104
16) COVID-19 Pandemic 104
17) Poisoning/Contamination of Food or Water 105
18) Shooter/Active Assailant Threat 105
19) Shooter/Active Assailant 106
20) Terrorist Attack/War 106
21) Utility Failure 107
D. Recovery Process 108
E. Recovery Organization 109
F. Documenting Emergency Outcomes 109
G. District-level Responsibilities 110
H. Recovery Reporting 110
I. Post-Disaster Mitigation 111
J. Post-Traumatic Stress: 111
K. Retraumatization: 111
L. Effects of Trauma on Children 112
M. Effects of Trauma on Adults 112
N. Recovery Action Checklist 113

I. CSSP Overview

The Comprehensive School Safety Plan (CSSP) is required by Senate Bill 187 and Education Code 32280-32289. It is designed to be a living document to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Safety Planning Committee as well as to the district's governing board. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. The plan should develop strategies aimed at the prevention of, and education about potential incidents involving crime and violence on the school campus as per (Ed Code 32280). For additional information on school safety programs, policies, or procedures please contact:

Contact Information School Site Safety Planner:

Name:	Elsa Chen
Title:	Principal
School:	Ohlone Elementary School
Address:	950 Amarillo Avenue
Phone:	650-856-1726
Email:	echen@pausd.org

Prepared by:

Title: Principal Name: Elsa Chen

Reviewed and Approved by:

	Date Approved	Authorized Representative Signature
School Safety Planning Committee	3/3/2025	
Law Enforcement or School Security		
PAUSD Governing Board		

Evaluation of CSSP
An evaluation of the Ohlone Elementary School Safety Plan goals took place on 12/16/24, 2/4/25, 2/24/25.

Date of Public Hearing
A hearing was held on 12/16/24, 2/4/25, 2/24/25 at the Site Council Meeting to obtain public input pursuant to EC 32288.

Staff Notification
School staff was advised of the updated school safety plan on 2/12/2025 during a staff meeting. (EC 3594.2 (e)).

CSSP for Public View
The most current copy of the school plan is available in the school office for public review.

II. General School Information

School Profile
Ohlone Elementary School is located in the city of Palo Alto, CA 94303-3701.

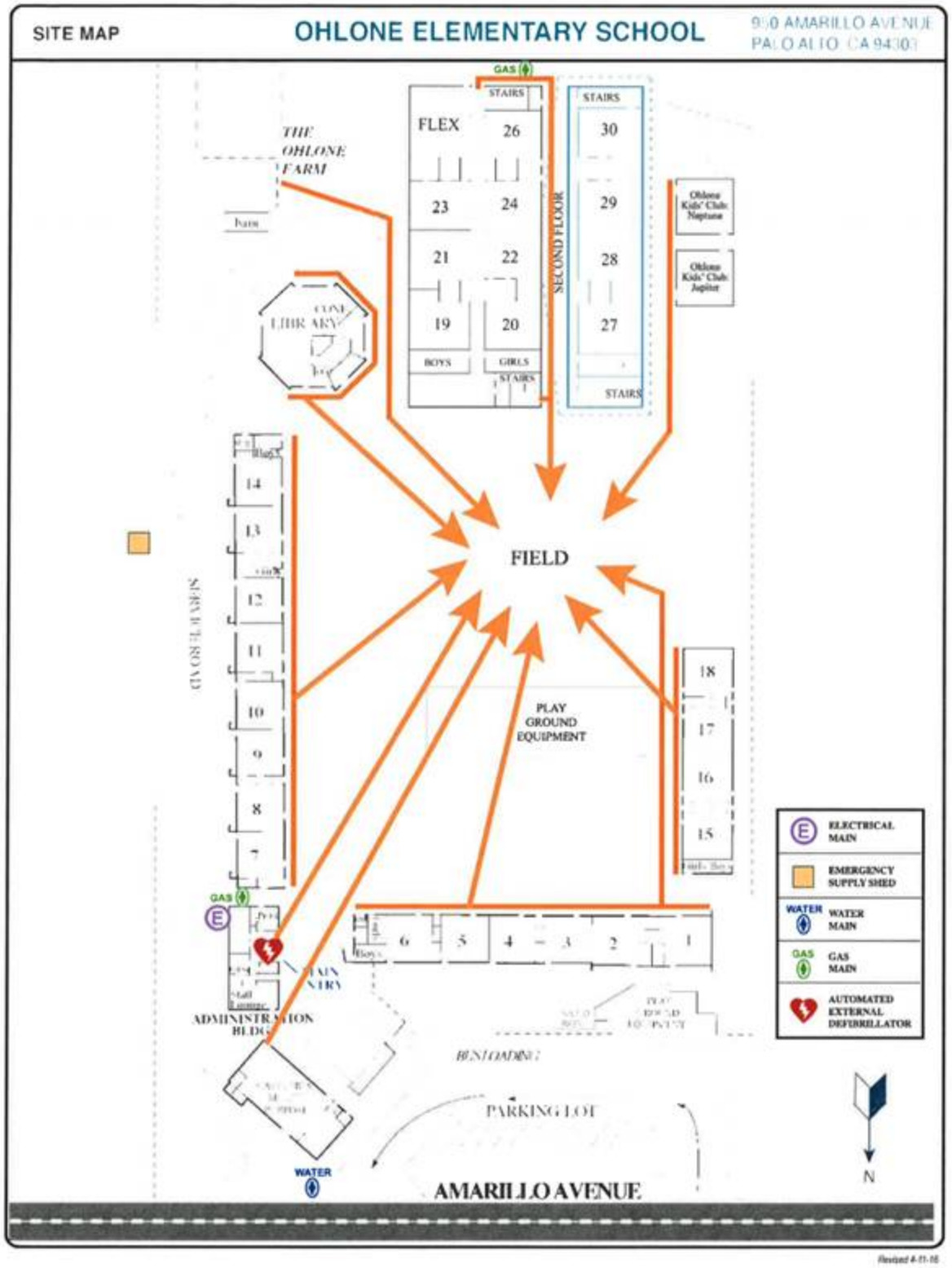
Student Enrollment is over 463 from July 1, 2024 to June 30, 2025
Ages: K-5

Total Staff (teaching and support)**:** 75

Optional additional information such as School Awards or Recognition:

Safe School Mission
Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Insert School Facilities Map here for efficiency



School Site Council Membership

Education Code Section 32280 requires that the Comprehensive School Safety Plan be reviewed and updated

at least annually by the School Safety Planning Committee. The Ohlone Elementary School comittee for 2024-25 is comprised of the following individuals.

School Safety Planning Committee Members	
Name	**Title**
Elsa Chen	Principal or Designee
Emma Clark	PAEA Teacher
Jean Kavanagh	CSEA Classified Employee
Zoe Duskin	Parent or Guardian whose child attends the school
Michelle Barragan	Other
Monica Lynch	Other
Nancy Shorum	Other

Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on the Comprehensive School Safety Plan in accordance with California Education Code 32288. Check the boxes below to indicate who was notified.

	Local mayor
X	A representative of the local school employee organization
X	A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
X	A representative of each teacher organization at the school site
	A representative of the student body government
X	All persons who have indicated that they want to be notified

III. Annual School Safety Assessment & Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 32282)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

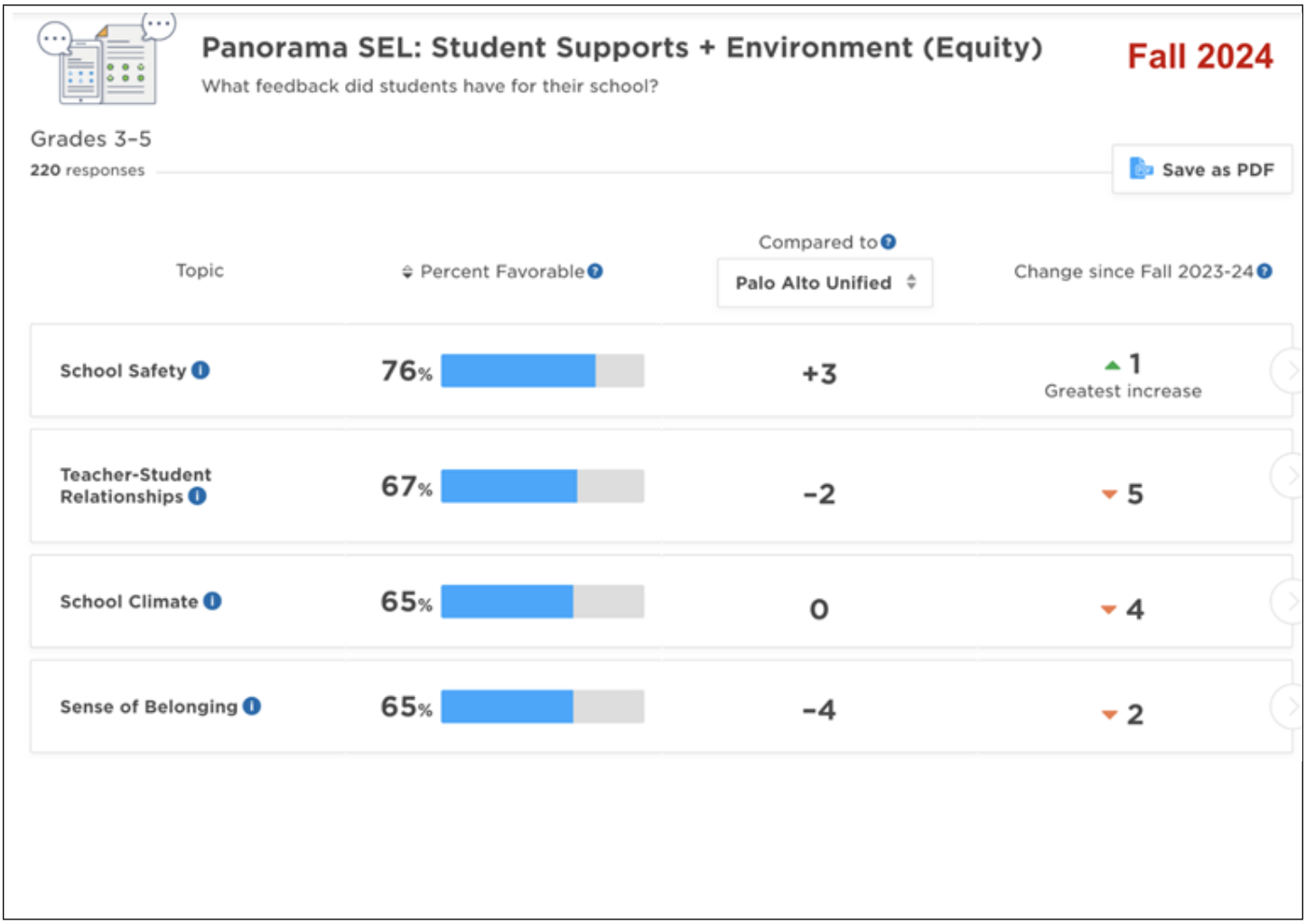
- Suspensions and Expulsions Data
- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that the district have three meetings to review data and progress. Preferably this will occur at the beginning of fiscal year, middle of fiscal year, and end of fiscal year. The progress can be reported to staff, parent groups and the Board of Trustees. The year-end assessment should be completed in May and reported upon.

A. School Data to Inform Safety Plan



Panorama SEL: Student Supports + Environment (Equity)

Fall 2024

What feedback did students have for their school?

Grades 3-5

220 responses

Save as PDF

Topic	Percent Favorable	Compared to Palo Alto Unified	Change since Fall 2023-24
School Safety	76%	+3	▲ 1 Greatest increase
Teacher-Student Relationships	67%	-2	▼ 5
School Climate	65%	0	▼ 4
Sense of Belonging	65%	-4	▼ 2

B. Safe School Survey

What are Needs of School, Staff, and Students? Please mark a "X" where appropriate.			
Assure a Safe Physical Environment			
	Improve safety of school grounds		Improve ingress/egress routes
	Improve safety of buildings/classrooms	X	Improve safety of field/equipment
	Improve internal security		Prepare students and staff for crisis emergencies
	Improve exterior and/or perimeter security		Prevent and reduce vandalism and graffiti
X	Improve dropping off/picking up students		Prevent weapons on campus
Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:			
	Community service opportunities		Problem solving skills
	Parent involvement		Autonomy (sense of self/identity)
	Alternatives to violence		Sense of purpose and future
	Good Communication skills		Participation in academic activities
	Character/value education		High academic self-expectations
	Social competence		Other: Asset Building
Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:			
	Positive structure in classroom		Prevention and intervention strategies
	Fair, consistent discipline and consequences		Anti-bullying/hazing
	Acceptance of diversity		Ongoing staff development
	Drug-Free school		Attendance enhancement
	Character/values education		Gang suppression
	Parent Involvement	X	Effective teacher/student relationships
	Nurture positive self-esteem		Suicide prevention/response plans
X	High behavior expectations		Extra-curricular activities
X	Conflict resolution skills		Student recognition
	Anger Management	X	Supervision of students across all settings
	Personal and social responsibility	X	Student support
	Collaboration among agencies, law enforcement and		Other
	Participation in and collaboration of		

C. Safety Plan Annual Assessment Goals

After analyzing data, resources, and desired areas of change, the school has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

What is the goal?	What steps will be taken to reach this goal?	What resources will be used to achieve this goal?	Who will lead the efforts?
Teachers and students will have strong, trusting relationships.	[[Staff] Greet every student by name at the start of each day. Calibrate morning meeting, closing circle, and class meeting practices with objectives and goals.	Staff meeting time to share practices, peer observations. Responsive Classroom training. Site funds.	Principal, Assistant Principal, Ohlone Leadership, Trainers
	[Students] Use to Talk it Out and common language for conflict resolution. Maintaining high behavior expectations. Wear name tags for all specials classes and gusts to support greeting by name.	Instructional time, site funds, assembly time. Collaboration time for clusters to identify common goals, expectations, and language.	Principal, Assistant Principal, Teacher
Maintain safety during morning drop off and afternoon pick up.	Clear and continuous communication of procedures and systems to support safety at drop off/pick up, including family newsletters and student-facing assemblies. Clear and updated signage.	District and site funds	Principal, Teachers, Ohlone Office Team,Safe Routes to School Team, School Site Council Members
Support student safety during recess and lunch.	[Staff] Ongoing training for all supervision staff and volunteers targeted at strategies for safety on the new structure.	Site funds for paid training with admin for all staff and student leaders.	Principal, Assistant Principal, Classified Staff
	[Students] Explicit discussions on safety expectations during recess and lunch with student-created visuals to be displayed.	Instructional time, site funds, assembly time.	All Staff

IV. School Safety Practices, Policies and Procedures

A. Child Abuse Reporting Procedures

Board Policy 5141.4 – Child Abuse Prevention and Reporting

Adopted:
Tuesday, January 12, 2010
Tuesday, August 23, 2016

The Board of Education is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Reporting
The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. PAUSD employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting

Adopted:
Tuesday, August 2, 2011
Tuesday, August 23, 2016

Definitions

Child abuse or neglect includes the following:

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
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
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 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
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, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student
6. Homelessness or classification as an unaccompanied minor

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; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program.

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 his/her 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.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

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.

Any district employee who reasonably believes that he/she has 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.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

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.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she 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.

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.

Child Abuse & Neglect Center
333 W. Julian Street
San Jose, CA 95110
(408) 299-2071

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.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

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

Reports of suspected child abuse or neglect shall include, if known:
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 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 him/her.

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.

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her 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, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to PAUSD employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment.

The Superintendent or designee shall use the online training module provided by the California Department of Social Services.

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.

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training.

Victim Interviews by Social Services

Whenever the Department of Social Services 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.

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 him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her 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.

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.

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 procedures, an interpreter shall be provided.

To file a complaint against a PAUSD 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 also is obligated pursuant to Penal Code 11166 to file a report himself/herself 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 4650.

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 shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee.

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 his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.

B. Notification of Dangerous Pupils to Teachers

(Pursuant to Education Code 49079)

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the below listed acts as described in any of these subdivisions:

Education Code 48900 subdivision [except subdivision (h)]
Education Code 48900.2 (sexual harassment)
Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
Education Code 48900.7 (terrorist threat)

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

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

Confidential Information

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

C. Employee Security

Board Policy 4158/4258/4358 – Employee Security

Adopted:
Tuesday, January 12, 2010

The Board of Education desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Administrative Regulation 4158/4258/4358 – Employee Security

Adopted:
Thursday, July 21, 2011

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student.

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency.

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or

Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion.

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal.

The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability.

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff.

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance.

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed.

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

D. Bully Prevention

Board Policy 5131.2 – Bully Prevention

Adopted:
Tuesday, June 3, 2014
Tuesday, June 19, 2018

The Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.
No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Bullying Definition
Under California law, “Bullying” is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following as per 48900(r):

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.
Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages). Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention
To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for alleged aggressors of bullying.

The district is committed to providing students with instruction, in the classroom or other educational settings,

that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, and any other individual bias or prejudice.
The district is committed to providing school staff with related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention
Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.
School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so.

When appropriate, the Superintendent or designee shall notify the parents/guardians of alleged targets and alleged aggressors. He/She also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation
All complaints alleging bullying based on a protected status such as the actual or perceived characteristics of race or ethnicity, color, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics shall utilize the Uniform Complaint Process AR- 1312.3.

If such reports or complaints of bullying based on protected status are reported to the site level, they will be forwarded to the district within two days and investigated and resolved by the District Compliance Officer within 60 calendar days of the district's receipt of the complaint. The District Compliance Officer can provide information about filing complaints under the UCP and can be contacted as follows:

Associate Superintendent – Educational Services
25 Churchill Avenue, Palo Alto, CA 94306
(650) 329-3709

All complaints alleging bullying based on a non-protected status (i.e. weight), shall be investigated and resolved at the site-level. At each school location, the principal/designee is responsible for providing information about complaints alleging violations of this policy to the complainant.

All members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Prompt and reasonable investigation of alleged acts of bullying is expected and the site-level administrator shall take action reasonably calculated to stop the bullying, stop it from reoccurring, and provide interim interventions, as needed, to support the alleged target.

If the complaint is about the principal or a staff member's direct supervisor, then the Superintendent/Designee or appropriate administrator shall be asked to address the complaint.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber-bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline
Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Retaliation against a student because the student has filed a complaint or assisted or participated in a bullying investigation is also prohibited. Students who knowingly file false complaints of bullying or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

Consequences and appropriate remedial actions for a student who commits an act of discrimination, intimidation, harassment, or bullying may range from behavioral intervention and education up to and including suspension or expulsion. This policy applies to all acts related to school activity or attendance occurring within a school under the jurisdiction of the superintendent of the school district.

E. Hate Crime Reporting Procedures

Board Policy 5145.9 – Hate Motivated Behavior

Adopted:
Tuesday, January 12, 2010
Tuesday, June 19, 2018

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigration status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly

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

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

F. Safe Ingress/Egress Procedures

Supervision of Students

Documentation of how the school provides supervision for ingress and egress:

Staff and parents are responsible for ensuring that our children are safe at school. All visitors & volunteers are required to sign-in to the school office and to wear identification badges. This is necessary for student safety and emergency procedures.

Security
There are three points of entry at the front of the school off Amarillo Ave. The two entry points on either side of the marquee are not gated and always open. There is a gate to the right of the Friendship Yard near Room 1 that is locked 10 minutes after school begins and unlocked when students are ready to be dismissed. There is a gate at the rear of the school that is currently locked and not used as an entry point due to lack of staff for supervision. The staff parking lot is closed at 8:00am and for 10 minutes after dismissal to allow a safe route for students to exit by foot or on wheels. There are two gates adjacent to the Buddhist Temple parking lot that remain locked at all times (designated Ohlone and Ohlone Kids Club staff members have a key). There are three points of entry from the staff parking lot to the inside of the school that are not gated.

Before & After School Supervision
Students are welcome on campus beginning at 8:00am. There is supervision from 8:00-8:10am. There is no supervision after school. Due to Covid protocols, parents are required to pick up their children at the front of the school. Those students who are not picked up are brought to the school office to wait while their parent is called.

Crosswalks
Three crosswalks provide access to the Ohlone school grounds: There are two crosswalks across the entrance and exit to the school parking lot. The crosswalk across Amarillo near the staff parking area is for pedestrians walking to or from the direction of Greer. The crosswalk at the rear of the school on Colorado is currently not being used as an ingress/egress.

Getting to Ohlone

Ohlone families are encouraged to walk, bike, or carpool to school to promote health through exercise, see friends along the way, teach our children street skills, and relieve car congestion. Our community benefits when more children travel safely to school on foot or bike, even once in awhile. You can start by picking one day, like a Walking Wednesday, to leave your car at home. Also participate in the fall and spring Walk & Roll events! Find your best route on our Walk & Roll map (in this packet). Consider using the less busy back gate or arriving right at 8:05 a.m.

****** Please share these safety procedures with any caretakers who do drop-off or pick up. ******

Commuting by Bike

Many families bike to Ohlone from all over Palo Alto. Consult the Walk & Roll map to find and practice the best route from your home. A safe biking route may not be the same as your driving route. As Amarillo is especially crowded at arrival and dismissal, consider dismounting and walking your bike the last block or using the back gate.

Once on campus, please walk bikes, scooters, and skateboards. Park and lock at the bike racks located by the Kinder yard, behind the office, or at the back gate behind the 4/5 wing.

Bicycling Safety Tips

- **Wear your helmet.** It's the law. A good fit is snug, level, and covering your forehead.
- **Bike on the right**. Use bike lanes and travel in the same direction as car traffic. Wrong-way riding is extremely dangerous.
- **Be predictable.** Bike in a straight path, not weaving between cars. Bike on the road where you'll be most visible, not on sidewalks. Drivers don't expect bikers on sidewalks and don't routinely look for them when backing up or making turns.
- **Obey all stop signs and traffic lights.**
- **Keep hands on handlebars.** Use a backpack or basket to carry belongings.
- **Be visible.** Bright clothing and reflective gear are more visible.
- **Make eye contact with drivers.** Be especially careful at intersections and driveways, and watch out for right-turning cars.
- **Become a pedestrian.** If an intersection is unusually crowded on the road, walk your bike on the sidewalk.

(See reverse for **Commuting by Car** information.)

Commuting by Foot

Walking with friends is a fun, active way to start the day! Choose the safest, most direct route with the fewest street crossings. See the Walk & Roll to map for suggested routes.

Walking Safety Tips

- **Be alert.** Everything else on the road is bigger and moving faster than you, from scooters to bicycles to cars.
- **Make eye contact with drivers.** Don't assume drivers see you, especially at intersections. Make sure drivers stop for you before entering the street.
- **Cross at crosswalks and corners.** This is where drivers expect to see you. Check traffic both ways before crossing. Allow time to cross safely.
- **Be predictable.** Do not run off the curb for a fast start.
- **Teach children** to recognize and obey traffic signals and markings.
- **Obey crossing guards.** They help you cross safely at difficult intersections. An adult crossing guard guides crossing at the intersection of Louis and Amarillo. Student crossing guards help direct pedestrians at Ohlone entrances on Amarillo.



7.31.17

*** *Please share these safety procedures with any caretakers who do drop-off or pick up.* ***

Commuting by Car

When you need to drive, you can help reduce traffic around Ohlone by parking in the neighborhood and walking the last block or two. Carpooling whenever possible also helps reduce delays near school.

For tips on setting up a carpool visit: **tinyurl.com/ohlonecarpoolfaq**

Driving Safety Tips

- **Drive slowly near school**, even when you're running late. The safe speed may be below the 25-mph limit.
- **Be alert for young children** on foot or bike. Stop for pedestrians.
- **No U-turns** on Amarillo Ave, Colorado Ave, or near students or vehicles. Instead, modify your route in order to approach the school in the direction you want to park.
- **Park legally**, not in bike lanes, at red curbs, or in driveways. Street parking is available on Amarillo near Greer Park, on Greer Road, on southbound Louis Road, and on surrounding streets. Please be considerate of residents.
- **Do not park in the following NO PARKING zones:**
  - ✗ No parking on northbound Louis. The entire length is zoned "No Parking from 7 a.m. to 7 p.m." for the designated bike lane.
  - ✗ No parking on Amarillo Ave adjacent to Ohlone's main driveway entrance and exit.
  - ✗ **No parking or dropping off in the Friends Nursery School** or Buddhist Temple parking lots. Our Friends Nursery School neighbors allow *only* those on foot or bike to pass through their parking lot. To enter through Ohlone's back gate, safely park your car on the street and then walk through the parking lot. This area has many pedestrians and bicyclists crossing Colorado, so drive safely and slowly.

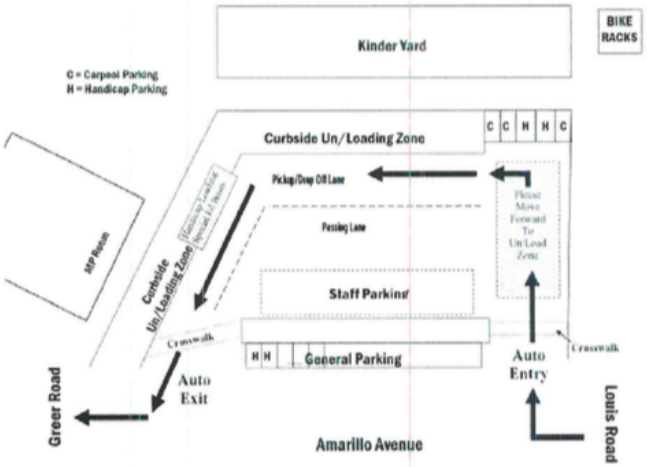
Report *all* accidents involving students to the Palo Alto Police Dept. at 650-329-2413 even if there are no injuries. Also contact the school office to fill out the PAUSD incident report form.

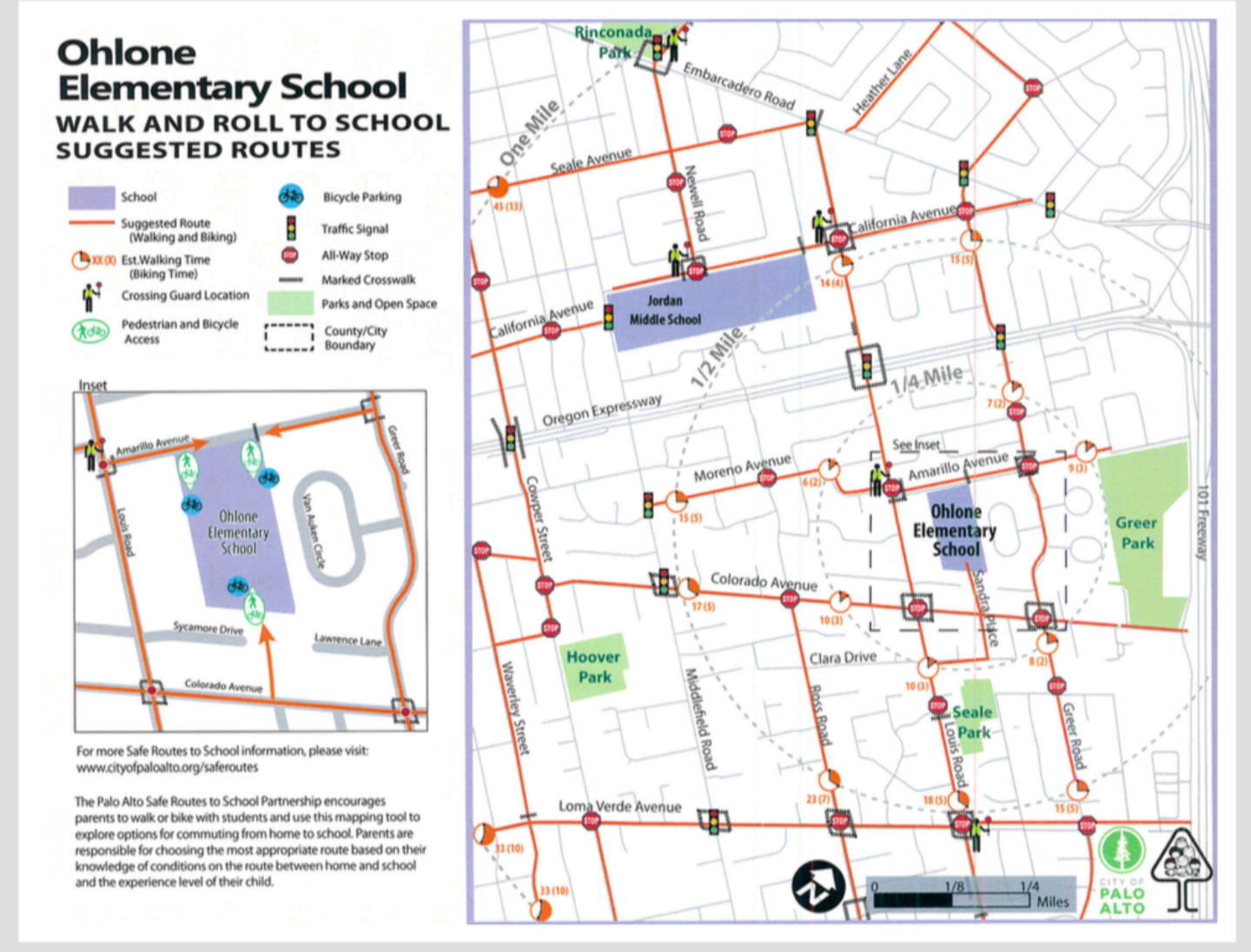
Commuting by Foot

Walking with friends is a fun, active way to start the day! Choose the safest, most direct route with the fewest street crossings. See the Walk & Roll to map for suggested routes.

Walking Safety Tips

- **Be alert.** Everything else on the road is bigger and moving faster than you, from scooters to bicycles to cars.
- **Make eye contact with drivers.** Don't assume drivers see you, especially at intersections. Make sure drivers stop for you before entering the street.
- **Cross at crosswalks and corners.** This is where drivers expect to see you. Check traffic both ways before crossing. Allow time to cross safely.
- **Be predictable.** Do not run off the curb for a fast start.
- **Teach children** to recognize and obey traffic signals and markings.
- **Obey crossing guards.** They help you cross safely at difficult intersections. An adult crossing guard guides crossing at the intersection of Louis and Amarillo. Student crossing guards help direct pedestrians at Ohlone entrances on Amarillo.




Ohlone Elementary School
WALK AND ROLL TO SCHOOL
SUGGESTED ROUTES
School
Suggested Route (Walking and Biking)
XX (X) Est.Walking Time (Biking Time)
Crossing Guard Location
Pedestrian and Bicycle Access
Bicycle Parking
Traffic Signal
All-Way Stop
Marked Crosswalk
Parks and Open Space
County/City Boundary
Inset
Amarillo Avenue
Greer Road
Louis Road
Ohlone Elementary School
Van Auken Circle
Sycamore Drive
Lawrence Lane
Colorado Avenue
For more Safe Routes to School information, please visit: www.cityofpaloalto.org/saferoutes
The Palo Alto Safe Routes to School Partnership encourages parents to walk or bike with students and use this mapping tool to explore options for commuting from home to school. Parents are responsible for choosing the most appropriate route based on their knowledge of conditions on the route between home and school and the experience level of their child.
Rinconada Park
Embarcadero Road
Heather Lane
One Mile
Seale Avenue
Newell Road
California Avenue
Jordan Middle School
1/2 Mile
1/4 Mile
Oregon Expressway
See Inset
Moreno Avenue
Amarillo Avenue
Cowper Street
Ohlone Elementary School
Greer Park
101 Freeway
Colorado Avenue
Sandra Place
Hoover Park
Clara Drive
Waverley Street
Middlefield Road
Ross Road
Louis Road
Seale Park
Greer Road
Loma Verde Avenue
0 1/8 1/4 Miles
CITY OF PALO ALTO


CURB ONLY
NO DROP OFF HERE
THAT WOULD BE
Baaaad!
WAIT FOR THE ROOSTER
Thank Ewe!



Safe Ingress/Egress Planning

Identify evacuation routes and assembly locations based on the potential school needs during an emergency. *Check the boxes below to indicate your schools progress.*

X **On-Campus Evacuation/Assembly Locations**
Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff. There should be at least a primary and a secondary location identified by Risk Management.

X **Off-Campus Evacuation/Assembly Locations**
Determine if there is a facility close to your school that can potentially house your staff and student body. There should be at least a primary and a secondary location identified by Risk Management.

If applicable, Memorandum of Agreement
Establish a memorandum of agreement with the offsite evacuation site(s).

X **Evacuation Routes**
Include maps of evacuation routes for classrooms and all other buildings on campus. Maps of evacuation routes should be posted in every classroom in a way that cannot be easily removed.

X **Document**
Document the Evacuation/Assembly locations in your School Emergency Response Plan.

Due to COVID-19, and to comply with recent State and local guidelines, PAUSD has created a temporary Campus Zoning program designed to maintain a safer and healthier academic environment. All students and staff are asked to enter and exit through the specific ingress/egress locations assigned to them. Bike racks are available in academic zones to promote active transportation. Hand sanitizer is also available at each ingress point. PAUSD seeks to balance State and local guidance with the various needs of our school communities.

We are limiting access to Academic Zones to only approved students and essential staff. Academic Zones will grow as we receive a growing number of in-person learning students.

It is extremely important that health and safety screening takes place before students or staff enter buildings. Reminders will be sent out before the start of every school day reminding parents and guardians to fill out the mandatory health screener using the Parent Square app. All staff are to fill out the Google form screener provided by the District Office. If a student or staff member answers “Yes” to any of the questions asked in the screener, they are not allowed on campus. The DO, site administrators, their staff designees and the Transportation Department will have access to student screening results. Students are also required to complete the screening process before they board PAUSD buses. Transportation dispatchers will communicate to bus drivers which of their students are cleared to board the bus and attend school.

G. Visitor Management

The following procedures are in place to manage visitors on the school site:
BP 1250 - Visitors
Board Policy 1250

Adopted:
Tuesday, January 12, 2010
Tuesday, January 11, 2011
Tuesday, June 19, 2018

The Board of Education believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and to minimum interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.
Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all visitors who are not students or staff members while on school premises.

Due to COVID-19, only necessary visitors or volunteers are allowed on campus due to COVID-19. Any visitor or volunteers must wear all appropriate PPE and complete health screening before the start of their shift before entering any PAUSD facilities. This is to include contractors for the purpose of maintenance or construction type work.

No electronic listening or recording device may be used by any person in a classroom without the teacher and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Administrative Regulation 1250

Adopted:

Tuesday, August 31, 2010
Tuesday, July 19, 2011

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information:
1. His/her name, address and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.

When a visitor fails to register, or when the principal or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request.

H. Procedures Safe and Orderly School Environment Conducive to Learning

Safe/Orderly School Environment

The following steps have been taken to promote a safe and orderly learning environment on campus:

Our Core Values are the foundation for our student-centered and developmental approach to teaching, learning, and playing. Our students, families, and staff promote the goals of an Ohlone Education through The Ohlone Way to ensure a safe and welcoming learning environment for all. Please read details below.

The Ohlone Way

As a Choice School in the Palo Alto Unified School District, Ohlone is committed to a set of philosophies and values in our approach to education, community, and personal responsibility. Collectively, these philosophies and values are often referred to as "The Ohlone Way".

Ohlone's Core Values

- **Trusting and Respecting Each Individual:** Mutual respect, honesty, and personal responsibility are key elements
- **Developmental Approach:** Each student's curriculumn acknowledges the uniqueness and developmental level of that individual.
- **Growth and Assessment:** An ongoing process of observation and feedback is utilized, designed to recognize individual growth and change.
- **Meaningful, Relevant Curriculum:** Ohlone provides a "training ground for real life" so that each student becomes a self-directed, thinking, lifetime learner.
- **Multi-dimensional Learning:** Optimal learning focuses on the whole child: Social, emotional and academic development are of equal importance.
- **Cooperation and Collaboration:** Students of multiple ages work together on projects designed to help them share strengths, accept support & communicate ideas.
- **Student-Teacher-Parent Partnership:** Students, teachers, and parents are partners who work together to support the students and school programs.

Goals of an Ohlone Education

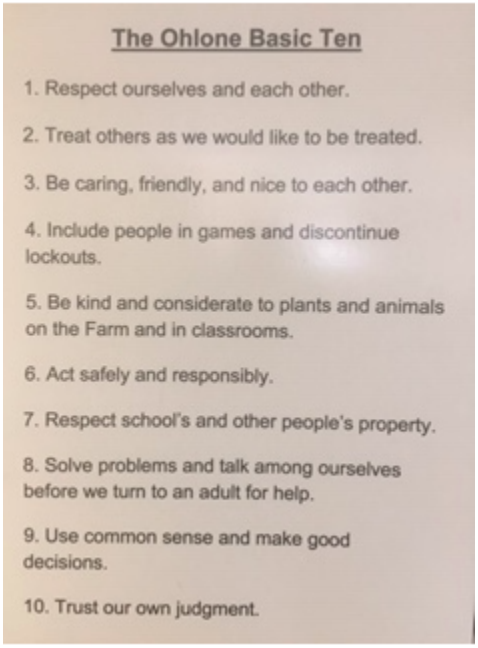
- **Self - Awareness** - Our children will have positive self - images and know their strengths and challenges
- **Independent Thinking** - Our children will have a growth mindset, think for themselves, act responsibly and be resilient
- **Time Management** - Our students will manage their time wisely, focus on quality work and take responsibility for their own learning
- **Democratic Values** - Our children will realize the meaning of democratic values and give voice to their principles through their words and actions
- **Acceptance and Compassion** - Our children will show compassion for others and value different perspectives
- **Citizenship and Community** - Our children will understand their places in the global community and care about the environment
- **Lifelong Learning** - Our children will view learning as a lifelong process that will enrich their lives
- **Physical Awareness** - Our children will be aware of, and comfortable with, their own bodies
- **Risk Taking/Creativity** - Our children will be comfortable taking risks to express their creative selves

FAQ: How do we support Social-Emotional Learning at Ohlone?

- Social and emotional learning embedded in everything we do
- Teachers design lessons that promote cooperation and collaboration
- Class meetings are foundational
- Conflicts & issues are addressed through collaborative problem-solving.



- Kids are encouraged to take risks, make mistakes, and learn.



I. Nondiscrimination/Harassment

Board Policy 5145.3 – Nondiscrimination / Harassment

Adopted:
Tuesday, February 11, 2014
Tuesday, September 12, 2017
Tuesday, June 19, 2018

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination includes discriminatory harassment, intimidation, or bullying, consisting of physical, verbal, nonverbal, or written conduct, based on one of the categories listed above, that is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. Prohibited discrimination also includes different treatment of students with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Discriminatory harassment under Board Policy 5145.3 includes harassment on the basis of gender, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

While sexual harassment and sexual violence are forms of discrimination and discriminatory harassment on the basis of sex, this policy shall ***not*** be used to address sexual harassment or sexual violence complaints. All sexual harassment and sexual violence reports or complaints involving students shall be addressed through BP 5145.7 and BP/AR 1312.3.

Though an incident of alleged harassment, intimidation, and/or bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in harassment, intimidation, or bullying at school or a school activity that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the school shall respond promptly and effectively to investigate the complaint, determine what happened, eliminate any harassment that occurs at school or a school activity, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR) 5144. Other possible responses include, but are not limited to, those listed in AR 1312.3.

The Board also prohibits retaliatory behavior or action against any person who reports, testifies about, files a complaint, or otherwise participates in a District complaint, investigation or grievance process relating to an incident of discrimination, including discriminatory harassment, intimidation, or bullying.

The Board is committed to providing age-appropriate training and information to students, parents/guardians, and employees regarding unlawful discrimination, including discriminatory harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents and to whom such reports should be made. Staff and administrators will also receive training on their responsibilities for responding to reports or complaints of discrimination under the District's Uniform Complaint Procedure.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The Principal/designee shall develop a plan to provide students with appropriate interim remedies when necessary for their protection from actual or threatened discriminatory harassment or other discriminatory behavior.

Students who engage in discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Any school district employee who observes an incident of discrimination, including discriminatory harassment, intimidation, or bullying shall immediately intervene when safe to do so and report the conduct to the Principal/designee or District Compliance Officer within one school day.

Grievance Procedures
All reports or complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying involving a student complainant or a student respondent shall be addressed in accordance with the District's Uniform Complaint Procedures in BP/AR 1312.3.

The following individual is designated to handle complaints under the Uniform Complaint Procedures regarding

unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on the protected categories identified above, and to answer inquiries regarding the district's nondiscrimination policies:

District Compliance Officer
25 Churchill Avenue, Palo Alto, CA 94306
650-833-4262
complianceofficer@pausd.org

Upon receiving a complaint of discrimination, including discriminatory harassment, intimidation, or bullying, the District Compliance Officer shall immediately address and investigate the complaint in accordance with the Uniform Complaint Procedures in BP/AR 1312.3.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, including discriminatory harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language. Additionally, when otherwise necessary to provide access to information for limited English proficient students and parents/guardians, as required by federal law, the complaint forms shall be translated into the student's or parent/guardian's primary language.

A student may also file a discrimination complaint with the Office for Civil Rights (OCR) of the United States Department of Education. Instructions for filing a complaint can be found at: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

J. Discipline: Suspension & Expulsion Policies

Board Policy 5144 – Discipline

Adopted:
Tuesday, January 12, 2010
Tuesday, September 27, 2011
Tuesday, August 25, 2015

The Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and for correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed.
The Superintendent or designee may create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy and district regulations. The Board at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.
At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and the opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning in the school. Corporal Punishment ((marked for deletion; BPRC recommends retaining)) Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal; punishment.

Administrative Regulation 5144 - Discipline

Adopted:
Tuesday, August 2, 2011
Tuesday, August 25, 2015

Site-Level Rules
Site level rules shall be consistent with district policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views and advice of one representative selected by each of the following groups:
1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For middle and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

School rules shall be communicated to students clearly and in an age- appropriate manner.
It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies
To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:
1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess

the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Recess Restriction
A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:
1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

A teacher may not restrict a student's recess time as a disciplinary measure unless the safety and health of the student or other students are at risk.

Corporal Punishment
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

Detention After School
Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service
As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section.

Notice to Parents/Guardians and Students
At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline.

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Board Policy 5144.1 – Suspension and Expulsion / Due Process

Adopted:
Tuesday, January 12, 2010
Tuesday, October 9, 2012
Tuesday, May 28, 2013
Tuesday, August 25, 2015

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension and Expulsion

Except when a student commits an act that violates Education Code 48900(a)-(e) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in Education Code 48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 - Discipline.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation.

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems.

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom.

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law and that, if there are reasonable factors that may

prevent the parent/guardian from complying with the requirement, he/she should contact the school.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee.

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by any method that maintains the confidentiality of the student's records.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. *(Education Code 48900.1)*

Supervised Suspension Classroom
To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct.

Decision Not to Enforce Expulsion
Order Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation.

Maintenance and Monitoring of Outcome Data
The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

If applicable: School Site Specific Rules and Procedures on School Discipline

K. Search and Seizure

Board Policy 5145.12 - Search and Seizure

Adopted:
Tuesday, January 12, 2010

The Board of Education is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.
The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

Individual Searches
School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

L. Dress and Grooming

Board Policy 5132 - Dress and Grooming

Adopted:
Tuesday, January 12, 2010

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel
The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

Administrative Regulation 5132

Adopted:
Tuesday, August 2, 2011

Appearance and dress shall be clean and appropriate for school and shall not interfere with teaching and learning.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board of Education policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day.

In addition, the following guideline shall apply to all regular school activities:

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

M. Americans with Disabilities Act

The District and Schools must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans with Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand.

Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, each PAUSD school will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations, not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities. Wheel chair confined persons with respirators have **PRIORITY** Assistance during an evacuation if there is smoke. Please see **Section VI** for additional information on persons with disabilities during evacuations. The District and School sites should attempt to pre-identify employees or students with special needs that may need additional assistance in the event of an emergency.

ACTIONS TO TAKE PRIOR TO EMERGENCY SITUATIONS

Organize Evacuation Committee for the Disabled—Identify your in-school team charged with developing your site-specific emergency evacuation plan for students, employees, and/or visitors with disabilities.

Suggested team members include:

Employees with disabilities;
Students with disabilities and/or their parents; and
Staff members trained and/or experienced in working with individuals with disabilities such as:
Site administrator
Campus Safety & Security
School nurse;
Physical therapist;
Special education teacher; and
Guidance counselor.
Teachers;
Clerical staff members;
Students (secondary schools);
Building service workers;
Any staff members trained as an EMT or firefighter.

Consult with Experts for Assistance

Consult with the experts from the following agencies for assistance with developing your school's emergency evacuation plan for the disabled:

Fire and EMS department officials;
Emergency medical personnel (fire & EMS departments); and
Police department officials.

N. Mass Care, Welfare, and Shelter Procedures

Palo Alto Unified School District Board Policy 3516.3 grants the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The District will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

O. Opioid Prevention and Life-Saving Response Procedures

Recent increases in opioid overdose-related deaths span across adult and youth populations, indicating that schools should develop and implement additional safety nets to protect students and school staff. In addition to drug awareness and education programs, Palo Alto Schools can implement the Coalition for Safe Schools and Communities Naloxone Protocol for
Schools to reverse opioid overdoses on campus. Palo Alto School District is partnering with the State of California to offer the Naloxone Distribution Project (NDP) to Palo Alto Schools. The NDP aims to reduce opioid-overdose deaths through training and the provision of free
Naloxone. Palo Alto Unified has established minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of California Education Code 49414.3.

The Naloxone for Schools Toolkit is a set of protocols and resources that comply with Education Code requirements detailing how to train staff, obtain, and administer Naloxone. Palo Alto Unified offers training on the Naloxone Toolkit.

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 works by blocking the opioid receptor sites (opioid antagonist), thereby quickly reversing the toxic effects of the overdose. 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.

Naloxone is administered when a person is showing signs of opioid overdose. The NDP provides schools with Naloxone in the form of an intranasal spray. NARCAN® Nasal Spray is a brand name for Naloxone.

What Are Opioids?
Opioids are natural, synthetic, or semi-synthetic 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. At least three factors are important to consider when judging the strength of an opioid and therefore its risk for causing an overdose:

• Prescription opioids come in short-acting and long-acting formulations. Short-acting and long-acting opioids

contribute to overdoses in different ways. For example, oral methadone usually stays in the body for more than 24 hours and therefore can contribute to overdose risk over a long period of time, whereas intravenous fentanyl only lasts for a few minutes.

• Tampering with how an opioid medication is manufactured can turn a long-acting, less potent medication, into a more potent, rapid-acting one. If an extended-release tablet is crushed, the medication becomes short-acting and more potent.

• Rapid delivery of opioids via injection and smoking increases overdose risk. The faster the opioid is delivered, the more intense the high, but also the greater risk of overdose. Injecting heroin delivers more opioid to the brain faster than sniffing. However, no delivery method protects an opioid user from overdose.

What Is Fentanyl?
Pharmaceutical fentanyl is a synthetic opioid, approved for treating severe pain, typically advanced cancer pain. It is 50 to 100 times more potent than morphine. However, illegally produced fentanyl is sold through illicit drug markets for its heroin-like effect, and it
is often mixed with heroin or other drugs, such as cocaine, 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. Illegally made fentanyl is the primary driver of the recent increase in U.S. overdose deaths, and fentanyl-involved deaths are fastest growing among those 14 to 23 years old. 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 or methamphetamine and are extremely dangerous because they often appear identical to legitimate prescription pills. The user is likely unaware of how lethal they can be.

Fake pills have been found in all 50 states. Fentanyl is cheap, potent, and profitable, so drug dealers use it to make fake pills. It can also be found in party drugs like cocaine and MDMA. New forms of this counterfeit drug are constantly emerging, the most recent of which is “rainbow” fentanyl. According to the DEA, rainbow fentanyl is prepared to look like brightly colored candy and is intended to appeal to children and young adults.

Understanding and Recognizing Opioid Overdoses

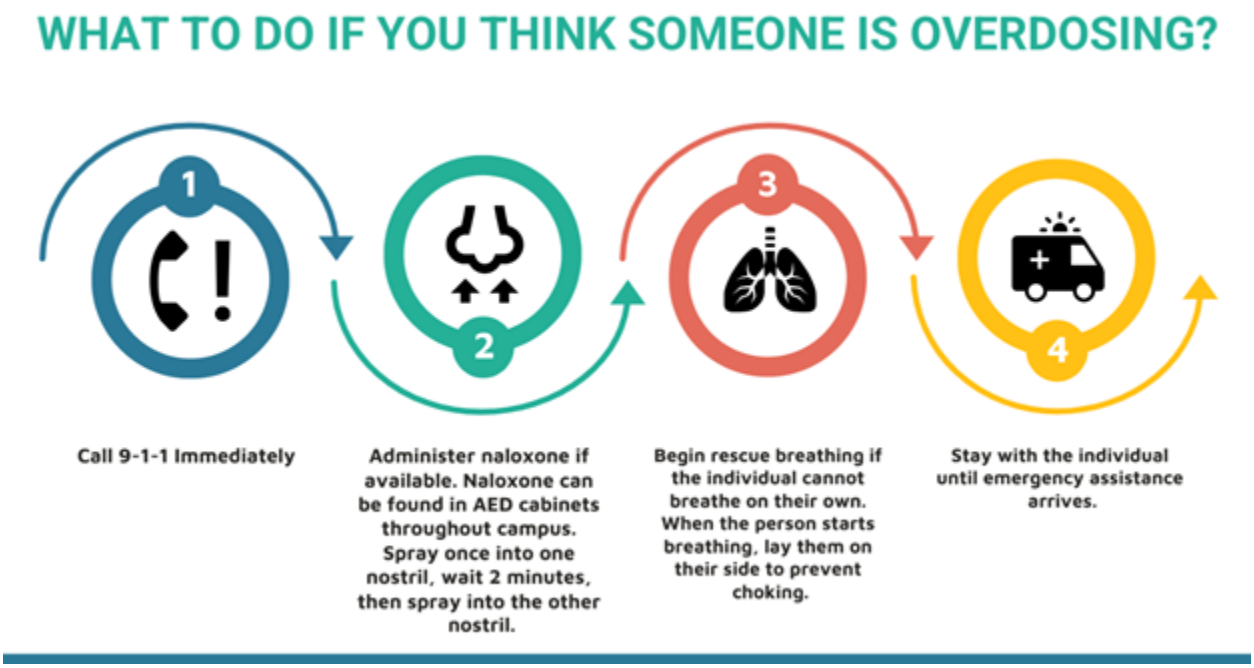
According to the CDC, an overdose is an injury to the body (poisoning) that happens when a drug is taken in excessive amounts. An overdose can be fatal or nonfatal. During an opioid overdose there are so many opioids or a combination of opioids and other drugs in the body that the victim becomes unresponsive to stimulation and/or breathing becomes suppressed and inadequate. Those experiencing an overdose become unresponsive, or unconscious, because opioids fit into specific brain receptors that are responsible for breathing. When the body does not get enough oxygen, lips and fingers turn blue. These are signs that an overdose is
taking place. A lack of oxygen eventually affects other vital organs including the heart and brain, leading to unconsciousness, coma, and death. Not all overdoses are fatal. With opioid overdoses, the difference between life and death depends on breathing and oxygen.

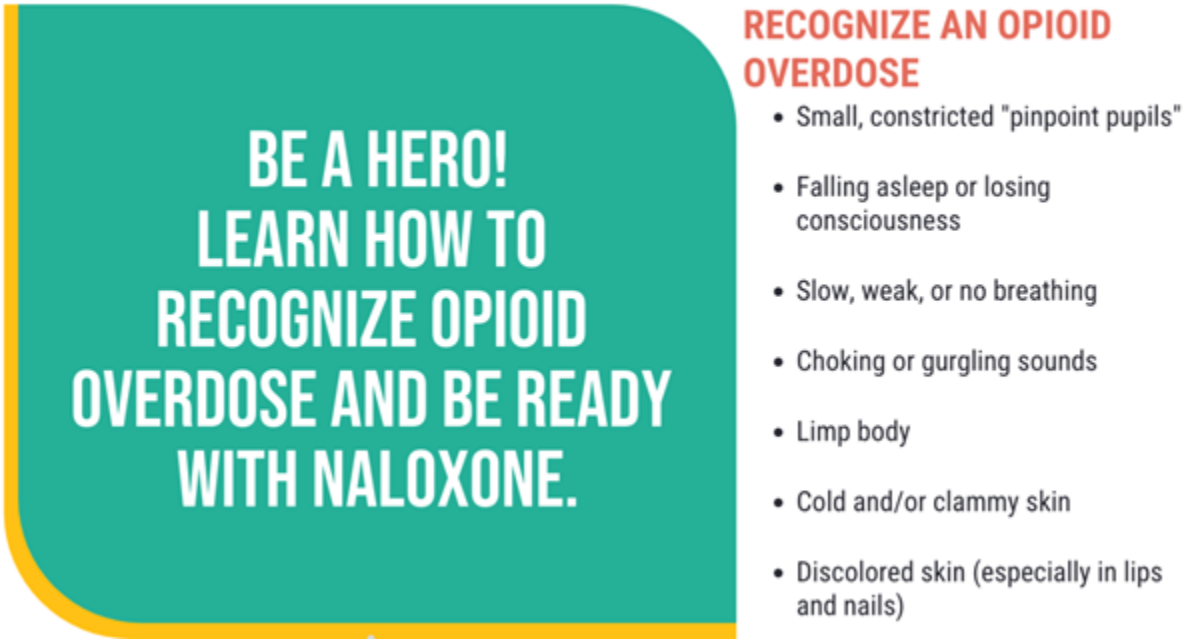
SIGNS OF AN OPIOID OVERDOSE - WHAT TO LOOK FOR
• Pale, blue, or cold skin
• Small, constricted pinpoint pupils
• Limp body response
• Slow, erratic, or undetectable pulse (heartbeat)
• Drowsiness or loss of consciousness

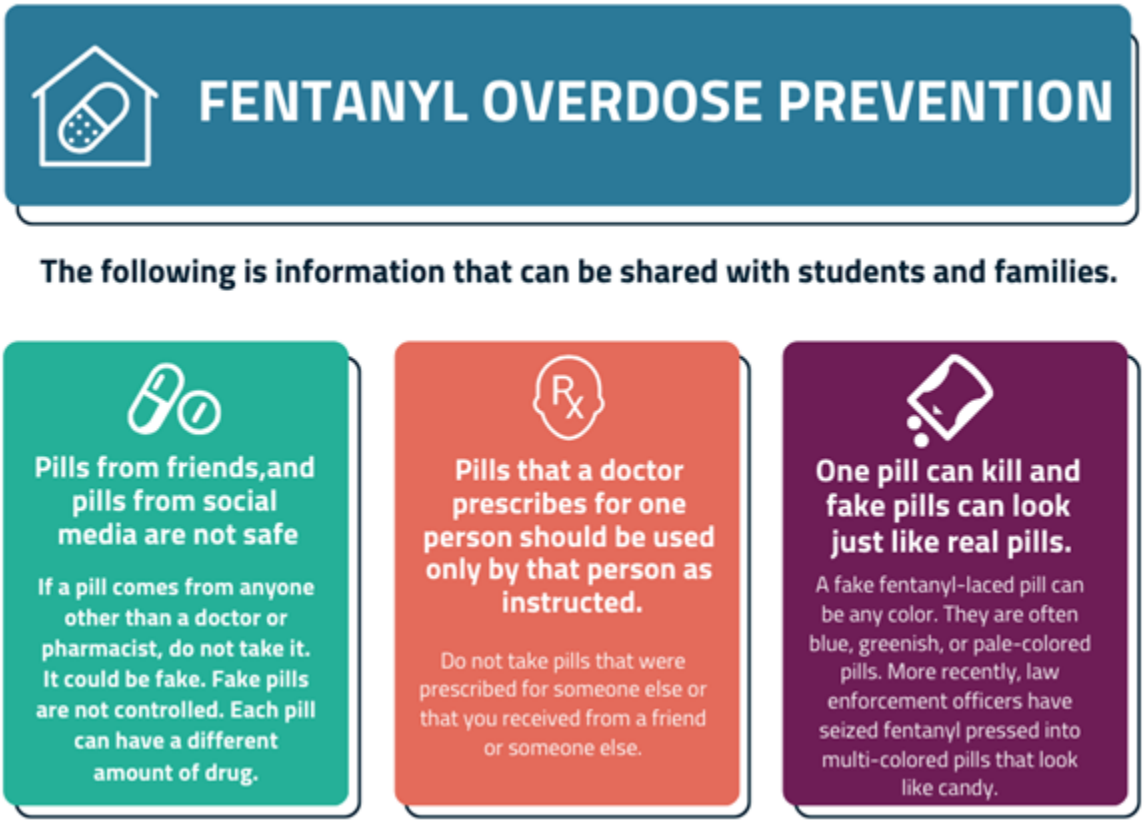
• Choking sounds or a gurgling/snoring noise
• Slow, irregular, or ceased breathing
• Nonresponsive

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. There are some relatively harmless ways to stimulate a person. These strategies are: yelling their name, shaking their shoulders, and if they do not respond, rubbing 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 could later become unresponsive and would need help.

Where and How to Access Naloxone on Campus
Naloxone is currently available in the following locations.
• Health Office
• In specific automated external defibrillators (AED) cabinets. Those with Naloxone have been clearly labeled.
• Offsite/Field Trip Emergency Bag
• Athletic Trainers







HOW TO RESPOND- DETAILS

Perform Rescue Breathing
For a person who is not breathing, rescue breathing is an important step in preventing an overdose death. 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.

Steps for rescue breathing are:

1. Place the person on their back and pinch their nose
2. 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.
3. Give two (2) deep, slow breaths.
4. Blow enough air into the lungs to make the chest rise.
5. 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.
6. Breathe again every five (5) seconds; continue until spontaneous breathing resumes.
7. Perform chest compressions along with rescue breathing if no pulse is present
Call 911

An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications as a result of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Administer Naloxone (Narcan)
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 these issues, 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. Due to the complex nature of each of these medical emergencies, it is critical to call 911.

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
6. If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril
7. If the individual is still not responding, or continues to slip in and out of consciousness, it is safe to continue administering additional doses every one (1) minute in alternating nostrils until first responders arrive. Keep track of the total number of doses administered so you can provide this information to first responders.

Administer CPR (if the person is not breathing)

Steps for performing CPR are:

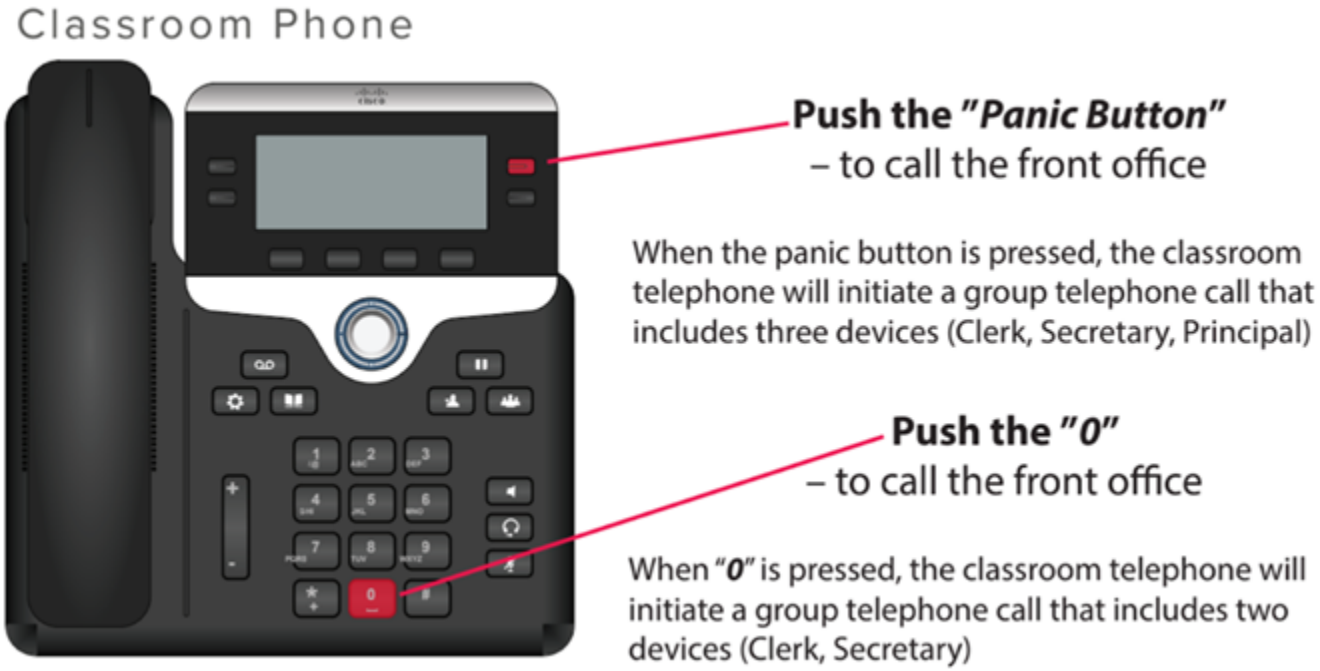
1. Place the person on their back and perform thirty (30) chest compressions (2 inch depth above the sternum).
2. Tilt chin up to open the airway. Check to see if there is anything in the mouth blocking the airway. If so, carefully remove it.
3. Pinch their nose and give two (2) deep, slow breaths.
4. Blow enough air into the lungs to make the chest rise.
5. 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.

6. Continue providing thirty (30) chest compressions (2 inch depth above the sternum) followed by two (2) deep, slow breaths until spontaneous breathing resumes or first responders arrive..

Follow Up
• If the victim is a student, contact parent/guardians per school policies
• If the victim is not a student, site administrators may consult with district administrators regarding potential notifications and next steps
• Site administrator will complete the Safety Incident Report Form
• Facilitate a debriefing with responding staff and broader school community as needed. Use trauma-informed lens to consider the potential impact on various groups depending on the situation (i.e. witnesses, responders, etc.).
• Consider a plan of care for the student's or staff member's safe return to school. Consider Child Find and/or coordinate with existing student support teams.

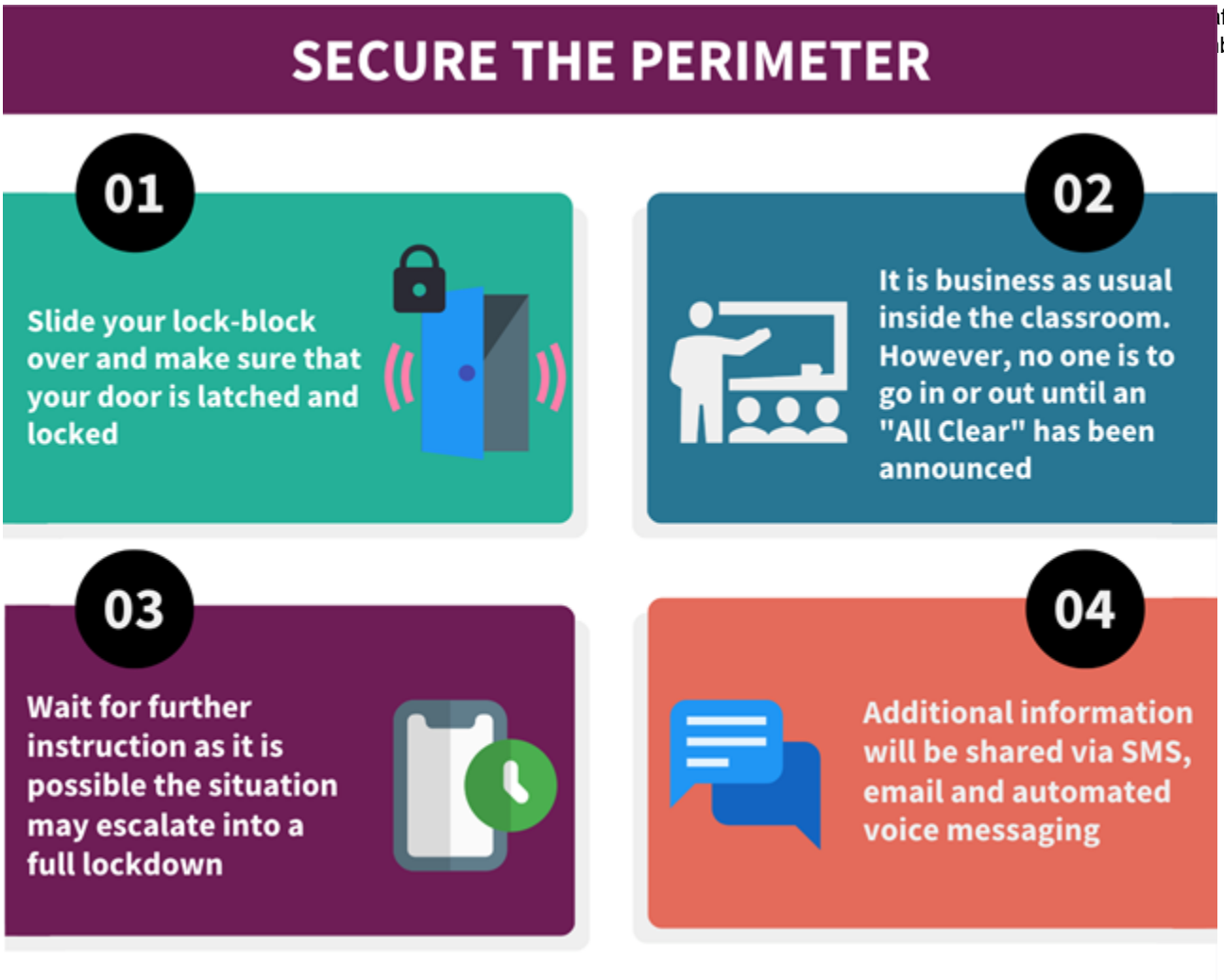
P. Response Procedures for Dangerous, Violent, or Unlawful Activities

Communication



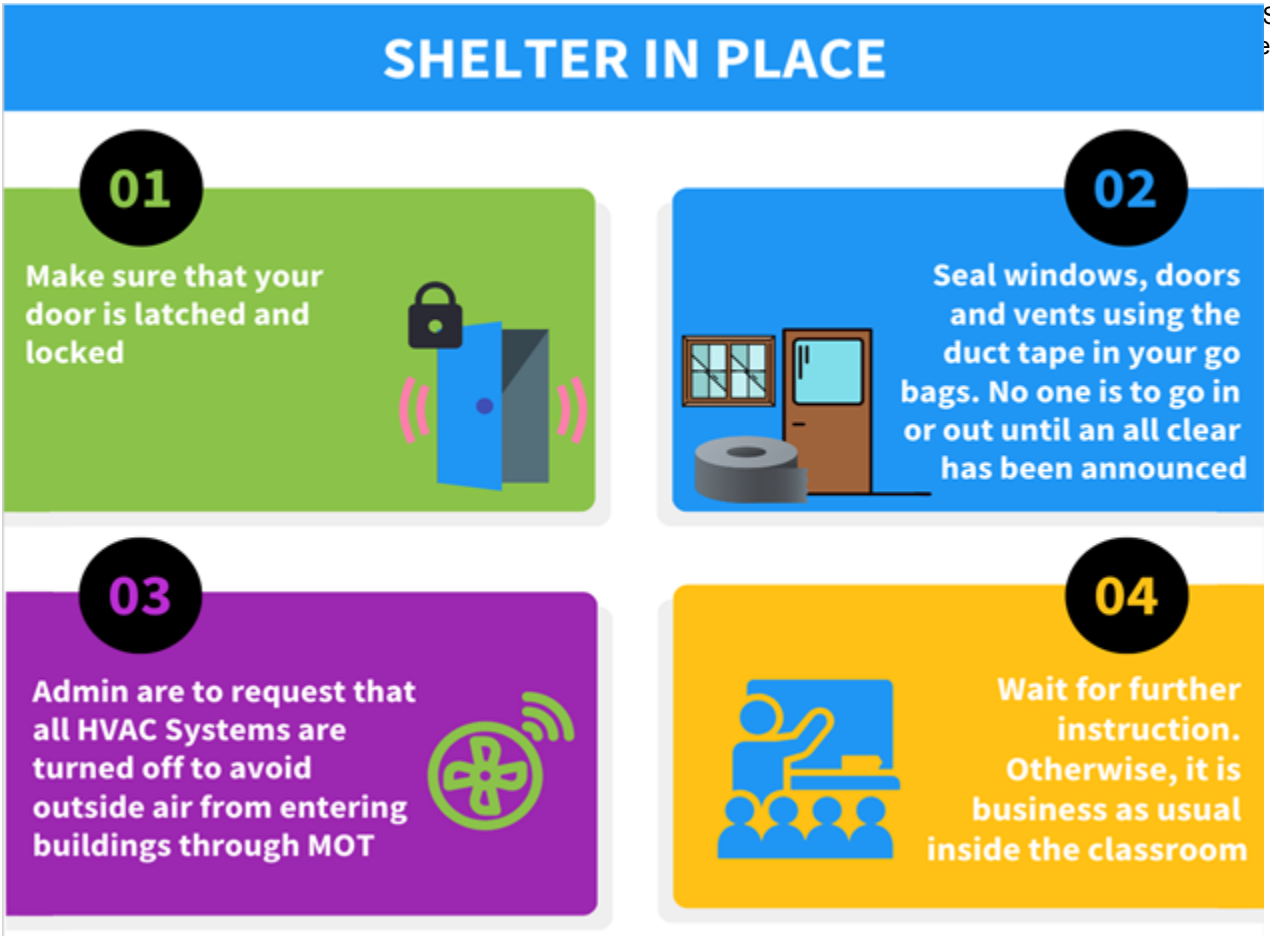
When 9-1-1 is called, the school Clerk, Secretary, Principal and District Office personnel will be notified. Follow up is activated once notified.

Secure the Perimeter is when there is a threat or hazard outside the school building. Whether it's due to police activity in the immediate neighborhood, or a dangerous animal like a mountain lion on the playground, securing the perimeter uses the security of the physical facility to act as protection. The situation does not currently pose a threat as long as students, staff and visitors are inside the building. Doors will be locked, but classroom activities will resume. No one will be allowed to leave the facility or enter it from the outside until deemed safe by public safety. Because of the similarities, between a *Secure the Perimeter* response sometimes a *Shelter In-Place* may be called. **Announcing the hazard twice and the response protocol twice: Example: "This is not a drill. Secure the perimeter."**



Shelter In-Place is when there is a hazardous threat outside the school building. For example, a train or large truck carrying chemicals is involved in an accident and there is a release of dangerous substances that first responders have deemed a threat to public safety. The spill can be intentional or unintentional. Shelter In-place procedures use the security of the physical facility to act as protection while sealing off doors, windows and vents. Doors and windows will be locked and sealed as much as possible, but classroom activities will resume. No one will be allowed to leave the facility or enter it from the outside until deemed safe by public safety.

Announcing the hazard twice and the response protocol twice: Example: “This is not a drill. Shelter in-place.”



A **Lockdown** is when there is a direct threat or hazard to people or school property. From parental custody disputes to intruders to an active shooter, Lockdown uses classroom and school security actions to protect students and staff from threats.
Announcing the hazard twice and the response protocol twice: Example: “Your attention please. We have an emergency situation on or near campus. Implement Lockdown Procedures immediately. This is not a drill.”



PALO ALTO
UNIFIED SCHOOL DISTRICT

WAIT FOR UPDATES

- You will receive updates via email, text and automated voice messaging. Pay attention to them as they will inform you about where to go and next steps
- If your school experiences a violent intruder on campus, the school will likely be transported to an offsite reunification point for families to be reunited

CALL ADMIN OR POLICE

- When it is safe to do so, it will be important to share your location with your Admin or the police department. This is especially true if you have students with you
- Share the names of those with you (staff, community members or students) to confirm that those individuals are safe



THE RUN-Hide-Fight PROTOCOL

GET OFF CAMPUS

- If it is safe to do so, remove yourself from the danger and take as many people with you as you possibly can
- Remember that there may be more than one intruder
- If taking students with you, remember that some students may not behave as well outside the classroom structure, so be prepared

THERE IS NO OFFICIAL MEETING SPOT

- For safety reasons, we do not have a predetermined meeting spot for violent intruder threats
- Use your best judgement in terms of where you will go in the event that it is necessary
- If you do not have a cell phone, try to locate a phone

READ CLOCKWISE - KNOW YOUR PLAN - TIMING IS CRUCIAL

PALO ALTO
UNIFIED SCHOOL DISTRICT

STAY AS QUIET AS POSSIBLE

- Silence your cell phone, pager, or radio and instruct others to do the same
- Do your best to keep students quiet
- If you can, utilize Text-to-911 when communicating with law enforcement or Admin to be safe
- Do not evacuate if the fire alarm is activated unless you see fire or smoke

CLOSE WINDOW COVERINGS & STAY OUT OF SIGHT

- If it is safe to do so, close all window shades and blinds
- Stay away from areas within the intruder's line of sight
- Options to hide may be along an inside wall or inside an interior closet



THE Run-HIDE-Fight PROTOCOL

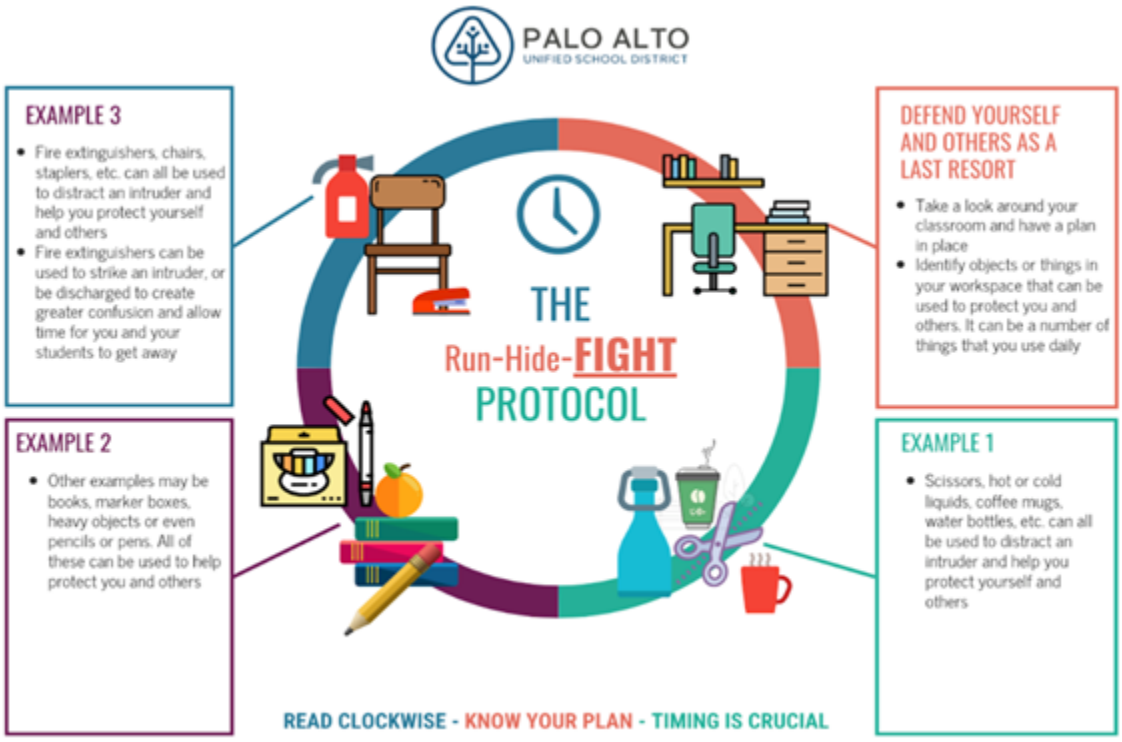
LOCK DOORS

- If your door locking system is manual, remove the lock-block and close and latch your already locked door
- If your door locking system is automated, make sure that the door is latched properly
- Deploy your secondary lock to the door opener or door frame
- Do not open the door for anyone. Police will have keys

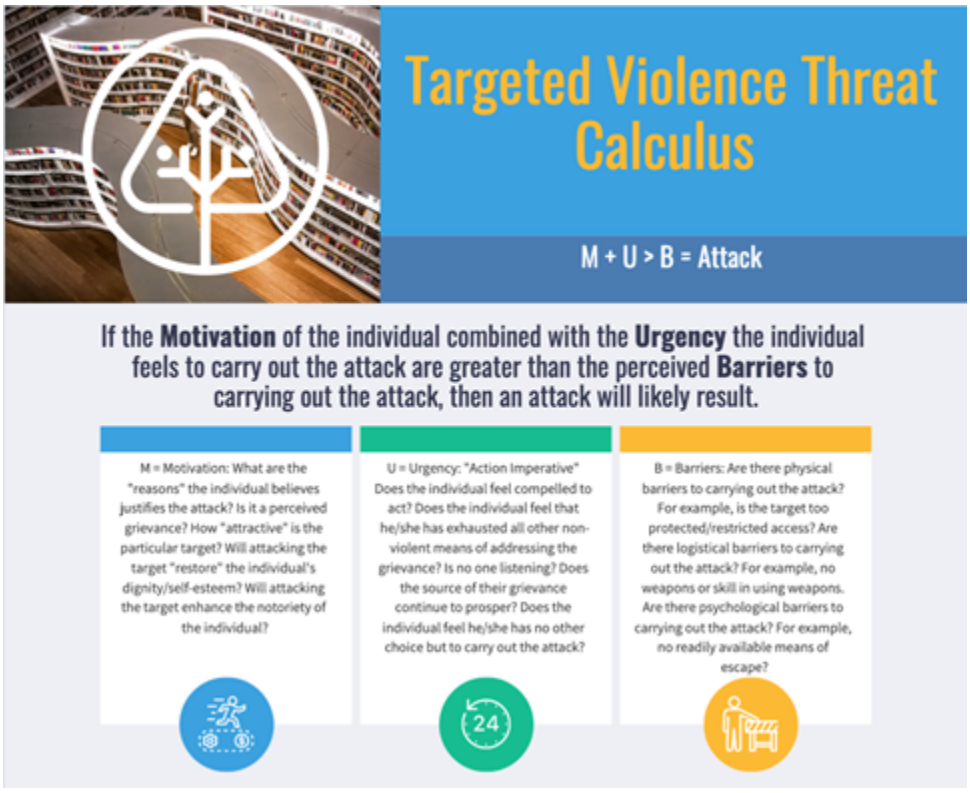
TURN OFF LIGHTS

- Turn all lights off from the light switch
- If your lights cannot be manually turned off, request that they are rewired so that they can. This should be done before an emergency
- Be aware of emergency lighting in areas of your work space that may give away your location when hiding near or under them

READ CLOCKWISE - KNOW YOUR PLAN - TIMING IS CRUCIAL



School violence can be avoided when you know the signs!



Behavioral Threat Assessment Warning Behaviors

"Warning behaviors are not linked to a specific psychiatric diagnosis but instead focus on accelerating patterns of concern for targeted violence risk."

Meloy, J.R., Hoffman. J., Guldimann, A. & James, D. (2012) The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology

8 WARNING BEHAVIORS

Pathway Behavior

Any behavior that is part of research, planning, or implementation of an attack.

Calhoun & Weston (2003); Fein & Vossekuil (1999) Preventing attacks on Public Officials and Public Figures, Fein & Vossekuil (1998) Protective Intelligence and Threat Assessment Investigations: A guide for State & Local Law Enforcement

Identification Behavior

These types of warning behaviors will often show a desire to be a "pseudo-commando," will have a close association with weapons, military and/or law enforcement, identification with previous attacks, or identifying oneself as an agent to advance a cause or belief system. Meloy, J.R. Hoffman, J., Roshdi, K., Glaz-Ocik, J., & Guldiman, A. (2014) Warning Behaviors and Their Configurations...

Energy Burst Behavior

There will be an increase in the frequency or variety of any noted activities related to the target in days or weeks before the attack. Activities may appear innocent or innocuous when viewed out of the warning behavior context. Meloy, J.R. Hoffman, J., Roshdi, K., Glaz-Ocik, J., & Guldiman, A. (2014) Warning Behaviors and Their Configurations...

Last Resort Behavior

This is "violent action imperative" and "time imperative." An increase in desperation and distress will most likely become evident in words and actions. Violence is considered the only option left at this point and is justified in the individuals mind because target won't respond to peaceful alternatives. Mohandie, K. & Duffy, J. (1999) First Responder and Negotiation Guidelines with the Paranoid Schizophrenic Subject/ Meloy, J.R. Hoffman, J., Roshdi, K., Glaz-Ocik, J., & Guldiman, A. (2014) Warning Behaviors and...

Fixation Behavior

Any behavior that indicates an increasingly pathological preoccupation with a specific person or cause: "Grievance addiction."

Mullen, P. James, D. Meloy, J.R., Pathe, M., Farnham, F., Preson, L...Berman, J. (2009) The Fixated and the Pursuit of Public Figures

Novel Aggression Behavior

An act of violence that appears to be unrelated to any targeted violence pathway warning behavior.

Meloy, J.R., Hoffman, J., Roshdi, K., Glaz-Ocik, J., & Guldiman, A., (2014) Warning Behaviors and Their Configurations Across Various Domains of Targeted Violence

Leakage Behavior

Communicating an intent to commit a violent act to a third party. Communication by the potential active shooter of intent to participate in an active shooter event. It may be said jokingly. However, leakage can be a critical warning sign indicating a serious commitment to carrying out an active shooter event.

Direct Communicated Threat Behavior

This is when the individual directly threatens target. If there is a direct threat, it must be taken seriously and should be assessed. It may be actionable in terms of calling law enforcement and making an arrest. Do not ignore a direct threat. Meloy, J.R., Hoffman, J., Guldiman, A. & James, D. (2012) The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology

****Slides from PAUSD's Workplace Violence Prevention and Response Training****

According to the U.N., there are 1.7 million schools globally. And yet, the likelihood of a school attack is extraordinarily low.



There are 4 Types of Workplace Violence

Type 1 Violence - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 Violence - Workplace violence directed at employees by customers, clients, patients, students, or visitors.

Type 3 Violence - Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 Violence - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

What is a threat?

- A threat is an expression of intent to harm someone. Threats can be spoken, written, or expressed in gestures. Threats may be direct (I'm going to beat you up) or indirect (I'm going to beat him up).
- If a threat is made, make sure that you report it! You can notify your supervisor, or you can report it over Let's Talk. It can even be reported as anonymous. If you feel that a person is becoming physically violent with you and that a threat is imminent, call 911 and then your supervisor when possible.
- When in doubt about whether a student or staff member's behavior is a threat, we will always evaluate it as a threat.
- We will conduct a Threat Assessment: A threat assessment is conducted when a person (or persons) threatens to commit a violent act or engages in behavior that appears to threaten an act of violence.

5

Comprehensive School Threat Assessment Protocol

A systematic process designed to do the following:



The Goal of Threat Assessment

When we conduct a threat assessment, essentially, we are trying to figure out if the individual in question is on the pathway to violence. If so, how far along are they, and how can we get them off the pathway?

Pathway to Violence



Evaluating the Threat

Threat Levels



Threats are categorized as follows:

Transient Threats – are statements that do not express a lasting intent to harm someone. Transient threats are intended as either figures of speech or reflect feelings that dissipate in a short period. All transient threats end in an apology or explanation that makes clear the threat is over.

Substantive Threats – are statements that express a continuing intent to harm someone. They indicate a desire and raise concerns that someone is in danger of being harmed beyond the immediate incident. A threat not retracted or resolved should be considered substantive.

A **serious substantive** threat usually involves a fight or a threat to hit someone or harm someone without the use of a weapon

A substantive threat that involves using a firearm or a knife will be classified as **very serious substantive** because of the potential for severe injury. All serious substantive threats are reported to the Deputy Superintendent/District Safety Manager

When Does Suspicious Behavior Become Suspicious?

- Just because something seems suspicious, doesn't mean that something is wrong.
- Suspicious behavior begins with the breaking of social boundaries.



What we've Learned? Prevention is Key!



There is no profile of an Active Shooter, nor is there a profile for the type of school or facility that has been targeted. Attackers have varied in:

- Age (6 youngest to 88 oldest)
- Gender
- Race
- Grade level and Position
- Academic and Professional performance
- Social characteristics

Targeted facilities such as schools have even varied in:

- Size
- Location
- Student ratios

Rather than focusing on a set of traits or characteristics, we should be focused on gathering relevant information about a person's behaviors, situational factors, and circumstances to assess the risk of violence and other harmful outcomes

Other Important Key findings...Prevention is Key!

- Attackers usually have multiple motives
- Most attackers used firearms
- Most attackers had experienced psychological, behavioral, or developmental symptoms
- Half of attackers researched had interest in violent topics
- All attackers experienced social stressors
- Nearly every attacker experienced negative home life factors
- Most attackers were victims of bullying
- Most attackers had a history of disciplinary actions
- All attackers exhibited concerning behaviors & most communicated an intent to attack

The "Bystander Effect"

A social psychological phenomenon in which individuals are less likely to offer help or share information when other people are present.



Finding:
In **81%** of incidents **at least 1** person had prior knowledge of the attack



Finding:
In **59%** of incidents **more than 1** person had prior knowledge of the attack



Finding:
School climate affected whether bystanders came forward with information related to the threats.

Warning Behaviors

Warning behaviors are not linked to a specific psychiatric diagnosis but instead focus on accelerating patterns of concern for targeted violence risk



Meloy, J.R., Hoffman, J., Guldiman, A. & James, D. (2012) The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology



Don't Delay – "Normalcy Bias"

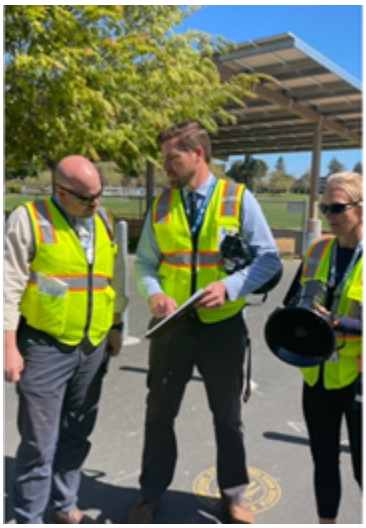
On average, **Trade Center** survivors waited 6 minutes before heading downstairs

About 1000 people took the time to shut down their computers after the buildings had already been struck by planes.

Almost everyone saw and smelled smoke, smelled jet fuel, or heard someone giving the order to evacuate.

They knew something was wrong, and yet, they ran to their desks and made phone calls. Called their spouse. Called their siblings, etc. Why did they procrastinate leaving?

Psychologists call this tendency the "normalcy bias."



Combating "Normalcy Bias" Using Training/Drills

1. It's vital that staff in OR outside the building know and understand the plan
2. Drills help to identify weak spots and uncover areas of need
3. Drills test and sharpen our capabilities
4. Drills help us to think and prepare for the "unthinkable" outside of what is normal

To review our Workplace Violence Prevention Plan, please visit the following link.



7

Steps to Gun Violence Prevention in our Schoools

https://www.pausd.org/school-life/safety-security

@PAUSD_SAFETY

650-833-4279

PALO ALTO
UNIFIED SCHOOL DISTRICT

Comprehensive Education and Awareness

Implement a comprehensive armed assailant prevention and response plan and training, that raises an awareness around the "8 Behavioral Threat Assessment Warning Behaviors." This is to include pathway behavior, fixation behavior, identification behavior, novel aggression behavior, energy burst behavior, leakage behavior, last resort behavior, and direct threat communicated behavior.

Early Intervention and Mental Health

Establish a robust system for identifying and addressing mental health concerns among students. Foster a safe and supportive environment where students feel comfortable seeking help. Collaborate with mental health professionals to provide counseling services and interventions as needed.

Strengthened Security Measures

Enhance security measures to ensure a safe learning environment. This includes implementing controlled access points, installing surveillance cameras, and employing trained security personnel. Conduct regular drills and simulations to prepare students and staff for potential emergencies. Develop protocols for responding to threats and ensure clear communication channels between school staff and law enforcement.

Anonymous Reporting Systems

Establish a confidential reporting system that allows students, parents, and staff to report any concerns or potential threats related to gun violence. This can be done through a dedicated hotline, an online reporting platform, or even anonymous suggestion boxes. Ensure that all reports are taken seriously and promptly investigated.

Promote Responsible Firearm Storage

Promote responsible firearm storage and access among households with students. Educate parents and guardians about the importance of securing firearms in a locked safe or cabinet, separate from ammunition. Encourage responsible gun ownership practices and provide resources for safe storage options.

Community Engagement and Support

Engage the broader community in gun violence prevention efforts. Collaborate with local law enforcement agencies, community organizations, and advocacy groups to create a united front against gun violence. Host community forums, workshops, and awareness campaigns to foster dialogue and promote collective action.

Ongoing Evaluation and Adaptation

Regularly evaluate the effectiveness of the prevention plan and make necessary adjustments to address emerging challenges and trends. Seek feedback from students, parents, staff, and community members to ensure the plan remains relevant and responsive to the needs of the school community. Continuously update policies and procedures based on the best practices and lessons learned from other schools and communities.

Q. Instructional Continuity Plan

V. Standardized Emergency Operations Plan

A. Levels of Emergencies

Emergencies are described in terms of the following three levels:

Level 1 - A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

Level 2 - A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of provincial emergencies requiring regional support.

Level 3 - These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

B. Disaster Service Workers, California Government Code 3100 This is very important. This section is also missing in our EOP.

This code states in part, “All public employees are hereby declared disaster service workers and take an oath of affirmation as such upon hire.” Disaster Service workers (DSWs) are subject to the disaster service activities assigned to them by their superiors or by law. The term “public employees” includes all personnel employed by the State of California agencies, California county and city agencies, and public districts, excluding legally employed aliens. PAUSD employees are designated as DSWs. Section 3100 of the California Government Code applies to public school employees for cases in which:

- A local emergency has been proclaimed,
- A State of Emergency has been proclaimed, or
- A Federal disaster declaration has been made.

Disaster Service Act, California Government Code 8550-8551

This code ensures preparations within the state will be adequate to deal with emergencies and covers use of all available manpower to be used when necessary as Disaster Service Workers.

C. National Incident Management System (NIMS)

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.
The National Incident Management System (NIMS) is a comprehensive, national approach – applicable to all jurisdictional levels across functional disciplines – designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities.

All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education, the U.S. Department of Homeland Security, and/or the U.S. Department of Health and Human Services are required to support the implementation of NIMS.

The NIMS components schools need to implement are:

- Command and Management; the use of the Incident Command System (ICS), Multi-Agency Coordination Systems (MACS), and Public Information Systems.
- Preparedness actions to establish and sustain prescribed levels of capability necessary to execute a full range of incident management operations.
- Resource Management to coordinate the application of tools, processes and systems which provide incident managers with timely and appropriate resources during an incident. Resources include personnel, equipment, and supplies.
- Communication and information Management; the means to develop a common operating picture for communications and system interoperability.

D. FEMA Standardized Training Requirements School Staff

The National Incident Management System places requirements for standardized training in courses on NIMS and ICS. School staff should be trained according to their responsibilities during an emergency or disaster. Staff members who may be considered "general" emergency personnel should complete FEMA ICS100 and ICS700 courses at a minimum, or attend formal training that covers the required subject matter in said ICS courses. Staff members who may be considered "critical" emergency personnel should complete FEMA ICS100, IS700, ICS800, and ICS200 courses at a minimum, or attend formal training that covers the required subject matter in said ICS courses.

FEMA REQUIRED TRAINING	
GENERAL ROLE	**CRITICAL ROLE**
Personnel with any role in emergency preparedness, incident management, or response should complete the following TWO course: ICS -100 An Intro to the Incident Command System ICS- 700 An Intro to the National Incident Management System (NIMS)	Emergency management personnel with a *critical* role in response should complete the following four courses, at a minimum: ICS-100 *An Introduction to ICS* ICS-700 *NIMS, An Introduction* ICS-800.B *National Response Framework, An Introduction* ICS-200 *ICS for Single Resources and Initial Action Incidents*
NOTE: Depending on the school and campus, general incident personnel *may* include: Nurses and Health Officials School Campus Supervisors Counselors, Psychologists, Psychiatrists Technology Specialists Facilities Staff Food Preparation Staff Administrators Educators/Faculty Coaches and Athletic Staff Resource staff, paraprofessionals, and support personnel	**NOTE:** Depending on the school and campus, this may include the following personnel: School Emergency Response Team members Institution President Superintendents Senior Security Staff Public Relations Principals and Asst. Principals Facilities Staff

E. Incident Command System Organization

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically, the school principal or his or her designee assumes the Incident Commander responsibilities and activates the other positions as needed until the District Office (IC) is on scene, or local jurisdictions such as federal law enforcement have taken over. Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.

Five Major Components of ICS

The five major components of ICS, Management, Operations, Planning, Logistics, and Finance, are the foundation upon which the ICS organization develops. They apply during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may be divided into smaller functions as needed and customized for the needs that occur in a school environment.

The Management Section

Incident Commander: the person in charge at the incident and responsible for the overall response to the emergency. Again, the school principal or his or her designee assumes the Incident Commander responsibilities until the District Office (IC) is on scene, or local jurisdictions have taken over such as federal law enforcement. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes. The (IC) is to assess the situation, develop an initial response strategy with team leaders and establish emergency response objectives and priorities. Depending on the incident and the information available, the (IC) may order partial or full activation of the school site EOC. They must determine if all key personnel or alternatives are in the EOC or have been notified.

- Operational duties include:
- Making contact with the District EOC
- Keeping the District EOC informed of all major problems and decisions
- Determining the need for evacuation. If required, ensure coordination with the District EOC
- Conducting ongoing briefing with onsite EOC
- Completing the Section Status Report at the end of the operational period or prior to shift change if applicable
- Maintaining an Action Log noting messages received, actions taken and decisions made.

Closing Down Includes:

- Authorizing deactivation of teams when they are no longer required
- Ensuring that any open actions not yet completed are taken care of after deactivation
- Closing out all logs and providing them to the Administration and Finance Section Chief
- Proclaiming termination of the emergency
- Completing an After-Action Report and providing it to the Administration and Finance Section Chief

Public Information Officer: This is a District Office EOC role. It handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander. Please note that school site staff do not have authority to assume this role.

Safety Officer: This is a District Office EOC role. The Safety Officer monitors safety conditions and develops

measures for ensuring the safety of all assigned staff. Although it is every employee's responsibility to look out for the safety of their students and their colleagues, only the Safety Officer or District Office (IC) have the authority to officially assume this role.

District Liaison: is the on-scene contact for other agencies responding to the incident. Again, this is a District Office EOC role. The school (IC) will assume this role until the District Office Liaison or District Office (IC) is on scene.

The Operations Section

Search and Rescue Unit: conducts search of every room on campus for victims that may be trapped or injured and evacuates them from the building to a triage or safe location.

Operational Duties Include:
- Obtaining briefing from the Team leader on the situation, including initial objectives and priorities.
- Meet with Maintenance/Facilities/Security to determine if buildings are safe to enter for search.
- Conducting a sweep of assigned areas on campus using pre-determined patterns and making sure that areas already swept have been marked and identified
- Reporting locations of injured persons to Team Leader
- Aiding in the rescue of trapped/injured people
- Cording off all dangerous areas
- Securing unsafe buildings/classrooms against re-entry. Posting warning signs on unsafe buildings.
- Maintaining an Action Log noting messages received, actions taken, and decisions made

Annual Preparation:
- Search and rescue training
- Using a site map, dividing campus into predetermined sweep areas. Creating a search pattern of all areas to be searched to avoid double searches
- Identifying location and contents of search along with rescue equipment

Medical Team First Aide/Triage: establishes a medical triage area and provides/oversees care given to the injured.

Operational Duties Include:
- Obtaining briefing from the team leader on the situation.
- Setting up the First Aid Station and assembling equipment/supplies
- Administering first aid, as necessary for injured students or staff
- Providing ongoing updates to the Operations Chief of students or staff
- Maintaining an Action Log noting messages received, actions taken, and decisions made

Annual Preparation:
- Updating first aid supplies to standards both for the first aid station and first aid kits
- Identifying location of first aid kits and trauma bags
- Conducting disaster triage training
- Designating primary and alternate locations for the First Aid Stations
- Checking student and school personnel emergency information cards

Facility and Utility Team: performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary. Depending on the situation, this could be conducted by custodial staff or assistant principals in charge of facilities until the Maintenance, Operations, and Facilities Departments have arrived.

Operational Duties Include:

- Obtaining briefing from the team leader on the situation, the initial objectives and priorities
- Checking the condition of the utilities, connecting pipes and lines if necessary, turning off if necessary, and making note of any structural or nom-structural damage
- Notifying Team Leader of findings
- Checking site completely for fire and electrical hazards, chemical hazards, or any other hazards. Using fire extinguishers to put out small fires if appropriate
- Barricading or taping off hazardous areas
- When site is secure, notifying the Team Leader of the status
- Maintaining an action log noting messages received, actions taken, and decisions made
- Designating facilities for occupancy as necessary and ensuring that accommodations fit the requirements of the function

Annual Preparation:

- Knowing the location of and the procedures of turning off water, gas, electricity, and intake valves on water heaters
- Being trained on fire extinguishers
- Knowing the location of stored hazardous material, including chemicals
- Having emergency bags ready and properly stocked with shutoff tools, hard hats, safety goggles, barrier tape, etc.

The Planning Team Section

Resource Unit Leader: the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

Student Release Team: manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons. To expedite the release of students to their parents, procedures and a designated area should be pre-designated to provide for an orderly release process per the PAUSD EOP. The student release area should be away from the evacuation assembly area and the EOC.

In an effort to address all hazard incidents, the Palo Alto Unified School District (PAUSD) has developed short- and long-term parent-child reunification procedures. Short-term procedures outline the appropriate steps to be taken at individual school sites. When reunification procedures exceed the scope of school site operations, PAUSD will implement long-term procedures to consolidate resources and increase efficiency.

Short Term Student Release
All students are required to have a Students Emergency/Medical Information Card on file at their school site. Students emergency/Medical Information Cards must be updated every school year, and the school should be notified of any changes of information on the student emergency/medical information cards. Student emergency cards require the following information:

- Parent/guardian/caregiver current address and phone number
- The student's doctor/health care provider and insurance information
- Any medication(s) or chronic illness(es) related to the students

- In the event that an emergency occurs on or near a school site, parents (or guardians) must report to the school site and adhere to the following procedures required for releasing a student. School sites

must work in conjunction with the District Office EOC throughout the parent-child reunification process.

- The following procedures provide a general guideline for parent-child reunification throughout PAUSD. Each school site is responsible for adhering to the following three principles when implementing its reunification process:

- A safe and secure check-in are for parents
- A separate area designated for the reunification of parents and children
- A safe and secure exit for parents and children

Annual Preparation:

- At the start of the school year, each school site should prepare an emergency bin containing copies of student emergency/medical information cards, name tags for all students and staff, lists of all student and staff names, pre-printed signs with letters A-Z, sharpie markers, pens and tape.
- Emergency bins should be updated on a routine basis.

Operational Duties for Short Term Reunification includes:

- School staff should set up two tables inside the main gate of the school site. One table will be designated for students with last names beginning A-M. The second table will be designated for students with last names beginning N-Z. Each table will have two binders with all students' names and Student Emergency/Medical Information Cards. Each table must be clearly and adequately marked with the appropriate letters.
- Parents or guardians arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up. A school staff member will be responsible for directing parents to the appropriate lines.
- School staff members working at the tables will highlight students' names in the appropriate binder and verify the parent or guardian name. *Only contacts listed on the student emergency/medical information card may pick up the child.* Parents/Guardians must have a valid ID and/or be recognized as Parents/Guardians of the student by a school staff member. Highlighting the students' name will indicate a parent or guardian has arrived to pick up the student.
- At the student assembly area, school staff will post signs with the letters A-Z. Signs should be pre-made and stored in the school site emergency bin. Students should line up behind the letter that represents the first letter of their last name.
- All students must wear name tags indicating their last name, first name. (If possible, name tags with the names already printed on them will be kept in the emergency bin and distributed to school staff responsible at each line, A-Z).
- Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.
- After parents/guardians are reunited with their child, school staff will escort and/or direct the parent/guardian and child to the exit (the exit should not be the same as the entrance).
- If possible, two-to-four school staff members should be placed at the exit gate with copies of the Student Emergency/Medical Information cards. All parents/guardians should be crossed-referenced on the emergency/medical information card prior to exiting with the child.
- Upon exiting the school sites, students must remove their name tags and give them to the school staff. School staff must use a sharpie marker to write one of the following codes on the student name tag:
- M – If the Mother picked up the child,
- F – If the father picked up the child,
- G – If the Guardian picked up the child,
- GM – If the Grandmother picked up the child,

- GF – If the Grandfather picked up the child,
- O + Name – If someone other than the above picked up the child
- School staff should attach the student ‘s name tag to the Student Emergency/Medical Information Card and place them in a file for documentation, which is retained in a secure location.

Additional Information Regarding Students Age 18 and Older

- Students who are 18 years of age or older may legally leave the premise, but will be encouraged to stay until contact with parent/guardian can be made. Students leaving without an adult must check out at the exit and school staff must mark an “18” on their tag.
- For accountability/tracking purposes, 18-year-olds must communicate their intended destination (e.g., home, grandparents’ house, neighbor’s house) for any adult who may come looking for them.

District-Wide Reunification: Long Term

The District Office EOC will implement District-Wide reunification and disseminate information to the school sites. The District-Wide reunification process is designed to allow PAUSD to continue parent-child reunification procedures during extended hours and to consolidate resources and reunification sites. Reunification sites are based on planning by the City of Palo Alto OES.

Operational Duties for Long Term Reunification Includes:

- If appropriate, the District Office EOC will make the decision to implement the District-Wide reunification process.
- The District Office EOC will contact each individual school site to obtain situational awareness regarding the number of students remaining at the schools and the staff available to work at District reunification sites.
- The District Office EOC will determine the appropriate District reunification sites based on predetermined primary and secondary sites.
- The District Office EOC will identify and coordinate transportation needs for each school site as well as the staffing needs for each reunification site.
- School sites will continue the parent-child reunification process until transportation arrives to transfer students to the District reunification sites. Once students are safely transported to the District reunification sites, staff may be released from the school site, and the school will be closed.
- School sites must post signs and clearly indicate the place to which students have been relocated.
- Once the District reunification sites have been established, standard school site reunification procedures will begin.
- The District EOC will determine when to reduce the reunification sites to one consolidated site based on the number of students remaining.
- The District Office EOC will identify the school site to be used based on location, structural integrity and size.
- When deemed appropriate, the District Office EOC will authorize the deactivation of the reunification sites and the remaining students will be handed over to the custody of the Human Services Agency, child Protection Services.

Death of a Student

The following are recommendations in the event of a death resulting from an isolated incident or in the case of mass casualties from a major emergency:

- Activate the Counseling Team

Counseling Team: Assesses the immediate and long-term mental health support needs of students, staff, visitors and volunteers involved in or affected by a district emergency.

Operational Duties Include:

- Communicating student release protocol to parents/guardians in the Initial Area to ensure they understand the procedure being followed (and the possible delays in reuniting with their children) and the importance of their reactions (upon reunification) in shaping their children's stress reactions.
- Use District Office or law enforcement personnel for face-to-face notification in cases of death, serious injury, or missing persons.
    - Deceased – Obtain approval from a team leader for parent/guardian notification. If authorized, it should be done in a private place like the principal's office. Ask them if there is anyone else who should be informed. Note: The Coroner is the only authority who can legally declare a person as deceased.
    - Injured – Coordinate with Medical Team Leader
    - Missing – Coordinate with Search and Rescue Team Leader

Grief Counseling: Following a disaster or major emergency, Student Services will collaborate with the Superintendent and Human Resources to organize or arrange for Crisis Incident Stress Debriefing (CISD) Teams to debrief and counsel emergency responders, staff, and students, as necessary.

The Logistics Section

The Logistics section is responsible for providing all types of support for the emergency response operation. This section orders all resources from the off-site locations and provides facilities, services, personnel, equipment, transformation, and materials. The Logistics Chief will also arrange for a conversion of the site to a Red Cross shelter when requested.

Supplies/Distribution Unit: acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.
Sanitation Team

Operational duties include:

- Obtaining a briefing from the team leader on the situation including initial objectives and priorities
- Communicating with the team leader before setting up to determine amount of sanitary facilities are required and type of sanitary facility to be used, depending on the situation
- Evaluate condition of existing sanitary facilities and provide additional sanitary facilities, if necessary
- Obtain supplies needed, including bags, prepackaged handwashing wipes and toilet paper
- If using indoor bathrooms, empty water and line with double trash bags (do not flush toilets)
- Set up handwashing stations using prepackaged wipes, soap and water
- Dispose of filled waste bags in a pre-designated area
- Set up privacy screens and gender separation screens as necessary
- Monitor use of all portable water
- Maintain an Action Log noting
- Messages received
- Actions Taken

- Decisions Made

- **Annual Preparation:**

- Designate Sanitation Area and alternate locations
- Know locations of all emergency teams
- Plan for gender separation and use of screens for privacy
- Know where to obtain prepackaged wipes, toilet paper and the sanitation supplies

- **Food and Water Team**

- **Operational Duties Include:**

- Obtain briefing from the Team Leader on the situation, initial objectives and priorities
- Distribute food and water to staff and students **Note: It is important to know the specific amount of food and water that is authorized for each person and for each day. Supplies are planned to last for up to 72hrs**. This is to give FEMA and other organizations such as the Red Cross a chance to mobilize in the event of a major disaster.
- Provide necessary water to the First Aid section
- Again, make sure the team leader has coordinated with the Incident Commander the approximate number of students needing long term care so appropriate rationing of food and water can begin.
- Maintain an Action Log noting
  - Messages received
  - Action Taken
  - Decisions made

- **Annual Preparation:**

- Know the location of food and water
- Confirm that the amount of food and water supplies are properly planned for the number of students and staff on site.
- Confirm that supplies have not been tampered with or destroyed by vandalism or rodents.

- **Shelter Team**
- Provides shelter for students, staff, visitors and volunteers during an emergency when it becomes necessary to remain onsite. They will work with the Facilities and Utilities Team to do so.

Operational Duties Include:

- Obtaining briefing from the Team Leader on the situation, and the initial objectives and priorities
- Set up shelter for a 72hr period in the pre-designated shelter location
- The Team Leader will communicate with the Incident Commander the amount of shelters required, prior to setup
- Maintain an Action log noting
  - Messages received
  - Actions Taken
  - Decisions made

Volunteer Coordinator

This role will identify and manage all volunteers who are working at the school site. They are to register all parents of school students AND non-parent volunteers who wish to volunteer their services during an emergency.

Operational Duties Include:

- Obtaining a briefing from the Team Leader on the situation, along with the initial objectives and priorities
- Screen and register all parent and/or other volunteers as Disaster Service Workers using the Disaster Service Work Registration forms.
- Provide initial safety briefing for all volunteers
- Coordinate any requests for non-parent volunteers through the site Logistics Chief
- Establish a shift schedule for all staff and volunteers at the school site. Note: It is extremely important to keep track of this as it also helps to keep track of volunteers who may not report back and are considered missing.
- Ensure that all volunteers have adequate food, water and rest breaks
- Maintain an Action Log noting
    - Messages received
    - Actions Taken
    - And Decisions made

Transportation Unit: provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment. Student transportation will be handled by the District Transportation Department unless parents/teachers have already been cleared and accepted as parent or teacher drivers through school admin or the District Office and the Transportation Team is not able to mobilize quick enough. Not being able to “mobilize quick enough” means that students are in immediate danger. Transportation is responsible for arranging appropriate transportation for evacuation needs as well as transporting emergency personnel, equipment, supplies, and injured personnel. Equipment and supplies may also be transported by Warehouse personnel, or by volunteers.

Student Accountability & Release
In an emergency situation that prevents a normal bus drop off procedure, (a site evacuation, a bus evacuation, a medical emergency, a crash or a lockdown situation, etc.), it is essential to account for and supervise all students as well as follow procedures for the appropriate release of students. In all situations that might require bus evacuation, or where there is a school or district wide emergency, when there are multiple injuries, student accountability and Release will play a large role in the emergency process.

Accountability:
Accounting for and supervising students is easiest if you are able to keep passengers on the bus. If you have to evacuate the bus for safety reasons, determine how to corral passengers and keep them together. Consider assigning student leaders or a buddy system to assist with accountability. Pick an area outside the bus and tell students that is where they must stay. “Ok everyone, we need to stay by the big oak tree.” During a school or District Wide evacuation, there should be additional staff members and/or volunteers on the bus to help.

Student Release:
This a time that anxious family members may try to intervene and come to their child’s rescue. Do not release students at the scene or upon arrival during a school or district wide evacuation, and do not allow students to leave. This is to include older students. It is important to follow the procedures outlined below to help prevent students from being released to people not authorized to pick them up. The school keeps a list of who is

authorized by law to retrieve individual students in an emergency. Explain to the parents about the District's protocol. Consider asking for the parents help in comforting the children and corralling them. By giving the parents something to do it makes them feel like a part of the solution and not part of the problem. Depending on the emergency situation, another bus may come to take the students back to their school of origin for proper release or to a predetermined evacuation site if authorized by the District Office EOC. Bus dispatch will work with you to determine the best course of action.

Operational Procedures Include:

- Call Bus Dispatch if communication is operational
- If off the bus, keep students together. Take steps to supervise them and keep them from wandering off.
- Account for all students. Make a written list in seating chart format of all students.
- Do not release students to neighbors, parents or other family members and do not allow them to leave the scene or walk home.
- Call bus dispatch for guidance if a parent insists on taking their child
- Continue supervising students, working to keep students calm
- Prepare students for a possible transfer to another bus
- **Note:** In Life-threatening situations, bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death. It is best if bus drivers are able to call dispatch for authorization before doing so.
- When bus evacuation is necessary, bus drivers must determine the appropriate evacuation route such as: front door, side doors, rear exit, roof hatch or windows. If necessary, the windshield and rear glass panels can be kicked out.
- Choose an assembly area at least 100-200 feet from danger, usually up-wind. Keep in mind that if the emergency occurred due to weather conditions or a natural disaster, other vehicles passing by may be distracted by the situation and cause additional crashes.
- In cases when time is of the essence, instruct students to leave personal belongings on the bus.
- Check each seat and floor area to be sure everyone is off the bus.
- Leave the bus with the emergency packet, first aid kit, and cell phone, (if available).
- Do not reenter the bus until cleared by Bus Dispatch or proper authorities.

The Finance Section

Compensation/Claims: This is done at a District Office level, but an accident/incident report must be made from the site first. Risk Management will process worker's compensation claims and claims for damages related to the emergency response.

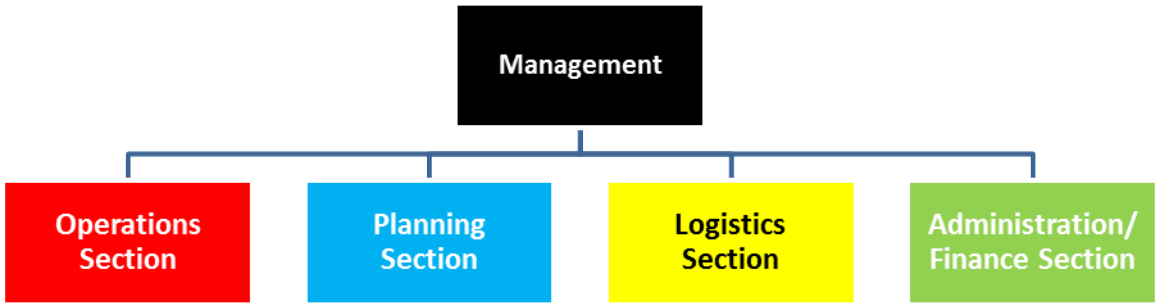
Purchasing/Procurement: This is done at the District Office level. Purchasing will arrange for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

Timekeeping and Documentation: Will maintain a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation. It will also maintain a log of all emergency developments and response actions and other necessary documentation.

District Emergency Operation Center

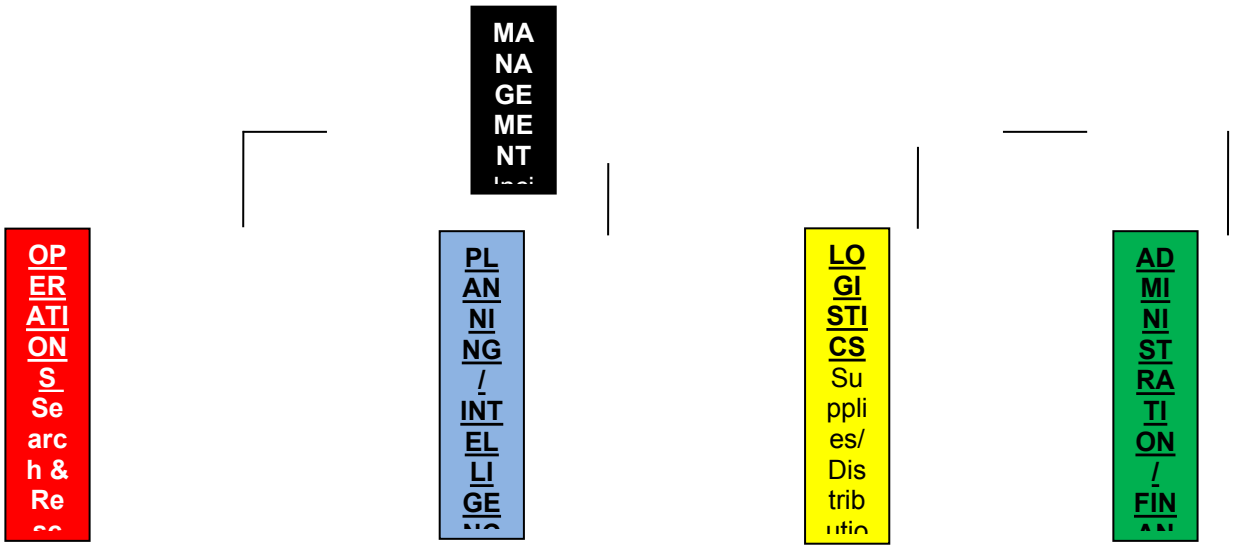
At the District EOC level, all of these positions may be activated as well as additional positions designed for specific needs of the District. Additionally, the Operations, Planning, Logistics and Finance Sections would all have a “Section Chief” assigned to oversee and manage each section.

The following ICS chart shows what an ICS organization could look like at a typical school incident. Note that some staff members perform more than one role.



School ICS Organizational Chart

Within the ICS, an emergency response organization consisting of five Sections can be activated, depending on the needs established. The following ICS organizational chart shows an ICS organization, adapted for a typical school site. Note: Some of these positions will only be active if the District Office EOC has been activated and are working with your onsite team. Each one of the five sections have specific functions that typically occur or need to be conducted during the course of an emergency or disaster. If activated, each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



School Coordination with Local Emergency Response Agencies

Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended that school personnel coordinate with local emergency response agencies. The school Incident Commander (usually the principal) will do so until the District Incident Manager, or the District Liaison is on scene. This may include having a member or members act as liaison with the responding agencies.

Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site emergency response teams **(SERT)** until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school employees may be asked to participate as well, depending upon the incident at hand and the availability of emergency responders. All staff should be prepared to participate if necessary.

VI. PAUSD Standard Response Protocols



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocols

Standard Response Protocol is based on best practice responses to emergency situations. It has been subjected to tactical review by hundreds of law enforcement agencies and adopted by thousands of schools. The Standard Response Protocol refers to a set of clear directives that may be implemented across a number of situations. For example, **Evacuation** is a procedure that may apply in emergencies such as a fire, a bomb threat, or an interior gas leak. Building occupants would not necessarily need to know the specifics of the emergency; they simply need to know to *evacuate* immediately upon issuance of an administrative decision.

Other Standard Response Protocols include**: Lockdown, Lockout**, and **Shelter In-Place.** Utilization of Standard Response Protocols enables staff and students to learn and to follow specific directions without having to be familiar with extensive protocols for multiple emergency situations.

The premise is simple and based on four specific actions that can be performed during many different types of incidents which require and emergency response. Students and staff members are trained in the Standard Response Protocols so when an incident occurs the needed action is announced. Students can expect the SRP to be used Districtwide during their education career.

The use of the SRP improves response times of students and staff members because of its straightforward language and specific lifesaving response actions.

Lockdown: The school is put on lockdown due to perceived danger onsite or very near to the campus.

The following are examples when a school might use the Lockdown protocol.
Intruder
Angry or violent parent or student
Active Shooter or Assailant

Staff Actions:
Announce the protocol at least twice, **"This is not a drill. This is a Lockdown: Run, Hide, Fight."**

- At the time a lockdown is being announced, someone must be calling 9-1-1
- Stay on the phone with dispatch for as long as it is safe
- Assess the situation:
- Is the assailant in the school?
- Has the assailant been identified and if so, share that information with dispatch.

- Has the weapon been identified, found or secured?
- REMAIN CALM. Do not confront the assailant(s) unless necessary
- Sweep the hallway for students if possible
- Assist those with access & functional needs
- Close and lock all windows & doors, close window blinds, pull down PreFense shades over door windows if appropriate
- Block door with furniture, if appropriate
- Turn lights off
- Prepare a plan of action if the intruder gains entry (e.g., all-out assault on the intruder)
- Follow specified protocols if evacuation is initiated by law enforcements personnel
- If a fire alarm has been activated, do not evacuate UNLESS fire or smoke is visible
- Direct students to an area of the room, unobservable from the outside and potential lines of fire
- Stay away from all doors and windows
- BE QUIET! Turn off the ringer on all cell phones
- Move outside groups to primary or alternate offsite evacuation locations
- Persons in other buildings should remain inside the locked buildings
- If you have evacuated the building, call 911 to report your location and situation

Safe Zone
Get students to a safe zone
Take roll and account for students and staff quietly when possible (note the time).

Evacuate: Evacuation is called when there is a need to move students away from a **possible danger.**

Operational Duties Include:

- Announce the protocol at least twice, “Evacuate! To your assembly area.””
- Teachers lead students to evacuation assembly area.
- Take attendance, account for all students and staff
- Notify school Incident Commander of any students or staff members who are unaccounted for.
- Schools should have at least two evacuation assembly points identified.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location
is on campus to assemble your students and staff. There should be at least a primary and a secondary location identified. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location. School staff must take roll at the evacuation area to ensure that all students are accounted for. Students who are missing or left behind due to serious injury should be immediately reported to school officials. School staff should identify any students who need medical attention and provide appropriate care. School staff should remain with their students and help keep calm them. If it is determined school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room. Students should then be debriefed to calm fears about the evacuation.

Off-Campus Evacuation/Assembly Locations

Determine if there is a facility close to your school that can potentially house your

staff and student body. There should be at least a primary and a secondary location identified. Off-campus evacuation is implemented after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required. If it determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location. School staff must take roll at the evacuation location to ensure that account is made for all students. Students who are missing or left behind due to serious injury should be immediately reported to school officials. The Superintendent and leadership staff should be immediately notified of the evacuation.

Evacuation Guide for Persons with Disabilities

An individualized emergency evacuation plan is to be developed for each student and staff with disabilities. The plan will be detailed to identify specific needs and methods of evacuation from each location. A copy is to be is to be available in each classroom with emergency cards. The plan will also indicate any problems that may arise during an evacuation.

Operational Duties Include:

- Telling the person the nature of the emergency
- Assigning a guide to accompany him/her
- Telling them why they are
- Alerting them of obstacles
- Updating them on conditions
- Staying with the person until they reach safety

Hearing Impaired:

- Switch lights on/off to gain attention or gesture what is happening or what to do.
- With simple, direct gestures, sign language, or written direction, point them to safety.

Wheel Chair Confined Person:
(Persons with respirators have **PRIORITY** assistance if there is smoke).

Moving person out of the wheelchair

- Number of people needed to complete a move
- Ways to remove the person from a chair without jeopardizing safety to self and others

Moving the person in the wheel chair

- Secure person with a seat belt
- Lock or remove the moveable parts that are not constructed to withstand lifting.
- Turn power off on electric chairs
- Remove wheel chair by the rigid frame

Annual Preparation:

- Assess classroom and offices for unsecure, non-structural hazards, potentially blocked exits and other issues that could put students and staff at risk of injury in a fire, earthquake or other emergency.
- Develop a list of individuals needing evacuation assistance and updated quarterly.
- Establish a Buddy System and assign an adult to assist a disabled individual in exiting the building or getting to the evacuation area.
- Test and review evacuation plan during the district-wide disaster drill.

Shelter In-Place

Shelter In-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include Civil Unrest, Hazardous Materials Spill, mountain lions or a predator in the neighborhood.

Operational Duties Include:

Announcing the hazard twice and the response protocol twice: Example: This is an earthquake, Duck, Cover, and Hold"

Students and staff are instructed to take safe shelter due to a situation in or near the school.

When instructed or when an alerting system triggers a Shelter In-Place:

Shelter – Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

Shut – Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter In-place room as possible.

Listen – Remain quiet to hear critical instructions from outside officials.

- If there is no direction, continue instructional/work activities until the situation resolves or you're directed to do otherwise.

Additional steps for teachers and staff if appropriate:

- Advise students to cover mouth and nose with a damp cloth, handkerchief or paper towel to protect from any airborne hazards.
- A school official (or students if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- Turn off all motors and fans. Still, non-moving air at best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- Advise students to remain sheltered until the **"all-clear"** signal is given by a school or local official.

VII. Safety and Security Drills and Schedules

A. Types of Safety & Security Drills Conducted

Safety of our students is a top priority. PAUSD schools conduct safety and security drills throughout the school year. The following drills are conducted:

Drop, Cover and Hold Drill: Students practice safety measures to prevent harm during an earthquake. Students protect their heads, take cover under desks and tables, and move away from windows and glass.

Fire Drill: Students learn to evacuate classrooms safely in the event of a fire.

Lockdown Drill: Students move to the safety of a classroom or closest building when there is imminent danger either on campus or in the neighborhood, such as from a loose animal, community incident, or police action.

District Wide Drill: Students evacuate to the P.E. field during the annual Shakeout Drill. In the event of an actual earthquake or on-site emergency

B. Fire Procedures

Listed below are the procedures, which should be followed in case of a fire or other emergency:

Upon notification of any fire or activation of the fire alarm system, the classroom teachers shall see that the evacuation of the children is done in an orderly fashion to the evacuation area(s).
The instructor shall remove the roll call book and make sure the classroom door(s) and if possible, windows are closed.

Once the evacuation area is reached, the instructor shall call the roll to ensure that everyone is accounted for.

The instructor should not leave the evacuation area until the ALL CLEAR bell is sounded.
It is the responsibility of each school principal to:
Post the telephone number of the fire department in the office and/or at the main switchboard.
Assign a responsible person to call the fire department upon notification of any fire or activation of the alarm system for any reason other than fire drills.
A plan showing paths of travel to evacuate the room in case of emergency and including an alternate route should be posted in a conspicuous place in each classroom or assembly area.
Assign a person the responsibility for removing student and staff emergency cards/records during a fire/drill.

All students and staff are required to participate in these mandated drills. A record of the drills will be maintained by the principal and a schedule will be done on an annual basis.

C. Required School Disaster Response Drills

Drill	Elementary	Middle School	High School
Fire Drill Per Ed Code 32001	Once per month, including summer school.	Once each quarter and summer school.	Once per semester, including summer school.
Earthquake (Drop/Cover/ Hold On) **Per Ed Code 35297**	Once each quarter and summer school.	Once each quarter and summer school.	Once per semester, including summer school.
Lockdown	Once per year, including summer school.		

Fire Drills 32001 Ed Code: Fire drills must be “conducted at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.”

Earthquake 35297 Ed Code “A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.”

VIII. School Emergency Operation Plans

The District Standardized Emergency Operations Plan is one component of the school site Comprehensive Safety Plan. Other components of the Comprehensive Safety Plan are outlined in the Education Codes (CA. Ed Code 32282-a). The PAUSD Standardized All-Hazards Emergency Operations Plan meets all requirements of the emergency planning and management sections of the Comprehensive Safety Plan.

A. Implementation

The PAUSD Emergency Operations Plan is promulgated by the Superintendent and is implemented at the time of a disaster at the direction of the Superintendent or his/her designated alternate. School site emergency plans are implemented by school Principals upon the occurrence of an emergency under the direction of the Superintendent. In the absence of orders from the Superintendent, each school Principal is authorized and directed to implement their emergency plan, or take such other action as may, in his or her judgment, be necessary to save lives and mitigate the effects of disasters.

B. Lines of Succession

Lines of Succession is the designation of an individual to act for and exercise the powers of an official in the event of that official's absence, death, incapacity, or resignation and until that official is appointed by appropriate authority. Orders of succession enable an orderly and predefined transition of leadership within the organization.

Under normal circumstances, the school Principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve in the appointed position until that person is again able to serve or is replaced permanently. Individual school plans will reflect Lines of Succession for their respective campuses. A formal communication to school staff stating who is the Principal's designee should be put out anytime the school Principal is off site for an extended period of time.

The lines of succession for the school sites will be determined by the principal and listed in the chart below in the individualized school site EOP's. This information will be reviewed and updated as needed. Current lists of lines of succession at school sites will be forwarded to the PAUSD Emergency Coordinator for inclusion in the master PAUSD Emergency Operations Plan.

C. Responses for Specific Emergencies

1) Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.
- Determine if parental reunification or controlled release is needed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- Notify District Superintendent, who will contact the Riverside County Office of Education.
- Set up incident Command at site and initiate Unified Command with responding agencies.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

2) Aircraft Crash Near School

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Set up Incident Command and initiate Unified Command with responding agencies if needed.
- Initiate **SHELTER IN PLACE**, if warranted.
- Ensure students and staff outside are directed to designated areas until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do. This may affect student pick up, so prepare for parental communication.
- Determine if parental reunification or early release is needed.

3) Air Quality

Severe air pollution may affect students and staff who are susceptible to respiratory problems. Outdoor air quality has taken on new importance due to guidance around doors and windows being utilized as a COVID-19

prevention measure. The District will evaluate next-day projections at 4:00pm each afternoon. Schools will temporarily revert to distance learning on days when AirNow.gov projects the “red” category or 150+ air quality index (AQI) for the following day. If a school was not projected for 150+ AQI by 4:00pm the previous day, schools will be open. If conditions slip into the red category during the school day, schools will be open and students will be moved to the most acceptable locations on the campus. Parents may remove students from school if they are concerned about air quality that worsens during the day.

We selected the 4:00pm time to avoid creating issues for families with very short notice. Using this approach, families would receive notification in the early evening the night before a school temporary closure.

Over the years, PAUSD has identified ways to improve building infrastructure, optimize energy consumption, and reduce annual utility costs. The solutions developed have improved safety and comfort, reduced carbon footprint, and optimized facility-wide operations. With the utilization of economizers, outside air temperature and humidity levels are evaluated. When exterior air levels are appropriate (which is often the case in the Bay Area), outside air is used to help cool our school buildings. Economizers also help to improve indoor air quality through increased ventilation. They help to bring in fresh air, while exhausting stale air that may be in the building. An academic study published by the University of North Texas estimated that economizers provided savings of up to $16,000 annually, thanks to reduced sick days from air pollutants.

More about that study can be found here.

Leaving doors open to improve air quality is a viable solution as long as it does not create a safety risk for students or employees. Utilizing open windows and existing HVAC systems are especially good options for improving indoor air quality. HVAC filters have been changed Districtwide and are regularly changed every two months. The Minimum Efficiency Reporting value, better known as MERV, is a rating system designed by the American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) to report the effectiveness of air filters. It is important to know that higher-rate filters allow less air to flowthrough an HVAC system. The wrong type of air filter can force an HVAC system to work harder and increase the risk of it breaking down. Our HVAC systems are equipped with the highest rated filter that the systems are designed to handle.

Learning spaces are being physically examined and will be internally certified prior to the return of school. Our facilities cover millions of square feet. We expect our teachers and site administrators to report any issues for immediate attention. District maintenance, operations, and safety staff are also examining every room systematically. Classrooms with filtration or air flow issues will be considered for additional measures, including air purifiers.

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity.
- Instruct employees to minimize strenuous physical activity.
- Cancel any outdoor events.

STAFF ACTIONS:

- Remain indoors with students.
- Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.

4) Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

- Call animal control

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and keep students inside as a means to isolating the animal.
- If the animal is outside, keep students inside and institute a Shelter In-Place.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal when necessary.
- Contact the local Animal Control office or law enforcement for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

5) Bomb Threat

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist 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:

- Signal a co-worker to call 911 and report the threat to Police. Do NOT put the call on hold to call police yourself.
- Have a co-worker notify site administrator and district office.
- 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 notify the telephone company to trace the call while the caller is on the line. Check for caller I.D.
- Complete the Bomb Threat Checklist.

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. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students in the area to turn off cellular phones or two-way radios. Do not use those devices during this 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.
- Not all bomb threats result in evacuation. An unauthored threat with no specific information and no accompanying suspicious circumstances could be a hoax. The principal should examine the totality of the threat before deciding on evacuation.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation. Only the Superintendent can order the school to be closed.
- Set up Incident Command and establish communications with responding emergency agencies. Unified Command should be utilized. Set up the Incident Command Post a safe distance from the area of threat and fill I.C.S. positions as needed.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

STAFF ACTIONS:

- If evacuation is ordered, 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.

Emergency Response – 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:

- What time is the bomb set for?
- Where has it been placed?
- What does it look like?

- Why are you doing this?
- Who are you?

Words used by caller:

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

Estimate age of caller: _____ Other notes: _____

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

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

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

Language: θ Excellent θ Goodθ Fair θ Poor
Use of certain phrases: _____

Accent: θ Local θ Foreign θ Regional
Other: _____

Background Noises: θ Animals θ TV θ Industrial Machines
θ Static θ Motors θ Office Machines
θ Quiet θ Music θ Party Scene
θ Street Traffic θ Voices θ Other _____

6) Bus Accident

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify law enforcement per procedure.

STAFF ACTIONS:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

7) Earthquake During a Bus Trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- En-route to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood During A Bus Trip

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

8) Criminal Act on Campus

Criminal acts on campus may vary from theft to more serious felony crimes. PAUSD has a mandatory reporting

procedure in place for reporting crimes to police immediately upon becoming aware of them. Sexual assaults should be immediately reported to the police, but the victim should be interviewed by trained professionals and not school staff members.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police via 911 if emergency response is needed.
- Identify all parties involved (if possible). Identify witnesses, if any.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.
- Follow the district's mandatory police reporting protocols immediately or as soon as possible after a crime has been discovered.

STAFF ACTIONS:

- Care for the victim. Provide any medical attention needed.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.
- If a suspect is in custody, do not interview until police arrive unless there is a threat to life safety.
- Make sure the incident is documented.

9) Earthquakes

Procedures while inside the building

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.

At the first indication of ground movement, you should Drop to the ground. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position. HOLD onto the table or chair legs to prevent it from moving away from you during the quake. Bury face in arms to protect your eyes from flying glass and debris, covering your eyes.

Remain in the DROP position until ground movements ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Procedures while outside the building

Direct students to move away from the buildings, trees, poles or exposed wires. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Stay in the open until the earthquake is over. Do not enter buildings until it is determined safe to do so by the Incident Commander.

If walking to or from school, DO NOT RUN. Stay in the open. If the students are going to school, continue to school. If going home, the student should continue to home.

Procedures while in a vehicle or a school bus,

Pull to the side of the road, away from buildings, trees, wires, overhead structures, or bridges and stop. Set brakes and turn off the ignition. Everyone is to implement DROP, COVER, and HOLD. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Contact dispatch or the Transportation Supervisor for instructions. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders. The parent/guardian must pick up the student.

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.
- Evacuation may not be necessary in a minor earthquake. If evacuation is ordered, follow procedure and check accountability of students and staff.
- Send search and rescue team to look for missing or 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. The Incident Commander will make the final decision.
- Contact superintendent to 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.
- Check for injuries, and render First Aid.
- After shaking stops, evacuate the building if ordered. If there is structural damage, staff may initiate evacuation without an order being given. The principal should be advised.
- Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- 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. **DROP, COVER, and HOLD.** 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.
- 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 by appropriate facility inspector. The Incident Command makes the final decision.
- Follow instructions of principal/site administrator.

During Non-School hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- If on scene, inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- If not on scene, do not report to the school without first checking with District Office.
- 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.

10) Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:
- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**. Implement an evacuation only if it is warranted.
- If appropriate, direct students to **DROP, COVER, and HOLD.**
- Stay clear of buildings, trashcans and lockers.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives. Activate Incident Command and set up the Incident Command Post a safe distance from the area of threat. Institute Unified Command when Emergency Services arrive.
- Advise the District Superintendent of school status.

- Notify emergency response personnel of any missing students after roll is taken.
- Send an attendance form to administration
- Render First Aid as necessary
- Determine if Student Release should be implemented and coordinate with the Superintendent. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

11) Fire

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 indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm (activate pull station) to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes
- Notify the Fire Department (call 911).
- Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- Teachers will close doors upon evacuating
- Direct search and rescue team to be sure all students and personnel have left the building.
- Notify District Office of situation.
- Initiate the Incident Command System and prepare to accept emergency response.
- Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
- The head custodian or designee shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- The head custodian or designee shall open necessary gates for the fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- 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 and take any necessary emergency equipment. 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:

- Notify the Fire Department (call 911). Fire Department personnel 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.
- 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.
- Initiate the Incident Command System and fill positions as needed while monitoring the situation.

12) Hazardous Materials

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. It may be determined that **SHELTER IN PLACE** is a better option than evacuation for the initial response. This procedure also applies to **BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENTS**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area when necessary. HVAC filters will keep out some toxins, so conferring with emergency responders for air quality information is necessary. If SHELTER IN PLACE is determined to be the course of action, move all students and staff indoors and await information from emergency responders.
- Initiate EVACUATION if this is the determined course of action. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
- Notify District Superintendent. Initiate the Incident Command System and set up Unified Command with emergency responders.
- Wait for instructions from emergency responders. The local fire department, Cal Fire, or California Highway Patrol will be lead agencies.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

Poisoning:

- Call **Poison Control Center Link Line 1-800-222-1222**. Take appropriate first aid measures.
- Call parents

- Notify the District Nurse

Following any emergency, notify the District Superintendent's Office

Chemical Spill On-Site:
The following are guidelines for Chemical Spills

- Evacuate the immediate area of students or personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical
- Notify the District Office

Reporting Chemical Spills:
Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION.** The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL.**

Spill Cleanup:
Chemical spills may **NOT** be cleaned up by school personnel. Call 415-716-6227. The cleanup will be coordinated through a designated contractor.
Hazardous Substances:
Always call for assistance and…

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to the area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

Staff and students will evacuate the area immediately, if appropriate. Again, MOVE UPHILL, UPWIND.

- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards, presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

13) Intruder on Campus (Not An Active Assailant Incident)

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 or similar wording 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. Trespassing by unauthorized persons is prohibited by law (CA. PC 626)

To prevent intruders on campus, keep doors secure, use sign-in sheets or computerized visitor monitoring

systems for visitors, and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS (in situations not involving Active Assailant):

- Initiate a **SHELTER IN-PLACE** if necessary
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her the opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
- *"What can we do to make this better?'*
- *"I understand the problem, and I am concerned."*
- *"We need to work together on this problem."*
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or a law enforcement officer to be present.
- Only the Public Information Officer is authorized to speak with the media about the incident.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to Isolate the intruder from students. Lock classroom and office doors and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

14) Medical Emergency

ALWAYS Call 9-1-1 if it is in fact an EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. It is Important to note that this is not a First Aid manual. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator. REMEMBER TO USE UNIVERSAL PRECAUTIONS FOR POTENTIAL EXPOSURE TO ANY BODILY FLUIDS.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, and Circulation.
- Call 911, if appropriate. Provide the:
  - 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.
- Complete a student accident/incident report
- Advise staff of situation (when appropriate). Follow-up with parents.

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 trained first aid personnel 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.

15) Pandemic Influenza

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and World Health Organization will take the lead in mobilizing a local response to pandemic influenza. Individual schools may be closed temporarily to contain spread of the virus.

16) COVID-19 Pandemic

According to the World Health Organization, “Coronavirus disease an infectious disease caused by a newly discovered coronavirus. Most people infected by the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems like cardiovascular disease, diabetes, and cancer are more likely to develop serious illness.

The best way to prevent and slowdown transmission is to be well informed about the COVID-1 virus, the disease it causes and howit spreads. Protect yourself and others from infection by washing your hands or using a 60% or more alcohol-based hand sanitizer, wear a face covering and by not touching your face. COVID-19 spreads through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it’s important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow). Please see your site specific COVID-19 Health and Safety Protocols for additional information.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff that are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Public Health.

- Keep staff informed of developing issues.
- Assist the Department of Public Health in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with products approved by public health or school district standards.
- Implement online homework assignments so that students can stay home.

REFER TO THE PAUSD PANDEMIC RESPONSE PLAN FOR IN THE EMERGENCY OPERATIONS PLAN for further details

17) Poisoning/Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Call **Poison Control Center Link Line 1-800-222-1222**. Take appropriate first aid measures.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.
- Advise families of the situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Control Center or local hospital emergency number.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center and local hospital emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

18) Shooter/Active Assailant Threat

Immediate response to a school shooter threat is critical. If the threat is received after normal school hours, notify the District Office and 9-1-1 immediately. Safety must always be the foremost consideration. **REFER TO**

THE PAUSD STANDARD RESPONSE PROTOCOL FOR MORE DETAILED INFORMATION ON RESPONSE AND STAFF ROLES IN SECTION VI OF THIS PLAN.

19) Shooter/Active Assailant

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration. **REFER TO THE PAUSD STANDARD RESPONSE PROTOCOL FOR MORE DETAILED INFORMATION ON RESPONSE AND STAFF ROLES IN SECTION VI OF THIS PLAN.**

20) Terrorist Attack/War

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Department of Defense Warning of Possible Enemy Attack

PRINCIPAL ACTIONS:

- Move students to closest suitable shelter. Consider initiation of a **Shelter In-Place** or a modified security procedure to ensure a heightened state of awareness.
- Remain in school building as place of shelter until the threat level can be determined.
- Initiate communications with the District Office of Security for information sharing.
- Prepare for parents who may be responding to the school to pick up their children based on the warnings of a possible threat.

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.

Enemy Attack Without Warning

PRINCIPAL ACTIONS:

- Initiate lockdown or lockout if appropriate. Evacuate building if the threat is from fire, explosion, or chemical agent.
- Initiate communications with District Security for information sharing.
- Set up Incident Command and prepare for emergency responders.
- Prepare for parents who may be responding to the school site.

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.
- Initiate a lockdown unless evacuation has been ordered.
- Remain in a safe place with students unless ordered to evacuate.
- Obtain accountability of students if it is safe to do so.

21) 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 District Maintenance, Superintendent, and Risk Management. 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.
- Implement plan to provide services without utilities or with alternate utilities.
- During a large-scale power outage, the District Emergency Operations Center may be activated. Principals should coordinate actions through the EOC Director to ensure effective communications and response efforts.

It is the District's Intent that schools will remain open during a power outage. There are several stages of alerts that are being broadcast over the radio:

- **Stage 1 Emergency** indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) minimum operating criteria.
- **Stage 2 Emergency** indicates that the operating reserves in the real-time market are forecasted to be less than the (5) percent.
- **Stage 3 Emergency** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the District is notified of a **Stage 3 Power Emergency**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PC's, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

Preparing for An Outage

- Update each student's emergency card
- Determine availability of portable lighting at site, i.e., flashlights & batteries
- Find out that when power is lost, do emergency lights go on and do Exit signs remain lit?
- Clear away materials and boxes from hallways and pathways
- Check school district's city or PG&E Block list to determine in which Block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at Stage 3 only.

- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available
- Use surge protectors for all computer equipment, major appliances and electronic devices
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

During an Outage

- Contact **Maintenance** immediately if your site is experiencing a blackout
- Phones/fax machines connected directly to a phone jack will be operable. Phones that require power will NOT
- If an outage lasts more than 30 min., have pre-designated people walking through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE candles or gas lanterns
- Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.
If a power outage is prolonged, the principle should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

D. Recovery Process

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the learning environment as quickly as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological and emotional trauma following sudden tragic events. Students and their families, administrators, teachers and staff will benefit from recovery support at two levels: immediate and ongoing.

Immediate (short-term) support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery assistance from other district employees, local community mental health providers, employee assistance programs and similar services.

Ongoing (long-term) recovery refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time through communication and coordination.

E. Recovery Organization

Recovery actions follow the same five NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in the functions of Administration/Finance and less for those in Operations. Below are typical recovery tasks by NIMS function:

Management

- Make policy decisions, e.g., who coordinates returning staff.
- Continue public information activities ONLY through the PIO.
- Manage safety considerations, e.g., assure facility is safe for re-entry.
- Re-establish a sense of safety.
- Support immediate emotional recovery—staff and students.

Operations

- Coordinate damage assessment and debris removal.
- Restore utilities.
- Arrange for building and safety inspections prior to re-entry.
- Arrange for repairs.

Planning/Intelligence

- Document NIMS compliance for use in applying for disaster relief.
- Write recovery after-action reports.
- Develop a post-incident mitigation plan to reduce future hazards.
- According to our existing EOP, the counseling Team will be dispatched by the Planning Chief

Logistics

- Provide recovery-related supplies and replenish disaster cache at each site
- Coordinate availability of personnel, equipment and vehicles needed for recovery efforts

Administration/Finance

Note: The District Office EOC staff will take. On these duties as assigned

- Prepare and maintain budget.
- Develop and maintain contracts.
- Apply for financial relief grants.
- Process staff injury claims.
- Handle insurance settlements.
- Document employee time to assure continuity of payroll.

F. Documenting Emergency Outcomes

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the school's educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- Conduct a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Perform an impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance and assistance claims.

- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Workers' Compensation claims may arise if there are on-the-job injuries.
- Arrange for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.
- Apprise the PAUSD Board of Education and the County Office of Education on the recovery status.
- Maintain an Activity Log noting:
  - Messages received
  - Actions taken
  - Decisions made

G. District-level Responsibilities

(Individual school site should check with the District to determine the procedures that will be followed)

- Identify record keeping requirements and sources of financial aid for disaster relief.
- Establish absentee policies for teachers/students after a disaster.
- Establish an agreement with the Department of Social Services and County Mental Health agencies to provide counseling to students and their families.
- Develop alternative teaching methods for students unable to return immediately to classes.
- Create a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

H. Recovery Reporting

Recovery Strategies for Emergencies

The following information may be useful in the days and weeks after an emergency.

- Convene a District Crisis Response Team to assist with debriefing.
- Assess system-wide support needs, and develop planned intervention strategies;
- Schedule and provide student, family and staff Critical Incident Stress Management services;
- Discuss successes and problems;
- Discuss things to do differently next time.
- Convene the staff to provide updates on additional information and procedures.
- Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
- Coordinate counseling opportunities for students;
- Announce ongoing support for students with place, time, and staff facilitator;
- Provide parents with a list of community resources available to students and their families.
- In case of death, provide funeral/visitation information.
- Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

Resumption of Classes

Re-entry into the facility The principal/site administrator, in consultation with the Superintendent, is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:

- Survey the school after a disaster;

- Report findings to the principal/site administrator; and
- Ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**

Relocation In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

I. Post-Disaster Mitigation

To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc.). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

J. Post-Traumatic Stress:

A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post-Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

K. Retraumatization:

Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can "retraumatize" a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual's experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	**MENTAL**	**EMOTIONAL**	**BEHAVIORAL**
Chest pain*	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing*	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	
Heart races	Poor memory	Mood swings	
Muscle shakes	Poor problem-	Nervousness	

Nausea Prolonged staring Severe sweating Thirst Twitches Vomiting Weakness	solving Poor/hyper alertness Strange images Unable to identify familiar people or things	Overwhelmed Panic Shock Uncertainty	Loss of appetite Misbehavior Outbursts Pacing Restlessness Suspicious Withdrawal

L. Effects of Trauma on Children

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.
Unusual complaints of illness, stomach cramps, chest pain
Difficulty concentrating, cannot focus
"Feisty" or hyperactive, silly, giddy
Any emotional display; crying, "regressed" behavior (less than age appropriate)
Lethargic, apathetic
Easily startled, jumpy; sense of fear or worry
Lack of emotional expression
Cannot tolerate change; cannot move to next task
Staying isolated from the group
Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

M. Effects of Trauma on Adults

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Tips for distressed adults:

- Take time to relax and do things that are pleasant; positive change such as getting away for a few

hours with close friends can be helpful
- Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

N. Recovery Action Checklist

- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff members are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.