



Martin Luther King Jr. Junior High School
Pittsburg Unified School District
Comprehensive School Safety Plan

2024-2025

Site Safety Council

Danielle Winford- Principal

ZaRinah Tillman-Perry- Vice Principal

Helen Aboke - Vice principal & Site Safety Coordinator

Liam Baxter- Teacher

Myesha Mebane-Teacher

Pam Siino - Teacher

Ana Perez- Community School Coordinator

Annisha Geran - Parent

Simone Delk - Parent

Khyrin Rainy - Scholar

Terrence Geran –Scholar

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.

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2. School Safety Plan – Implementation and Review Timeline

September

- Train all staff and students on inside lock down procedures
- Review discipline and sexual harassment policies and procedure with staff
- Review school rules, dress code and sexual harassment policy with students
- Review school rules, discipline and schedules with Campus Resource Assistants
- Review discipline policies and procedures with parents at Back to School Night
- Inform parents about lockdown drills and procedures
- Conduct fire drill 1 date: 8/22/23
- Earthquake drop, hold, cover drill 1 date: 10/18/23

October

- Discuss and revise Comprehensive School Safety Plan with School Safety Committee
- Present Comprehensive School Safety Plan to the police officer
- Review lockdown procedures with students
- Meet with parents/teacher conferences
- Meet with Campus Resource Assistants to review policy and procedures
- Great California ShakeOut/Disaster Drill 1 date: 10/19/23

November-December

- Present Comprehensive School Safety Plan for approval to the School Site Council
- Present Comprehensive School Safety Plan to the public
- Meet with Campus Resource Assistants
- Conduct fire drill 2 date: 11/29/23

January-March

- Meet with Campus Resource Assistants
- Train staff and students on lockdown procedures when students are outside
- Conduct fire drill 3 (for middle schools) date: 2/22/24
- Conduct lockdown drill 1 date: 2/1/24
- Earthquake drop, hold, cover drill 2 date: _____

April- June

- Review/modify Discipline Plan with Leadership Team
- Meet with Campus Resource Assistants
- Recognize students at academic assemblies
- Conduct lock down drill when students are outside of classroom
- Conduct fire drill 4 (for middle schools) date: _____

3. Assessment of School Crime

Martin Luther King Jr. Junior High School reports all crime to the Pittsburg Police Department and utilizes School Resource Officers (SRO's). School district personnel are also notified of any incidents where the police have been called to the school.

Suspension/Expulsion Data from 2023-2024

Suspension/Expulsion Data 2023-2024 Suspension/Expulsion Data

	Enrollment	Expulsion	Suspension	Total
Martin Luther King Jr. Jr High School	781	1	175	176

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

4. Appropriate Programs and Strategies that Provide School Safety

Throughout MLK we have a variety of personnel to help enforce safety procedures on our campus. These are the position and personnel designated to the following safety roles:

- Our School Resource officer (position is currently vacant) is here daily to monitor, educate and support our scholars and families. He takes an active role in meeting with scholars and families, runs the Junior Recruiter program, and collaborates with the community.
- School administrators are Danielle Winford (Principal), ZaRinah Tillman-Perry (Vice Principal) and Helen Aboke (Vice Principal and Safety Coordinator). Throughout the day they are out monitoring scholar behavior, teaching and reinforcing safe behavior, and providing intervention and support to those in need.
- School Counselors are Kim Raynor Jones and Manuel Mendoza. They support the scholars both with social-emotional and academic focuses to ensure they are provided with the tools to be successful and safe.
- Our social emotional supports on campus include Lincoln Center Counselors, Restorative Justice Coordinator and CARE Team. We have 2 full time Lincoln counselors, our CARE Team consists of 1 coordinator (Anna Perez) and 10 other participants, and we have 2 temporary RJ facilitators. We meet as a CARE/COST Team once a month to discuss any new cases and support they can offer to our scholars. They meet both with individual scholars and run small group sessions.
- CRAs will work as a team under the direction of the administration and are Kevin Leslie, Corina Quentero-Ortiz and Samuel Garcia. Some site-based duties include escorting scholars in your area who need to use the bathroom during instruction. Supervising scholars in the morning, lunch, after school and during passing periods. Relieving teachers who need to use the restroom. Checking each bathroom EVERY period. Assisting teachers and administrators when asked or needed. Other duties as needed.
- The On Campus Suspension Para Professional, Tamika Smith, monitors scholars who are in need of extra behavioral support. He also assists with supervision before school, passing periods, and after school. Some site-based duties include escorting scholars in your area who need to use the bathroom during instruction. Supervising scholars in the morning, lunch, after school and during passing periods. Relieving teachers who need to use the restroom.

- Our Restorative Justice Coordinator position, works to create a school wide approach to communication, mediation and provide problem solving skills to the scholars. They plan community outreach and awareness events, conduct mediations, class circles, harm circles and more to encourage and teach lifelong strategies.
- The Parent Liaison position, is able to provide a connection to our families and the community. Some of her responsibilities include running and organizing parent meetings, communication with parents (English and Spanish), translating meetings and events, organizing school wide events (Lunch on the Lawn, Hispanic Heritage month).

Throughout the campus, there are a number of supports to help ensure the safety of our scholars and staff. All administration, office staff, CRA, CRO, OCS, Librarian, counselors, parent liaison, Community School Coordinator, custodians and PE teacher are equipped with a radio to communicate any information to each other. The office personnel and administration has access to the intercom system for any school wide announcement. All Scholars are required to have a school ID badge and the proper uniform to help identify them as scholars. Teachers check throughout the day to ensure these are carried through every classroom. All gates are locked throughout the day. All parents/guardians as well as visitors must enter through the Administration building to check in with office personnel to ensure they are allowed to be on campus. Parents/Guardians' information is checked through their identification and ensures they are on the emergence plan for their scholar. While parents are encouraged to attend classes with their scholars, they must have 24 hours prior approval from the classroom teacher and/or administration.

Unfortunately, our scholars and neighboring community have experienced traumatic events. Scholars are provided community services on campus to help them deal with these stresses such as Restorative Justice, Project Success, and Tobacco Use Prevention Education (TUPE). By working together with families and community members we strive to form a partnership which embraces and supports our scholars each and every day. We encourage our scholars to get involved in supporting their local community and involve the community in school events. Some examples of events include: the canned food drive, Toys for Tots, Pennies for Patients, Day of Service (Martin Luther King Jr.'s Birthday), MLK C.A.R.E.S. (community clean-up), Bite of Reality, field trips, and various festivals throughout the year in Pittsburg. We also celebrate the diverse cultures of the families at our school through speakers, assemblies, and lunch time events. Our Community School Coordinator, Ana Perez, helps to coordinate and facilitate many of these school/community events. Our counselors along with the Culture & Climate Committee, Multicultural Committee, and Community School Committee work to plan and organize positive events that reach out to our scholars, their families, and our community.

Restorative Justice is the practice of encouraging scholars to recognize and make amends to those they have harmed. The focus is twofold, to repair the relationship and to prevent the incident from happening (again). We will continue Restorative Justice (RJ) practices with the support of our district RJ representative. This will help to prevent disciplinary actions by forming deeper relationships and train staff on consistent approaches regarding how to respond when harm has occurred. Teachers and administrators need additional training and materials in order to use these strategies effectively. This year we continued to grow a Peer Tutoring course to support scholars using RJ practices to mediate and solve problems. In this class, 29 scholars are being trained to use the RJ model to implement restorative circles in the classroom.

Some scholars are in need of help in areas of substance abuse and/or gang influences. It is necessary to discover, cultivate, and increase the available assets and tools with which to help these students. We must create a culture which makes it easy for students to safely seek assistance in these areas. We work with Lincoln Center to provide therapy and mentorship to those identified as predisposed to this type of activity. There are very few alerts at our site and even fewer illegal substances found.

We have several scholars who are in need of therapeutic counseling. Scholars are often identified as a result of conversations regarding poor attendance, grades, and/or behavior. Lincoln Center counseling provides individual and/or group therapy to many of our scholars. The need is often greater than the spaces available.

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**".

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5a. Suspected Child Abuse Report Form SCAR

Link: [SUSPECTED CHILD ABUSE REPORT](#)

Print
SUSPECTED CHILD ABUSE REPORT
Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
 Pursuant to Penal Code Section 11166
 PLEASE PRINT OR TYPE

CASE NAME: _____

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	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS			Street	City	Zip	TELEPHONE ()		
		PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE		
		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> PHYSICALLY DISABLED?	<input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED?		OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
		<input type="checkbox"/> YES <input type="checkbox"/> NO	IN FOSTER CARE?		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)		
		<input type="checkbox"/> YES <input type="checkbox"/> NO	<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"/> PHYSICAL	<input type="checkbox"/> MENTAL	<input type="checkbox"/> SEXUAL	<input type="checkbox"/> NEGLECT
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								
		1. _____		NAME		BIRTHDATE	SEX	ETHNICITY	3. _____	
		2. _____		NAME		BIRTHDATE	SEX	ETHNICITY	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

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 Uniform Policy

Research has demonstrated that school uniforms increase attention in class and decrease inappropriate behaviors at school. They also provide a sense of community and help to build school pride. Beyond that, school uniforms help to keep the campus safe because outsiders can be readily identified.

Scholars must wear:

- White long or short sleeve collared and buttoned polo shirt
- Navy blue uniform shorts/pants (boys/girls)
- Navy blue skort/skirt/jumper (girls)
- White, navy blue, black, gray or purple lanyard with school ID (if available to all scholars)

Scholars may wear:

- Jackets, sweaters, or sweatshirts that are white, navy blue, black, gray, yellow/gold or purple **solid color is preferred but any dark color is allowed.**
- White, navy blue, black, gray or purple **solid color** long or short sleeved undershirts
- White, navy blue, black, gray or purple **solid color** hats/caps (outdoors only)

Scholars may NOT wear:

- Clothing with stripes, checks, dots, pictures, logos (except MLKJHS logo), or writing (for example “boobie” belts/ bracelets, “Backwoods,” “Cookies”)
- Pants/Shorts/Skirts that are too short (must be longer than fingertips), too loose (No “sagging”: underwear/shorts may not be visible), or too tight
- Shirts that are too long (must be shorter than finger tips) or too tight
- PE uniform (Shorts, Shirt) in classes other than PE
- Sweatpants over uniform pants
- Ripped clothing of any type
- Sheer (see-through) or denim (jean) clothing
- Predominantly red items (including but not limited to: socks, shoes, scarves, backpacks) Bandanas, do-rags, hair rollers, rosary beads

- Slippers, Flip-Flops, Slide
- Straps must be worn on the back of shoes like crocs.

Scholars who are not in uniform will receive consequences. The first time they are out of uniform they will report to the office, receive a copy of the uniform policy, call home to let family know, and be given a formal warning (recorded in discipline record). Additional uniform violations will result in progressive disciplinary actions such as: phone call(s) home, community service hour(s), On Campus Suspension (OCS), meetings with counselor/administrator, and may be referred to the School Attendance Review Board (SARB). Additionally scholars out of uniform will be assigned to lunchtime detention each time they are out of uniform.

Admin schedules meetings with scholars who continue to be out of uniform to go over options for support. Additional information regarding dress code and uniforms can be found in the “Student Rights and Responsibilities Handbook” and on the PUSD website.

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.

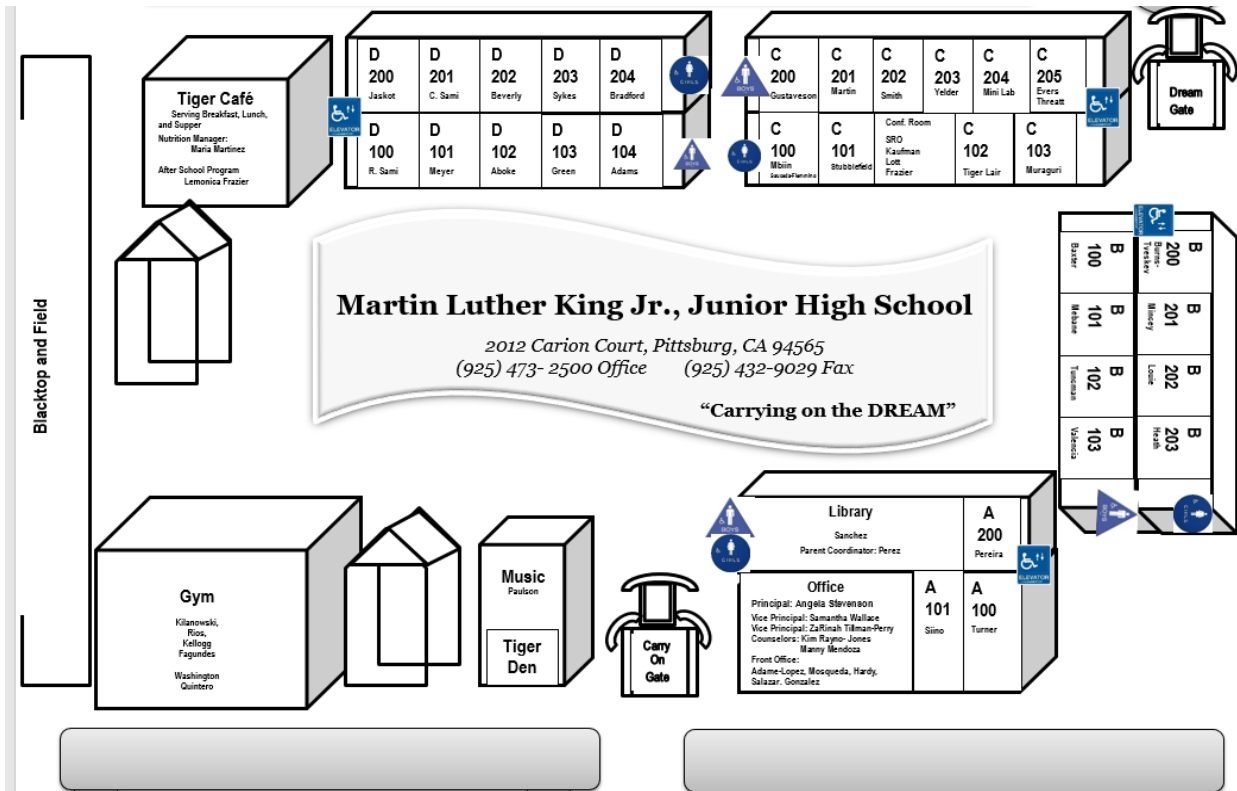
When the plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policies. Students shall not be penalized academically, otherwise discriminated against, or denied attendance 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

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9. Safe Ingress and Egress Procedures



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

The main gate located on Carion Court is called Carryon Gate. The gate located off of Diane is called Dream Gate. The gate on the service road or next to the school is where cars drive in for drop off or to pass through. All gates are locked promptly at 8:30am and remained locked for the rest of the school day. Scholars arriving after 8:30 must enter through the double doors located at the front of the Administration building.

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.

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

List main entrances/exits to and from the school site:

- Main Office Front Doors
- Front of school Carion Gate Near volleyball court
- West Parking Lot Push Gate (Between C and D Building)
- East parking Lot Push Gate (between Music and A Building)
- Back gate south of cafeteria off the back parking lot
- Back of School Push Gate off El Pueblo Ave
- West Parking Lot Gate (Behind the cafeteria)
- West Parking Lot Push Gate (Behind the D Building)

List gates and when or if they are locked during the day:

- Main Office Front Doors
 - Unlocked from 7:30am to 4:00pm
- Front of school Carion Push Gate Near volleyball court
 - Always locked
- West Parking Lot Push Gate (Between C and D Building)
 - Unlocked 7:00am to 8:30 a.m, locked the rest of the day
- East parking Lot Push Gate (between Music and A Building)
 - Unlocked 7:00am to 8:30 a.m, locked the rest of the day
- Back gate south of cafeteria off the back parking lot
 - Unlocked 7:00am to 8:30 a.m, locked the rest of the day
- Back of School Push Gate off El Pueblo Ave
 - Unlocked 7:00am to 8:30 a.m, locked the rest of the day
- West Parking Lot Gate (Behind the cafeteria)
 - Unlocked 7:00am to 8:30 a.m, locked the rest of the day
- West Parking Lot Push Gate (Behind the D Building)
 - Unlocked 7:00am to 8:30 a.m, locked the rest of the day

9a. Visitor Access to School Campus

Martin Luther King Jr., Junior High School is a closed campus. During school hours, all visitors must sign in and out at the school's office and wear identification badges while on school grounds.

7:30 am-4:00 pm the school is a closed campus. During school hours, all visitors must sign in and out at the school's office and wear identification badges while on school grounds. Office personnel ensure the parent is properly identified, on the emergency card for the scholar, and announce to school safety personnel and teachers that they are on campus. The Parent Liaison also has a list of parents who are fingerprinted and have completed their TB test in order to volunteer for field trips, classroom help and other support activities.

10. Ensuring a Safe and Orderly Environment

We strive to create a welcoming environment. Parents and scholars are greeted at the front desk by a bilingual clerk. This enables them to communicate needs and be connected with resources as quickly as possible regardless of their primary language. The bilingual clerk is responsible for a variety of clerical duties including but not limited to; scholar registration, attendance, scholar records, typing, filing, answering the phone and directing/translating calls. ELAC Parents have reported that a bilingual clerk at the front desk helps them to feel more connected and welcomed at MLKJHS.

At MLKJHS we teach the district wide behavior expectations (Be Respectful, Be Responsible, Be Safe). In addition, staff use Positive Behavior Intervention and Support (PBIS) strategies to provide a multi-tiered system of support. "Tiger Tickets" are given to scholars by staff members for exhibiting positive character traits. These are collected and there is a weekly drawing of Tiger Tickets providing incentives for scholars. The 6th, 7th, and 8th grade staff works with the guidance counselors to incorporate a transitional curriculum to guide our scholars to high school addressing positive character traits.

Teachers reported that they would like time set aside within the school day to encourage reading, get to know scholars on a deeper level, and mentor children in a manner that improves behavior and/or academics. This has been continued for the **2023-2024** school year. Teachers are encouraged to have scholars participate in community building activities, AVID school-wide strategies (goal setting, notebook checks, etc.), Silent Sustained Reading (SSR), writing reflections and/or anti-bullying activities.

Scholars need to feel safe at school. Our site team follows the district's disciplinary progressive K chart that is aligned with the educational codes (48900.b) to provide a safe environment. Scholars learn to make good decisions with the guidance of teachers, counselors, administrators, and other community service personnel. In reviewing data from various MLKJHS surveys, we find that many of the staff, parents, and students feel safe on campus and believe staff and students treat each other with respect. Furthermore, many students agree MLKJHS is a safe campus and can communicate to staff when they see or feel bullied. We strive to increase the percentage who "strongly agree" with these statements. We also strive to reduce the number of referrals and suspensions and to have percentages in line with our demographics. We aim to provide a site where all students will be educated in learning environments that are safe, drug free, and conducive to learning.

Parent Training/Workshops (Triple P, Parent Project, and AERIES) are led by the district based on input from parents and identified needs in the community. Sessions are often held both in English and in Spanish. Parents are invited and encouraged to attend multiple training and volunteer events such as Parenting classes &

workshops, Lunch On The Lawn, Bite of Reality, Computer Program, etc. Parents report that these classes were very informative/useful.. Lunch on the Lawn is a growing event that continues to increase parent participation reaching over 200 parents. Our goal is to continue increasing the number of parents/families taking advantage of these opportunities.

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

The following middle school materials have been adopted for Pittsburg Unified for grades 6-8:

- English/Language Arts- McGraw Hill
- Mathematics- McGraw Hill
- Social Studies-National Geographic
- Science-Lab-Aids
- ELD- National Geographic, Imagine Learning

The Study Skills Class incorporates the I-Ready program in ELA and Math for scholars who are in the intermediate level of proficiency. Results from the ELPAC, CAASPP, ELA grades, and district-wide assessments are used to strategically place, monitor, and move scholars in/out of targeted classes to support language development.

MLKJJHS continues to provide tutoring and support to all scholars through Homework Club (before school) and Mastery Center (after school.) Scholars who have not mastered a standard are invited to attend a re-teaching session and retake associated assessment. Those who are identified as being several years below grade level are also placed in Study Skills Class during the school day which uses I-Ready lessons tailored to their needs. Collaboration time and workshops are utilized for addressing the needs of underperforming students. MLKJJHS has a district Instructional Coach that works with new teachers in all departments to use data to plan and deliver effective lessons. This work is focused on strengthening first instruction and student engagement. MLKJJHS uses an intensive reading program (Read 180) for Special Education students identified as three or more years behind in reading comprehension and/or decoding.

Mastery Center for EL Scholars began in September to provide intervention for EL scholars below level 4. Four days each week are set aside to improve scholar grammar and reading skills.

Every Monday, grade alike content alike teachers hold their collaboration meeting. This is the time for them to review scholar data, plan common lessons, as well as create or update their existing Pacing Guide that helps to guide their instruction. District wide benchmark CCSS based assessments in all core subjects are conducted three times per year to monitor student progress and refine instructional practice.

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support/ ELD for identified ELs and others achieving below grade level. This time is given priority and is protected from interruptions. All departments have committed to at least a period of 20 minutes each week of "DEAR" Drop Everything and Read" time to improve scholar reading fluency.

Scholars not performing at a level of proficiency are provided with extended learning time within and outside of the school day. Teachers use the extra support materials provided as part of curriculum adoption to provide differentiated support to students who are not meeting standards. In ELA, these include the Extra Support and English Learner Handbooks. In addition, to provide English Learners and underperforming students with strategies for success in ELA and math, teachers are focused on providing more effective differentiated instruction. Strategies being employed are small grouping, using frontloading strategies, using graphic organizers, and a focus on academic vocabulary. Teachers are provided with additional classroom materials and supplies aligned with the core curriculum as needed throughout the school year.

MLKJJHS continues to focus on creating a culture focused on academic success. Many scholars struggle to keep a consistent focus on doing their best academically and behaviorally. Some do not have a personal vision and struggle to see why class and homework completion are important. With the rigor inherent in CCSS, a school culture focused on academic success is needed more than ever.

One barrier hindering the success of student achievement is attendance. A school bus route between downtown and MLKJJHS was provided nine years ago. By having access to a bus more scholars are now able to make it to school on time. Unfortunately, just one bus is not sufficient and does not meet the transportation needs of all scholars. Truancy letters, attendance contracts, meetings with the counselor and VP, and SARB referral also help to reduce absences and tardies. Scholars with perfect attendance are rewarded at the end of the school year at the site and district level as well as during quarterly assemblies.

Motivation is another barrier. Scholars who have experienced failure in grades leading up to this age, sometimes give up on the possibility of ever achieving academic success. We use individual conferences with our teachers, counselors, and administrators to intervene and encourage scholars by supporting them and working to improve their self-esteem. During advisory time, teachers work to build relationships with and between scholars. Eligibility for afterschool sports is another factor motivating children to achieve academically. For scholars who continue to struggle, Lincoln Center Counseling services and Project Success services may be available.

The CCSS are being fully implemented and contain many drastic shifts in instructional pedagogy. A focus on professional development including unpacking/understanding the new standards, developing pacing and units of study, cross departmental collaboration, assessment development, data analysis, and reflection is essential for implementation. In addition, information/ discussion with scholars, parents, and the community regarding the CCSS and shifts in instructional practice will help to create a smooth transition.

Scholars take pride in our school. We have an Environmental Club that is active in keeping our school clean. Many times you will see scholars using their community service hours to beautify our campus before, during, and after school. Our custodial and maintenance teams work diligently to keep our campus clean. They respond quickly to our site needs. Our head custodian conducts daily morning visual inspections before school to make sure any vandalism is cleaned up before scholars arrive at school.

Community people visit our site often to participate in our monthly calendar events. Our Site Resource Officer (SRO) is visible directing traffic to ensure our scholars and families are safe at all times. The SRO will make home visits when needed to encourage truant scholars to attend school. MLKJJHS is a gated facility that is

monitored by security cameras as a preventive measure to keep criminal activity away. To ensure security staff members are strategically placed to monitor our gates and campus during the school day.

All scholars have access to a nutritious breakfast and lunch daily. Scholars can enjoy their meals in the well-kept covered picnic areas with tables to enjoy their meals, along with a cafeteria that is staffed with personnel. The custodial staff, administrative team, counselors, and paraprofessionals are visible during breakfast and lunch times to support cleanliness of these areas. Many scholars choose to go to the library or attend club meetings during lunch time to engage in academic and social emotional activities. Other scholars partake in daily sports activities in the designated areas that are supervised by paraprofessionals.

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. MLKJHS is committed to the implementation of progressive discipline and use of other means of correction. Aligning with PUSD's District-wide behavior matrix, MLKJHS 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. MLKJHS 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.

- **Universal Strategies:** There are many strategies (seating, partner selection, chunking work, checking for understanding) that help to prevent misbehavior. This is behavior where a scholar displays "student" behaviors.
- **Warning:** Be clear but avoid calling a student out in front of peers. Whisper in their ear, have them stay after class, designate an alternate meeting time) or use an alternate system.
- **Meet with Scholar:** Meet with the scholar outside of class time to see what is causing the behavior. Restate expectations, rules, and/or procedures. Try to form a relationship with the child.
- **Time out:** Designate a time-out area somewhere in your classroom. Use this as a first intervention. Provide something for the scholar to do in time-out such as a reflection or Restorative Justice sheet.

- **Buddy Room:** [Procedure is to be taught beforehand]: Teachers must have a classroom that has already been predetermined.
 - o **Scholar is presented with a choice:** “You can choose to stay here and follow the procedures or you can choose to take a time out in another classroom and your parent/family will be notified”
 - o **Explanation to Student:** When the student is sent out, make sure the student knows why he/she is being sent out. (i.e. Since you chose to _____, you need to take a time-out in ____)
 - o **Contact the Teacher:** Contact the teacher you are sending the child to and write a pass.
 - o **Entering Buddy Room:** When a scholar arrives at the classroom, he/she should knock 3 times (No pounding, kicking, etc.). When the student enters, he/she is to say, “I’m sorry to interrupt your classroom, but I need to take a break.”Scholar is told where to sit and should sit down quietly without disturbing others.
 - o **Buddy Room Assignment:** Student is to complete assignment from his/her own classroom, or if no assignment was given, complete a behavior reflection sheet (All teachers will be given these and will keep them available)
 - o **Buddy Room Timeframe:** Student is to stay in buddy room no less than 10 minutes and no more than 20 minutes.
 - o **Exiting Buddy Room:** When ready to leave, the scholar politely raises their hand and waits for the teacher to dismiss them at the teacher’s convenience (prior to 20 minutes), and the teacher will sign the pass back to class. When returning back to the classroom, come in quietly and get back on task or wait for the teacher’s instruction.
 - o **Misbehavior/Refusal or Failure to Report to Buddy Room**
- **Parent Notification (Call, email, text, meet, etc.):** Parent/Family is to be notified by the end of the day when a child is sent to a buddy room and/or prior to sending an administrative referral for disruption or defiance. Contact parent liaison for translation if needed.
- **Check-in with other Teachers:** Check-in with the teachers the scholar has throughout the day. Try to determine what works best for the child. Observe the child in another class during your prep to try to gain a better understanding of what precedes/escalates the behavior.
- **Referral to Counselor or Administrator:** Use as a last resort for “behaviors to be handled by a classroom teacher”. Other means of correction (one-on-one meeting with student, buddy classroom, parent contact) must be tried and documented over-time on a behavior log (or equivalent) and attached to referral.

Refer Scholar to a School Counselor (email)

- Scholar habitually refuses to do class work

- Scholar habitually not following classroom procedures or directions of teacher, (but **isn't** using directed profanity)
- Scholar is continually tardy to **1st period (3 or more times)**
- Chronic/excessive talking out of turn in class
- Chronically showing up late to class without materials
- Scholar is sleeping in class despite several attempts to wake up the student
- Scholar regularly fails to turn in homework
- Cheating on test

Refer scholar to Vice Principal Immediately- Call Office for CRA Escort

- Fighting
- Behavior of an overtly sexual nature
- Self-Harm (cutting)
- *Overt* defiance to staff (You've asked a student to leave the room 2 or more times and they refuse)
- Abusive **or** obscene language directed at staff
- Abusive **and** obscene language directed at another student
- Possession of a weapon/dangerous item/drugs/alcohol
- Stealing, vandalism or any behavior that is illegal
- Failure to report to a buddy room (please make sure that you've given a choice, called the teacher, and written a pass instead of just saying "GET OUT!") or disruptive behavior in a buddy room.

The 3 B's		
BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
Move safely	Follow adult directions	Respect yourself and others
Walk with purpose	Be honest	Touch property with permission only
Keep hands and feet to self		Use positive language
Use all equipment and materials appropriately		Speak in conversational tones
Get adult help for accidents and spills		

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Area/Rule	Safety	Responsibility	Respect
Cafeteria/ Quad	<ul style="list-style-type: none"> -Walk at all times -Eat only your own food -Report spills to an adult -Walk up and down stairs 	<ul style="list-style-type: none"> -Wait in line patiently -All food and drink stays in designated area -Place recyclables in proper containers 	<ul style="list-style-type: none"> -Use good manners -Clean up you area -Use life skills when interacting with peers and adults
Gym	<ul style="list-style-type: none"> -Keep hands and feet to yourself -Sit properly in bleachers -Use equipment properly -No food, drink or gum in gym 	<ul style="list-style-type: none"> -Show good sportsmanship -Return equipment to designated area 	<ul style="list-style-type: none"> -Be a team player, encourage others
Assemblies/ Special Events	<ul style="list-style-type: none"> -Follow adult directions -Sit quietly during the presentation -Keep hands to yourself -Wait for dismissal instructions 	<ul style="list-style-type: none"> -Focus on presentation 	<ul style="list-style-type: none"> -Be an active listener -Applaud appropriately -Ask appropriate questions
Library/ Computer Labs	<ul style="list-style-type: none"> -Keep hands and feet to yourself -Use chairs and tables appropriately -Go to appropriate web sites 	<ul style="list-style-type: none"> -Return materials to proper places on time -Use internet appropriately, print only what's needed -No food, drink, or gum 	<ul style="list-style-type: none"> -Use kind words and actions -Respect property, yours and others'. -Use quiet voices (i.e., 1-2 out of 5)
Hallways/ Staircases	<ul style="list-style-type: none"> -Stay to the right side -Walk at all times -Keep hands and feet to yourself -Move to class on time 	<ul style="list-style-type: none"> -No food, drink, or gum -Use drinking fountains appropriately -Go to destination without wandering 	<ul style="list-style-type: none"> -Use kind words and actions -Respect property, yours and others -Use life skills
Office	<ul style="list-style-type: none"> -Keep hands and feet to yourself -Use chairs appropriately 	<ul style="list-style-type: none"> -State your purpose -Obtain permission to use the phone -No food, drink, or gum 	<ul style="list-style-type: none"> -Use kind words and actions -Use life skills
Bathrooms	<ul style="list-style-type: none"> -Keep water in sink -Use toilets appropriately -Wash hands -Put towels in garbage 	<ul style="list-style-type: none"> -Flush toilets -Inform adults of vandalism -Clean up after yourself 	<ul style="list-style-type: none"> -Give people privacy -Respect property, yours and others
Bicycles/ Walkers	<ul style="list-style-type: none"> -Walk and ride bikes safely -Wear helmets -Secure bicycles -No loitering 	<ul style="list-style-type: none"> -Touch others' property only with permission -Pick up litter 	<ul style="list-style-type: none"> -Use kind words and actions -Use life skills

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

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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.

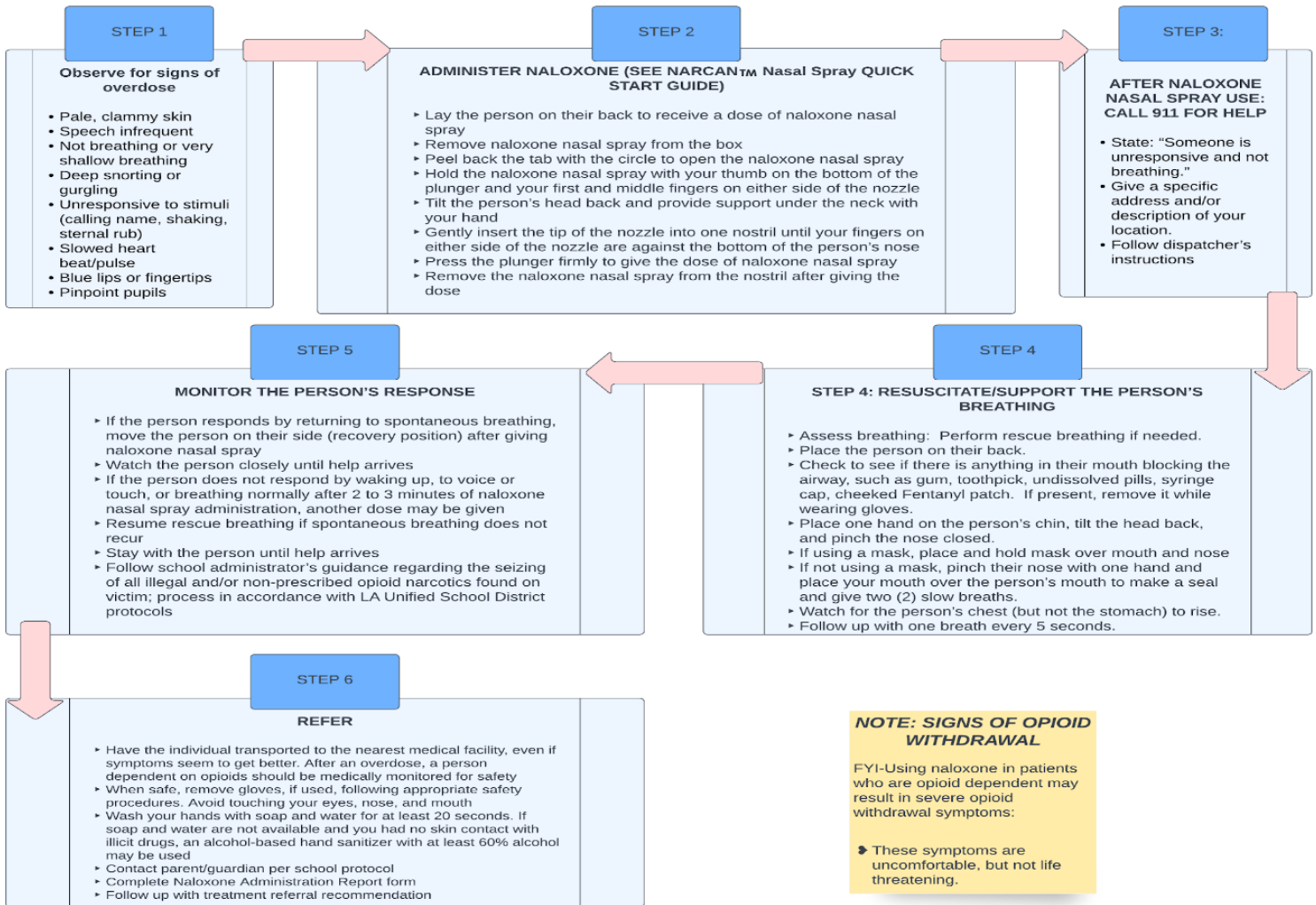
These symptoms are uncomfortable, but not life threatening.

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

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.

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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.

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