



Comprehensive School Safety Plan

2024-2025

School Site Safety Committee Members:

Laura Francis - Principal; Kirsten Gunnensen - Teacher; Gerald Morucci - PE Teacher; Aaron Lasley; Resource Teacher, Amanda Dix -Early Literacy Coach; Donelle Silva - Classroom Aide; Cynthia Warren - Librarian; Martha Preciado - Classroom Aide; Paula Martinez - Bilingual Aide; Jerry Verworm - Head Custodian; John Silva - Intervention Support; Juliet Beltran - Behavior Specialist Assistant; Ole Figueroa - Campus Resource Assistant

40 Seeno Street
Pittsburg, CA 94565
(925) 473-2410

www.pittsburg.k12.ca.us/height

Table of Contents

1. Introduction	2
2. School Safety Plan - Implementation and Review Timeline	3
3. Assessment of School Crime	4
4. Appropriate Programs and Strategies that Provide School Safety	5
5. Child Abuse Reporting Procedures	7
a. Suspected Child Abuse Report Form SCAR	8
b. SCAR Form Instructions	9
6. Suspension and Expulsion Board Policies	10
a. For Staff Board Policy	13
7. Nondiscrimination and Harassment Board Policy	15
8. School-wide Dress Code	21
9. Safe Ingress and Egress Procedures	24
a. Visitor Access to School	27
10. Ensuring a Safe and Orderly Environment	29
11. School Discipline Procedures	30
12. Instructions For Administration Of Naloxone Nasal Spray	38
13. Disaster Procedures, Routine & Emergency - EOP	44

1. Introduction - Comprehensive School Safety Plan

California Education Code Section 32286 requires each school site to annually review and update its school safety plan, which must be developed and written by a School Site Council (SSC) or its designated Safety Planning Committee in collaboration with teachers, classified staff, parents, and first responders to ensure they are up-to-date and complete.

School Safety Plans must include an 1) assessment of the current status of school crime committed on campus and at school-related functions and 2) an identification of appropriate strategies and programs that provide/maintain a high level of school safety. Plans must have policies and procedures addressing critical issues including: 3) child abuse reporting, 4) suspension and expulsion policies and notification of teachers; 5) policies prohibiting discrimination, harassment, intimidation, and bullying, 6) school dress code, 7) the safe ingress and egress of students and visitor access to campus, 8) ensuring a safe and orderly school learning environment 9) school discipline procedures, 10) disaster preparedness and earthquake emergency procedures (which are included in the school site Emergency Operations Plan). Plans may also include guidelines regarding mental and physical health and procedures for responding to release of a pesticide or toxic substance.

THIS SECTION INTENTIONALLY LEFT BLANK

2. School Safety Plan – Implementation and Review Timeline

Site Drills Timeline

August/September

- Fire Drill
- Intruder/lockdown Drill/Shelter in place
- Reverse evacuation (outside to inside) with re-entering building after a fire drill

October

- Great California Shake-Out, Thursday, October 19, 2023 at 10:10 a.m.
- Fire Drill

November-December

- Fire Drill

January

- Fire Drill
- Intruder/Lockdown Drill/Shelter in Place

February

- Fire Drill

March

- Fire Drill

April

- Fire Drill
- Earthquake Drill

May

- Fire/Evacuation Drill

Intruder/Lockdown Drill/Shelter in Place

3. Assessment of School Crime

Foothill Elementary School reports all crime to the Pittsburg Police Department and utilizes Campus Resource Officer (SRO); Officer Moore. School district personnel are also notified of any incidents where the police have been called to the school.

Suspension/Expulsion Data 2022-2023 Suspension/Expulsion Data

	Enrollment	Expulsion	Suspension	Grand Total
Heights Elementary	577	0	30	34

**Information from DataQuest: [DataQuest \(CA Dept of Education\)](#)*

Before COVID, Heights had the second-highest attendance in the district at 95%. However, due to COVID-19, our attendance has decreased by 24.8%. As a result, the students are behind in reading, mathematics, and writing across grade levels. Their behaviors and social-emotional issues also took a toll. To improve learning, we need to work on absenteeism. Collaborating and partnering with the parents to improve students' attendance is critical. In doing so, we regularly meet with families to discuss the importance of school and the adverse effects when students are absent. We also send monthly good attendance campaigns via Parent Square and Facebook. Also, we celebrate and recognize students with good attendance with a weekly bear paw blitz, which they can trade for prizes at the end of each month at the Student Store. Students can also receive monthly school incentives and trimester certificates for having good attendance. We hope to improve our attendance. However, if attendance doesn't improve, the school clerk and the vice-principal follow the district attendance policy: CWA, child welfare and attendance, SART, School Assessment, and Review Team, and SARB, school attendance review boards.

In addition, we partner with district and community services such as Lincoln, behavior specialists, full-time school counselors, Wrap Around, Mindful Life Facilitator, school/district nurse, and Pittsburg Police to work with the parents to improve attendance. This is the first step to working with families to meet where the students are and create a plan to ensure the child is successful.

The school site safety plan is a living document, and it will be shared with the teachers and staff during a Wednesday staff meeting and with parents during an ELAC and School Site Council annually. This document will also be available to access on the district website.

THIS SECTION INTENTIONALLY LEFT BLANK

4. Appropriate Programs and Strategies that Provide School Safety

The physical and emotional safety of our students, staff, and parents is the priority at Heights Elementary School. We have the Site Safety Committee that focuses on the physical safety of the school. The committee meets thrice yearly to discuss the safety plan, procedures, training, and update emergency supplies. The committee includes members from various stakeholders to ensure all perspectives are welcomed and valued.

Being physically safe is the first step in site safety. The school opened in August 2013 with a modern safety system that requires all visitors to check in the office first. The campus is locked once school starts, and students are accounted for throughout the day. The Pittsburg Unified School District Volunteer and Visitor Procedures are enforced. Volunteers must be cleared through a TB test and fingerprinted by the Department of Justice. All visitors must check in the office, the teacher is notified, and parents are given a visitor sticker. The building also features an "Emergency Lockdown" button. This is part of our lockdown procedures to lock the programmed exterior doors remotely. Both the classroom teachers and roaming staff members have radios to increase and clear communication. Heights also follows a phone tree system through text messages.

Also, we have the Soaring Committee that meets monthly, which focuses on the climate and culture of the school to provide an environment that supports the emotional well-being of students and staff. The umbrella of our safety message emphasizes the 3 Be's: "Be Safe, Be Respectful, and Be Responsible." This message is posted everywhere on campus and connects to every statement regarding appropriate behaviors. Many supports are in place to ensure the safety and well-being of all individuals at Heights Elementary. We recognize positive conduct through positive phone calls home, Beary Pawsome Party every other month, students participate in the weekly Mindful Life Lesson (MLP) with a facilitator, weekly Rise Up small group support with the MLP facilitator, review and promote the 3 Be's with assemblies, Bear Paws, and music on Fridays.

THIS SECTION INTENTIONALLY LEFT BLANK

The principal or vice-principal will start the message

Ana Wallace (Office)	Jerry Verworn (Custodian)	Patty Denney (Kindergarten)	Rebecca Cariaso (1st Grade)	Jen Arndt (2nd Grade)
Ana Campos	Jeff	Cynthia Ningas	Briana Cappelli	Jenny Bowen
Terrilyn Lassair	Mark	Phil Meylan	Nicole Kilpatrick	Carissa Avila
Cythina Warren		Kirsten Gunnensen	Melanie Ramirez	Carissa Sierra
Lincoln Staff		Lisa Abono	Amanda Dix	
School Nurse		Rachel Diaz		
Oliva Ashley				
Donna Ballardo (3rd Grade)	Jen Jenner (4th Grade)	Nici Wondolowski (5th Grade)	Paula Martinez	Ole Figueroa
Shannon Bassett	Monica Gonzales	Jose Lopez	John Silva	Juliet Beltran
Dianne Benigno	Adrienne Nguyen	Scott McCormick	Ari Patague	Laniek Clarke
Aaron Lasley	Laura Grans	Annalise King	Jackie Lopez	
Dan McCoy	Kristen Viray	Jerry Morucci		

* Cynthia Ningas, Jerry Verworn, Terrilyn Lassair, Laura Grans, Dan McCoy, and Aaron Lasley will forward the text to the members in their departments.

The school grounds have emergency supplies in multiple locations. Every classroom has an emergency kit with various items, such as a first-aid kit, gloves, water, food supplies, and more. In addition, every class has an emergency backpack with additional items, including an emergency contact list, in case of a power outage. Strategically placed downstairs and in storage sheds outside the building, emergency supplies, and disaster kits are available. The Safety Committee monitors these items and updates them as needed. As the school community practices several drills, the staff takes the time to debrief to ensure the effectiveness of the procedures and protocols.

	Tier 1 <i>Who: Peacemakers, Peer-to-Peer</i>	Tier 2 <i>Who: Teacher/Staff on Duty, Classroom Teacher</i>	Tier 3 <i>Who: Principal and Vice Principal</i>
Incidents	<ul style="list-style-type: none"> Tattling Harm Done by Accident Minor Name Calling Not Sharing/Not Letting Others Play Sports/Rules Conflict Other Minor Incidents <u>ex.</u> Cutting in line, not taking turns 	<ul style="list-style-type: none"> Group Conflict (more than 2 parties involved) Intentional/Targeted Exclusion Hostile Name Calling Roughhousing Repeating Conflict/Arguments Bad Words Lying 	<ul style="list-style-type: none"> Violence Repeated/Severe Explicit Language Weapons Leaving Campus Bodily Fluids (ex. Spitting on someone) Head Injury Bullying Refusal to obey instructions after Tier 1 and Tier 2 interventions
Protocol	<p>Options</p> <ul style="list-style-type: none"> Peace Path Soul Shoppe "Clean-Up" Take some space from recess 	<p>Options</p> <ul style="list-style-type: none"> Restorative Conversation Restorative Lunch Meeting (if the conflict is not resolved within Restorative Conversation and students are willing) Take some space from recess 	<p>Options</p> <ul style="list-style-type: none"> Office Referral
Objectives	<ul style="list-style-type: none"> Increase student capacity and skill around solving their conflicts Utilize student Peacemakers as a resource Shift focus of students from punishment-oriented to repairing harm <ul style="list-style-type: none"> Often times when students tattle, their objective is to see punishment rather than work through the issue Ultimately have <u>students</u> be the main sources of support around Tier 1 on their own or using the student Peacemakers <ul style="list-style-type: none"> Teachers/duty are not overwhelmed with lots of minor incidents and have the time to provide support around more intensive conflicts 	<ul style="list-style-type: none"> Provide students with space and time to work through issues that require more communication and more action necessary to "make it right" Provide methods of communication that will give us more information regarding the nature of the conflict at hand Provide teachers with Restorative Practice scripts in order to facilitate conflict resolution processes between students that need follow-up action To provide students with a consistent and fair process for navigating conflict To provide opportunities for positive intervention before the conflict can escalate Decrease number of students referred to the office for non-Tier 3 level incidents 	<ul style="list-style-type: none"> Staff has a concise list of actions/incidents that necessitate administrative intervention Decrease student traffic in the office during lunch and recess Model restorative techniques that preserve relationships, even in situations where an RJ discipline intervention is not possible for avoiding an office referral

RJ Processes	<p>Empathy Statements</p> <ul style="list-style-type: none"> "It sounds like you're feeling..." "I can understand how.... could be difficult for you" "I can imagine how that could make you feel..." "That must have been hard when..." <p>The Clean-Up:</p> <ol style="list-style-type: none"> "I know that I..." "I apologize" "What can I do to make it right?" "Next time I will" "Will you forgive me?" <p>Conflicts in Organized Play "It seems like there's some confusion around how we're playing this game."</p> <ul style="list-style-type: none"> What are the roles? What are the rules? How is the game played? 	<p>Restorative Conversation</p> <ul style="list-style-type: none"> "From your perspective, what happened?" "How did that make you feel?" "What do you need from ____ to make it right?" / What do you need from ____ to be ok for the rest of recess?" <p>Techniques for Gaining More Information</p> <ul style="list-style-type: none"> Empathy Statements <u>Ask Open-Ended Questions</u> Rephrase/Reflect Summarize <p>Don'ts</p> <ul style="list-style-type: none"> Threaten Argue Challenge Order Shame <p>Restorative Lunch Meeting</p> <ul style="list-style-type: none"> What is the problem and how has it affected you? What has been the hardest part? Why is this relationship important for you to work on? What is one thing you need and one thing you can do to improve this relationship? What support do you need from me? 	<p>De-Escalation Tips:</p> <ul style="list-style-type: none"> <u>Tone</u>: calm, self-assured, a voice at normal speaking volume or lower <u>Body Language</u>: Same eye level, take cues from student re: eye contact <u>Words</u>: "I" statements rather than you, avoid shaming, use the word "we" ("We are going to figure this out."), <i>give choices when possible</i>, ("Would you like to sit or stand while we talk?") <p>Empathy Statements</p> <ul style="list-style-type: none"> "When I see ____, I feel ____. And I have to send you to the office." Contextualizing disciplinary action within the impact Ex. "When I see you hitting other students I feel worried that somebody in class is going to get hurt." Ex. "When I see you run off campus, I feel frustrated that you did not listen to me when I asked you not to leave."
--------------	---	---	--

5. Child Abuse Reporting Procedures

According to legislation AB1432, all school staff have received annual training on the Mandated Reporting laws for school employees. All school staff members are considered "Mandated Reporters".

A Mandated Reporter shall make a report whenever, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect (Penal Code 11166(a)).

Pittsburg Unified School District mandated reporters shall report suspected child abuse or neglect to:

Child Protective Services – 24 hour hotline
1-877-881-1116

Mandated reporters must then follow up with a written report *Suspected Child Abuse Report SCAR form 8572* which must be faxed or mailed to Child & Family Services **within 36 hours**:

Fax (925) 798-0756
Child & Family Services
2120 Diamond Blvd., Suite 120
Concord, CA 94520

Send a copy of the report to PUSD Educational Services Director marked as "**Confidential**".

THIS SECTION INTENTIONALLY LEFT BLANK

5a. Suspected Child Abuse Report Form SCAR

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE		
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
		ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL
		OFFICIAL CONTACTED - TITLE				TELEPHONE ()		
C.	VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
		ADDRESS			Street	City	Zip	TELEPHONE ()
		PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
		RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D.	INVOLVED PARTIES	VICTIMS		SIBLINGS				
		NAME		BIRTHDATE	SEX	ETHNICITY	NAME	
		1. _____		_____	_____	_____	3. _____	
		2. _____		_____	_____	_____	4. _____	
				NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
		ADDRESS			Street	City	Zip	HOME PHONE ()
					BUSINESS PHONE ()			
				NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
		ADDRESS			Street	City	Zip	HOME PHONE ()
					BUSINESS PHONE ()			
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS			Street	City	Zip	TELEPHONE ()		
OTHER RELEVANT INFORMATION								
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
		DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Link: [SUSPECTED CHILD ABUSE REPORT](#)

5b. SCAR Form Instructions

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

6. Suspension and Expulsion Board Policies

Board Policy 5144.1 Suspension and Expulsion/Due Process

The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

The Governing Board 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, in this policy, and in 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 another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. 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 Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when 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. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, pursuant to Education Code 48910. (Education Code 48900)

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

On-Campus Suspension

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.

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or 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. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, and English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Regulation PITTSBURG UNIFIED SCHOOL DISTRICT
Revised: September 28, 2022

6a. For Staff

Board Policies 4158, 4258, 4358 Employee Security

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.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 5131.4 - Student Disturbances)

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.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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.

(cf. 5141 - Health Care and Emergencies)

(cf. 4118 - Suspension/Disciplinary Action)

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

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

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144. - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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.

Regulation PITTSBURG UNIFIED SCHOOL DISTRICT

Approved: October 22, 2008 Pittsburg, California

Procedures to Notify Teachers of Dangerous Pupils

Throughout the school year, pursuant to Education Code 49079, all Pittsburg Unified School District teachers have access to a list of enrolled students who have, sometime within the past three years, engaged in or been reasonably suspected of having engaged in one or more activities leading to suspension or expulsion. The following procedure is used in notifying teachers:

1. Teachers will be notified of this process at the first staff meeting of the school year
2. Sign in sheets for the staff meetings will be kept like all sign in sheets.

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

- Causing/threatening physical injury to another person;

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

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

Accessing Discipline Data

To access, you must sign on to your Aeries Portal.

- A red Safe Schools Act (SSA) icon will appear in your class attendance.
- Hovering over the SSA with your mouse will show an infraction date.
- Clicking on the SSA opens the Assertive Discipline screen where incidents will be visible.
- Print rosters will also show this information. Students that have a Safe Schools Act date, will have an * to the left of their name on a printed class roster.

7. Nondiscrimination and Harassment Policy

Board Policy 5145.3 Non Discrimination/Harassment

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, 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 bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct 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.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Policy PITTSBURG UNIFIED SCHOOL DISTRICT
adopted: March 14, 2007 Pittsburg, California
revised: September 27, 2023

Administration Regulation 5145.7 Sexual Harassment

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

The Board of Education is committed to maintaining an educational environment that is free from discrimination, harassment, intimidation and bullying. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment; including the fact that sexual harassment could occur between people of the same gender and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 1312.1 - Complaints Concerning District Employees)

Disciplinary Measures

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Confidentiality and Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

Regulation PITTSBURG UNIFIED SCHOOL DISTRICT
approved: March 14, 2007 Pittsburg, California
revised: May 11, 2022

8. School-wide Dress Code Policy 5132

School-wide Dress Code

We will follow the uniform policy. The Pittsburg Unified School District has adopted a mandatory uniform policy for all students in grades K – 8.

- Pants/shorts – Navy Blue fitted at the waist and may not be more than one size too large or one size too small. Shorts will not be shorter than mid-thigh. The fabric should be twill, cotton blend, or corduroy. No leggings or sweats.
- Shirts/Blouses – White or Navy Blue collared shirts, such as polo, oxford, turtleneck, or mock turtleneck. Spirit shirts from school may be worn on Fridays and designated days.
- Skirts/Jumpers/Skorts – Navy Blue must be worn with an appropriate uniform shirt, blouse, or sweater.
- Shoes – Must be safe and appropriate for school attire. Flip-flops and sandals are not allowed.
- Outerwear (jackets, sweaters, and coats) – Do not have a uniform requirement.
- No make-up for elementary students; it creates a distraction to learning.

Dress and Grooming

The Pittsburg Unified School District has mandated that students in grades K-8 wear school uniforms. The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students and parents

The Governing board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and have mandated that students wear school uniforms. Students who choose not to wear the mandated uniforms will be sent to the office and provided a loaner uniform which is to be returned to the school office at the end of the day.

Uniforms are to be kept clean and neat. White or navy shirts must be properly buttoned. Students must wear belts to assure that pants are worn appropriately and are not “sagging”.

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Flip flops, backless shoes, skate shoes, or slippers are a safety risk and are not acceptable.

2. School uniforms of a white or navy blue will be worn at all times. Tops consist of white or navy blue collared shirts, such as polo shirts and blouse. Any shirt or blouse that is see-thru and requires an undergarment to be worn will be deemed unacceptable. Undershirts will also be white, grey or navy blue. Students may wear school spirit clothing only on Fridays. Uniform bottoms consist of navy blue pants, shorts, skirts, skorts, or jumpers. Shorts, skirts or skorts can be no shorter than mid-thigh (fingertip test). Socks, tights, and leggings worn underneath a skirt will be appropriate. Pants will fit at the waist. Bottoms must be made of twill, cotton blend or corduroy. No jeans/denim. No sweatpants. No leggings as pants.
3. Students not in uniform will be sent to the office to change into loaner uniforms.
4. Hats, baseball caps, shower caps, wave caps, hair nets, bandannas and other head coverings shall not be worn indoors.
5. Hair shall be clean and neatly groomed. Rollers are not permitted.
6. Sunglasses, unless required for medical reasons, may not be worn in the classroom.
7. Gang symbols, apparel, jewelry, accessories, notebooks or manner of grooming which, by virtue of their color, arrangement, trademark or any other attribute, denote membership in gangs, advocate drug use, violence, or disruptive behavior are prohibited.

Students inappropriately attired or lacking in personal cleanliness will be sent to the school office where they will be provided a loaner uniform and/or may be sent home for correction.

The student uniform will be:

- White or navy collared shirt/blouse
- White or navy long or short sleeve polo shirt
- Navy shorts/pants (boys/girls) – **no jeans/denim, sweatpants or leggings as pants**
- Navy skorts/skirts/jumpers (girls)
- No inappropriate pictures or logos that is distracting or condoning violence

Board Policy 5132 Dress and Grooming

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 policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats and sunglasses, for outdoor use during the school day. The principal may determine that hats are prohibited in certain locations or areas where sun protection is not necessary. (Education Code 35183.5)

Shoes must be worn at all times, slippers are not allowed. 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, obscene, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice. Dress which is

disruptive and contrary to school rules regarding drugs, alcohol, violence, and gang affiliated or related clothing is not permitted. Clothes shall be sufficient to conceal undergarments for males and females at all times. Student clothing such as but not limited to see-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, exposed midriffs and skirts or shorts shorter than mid-thigh and pajamas may be prohibited. Pants are to be worn at waist level. Belts are to be worn if needed to support clothing. Dress that presents a health or safety hazard or a distraction which would interfere with the educational process is prohibited.

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. (Education Code 49066)

The principal may establish dress, grooming and hygiene guidelines for times when students are engaged in extracurricular, physical education or other special school activities.

(cf. 5121 - Grades/Evaluation of Student Achievement)

At individual schools that have a dress code prohibiting apparel that interferes with the educational process or threatens to disrupt the school's activities, the principal may identify in the school safety plan attire that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because student dress is constantly changing, clothing and grooming styles that present a health or safety hazard or a distraction which would interfere with the educational process/school activities shall be reviewed at least annually and updated whenever related information is received.

K-8 Mandatory School Uniforms

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board recognizes that in order to promote student safety and discourage theft, peer rivalry and/or gang activity the Board may wish to establish a dress code requiring students to wear uniforms. Such a dress code shall be included as part of the school safety plan. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students and maintain a positive school climate. When the plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policies. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. The school shall establish guidelines identified in the school dress code and school safety plans, provisions whereby parents/guardians may choose not to have their children comply with an adopted school uniform policy which is contrary to their beliefs or exceptions deemed appropriate by the principal. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Policy PITTSBURG UNIFIED SCHOOL DISTRICT
adopted: January 25, 2006 Pittsburg, California

8. Safe Ingress and Egress Procedures

EVACUATION PLAN

1ST FLOOR

IN CASE OF FIRE
USE STAIRS
FOR EXIT
DO NOT USE
ELEVATOR

EMERGENCY
PHONE: 911

YOU ARE HERE
 EXIT ROUTE
 FIRE ALARM
 FIRE EXTINGUISHER
 Emergency Supplies
 ELEVATOR

EVACUATION PLAN

2ND FLOOR

IN CASE OF FIRE
USE STAIRS
FOR EXIT
DO NOT USE
ELEVATOR

EMERGENCY
PHONE: 911

YOU ARE HERE
 EXIT ROUTE
 FIRE ALARM
 FIRE EXTINGUISHER
 ELEVATOR

School and district staff are dedicated to ensuring the safety of students, staff and parents/ guardians going to and from school.

Designated emergency exit routes are defined in the Emergency Operations Plan. In case an accident, fire, earthquake or other emergency affects our regular evacuation routes, school staff is responsible for directing students to a safe, alternative exit route. Students must remain on campus, under staff supervision. In case of emergency, students must be retained until they can be released to either a parent or an authorized emergency contact.

Emergency scenarios that students need to be prepared for:

- Walking to school: Students should continue walking to school.
- Walking home: Students should continue walking home.
- In the neighborhood: Students should return to a pre-designated alternate home.
- Waiting for a bus: Students should return to a pre-designated alternate home.
- On a bus on the way to school: The bus driver will continue to school when it is safe.
- On a school bus on the way home: The bus driver will continue home when it is secure.
- On a school bus on the way to a field trip: The driver will return to the school when it is secure.
- During a field trip, The teacher will find shelter at that location until it is safe to return to the school.
- On a school bus returning from a field trip: The driver will continue to school when it is secure.

9a. Visitor Access to School Campus

The PUSD Visitor Policy will be enforced. Everyone will enter through the office and sign in. Teachers will receive a phone call to verify that a visitor is expected. All school employees should wear their identification badges while on campus. If you see someone unfamiliar without an ID or visitor’s sticker, please ask them if they need help and guidance. If they are headed anywhere but the office, please ask them to sign in at the office. You can also radio an administrator to help investigate.

10. Ensuring a Safe and Orderly Environment

Heights Elementary is located in an ethnically diverse neighborhood where many generations of family members have attended Heights Elementary. We proudly serve students in Preschool through 5th grade. We provide morning and afternoon preschool for our scholars and an after-school program offering homework support and enrichment activities for our Kindergarten to fifth-grade students. We also provide Expanded Learning tutoring for our students who still need to meet the district benchmark throughout the year. Heights has a population of approximately 508 students with the following ethnic backgrounds:

Enrollment	508	% to Enrollment
Hispanic or Latino	369	72.64%
White	18	3.54%
Asian	21	4.15%
Pacific Islander	11	2.17%
Filipino	14	2.76%
Black	49	9.65%
Multi-Ethnic	26	5/12%

The Heights' staff believes that all students can learn and grow. We are dedicated to the whole child's growth in developing the social, emotional, and academic skills to prepare them for college and career readiness. Heights will continue improving and developing reading, writing, and math lessons with effective instructional practices in all grades. We aim for each class to have a clear purpose with teacher modeling, facilitating, coaching, and questioning to support students accessing grade-level content and mastering the Common Core Standards for our scholars to make meaning and transfer what they are learning. The grade-level teams will continue to meet and regularly collaborate to plan for literacy and math instruction using culturally responsive strategies and pedagogies and use explicit first-best instruction to meet the needs of all students.

The staff believes in giving leadership opportunities for students to set an example for their peers. Therefore, every classroom is paired with another to create "big buddies" and "little buddies" as they do STEAM activities together. Students are also often selected to support younger students in tutoring, teaching computer skills, providing social opportunities for students with special needs, and helping new students get acquainted with the building.

Heights Elementary is proud of the program's diversity and all staff members' participation. Each year, it is essential to review and revise plans and identify areas of improvement. We will continue reviewing and revising throughout the year with our stakeholders to adjust the plan as needed.

11. School Discipline Procedures

In PUSD, student discipline is viewed as a developmental process, and effective strategies for addressing student behavior. Restorative Practices provide opportunities for all members of the community to understand consequences of their actions, address any harm caused by their behavior, and restore disrupted relationships. Our school's disciplinary practices are designed to engage scholars in the learning process so that they may become college and career ready. We believe that fair, firm, and consistent implementation of disciplinary actions is expected and that scholars need to be informed about the consequences of their behavior. We also believe school discipline will be administered in a manner that focuses on teaching students positive behavior and keep them engaged in their regular academic program to the greatest extent practicable.

PUSD administrators are committed to utilizing interventions and disciplinary support/consequences that are consistent, fair, reasonable, age appropriate, and reflective of the severity of the student's misconduct. Heights is committed to the implementation of progressive discipline and use of other means of correction. Aligning with PUSD's District-wide behavior matrix, Heights will make every reasonable effort to address and correct student misbehavior using school-based resources at the lowest possible level, and to support students in learning the skills necessary in maintaining a positive school environment. Heights is committed to supporting scholars with reflective conversation, taking responsibility for their actions and identifying and learning prosocial behaviors.

** Note: The above excerpt incorporates by reference the "Code of Conduct" student response manual and "Matrix" which is a part of a coordinated effort to improve school climate for all stakeholders/educational partners, reduce suspension and expulsion, eliminate disproportionality in disciplinary responses, and focuses on prevention and intervention rather than punishment.

The Heights staff has high standards of conduct for all of our students. Appropriate student conduct is essential for maintaining an optimum learning atmosphere and protecting the rights and safety of all students. We understand that growing up includes testing limits and making mistakes. However, we believe children can be responsible for their behavior, especially when they receive fair and consistent treatment that clearly explains rules and consequences. Our district is committed to learning in an orderly, productive, safe school environment.

We are committed to working with the community to create an environment where everyone feels welcomed and valued. Heights has high expectations and promotes partnerships with families in providing education for all students regardless of race, gender, ethnicity, religion, culture, or socio-economic background. Three simple school rules are known as the “3 Be’s.” Students understand what safe, respectful, and responsible mean in every setting. Every teacher has a behavior incentive system that reinforces the 3 Be’s. The school also has the following support.

Tier 3 – Highest Level of Supports & Intervention for Some Students
Tier 1 and 2 supports, 504 Plans, IEPs, behavior support plans, student success team meetings, individual therapy through Lincoln Child Center, School Counselor, and on and off-campus suspension
Tier 2 – Additional Supports for All Students
Tier 1 supports, Rise Up small group mindfulness practice through the arts, small group skill building with a counselor, community service, PeaceMakers & Peace Path
Tier 1 – All Students
Classroom mindfulness lessons and practice, quiet corner time, sensory tools, alternative seating, restorative justice, bear paw incentives, prep points prizes, verbal encouragement, behavior assemblies

The parents are responsible for developing in their children respect, courtesy, obedience to rightful authority, consideration for the rights of others, and the desire to learn. Parents are encouraged to work cooperatively with the school to develop these traits in their children.

With an understanding of the purpose of discipline in our school and cooperation between home and school, we can maintain an effective learning environment at Heights. Students will be disciplined using Restorative Justice and Soul Shoppe as much as possible. Severe discipline and suspensions may result in the student being referred to the principal. This may result in a call home, lunch detention, and suspension. Detention is held during the noontime recess. All discipline will be consistent with the District's guidelines in the Pittsburg Unified School District Student Rights and Responsibilities Handbook sent home at the beginning of each school year.

Discipline Plan

At the beginning of the school year, teachers will prepare and turn in a daily instructional schedule to the office. If this changes, it will need to be updated. A discipline plan will also be prepared and updated yearly. This will go to parents at the beginning of the school year, and a copy will be sent to the Principal.

Referrals to the Principal

When sending a student to the Office, a [referral](#) must be completed, and it must be after several interventions have been implemented. A parent contact must have taken place as one of the teacher interventions. If a phone call is impossible, a note should be sent to parents and returned signed to indicate the parent received the memo. If a student is sent to the office with a referral and the administrators are not in the building, the student returns to the teacher's room with a note. If you need to remove the student from your classroom, you may send them to your Partner Teacher. If the situation is a serious safety issue, the secretary will call one of the off campus administrators to assist. Parents will receive a copy of this form.

Buddy Classroom

At the beginning of the school year, each teacher will identify a partner teacher to send students to when they need a break from the regular classroom environment. Each classroom has a quiet area to facilitate a break, the buddy classroom will used as a higher level intervention. Teacher must send the student with an activity to complete while in the classroom like classwork, mindfulness activity, or reflection letter.

11a. Discipline Board Policy

Board Policy 5144 Discipline

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare 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 and support, and parent/guardian 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 develop effective, age-appropriate strategies for maintaining a positive school climate and 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 for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

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 or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall 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. (Education Code 32282, 35291.5)

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 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 and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form 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 connectedness to the school community, 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.

Policy PITTSBURG UNIFIED SCHOOL DISTRICT

Adopted: March 14, 2007 Pittsburg, California

Revised: October, 25, 2023

Administrative Regulation 5144 Discipline

Site-Level Rules

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling
(cf. 6164.2 - Guidance/Counseling Services)
2. Discussion or conference with parents/guardians
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
3. Recess restriction
4. Detention during and after school hours
5. Community service
6. Reassignment to an alternative educational environment
(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools)
(cf. 6184 - Continuing Education)
(cf. 6185 - Community Day School)
7. Removal from the class in accordance with Board policy, administrative regulation and law
8. Suspension and expulsion
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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. (Education Code 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, 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.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

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. (5 CCR 307, 353)

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.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board of Education, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during nonschool hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

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. (Education Code 48900.6)

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. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

The Governing Board desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians and students all notifications required by law and any other notifications he/she believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6020 - Parent Involvement)

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless his/her parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983- 48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, his/her parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, he/she shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Regulation PITTSBURG UNIFIED SCHOOL DISTRICT
approved: March 14, 2007 Pittsburg, California
Revised: January 8, 2019

THIS SECTION INTENTIONALLY LEFT BLANK

12. Instructions For Administration Of Naloxone Nasal Spray

Use naloxone nasal spray for known or suspected opioid overdose in adults and children. Each naloxone nasal spray has 1 dose and cannot be reused.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of OVERDOSE*, which often results in death if not treated, include:

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School Nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (SEE NARCAN™ Nasal Spray QUICK START GUIDE below)

- Action 1.
 - Lay the person on their back to receive a dose of naloxone nasal spray
- Action 2.
 - Remove naloxone nasal spray from the box
 - Peel back the tab with the circle to open the naloxone nasal spray
- Action 3.
 - Hold the naloxone nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.
 - Tilt the person's head back and provide support under the neck with your hand
 - Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
- Action 5.
 - Press the plunger firmly to give the dose of naloxone nasal spray
- Action 6.
 - Remove the naloxone nasal spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
 - State: "Someone is unresponsive and not breathing."
 - Give a specific address and/or description of your location
 - Follow dispatcher's instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Check to see if there is anything in their mouth blocking the airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.

- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
 - If using a mask, place and hold mask over mouth and nose
 - If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
 - Watch for the person's chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving naloxone nasal spray
- Watch the person closely until help arrives
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of naloxone nasal spray administration, another dose may be given
- Resume rescue breathing if spontaneous breathing does not recur
- Stay with the person until help arrives
- Follow school administrator's guidance regarding the seizing of all illegal and/or non-prescribed opioid narcotics found on victim; process in accordance with Pittsburg Unified School District protocols

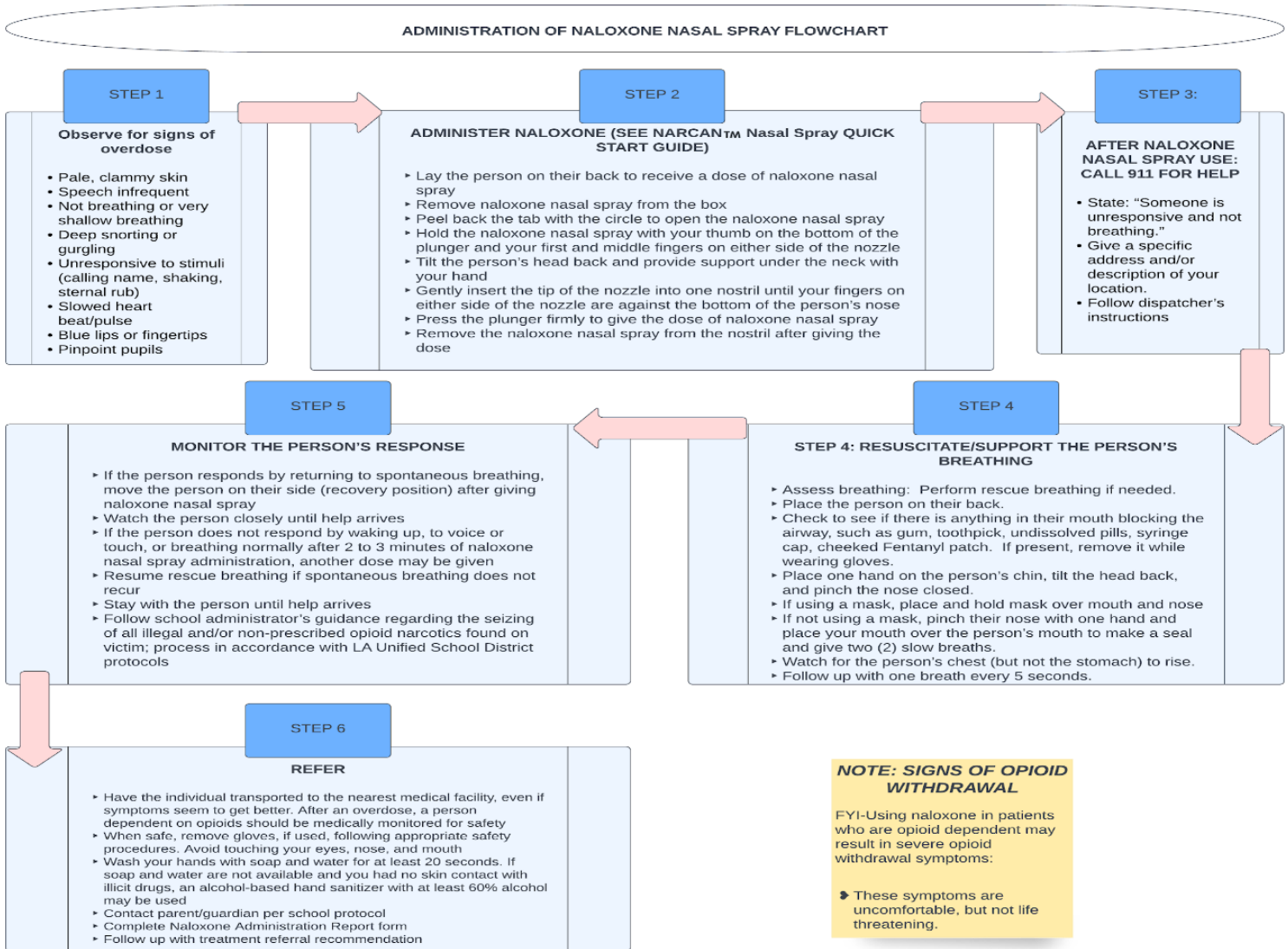
NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety
- When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth
- Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used
- Contact parent/guardian per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

ADMINISTRATION OF NALOXONE NASAL SPRAY FLOWCHART



Opioid High	Opioid Overdose	Opioid Withdrawal	
<ul style="list-style-type: none"> • Relaxed muscles • Speech slowed, slurred • Breathing slow or shallow • Appears sleepy, nodding off • Responds to stimuli but difficulty being awakened from sleep • Normal heart beat/pulse • Normal skin color 	<ul style="list-style-type: none"> • Pale, clammy skin • Cannot speak, very shallow breathing or not breathing • Slowed heartbeat or stopped • Deep snorting or gurgling, vomiting • Unresponsive to stimuli (calling name, shaking, sternal rub) • Cyanotic skin color (blue lips, fingertips) • Pinpoint pupils 	<ul style="list-style-type: none"> • Restlessness or irritability • Body aches • Diarrhea • Tachycardia • Fever • Runny nose • Sneezing • Piloerection (goosebumps) • Sweating • Yawning 	<ul style="list-style-type: none"> • Nausea or vomiting • Nervousness • Shivering or trembling • Abdominal cramps • Weakness • Tearing • Insomnia • Opioid craving • Dilated pupils • Increased blood pressure



PITTSBURG UNIFIED SCHOOL DISTRICT

2000 RAILROAD AVENUE, SUITE D · PITTSBURG · CALIFORNIA 94565

Jennifer A. Clark, Director – Student Services

NARCAN[®] (naloxone HCl) **NASAL SPRAY**

QUICK START GUIDE **Opioid Overdose Response Instructions**

Use **NARCAN**[®] (naloxone hydrochloride) Nasal Spray for known or suspected opioid overdose in adults and children.

Important: For use in the nose only.

Do not remove or test the **NARCAN** Nasal Spray until ready to use.

1 Identify Opioid Overdose and Check for Response

Ask person if he or she is okay and shout name.

Shake shoulders and firmly rub the middle of their chest.

Check for signs of an opioid overdose:

- Will not wake up or respond to your voice or touch
- Breathing is very slow, irregular, or has stopped
- Center part of their eye is very small, sometimes called "pinpoint pupils"

Lay the person on their back to receive a dose of **NARCAN** Nasal Spray.



2 Give **NARCAN** Nasal Spray

REMOVE **NARCAN** Nasal Spray from the box.

Peel back the tab with the circle to open the **NARCAN** Nasal Spray.

Hold the **NARCAN** Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose.

Press the plunger firmly to give the dose of **NARCAN** Nasal Spray.

• Remove the **NARCAN** Nasal Spray from the nostril after giving the dose.



3 Call for emergency medical help, Evaluate, and Support

Get emergency medical help right away.

Move the person on their side (recovery position) after giving **NARCAN** Nasal Spray.

Watch the person closely.

If the person does not respond by waking up, to voice or touch, or breathing normally another dose may be given. **NARCAN** Nasal Spray may be dosed every 2 to 3 minutes, if available.

Repeat Step 2 using a new **NARCAN Nasal Spray to give another dose in the other nostril.** If additional **NARCAN** Nasal Sprays are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.



ADAPT
PHARMA

For more information about **NARCAN** Nasal Spray, go to www.narcannasalspray.com, or call 1-844-4NARCAN (1-844-462-7226). You are encouraged to report negative side effects of prescription drugs to the FDA. Visit www.fda.gov/medwatch, or call 1-800-FDA-1088.

©2017 ADAPT Pharma, Inc. **NARCAN** is a registered trademark licensed to ADAPT Pharma Operations Limited. A1107

13. Disaster Procedures, Routine & Emergency - EOP

The Emergency Operations Plan is reviewed annually in conjunction with the Supervisor of Site Safety and Emergency Preparedness. Included in the EOP are updated listings of emergency response team members and assignments, including team members responsible for adaptations for pupils with disabilities.

Staff members will be trained in emergency response and management procedures, with reviews each school year so that they are able to provide directions and to keep students safe in the case of an emergency. In addition school sites will hold regular fire/emergency drills and the dates/ times are recorded at each school site and shared with the Supervisor of Site Safety and Emergency Preparedness.

Each school site will have Search and Rescue equipment, classroom go bags, lockdown kits, an incident command system (with principal) and a location where all emergency supplies are secured. These supplies will be inventoried each year. Emergency Procedure Guide Flip Charts are available in each classroom and each classroom has a Basic First Aid Kit. School offices will have emergency response plans, guidelines, and reference guides to assist staff in every type of emergency.

The district has an emergency communications system designed to allow schools to report status during an emergency via computer, radio, phone and the district's internal phone system. Schools have hand-held radios for on-campus communications. School bus drivers and campus staff use a district-wide radio system to connect school sites to the district office and Transportation.

Pursuant to Education Code 32282, the Pittsburg Unified School District 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. We cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

THIS SECTION INTENTIONALLY LEFT BLANK