

**Pittsburg Unified School District
Comprehensive School Safety Plan
Parkside Elementary School
2024 – 2025**

School Site Safety Committee

Parent/Community	Staff
Jannie White-Parent	Shelley Hamalian- Teacher
Nancy Canas-Parent	Joe Bruno-Teacher
Cindy Saavedra-Parent	Claudia Barrera- Parent Liaison
Mariah Williams-Parent	Matt Taylor- Teacher
Willicia Featherstone-Parent	Laura Silva-Teacher
Ericka Tapia-Parent	Danae Hoobler-Teacher
Maria Guerra-Parent	Jeff Varner-Principal
Crystal Rodriguez-Parent	

Table of Contents

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

1. Introduction - Comprehensive School Safety Plan

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

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

THIS SECTION INTENTIONALLY LEFT BLANK

2. School Safety Plan – Implementation and Review Timeline

September

- Review Second Steps curriculum at first staff meeting
- 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 Staff
- Inform parents about lockdown drills and procedures
- Conduct monthly fire drill
- Earthquake drop, hold, cover drill 1

October

- Discuss Comprehensive School Safety Plan with School Safety Committee
- Present Comprehensive School Safety Plan to the public
- Present Comprehensive School Safety Plan for approval of the board
- Review lockdown procedures with students
- Conduct Great California Shakeout Disaster Drill 1
- Conduct monthly fire drill
- Parent/Teacher Conferences

November-December

- Recognize students at academic assemblies
- Meet with Staff
- Conduct monthly fire drills
- Conduct indoor lockdown drill 1
- Earthquake drop, hold, cover drill 2

January-March

- Meet with Staff
- Conduct outdoor lockdown drill 2
- Conduct monthly fire drills
- Conduct Evacuation Drill
- Earthquake drop, hold, cover drill 3

April- June

- Review/modify Discipline Plan with Leadership Team and School Site Council
- Recognize students at academic assemblies
- Conduct lock down drill when students are outside of classroom 2
- Conduct monthly fire drills
- Earthquake drop, hold, cover drill 4

3. Assessment of School Crime

Parkside Elementary School reports all crime to the Pittsburg Police Department. School district personnel are also notified of any incidents where the police have been called to the school.

Suspension/Expulsion Data from 2022-2023

	Enrollment	Expulsion	Suspension	Grand Total
Parkside Elementary	584	0	5	5

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

4. Appropriate Programs and Strategies that Provide School Safety

Parkside Elementary School is a closed campus. All rooms are accessible through indoor hallways throughout the building. Parkside has two playgrounds on its campus and each playground is grade/age specific. Parkside has 36 classrooms, a media center, and administrative office section.

School Rules

This includes anything that contributes to the safety and wellbeing of the students and staff. If a change is needed, the rules are reviewed by the Leadership committee, School Site Council, or can be changed by the principal.

Hallways

- Students will walk on the right hand side of the hallway with their hands behind their backs.
- When walking up the stairs students will hold onto handrail.
- Hand and feet do not touch any other person.
- Talking in the hall should be a library voice and no talking should be the direction of the teacher.
- All students should carry a hall pass or Independent Student badge when in the hallways alone.

Playgrounds

- Students are to respect playground equipment.
- When the bell rings students are to freeze. (The purpose is to be able to hear directions of the yard supervisor.)
- Independent students will line up first by walking to their lines. The next group of students are chosen by the yard supervisors. (Students line up behind their room number)
- Follow game rules that are taught in Physical Education class.
- Show good sportsmanship.
- Use classroom meetings and conflict managers to solve problems.
- Play on blacktop or field within view of yard supervision. This does not include between portables.
- No upper grade student 1-5 is allowed on the preschool kindergarten playground unless given permission from staff.

Front of School

- Students will walk on sidewalks and paths
- Students will not climb on concrete planter boxes.

- When waiting for a ride students are to sit on the faux grass or concrete bench by flag pole.
- After fifteen minutes of waiting students will be able to enter office and call home for a ride.
- No horseplay in the front of school because of too many objects that can cause injury.

Bus Line

- Students will walk with class in an orderly fashion to the sidewalk.
- The students will then walk to the bus line.
- Students will use quiet voices.

Cafeteria

- Students will use quiet voices
- Students will raise hands when their eating area is clean and be dismissed by the lunch supervisor. Independent Students may leave when they are finished eating however they must be wearing their identification badge.
- Students will walk out of the cafeteria and continue walking to their playground.

Bathrooms

- Use the bathroom during recess or lunch recess.
- Students must have a hall pass or independent badge to use hallway or outside restroom during class time.
- Use the restroom quickly (This includes washing hands) and return to class immediately.
- Leave the bathroom clean put paper towels in the trash bin.
- Absolutely no playing in the bathroom.

Front office

- Students must have a health referral, independent badge or hall pass to enter office.
- Students must use quiet respectful voices in the office.
- Students must wait their turn quietly.
- Use good manners in the office.

Visibility and Supervision

- All gates into Parkside Elementary will remain locked when school is in session. Gates will also be locked when school is not in session.
- On school days at 7:00am the Eastern facing door to the cafeteria is opened and student enter the cafeteria first thing in the morning.
- All visitors and students will enter Parkside Elementary from the front of the school building.
- At 7:10 am the cafeteria and playgrounds are all supervised and opened for students.
- At 7:30 when class begins gates are locked. Students who report to school seven or more minutes late must check in at the main office to pick up a "tardy" pass.
- Students are also required to report to the main office before departing school prior to their normal dismissal time. Aside from the cafeteria area all visitors who enter the school are required to sign-in at the main office and carry a visible "Visitors Pass".
- Sweeps of the building will be done at 7:30 and at all recesses. Persons responsible are the principal, vice principal, and noon duty supervision.

- All gates will remain locked until the end of the school bell, when the gates will be reopened and allow students to pass.
- Upon dismissal teachers will escort their classes to the front sidewalk facing West 17th Street. The Principal will conduct a sweep of the playgrounds to insure that all students have departed campus for the day.

Communication

Each classroom is equipped with a two-way radio and state of the intercom system. Teachers can communicate with each other, office staff and principal if needed. The communication is also available outside the classroom via the two-way radio.

THIS SECTION INTENTIONALLY LEFT BLANK

5. Child Abuse Reporting Procedures

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

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

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

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

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

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

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

THIS SECTION INTENTIONALLY LEFT BLANK

5a. Suspected Child Abuse Report Form SCAR

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

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 districts 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

All students are required to wear school uniforms. This includes a white polo shirt with dark blue pants. Students are not allowed to wear colored shirts or pants that stick out from the required uniform. Staff is expected to dress professionally.

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 mid-drifts 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

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.

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: Student should continue walking to school.
- Walking home: Student should continue walking home.
- In the neighborhood: Student should return home or go to a pre-designated alternate home.

- Waiting for a bus: Student 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.

9a. Visitor Access to School Campus

Visibility and Supervision

All gates into Parkside Elementary will remain locked when school is in session. Gates will also be locked when school is not in session.

On school days at 7:00am The eastern facing cafeteria door is opened and monitored by staff. Students will enter this door when arriving at school.

All visitors and students will enter Parkside Elementary from the front of the school building.

At 7:00 am the cafeteria and playground are all supervised and at this time open for students. At 7:30 when class begins gates are locked. Students who report to school seven or more minutes late must check in at the main office to pick up a “tardy” pass. Students are also required to report to the main office before departing school prior to their normal dismissal time. Aside from the cafeteria area all visitors who enter the school are required to sign-in at the main office and carry a visible “Visitors Pass”.

Sweeps of the buildings will be done at 7:30 and at all recesses. Persons responsible are the principal, vice, and noon duty supervision. All gates will remain locked until the end of the school bell, when the gates will be reopened and allow students to pass. Upon dismissal teachers will escort their classes to the front sidewalk facing West 17th Street.

The Principal will conduct a sweep of the playgrounds to insure that all students have departed campus for the day.

10. Ensuring a Safe and Orderly Environment

Social Climate

Site Programs:

I. Counselor and Staff Services

Parkside offers special education classes, resource classes, Lincoln Center Counseling Service, part time counselor, and speech therapy. Parkside shares a school psychologist and a speech therapist with other elementary schools in the district.

II. Positive Learning Environment

There are many ways for students at Parkside to be recognized for their hard work and academic achievement. Parkside offer the students an assortment of prizes each month for reading and passing reading comprehension quizzes.

A student recognition system is in place that stresses excellent classroom behavior, academic achievement, morality, and attendance. This program is the Independent Student Program. Students who score a 38 or more on a rubric qualify to attain Independent Student privileges. The students receive a picture ID and a lanyard which identifies them for special privileges.

Parents are also notified and the program is explained in English and Spanish when their child has earned this privilege. In addition, students who demonstrate the use of positive “lifekills” will receive a “Gotcha” from all staff. These “Gotchas” can be turned into “Parkside Bucks” which can be used to buy items from the student store.

Finally, in each trimester a student appreciation assembly is held, where student are recognized and rewarded for good grades, perfect attendance, a perfect homework record, moving up academic levels and the use of life skills.

Parkside values its parents and caregivers and provides many types of opportunities for parents/caregivers to be part of their child’s education. This includes volunteering and joining School Site Council or the English Advisory Committee.

Instruction and Leadership

Parkside has a representative body of teachers, which along with the principal, oversees major decisions pertaining to the schools mission. This Leadership Team reviews data from all parts of the school community this includes test and behavior data. The Leadership Team uses this information to make program decisions and recommend budgetary decisions. Determine student placement in which students receive intervention services, determine the need for staff development, etc. Positive Posters,

Bulletins, Visitor Pass Requirements

There are many ways for students at Parkside to be recognized for their hard work and academic achievement. We offer the students and assortment of prizes each month for reading an passing reading comprehension quizzes (known as the “monthly challenge”). Students who demonstrate the use of life skills receive “Gotchas”, which can be redeemed at the student store for prizes. Finally, in each trimester a student appreciation assemble is held, where students are recognized and rewarded for good grades, perfect attendance, a perfect homework record and the use of life skills.

Students who demonstrate exceptional behavior at school are given a lanyard and special passes that allow them to enjoy additional privileges at school. These students are called “Independent Students”.

Parkside Elementary is a closed campus. All gates leading into Parkside Elementary remain locked when school is not in session.

Aside from the cafeteria area, all visitors who proceed into the school are required to sign in at the main office and carry with them a visitors badge or pass.

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

Dangerous Students

The EC4800 binder with student referrals for the current school year is located in the Principal's office. Students are tagged in our district's data base system with students with excessive disciplinary issues. In addition, on the school network is a folder entitled "EC4800" Violent Students. This resource is for staff.

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

THIS SECTION INTENTIONALLY LEFT BLANK

12. Instructions For Administration Of Naloxone Nasal Spray

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

OPIOID HIGH vs. OPIOID OVERDOSE

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

Suspicion of opioid overdose can be based on:

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

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

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

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

STEP 3: CALL 911 FOR HELP

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

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

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

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

STEP 5: MONITOR THE PERSON'S RESPONSE

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

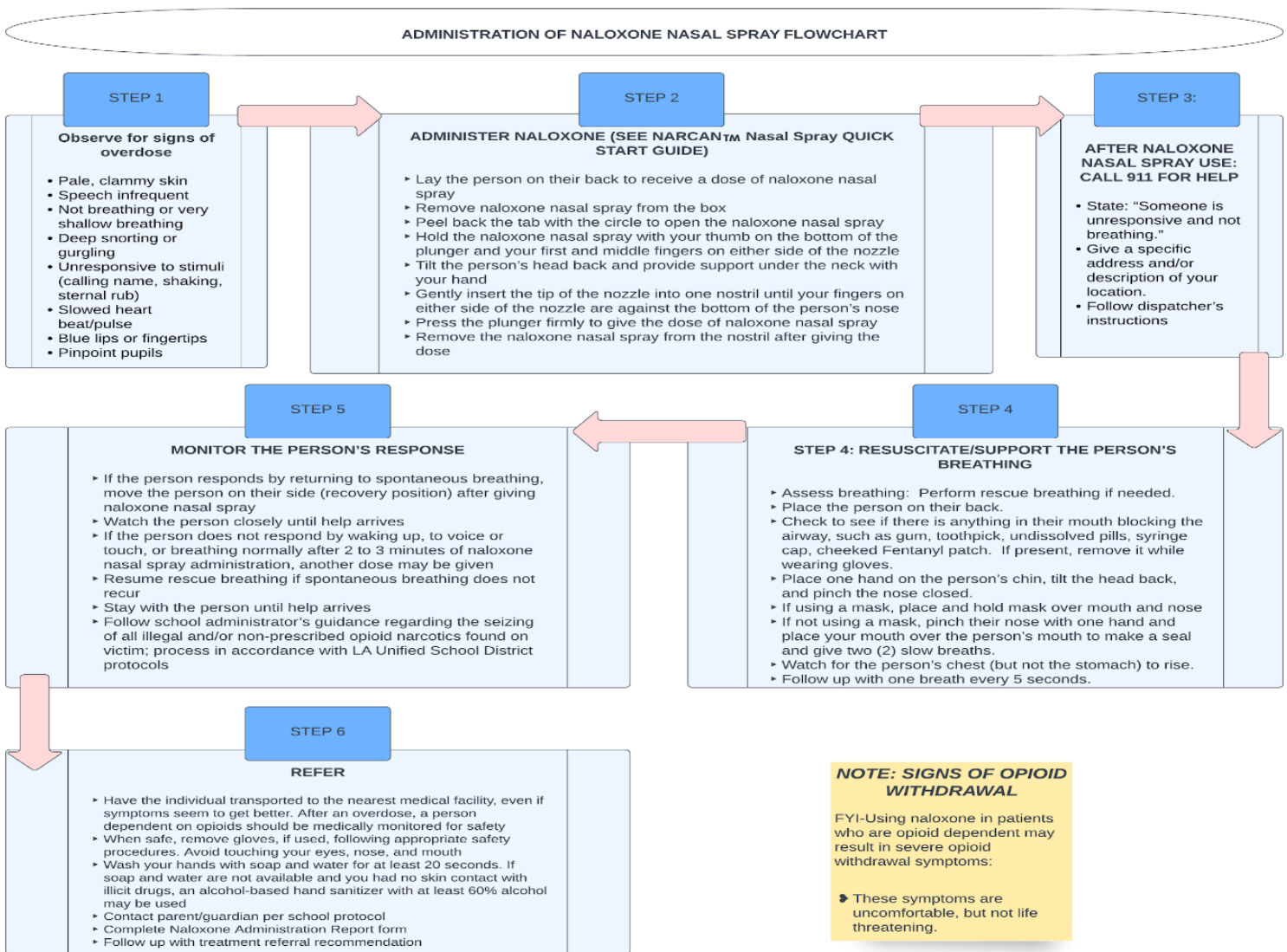
NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting,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

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

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

ADMINISTRATION OF NALOXONE NASAL SPRAY FLOWCHART



Opioid High	Opioid Overdose	Opioid Withdrawal
<ul style="list-style-type: none"> • Relaxed muscles • Speech slowed, slurred • Breathing slow or shallow • Appears sleepy, nodding off • Responds to stimuli but difficulty being awakened from sleep • Normal heart beat/pulse • Normal skin color 	<ul style="list-style-type: none"> • Pale, clammy skin • Cannot speak, very shallow breathing or not breathing • Slowed heartbeat or stopped • Deep snoring 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 • Nausea or vomiting • Nervousness • Shivering or trembling • Abdominal cramps • Weakness • Tearing • Insomnia • Opioid craving • Dilated pupils • Increased blood pressure



PITTSBURG UNIFIED SCHOOL DISTRICT

2000 RAILROAD AVENUE, SUITE D · PITTSBURG · CALIFORNIA 94565

Jennifer A. Clark, Director – Student Services

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

QUICK START GUIDE **Opioid Overdose Response Instructions**

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

Important: For use in the nose only.

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

1 Identify Opioid Overdose and Check for Response

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

Shake shoulders and firmly rub the middle of their chest.

Check for signs of an opioid overdose:

- Will not wake up or respond to your voice or touch
 - Breathing is very slow, irregular, or has stopped
 - Center part of their eye is very small, sometimes called "pinpoint pupils"
- Lay the person on their back to receive a dose of NARCAN Nasal Spray.



2 Give NARCAN Nasal Spray

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.

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

Gently insert the tip of the nozzle into either nostril.

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

Press the plunger firmly to give the dose of NARCAN Nasal Spray.
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



3 Call for emergency medical help, Evaluate, and Support

Get emergency medical help right away.

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

Watch the person closely.

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

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



ADAPT
PHARMA

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

©2017 ADAPT Pharma, Inc. NARCAN® is a registered trademark licensed to ADAPT Pharma Operations Limited. All rights reserved.

13. Disaster Procedures, Routine & Emergency - EOP

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

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

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

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

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

THIS SECTION INTENTIONALLY LEFT BLANK

Parkside Elementary Emergency Plan 2023



Emergency Procedures

Staff and student safety is a priority at Parkside Elementary School. The following procedures have been developed to comply with state laws and district policy.

All staff are responsible for:

1. Knowing your evacuation route and location for class safety area on blacktop after you exit the building.
2. Knowing where the nearest fire extinguisher is and how to use it.
3. Posting evacuation maps on the classroom wall near the door.
4. Understanding School Lockdown
5. Knowing procedures for all emergencies. (They are listed in this hand book and in the school safety book that should be mounted next to your door.)
6. In cases of extreme emergencies as a government employee you are required by law to stay with your students until they are picked up by parents or guardians.

THIS SECTION INTENTIONALLY LEFT BLANK

Shelter in Place

- Overwhelming smell contact the office immediately.
- Listen for sirens (First Wednesday of every month at 11:00 is a drill)
- Listen for announcements.
- Bring all students inside the building.
- Close and lock all doors.
- Custodial staff and principal will shut down ventilation systems
- Cover gaps in doors with some kind of cloth
- Listen to the PA system for directions
- Keep looking at your email for updates

Lockdown Do not respond to the fire alarm; wait for directions from the office or email.

This incident could occur if unauthorized individuals or armed individuals are on campus.

1. The office will announce Lock Down on the intercom system.
2. The office will continue announcing location of intruder if known via the intercom.
3. The office will pull any students into the office and lock the front doors and office. (Office will notify students teachers via email)
4. The office will electronically lock the building and notify the authorities.
5. The Principal/Office will notify the superintendent.
6. The teachers will look outside their door and bring any student into their room that is in the hallway and lock their doors. (Notify Office (Monisa) via email the name of the students brought in to the class that are not assigned to that teacher's room.)
7. The teachers will close blinds.
8. Teachers will spread students throughout the classroom.
9. The custodian will lock and check classrooms locks for the first floor this includes the library.
10. The Vice Principal will check Cafeteria and admin area.
11. The principal will check the second floor.
12. The principal will notify the district office via the district radio emergency channel.
13. The principal will monitor halls and rooms for the duration of the lockdown.

14. When the event concludes the office will signal the classrooms via the intercom system.
15. Updates on the event will be sent via email system from the office.
16. Students are not to be released to use the restroom unless given permission by the principal.
17. DO NOT CALL THE OFFICE UNLESS IN AN EXTREME EMERGENCY. Read your email for updates.

Earthquake Procedures

Earthquakes usually strike without warning.

Inside School Building

1. Implement Drop and Cover. Students will get at least their heads under their desks.
2. Move away from windows.
3. Be aware that the light and fan fixtures may fall.
4. After the shaking stops leave the building in exactly the same route as a fire drill even if the alarm does not sound. (The power may be off.)
5. Do not run.
6. Do not return to the building for any reason until it has been declared safe by the principal.
7. Avoid touching electrical wires that are exposed.
8. Render first aid if necessary.
9. Take roll
10. Public employees must remain at the site until all students are home with their families.

On School Grounds

1. Supervision blows whistle and has students move away from building and tells the students to drop.
2. After shaking stops, students are to line up at their fire drill evacuation area.
3. Teachers join their classrooms at their fire drill evacuation area.
4. Emergency copies of roll sheets will be kept in the PE Trailer.

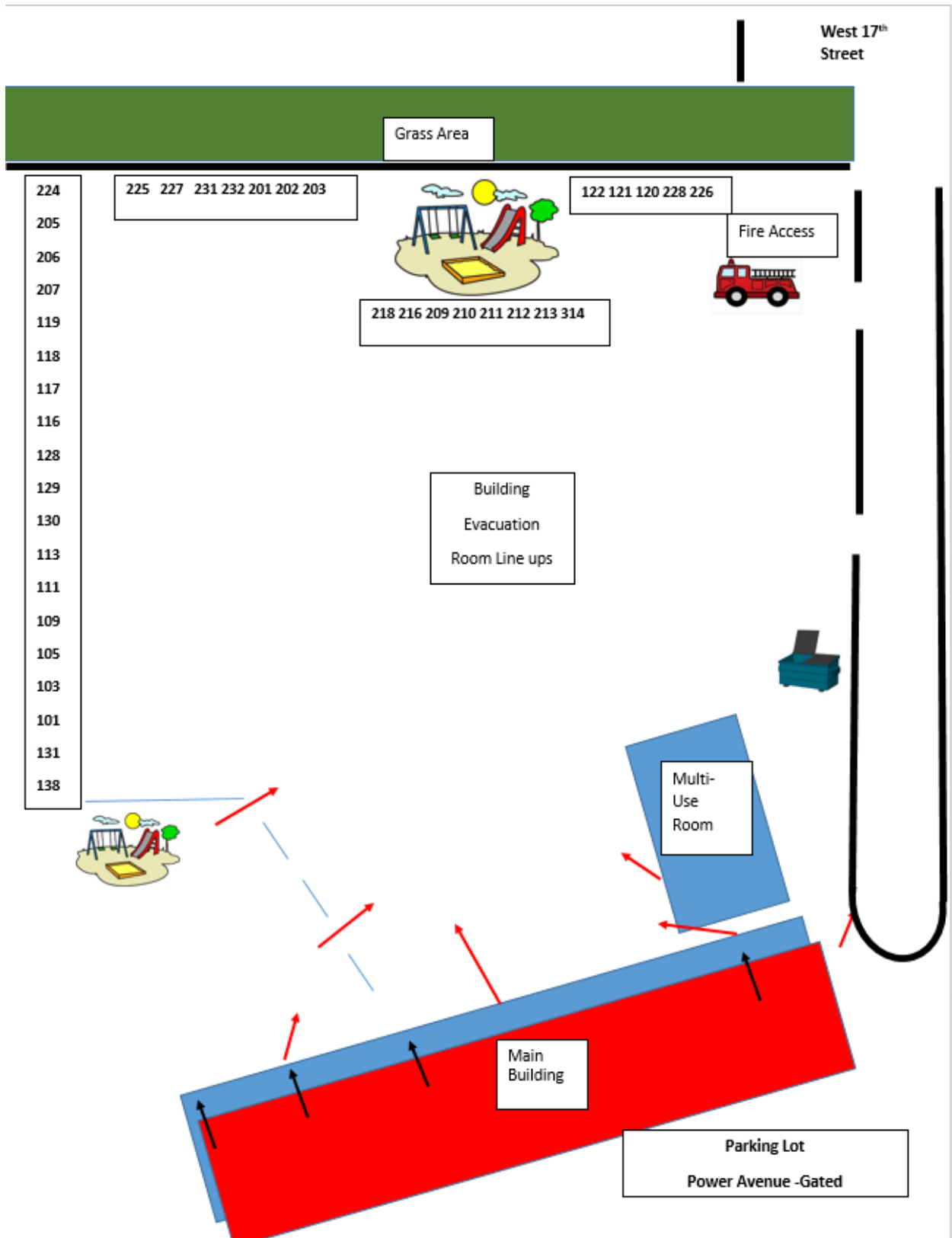
THIS SECTION INTENTIONALLY LEFT BLANK

Fire Drill or Bomb Threats

Fire drills will be held at least once a month. When alarm sounds:

1. Teacher has students line up.
2. Teacher has instructed the students if they are in the restroom during a fire drill they are to join their class at the evacuation point. (Evacuation map is posted next to classroom door and attached to this handbook.
3. Teacher grabs the “Help OK” signs and classroom roster. (Emergency kits when available.)
4. Students walk out in an orderly fashion. The last person out closes the classroom door.
5. If the alarm turns off continue outside.
6. Line up your students. It is suggested that the students sit down in a line in the evacuation area.
7. If alarm sounds during recess:
 - Blow whistle
 - Students freeze
 - Teachers instruct students to line up on their classroom numbers away from building
 - All Teachers join classes lined up on playground
 - After all teachers join class yard duty teachers join their classes.
 - Emergency class roosters are in PE shed
8. Take roll.
9. If all students are present hold up green “OK” sign for the principal.
10. If some students are missing hold up the red “HELP” sign for the principal.
11. Wait for the alarm to turn off and two long bells before returning to the classroom. DO NOT RETURN TO THE CLASSROOM UNTIL YOU HEAR TWO LONG BELLS.

THIS SECTION INTENTIONALLY LEFT BLANK



Response to Gunfire

1. Lock and Block Door
2. Spread students out in class
3. Listen to location of intruder
4. If intruder enters classroom everybody screams and throws objects at intruder.
5. If possible and safe to do so escape/Run from building.
6. Meet at parking lot on Civic/Railroad ave next to district office
7. Follow ALICE procedures **A**lert-**L**ockdown-**P**rovide realtime info-**C**ounter- Evacuate

A.L.I.C.E. Reminders

1. The reality of the situation is – it’s a sad reality, but its reality – there are no sanctuaries anymore. We’ve seen this happen in schools, in malls, playgrounds, parks, churches. No place is safe anymore. - Schools must be prepared for this type of crisis!
 2. There is a sense of security in knowing we have a plan... Knowing what to do and when to do it keeps CRISIS from becoming CHAOS.
 3. Situational awareness – Recognition, Assessment, Response
- A** –Alert **L** – Lockdown **I** –Information- Provide real-time **C** – Counter **E** – Evacuate the area any of these options might be your best FIRST option.
4. We are committed to providing staff and student’s options to maximize the chance for survival. Today, you will learn about the following: A L I C E
 5. What have we learned from past school shootings? What is A.L.I.C.E.? What are your options? What role does mental conditioning play with regard to survival and readiness preparation?
 6. Mental preparation will help you to survive. It will give you the ability to make decisions quickly under duress, stress, and fear. You are your own 1st Responder.
 7. A violent intruder is in your building or on your campus. You have heard the sounds of gunfire or screams. An Initiate A.L.I.C.E. announcement may have been announced. Listen to the announcement as it will be giving pertinent information as to... What’s happening? The intruder’s last known location in the building.
 8. Alert and Inform Dial 911. Give specific information - Location, Identifying Features, Direction and Threat. “Gunman in the office hallway. Tall, white male, black sweatshirt and jeans headed towards the cafeteria.”

9. UNDER THE OLD LOCKDOWN CONCEPT: Who is in danger? What is the danger? What information would you like to know?
10. HOT ZONE CRISIS ZONE - "Gunman in the office hallway. Tall, white male, black sweatshirt and jeans headed towards the cafeteria"39
11. All movements and actions of the intruder will be broadcast, if possible. Update school and 911. Provides real-time information. Allows for occupants to make the best decision for themselves if there is no announcement, use your senses to understand your situation better.
12. Use any means necessary to pass on real time information Use plain language who, what, when, where, and how. PA system can be used by anyone to alert staff, based on situation Use Alerts on PA system to update the shooters movement through the school if possible.
13. What is a traditional lockdown? Has merit, but it is NOT a stand-alone defense. Strategy: Secure all, turn off lights, cover windows, retreat in corner of room, await police rescue. The entire strategy depends on the shooter's inability to get through the door.... It HOPES that the police will rescue everyone before the shooter reaches the students and the teachers.
14. The concept of "Lockdown" In prisons. It is a way to gain control quickly in a riot.
15. We support LOCKDOWN as a tool excellent starting point.
16. Traditional Lockdown limits our natural instinct to get away from danger by running. Assumes the entire campus is in the same amount of danger. Trains everyone to "freeze" — the WORST response to directed violence.
17. If you are unable to escape, secure the door. Barricade the door. Turn out the lights. Develop a plan to deny the intruder a target (Throw books, chairs, staplers, etc.) Be prepared to respond to the attack.

STATIC TARGETS LITTLE TO NO RESISTANCE "Counter Measures"

18. Use Counter Measures to secure your safety and the safety of your students. Use New Thinking; Evade; Retaliate! Consider Options;
19. "In a moment of decision, the best thing you can do is the right thing. The next best thing is the wrong thing. The worst thing you can do is nothing." – Theodore Roosevelt
20. Move! Move! Move! DO NOT just sit there - scatter! Think about turning on a light in a dark room. Do what bugs do! If it works for bugs, how much better can it work for you? Overload the violent intruder's thought processes and his physical act of shooting.
21. When all else fails and you are out of options. You locked down and barricaded your room. It did not work. The violent intruder is now INSIDE your room. What do you do now?

Taking back control, STIMULUS & SWARM

22. Average Active Shooter Event lasts 4 - 8 minutes
23. Do NOT be an easy target History has shown that a passive response equates to death or serious injury (Virginia Tech, Columbine, etc.). Interrupt the physical act of shooting. Many things affect the success of hitting a target.

What is your primary responsibility in the crisis? What are the capability of local responders?

24. Make sure you understand your options. Prepare yourself- make sure you have access to the tools you need to provide you with the most options. Train - individually and as a group. Have an awareness of your surroundings. If in doubt - get out. Do not hesitate!
25. Get out of kill zone as quickly as possible. More difficult to hit a moving target, scatter. You and your students have permission to move quickly in hallways and run to Predetermined RALLY POINTS.
26. Rally Points will be shared by your building's administrator.
27. Denial stage - common tendency for normalcy. You may have to yell "MOVE" or pull someone along.

High Wind, Nuclear Blast, or Tornado Position for students in hallway



Parkside Elementary Emergency Student Release Plan

All students and staff will follow currently established protocol during an emergency. If students are retained at the school site after or before normal school release time the following procedure will be implemented.

Safe Building:

If the school building is safe to occupy, all staff will stay with the students.

- Students will be held in their classrooms under the supervision of their teachers. Attendance will be taken and any missing students will be reported to the front office.
- Students in grades Preschool through Grade 2 will wear their school ID badges.
- Student release tables will be set up in the front of the school. There will be one table for each grade
- Office personnel, prep teachers, custodians, administration, paraprofessionals and teachers on special assignment will monitor tables.
- Individual classes will be called down by office personnel. In an orderly fashion, students will exit the building from the front door.
- All gates will be closed and locked.
- No parents will be allowed in the building or internal property during release.
- Parents or guardians will sign in and pick up their children at the student release table. Only adults that are listed on the emergency card will be allowed to pick up a child.
- Students not picked up at the release tables will be brought back into the cafeteria by their classroom teachers.
- Emergency radios will be placed in the cafeteria, at release tables and in the front office.
- Stick-on name tags will be placed on every remaining student without ID.
- Students and teachers will remain in the cafeteria until all students have been safely returned.
- No student will be allowed to walk home during or after a disastrous event.

School Building Uninhabitable:

If the school building is uninhabitable, then the students will move with their teachers to the playfield next to West 17th Street.

- Students will line up in a single line at a 90 degree angle from the back fence against W17th street (In the grass)
- Teachers will take attendance. (During an event all classroom emergency information is located next to the classroom door and the teacher will grab it upon leaving the classroom.)
- Students will sit down in their line and wait for instructions.
- Teachers will stay with their classes.

- If tables are available, they will be set up at the gate facing the parking lot next to the trash bin area. This will be the student release area.
- All gates to play area will be closed and secure.
- Administration, office staff, paraprofessionals, custodians, prep teachers and teachers on special assignment will monitor the gate. The administrator will assign an employee with a radio to release students from each class when an adult that is listed on the emergency card is here to pick them up.
- Emergency student information will be kept in the PE shed.
- All school employees will stay with the students until every student has been picked up by a parent or guardian.

THIS SECTION INTENTIONALLY LEFT BLANK

DUTIES

- All teachers stay with their class
 - Principal...Monitor with radio
 - Allison Azevedo.....Monitor with radio
 - Vice Principal...Monitor with radio
 - Resource Specialist at release gate at Preschool – Kindergarten table
 - PE teacher at release gate runner to get students
 - Music teacher at release gate at first through third grade table
 - Speech teacher at Release gate runner to get students for parents
 - Parent Liaison at release gate translating
 - Austim Aide with Autism class
 - Preschool aide with preschool
 - Monisa Torres supervise release tables
 - Melanie Bruno at computer with radio
 - Trish Terwilliger at release gate at grades 4-5 table
 - Custodian runner with radio
 - Georgeanne Shivers at release gate
- Students will be in cafeteria if building is habitable.
 - Students will be on grass field if building is not habitable.
 - Once a parent has been checked the runner goes to the teacher's holding area and brings students to their parents one-by-one.

THIS SECTION INTENTIONALLY LEFT BLANK