

# Pittsburg Unified School District

Office of Student Services

Dr. ReJois Frazier-Myers, Director

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## PHS Safety Plan 2017-2018

### Site Information

Pittsburg High School  
1750 Harbor Street  
Pittsburg, CA 94565  
925-473-2390

### Social Climate

Comprehensive, Grades 9 -12  
Students: 3400  
Certificated Faculty: 171 – includes Counselors and Administration  
Classified Staff: 92

### Physical Climate

Property Area: 40 Acres  
Structures: Main Campus (2 floors, 412,076 sq. ft.), Creative Arts Building (2 floors, attic and basement, 102,000 sq. ft), Football Facility (single floor, 5,000 sq. ft.), Wrestling Facility (2 floors and basement, 11,000 sq. ft.)

### Committee Approval and Approved Names

PHS School Site Council:  
Magda Elena Gonzales– President  
Jacobó Vasquez – Vice President

### Students

1. Alyssa Telez
2. Mia Matute
3. Jacobo Vasquez
4. Alexa Gonzales
5. Araceli Aguilar
6. Alyssa Aragon
7. Jackie Trujilo
8. Braxton Lerch
9. Jerika Estrella
10. Arshdeep Singh

**Parents**

1. Suzette Crayton– year one
2. Michele Zendejas – year one
3. Kimberly Cullen – year one
4. Dorcas Thurber – year one
5. Frances Watson – year one
6. Magda Elena Gonzales

**Teachers**

1. Cookie Freeman – year two
2. Daniela Reyes – year two
3. Maureen Matson – year one
4. Courtney Warren – year one
5. Tonette Polk – year one
6. Alicia Puzak – year one

**Other staff in PHS site council**

1. Todd Whitmire
2. Jennifer Clark
3. Magda Elena Gonzales
4. Chives Saxon
5. Gloria Page

**PHS Administration: Todd Whitmire, Principal**

Jennifer Clark – **AP**

Connie Spinnato– **AP**

Rajnesh Naicker– **AP**

Veronica McLennan– **AP**

Ted Alfaro– **AP**

**PHS Safety Team: Magda Elena Gonzales, Lead Campus Resource Assistant**

Officer Brian Scott - SRO

Chives Saxon

Alice Paulo

Moe Paulo

Tammy DeMange

Warren Nelson

Reggie Jones

Sam Garcia

Jess Quesada

Maurice Hodges

Steve Walters

Robert Lewis

**Associated Student Body:** Courtney Warren

**Steve Ahonen - Pittsburg USD Safety Coordinator**

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## Section G

### SCHOOL RULES and DISCIPLINE

#### GROUND FOR DISCIPLINARY ACTION, SUSPENSION AND EXPULSION

Students are subject to disciplinary action when involved in any of the following acts at school or at a school sponsored activity: (Education Code 48900 (a) through (o), 48900.2, 48900.3 and 48900.4)

Caused, attempted or threatened to cause physical injury.

Willfully used force or violence, except in self-defense.

Possession of a weapon or dangerous objects.

Possessed, used, sold, furnished a controlled substance or an alcoholic beverage.

Offered, arranged, or negotiated to sell any controlled substance and then provided a replica substance.

Attempted or committed robbery/extortion.

Attempted or caused damage to school/private property.

Attempted or stole school/private property.

Possessed or used tobacco products.

Committed an obscene act or engaged in habitual profanity or vulgarity.

48900j Possession of, offered, arranged, or negotiated to sell drug paraphernalia.

48900.k Disruption of school activities or willful defiance of valid authority of teachers, supervisors, administrators, or other school personnel.

48900.1 Knowingly received stolen school/private property.

Possession of an imitation firearm (Replica, look-alike).

Committed or attempted a sexual assault or battery as defined by Penal Code.

48900.0 Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that pupil for being a witness, or both.

Aided / abetted the infliction of physical injury.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Committed sexual harassment as defined in EC 212.5 **(Grades 4 - 12 only)**

Caused, attempted or threatened to cause, or participated in an act of hate violence as defined by EC 33032.5. **(Grades 4 - 12 only)**

Engaged in harassment, threats, intimidation against a pupil or pupils, which disrupted classwork, created substantial disorder, invaded rights of students by creating an intimidating or hostile environment. **(Grades 4 - 12 only)**

48900.7 Made terrorist threats against school officials or school property.

48915.a.l Assault or battered a school employee.

Possessed an explosive device.

Documentation of Education Code offenses (a) through (o) and Education Code 48900.2, 48900.3 and 48900.4 as defined in EC 212.5 will be written on the Pittsburg Unified School District K-12 referral form.

## DISTRICT SCHOOL DISCIPLINE PLAN

The district utilizes progressive discipline. The number of interventions that each teacher shall use before removing a child from the classroom and referring that child to the principal will depend on the infraction.

- A. For infractions related to items (a) through (e) (Grounds for Suspension and Expulsion) and Willful Defiance (k), a child may be removed from the classroom and referred to the principal on the first offense. (Students who bring a gun or who are in possession of a gun on school grounds or school related functions will be recommended for expulsion.)
- B. For infractions related to items (f) through (o) (Grounds for Suspension and Expulsion), the governing board may order an expulsion upon double findings.

For students in grades 4 and 5, Education Code 212.5 applies, and sexual harassment can be cause for an expulsion recommendation.

Please refer to the next two pages for the Student Misbehavior and Progressive Disciplinary Action Chart and The "K" Progressive Chart.

### **Discipline and Behavior**

In order to help students understand what is expected of them and what consequences follow from violation of the rules, all schools have developed a code of behavior. When a student is involved in some form of misbehavior the school staff will be responsible for a careful review of the incident. The student's record is extremely important for school authorities to consider in dispensing discipline as a consequence of an incident of misbehavior. There are some offenses which are so severe, however, that a penalty is assigned, the student's past record notwithstanding. Generally speaking, when a student repeats a given misbehavior, the penalty increases; it should be noted that any offense or combination of offenses may lead to expulsion or transfer to another school if other means of correction fail to bring about a change in behavior or if the student's presence on campus constitutes a danger to others. Standards for student behavior apply to school hours, to school sponsored events on or off campus, and to incidents which may occur on the way to or from school.

### **Surveillance Systems**

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy.

The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the District surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

## Pittsburg High School ICS Command Structure

Position	Leader Name Contact Information	1 <sup>st</sup> Alternate Name Contact Information	2 <sup>nd</sup> Alternate Name Contact Information	District Support Name Contact Information
Incident Commander	Todd Whitmire, Principal, 925-250-1932	Ted Alfaro, Asst. Principal, 510-828-8669	Connie Spinnato, Asst. Principal, 510-852-1466	Steve Ahonen – Coordinator of special projects 925 4732371
Public Information Officer	Connie Spinnato, Asst. Principal, 510-852-1466	Raj Naicker, Asst. Principal, 925-308-8848	Jennifer Clark, Asst. Principal, 925-428-0755	Nicky Mora, Dist Public Relations, 831-5678-7180
Liaison	Jennifer Clark, Asst. Principal, 925-428-0755	Connie Spinnato, Asst. Principal, 510-852-1466	Veronica McLennan, Asst. Principal, 925-470-7222	Sandra Guardado, Coordinator of EL, 626-290-6722
Safety Officer	Magda Gonzales, Lead CRA, 925-876-6907	Officer Brian Scott, SRO,	Chives Saxon, CRA, 925-628-6725	Rejois Frazier-Myers, Director student service , 925-522-1160
Operations Chief	Raj Naicker, Asst. Principal, 925-305-8848	Connie Spinnato, Asst. Principal, 510-852-1466	Jennifer Clark, Asst. Principal, 925-428-0755	Anthony Molina, Executive Director, 925-759-4661
Logistics Chief	Veronica McLennan, Asst. Principal, 925-470-7222	Raj Naicker, Asst. Principal, 925-305-8848	Jennifer Clark, Asst. Principal, 925-428-0755	Mathew Belasco, Director MOT 925-698-8197
Intelligence and Planning Chief	Ted Alfaro, Asst. Principal, 510-828-8669	Raj Naicker, Asst. Principal, 925-3058848	Veronica McLennan Asst. Principal, 925-470-7222	Norma Gonzales , Asst. Superintendent 925-783-0707
Finance Chief	Stephanie Perez, Principal Secretary, 925-352-5292	Sue Lamacchia, Data Secretary, 925-334-9814	Connie Spinnato, Asst. Principal, 510-852-1466	Sonya Marturano, Finance Director, 925-286-7937

## Incident Command System - Operations Team

**Operations Chief: Raj Naicker**

**Alternate: Todd Whitmire**

Role	Team Members	Responsibilities	Training/Needs
<b>Search and Secure</b>	Jessica Weidenbach Al Rosette Willie Gee Andy Nguyen Raymond Thayer Alicen Galli Peter Garellick Timothy Simmons Virginia Boss Dustin Tulanian	Distribute search and secure team cell phone numbers to all students pre-incident. Acquire post incident class rosters and create list of missing persons. Form search and rescue parties to recover missing persons, identify injured and deceased, and document security status of specific campus locations.	Emergency information Data base development. Emergency cellphone and other communication equipment protocols, maintenance, repairs, etc. Vital signs and injury recognition and terminology. Environmental hazards and security.
<b>First Aid</b>	Maureen Matson Jim Caccavo Courtney Warren Carson Pardon Greg Hyland Scott Pygeorge Ann Chandler Elsa Rodriguez Ashley Maher Phil Lavios	Administer first aid to injured persons. Transport injured persons to appropriate areas for further care or recovery. Communicate wellness statistics to operations chief.	Emergency first aid. Injured persons transport procedures. Field database development, management, and communications.
<b>Accountability</b>	Raj Naicker Veronica McLennan Josh Frishman Phil Webb Julienne Hastings	Assign leaders for each team and create system of accountability for all team members.	Stress, trauma, shock assessment and relief procedures. Legal and contractual responsibilities briefing.
<b>Shelter/Assembly</b>	Victor Galli Michael Miller Elizabeth Mcdonagh Marco Cartagena Ryan Hindsman Cesar Ramos	Coordinate movement and assembly of all persons into areas of safe shelter to rest and receive information.	Psychology of group movement and/or transit, motorized cart operation, signage, boundary construction, mass communication equipment use (ie. bullhorns, radios, emergency public address systems etc.).
<b>Facility/Utilities Inspection</b>	Christopher Lau Delon Craft Edward Barker Tom Arbuckle Jack Gillespie Charles Plummer	Survey and assess functionality of physical plant, facilities, and utilities (ie. storage, plumbing, sewer, electrical, HVAC, telecommunications, etc.)	Emergency utility construction, maintenance, and repair.



<b>Security</b>	Aaron Alatorre    David Fickess Glenys Burgoyne Tatiana Peyko Ram Singh Alex Aono Alex Aquino Elizabeth Traub Robert Vieira Robert Belleci	Work alongside security personnel to provide and maintain safety of all persons and safeguard all emergency equipment and supplies.	Psychology of mass trauma and instinctive survival tendencies of persons in emergency situations with limited and/or scarce supplies.
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<b>Student/Parent Re-unification</b>	Roneel Kumar Melissa Bentley Vanessa Garcia Michael Benson Cookie Freeman Denise Golshan Carille Bruno-Thayer Paul Larimer Thomas Knight	Collect, organize, and maintain student emergency contact records. Establish and maintain constant communication with search/secure team and shelter/assembly teams. Acquire and maintain current health and location records of all students. Establish communication with students' parents.	Emergency information Data base development. Emergency cellphone and other communication equipment protocols, maintenance, repairs, etc. Vital signs and injury recognition and terminology. Environmental hazards and security.
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## Incident Command System - Logistics Team

**Logistics Chief: Veronica McLennan**

**Alternate: Connie Spinnato**

Role	Team Members	Responsibilities	Training/Needs
<b>Food and Water</b>	Daniela Reyes Eugenia Rodriguez Ricardo Reyes Kiersten Berton Kurt Osmer Birdie Forsythe Chuck Perez Rehana Singh Julie Arness Kathryn Agudo	Control and distribute food and water supplies to all persons, giving priority to injured persons and students.	Techniques of proper, safe handling and storage of emergency food and water supplies. Knowledge of human body food and water requirements in emergency situations, especially any differences in need for injured persons, young, old, etc. Food foraging and mass meal production.
<b>Supplies</b>	Jean Maguire Ashley Leslie Lora Bryant Donna Bussey Julie Kanyuk Makaela Huntsinger	Control and distribute non - food and water supplies to all persons (pillows, blankets, communication devices, flashlights, etc.).	Knowledge of emergency uses for common school supplies, Understanding of how to inventory, maintain and secure supplies.
<b>Communication Systems</b>	Raj Naicker Connie Spinnato Jennifer Clark Todd Whitmire Ted Alfaro Veronica McLennan	Identify, secure, maintain, distribute and repair all communications equipment (radios, cell phones, public address, megaphones, etc.).	Knowledge of how to build, maintain and repair all types of emergency communications systems.
<b>Sanitation</b>	Sarah DiMaggio Kelli Jocoy Oscar Mancillas Achilleus Tiu Eric Valenzuela Joe Arino Nicole Lu	Establish waste production and management procedures, including materials recycling and water reclamation. Manage biohazard zones including human bodily fluids, human remains, and fecal material.	Knowledge of waste recycling and disposal, biohazard management, waste water treatment, emergency sewer construction and maintenance.
<b>Transportation</b>	Mario Mendoza Colin Meusel Justin Nelson Robert Reckard Jasmine Hernandez Jimmy Shipe Eston Greub Adeyemi Aderinto Karina Valencia	Establish and maintain communication with local transportation agencies. Secure, manage, and dispatch all on-site transportation equipment, fuel, and vehicles.	Knowledge of most efficient uses of vehicles and fuel management. Emergency information database development. Emergency cellphone and other communication equipment protocols, maintenance, repairs, etc. Vital signs and injury recognition and terminology. Environmental hazards and security.
<b>Additional Staff Assignments</b>	Josephine Artus Trisha Beardsley Marina Bertrand Rachel Lorscheider Tonette Polk	Relieve team members as needed.	All of the above.

## Incident Command System - Planning & Intelligence Team

**P & I Chief:** Ted Alfaro

**Alternate:** Connie Spinnato , Asst. Principal, 510-825-1466

Role	Team Members	Responsibilities	Training/Needs
<b>Strategy Planning</b>	Ann Chandler Damien Adams Joseph Maciorowski Hari Brown Carolyn Williams Catherine Pease	Add faculty perspective to school safety and security team in planning and revising emergency procedures.	Access to and interpretation of site maps and structural schematics. Knowledge of most likely emergency scenarios and the most current response equipment, resources, and practices.
<b>Needs Analysis</b>	John Kleinjans Kanika Jenkins Ami Bowen Jessica Parfitt Erik Grady Russel Hsieh	Assess the site's infrastructure and capacity to accommodate the services and supplies that will be needed in the most likely emergency scenarios.	Access to and interpretation of site maps and structural schematics. Knowledge of most likely emergency scenarios and the most current response equipment, resources, and practices.
<b>Communication with outside support agencies</b>	Alexander Finn Gil Gutierrez Lori Gillespie Steve Nordenstedt Dennis O'Brien Aimara Olazabal Bonnie Ozel Katherine Parker Desiree Jurgens Cassandra Taylor	Establish and maintain communication with emergency services personnel, law enforcement, federal, state, county, and local emergency response teams. Relay information to P&I Chief and incident commander.	Emergency information Data base development. Emergency cellphone and other communication equipment protocols, maintenance, repairs, etc. Vital signs and injury recognition and terminology. Environmental hazards and security.
<b>Observation</b>	Paul Lacasse Jorge Mejia-Ramirez Annelie Pate Joanne Scott Jaworski Adefuin	Monitor and report any significant conditions changes and hazards in and around the emergency staging area (flooding, lava flows, gas leaks, live electrical lines, etc.).	Knowledge of environmental hazards and how to predict, eliminate, and avoid them,
<b>Data Collection</b>	Chris Leong Sulbha Shah Bauea Crosby Alicia Puzak Dobrin Hunter Vicente Borja Trina Plummer Georgia Johnson	Gather and organize all data as needed such as the number and identity of injured, deceased, and missing persons. Coordinate efforts with all other teams and leaders.	Emergency information Data base development. Emergency cellphone and other communication equipment protocols, maintenance, repairs, etc. Vital signs and injury recognition and terminology. Environmental hazards and security.
<b>Mental Health Coordination</b>	Marilyn Narayan Jamy Tays Stephen White	Assess and treat persons suffering from psychological trauma.	Human psychology, stress management, counseling, and therapy.

<b>Evacuation</b>	Jaylani Cortes Jennifer Martinez Paulo Maloles Ken Lohman Jeffery Masuda James Fulmer	Help coordinate evacuation of all persons from buildings during an emergency situation.	Access to and interpretation of site maps, knowledge of campus layout, buildings, entrances, and exits.
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<b>Debriefing</b>	Veronica McLennan Todd Whitmire Jennifer Clark Connie Spinnato Raj Naicker Ted Alfaro	Gather most current information concerning the incident from all teams and relay information to persons willing and/or able to responsibly process and appropriately respond given the situation.	Human psychology, stress management, counseling, and therapy.
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## Incident Command System - Finance/Administration Team

**F/A Chief:** Stephanie Perez, Principal Secretary, 925-352-5292

**Alternate:** Sue LaMacchia, Data Secretary,

Role	Team Members	Responsibilities	Training/Needs
<b>Record Keeping</b>	Sue LaMacchia, Cindy Hoke, Tammy Farris, Elsa Pahule, Patricia Ramirez, Carol Zbacnik, Marianna Mercurio, Melissa Melrose	Gather, organize, and maintain records from all other Incident Command System teams in a centralized location for quick access. Report information back to teams and other agencies as needed.	Emergency information database and records development. Emergency cellphone and other communication equipment maintenance, repairs, etc.
<b>Funding Costs</b>	Stephanie Perez, Arlene Gallup	Collect, organize, and maintain accurate financial data of all transactions and costs incurred through the duration of the emergency.	Emergency information database and records development. Knowledge of legal financial responsibilities, obligations, and coordination with district office and other agencies.

## Staff Capacity Inventory









Who is the most likely person to be designated as the Primary :

<b>Incident Commander:</b>	Todd Whitmire
<b>Public Information Officer:</b>	Connie Spinnato and Jennifer Clark
<b>Safety Officer:</b>	Magda Elena Gonzales
<b>Operations Chief:</b>	Raj Naicker
<b>Logistics Chief:</b>	Veronica McLennan
<b>Planning/Intelligence Chief:</b>	Ted Alfaro
<b>Finance Chief:</b>	Arlene Gallup/Stephanie Perez
<b>Act as Interpreter:</b>	Patricia Ramirez
<b>Relationship with Parents:</b>	Maria Espinosa, Melanie Moseley
<b>Knows the Students:</b>	Chives/Sam/Alice/Reggie/ Warren/Tammy/Jess/Morris
<b>Has First Aid/CPR/Medical Skills:</b>	Scott Pygeorge
<b>Knows the Physical Facility:</b>	Martin Nunez
<b>Has Knowledge/Relationship with Community:</b>	Todd Whitmire
<b>Knows Medical Needs of Students:</b>	Patricia Ramirez
<b>Has Emergency Information for Students/Staff:</b>	Stephanie Perez
<b>Knows Mental Health:</b>	Elizabeth Gonzalez-Sidrian & Ann Maione
<b>Security:</b>	Jess Quesada, Reggie Jones , Sam Garcia, Morris Hodges
<b>Pittsburg Police Department</b>	Heidi Maguire
<b>Contra Costa Probation</b>	La Tasha Jones








## STUDENT MISBEHAVIOR AND PROGRESSIVE DISCIPLINARY ACTION CHART




The following chart indicates the types of disciplinary action that apply to each type of misbehavior, This chart is intended to assist staff in maintaining consistent student discipline

SEQUENCE OF ADMINISTRATIVE DISCIPLINARY ACTION				
Problem Area	1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense	4 <sup>th</sup> Offense
Intentionally Causing Serious Physical Injury <b>EC 48900(a.2) 48915(1)</b>  <b>CR</b>	Expulsion			
Fighting/Battery/Assault (Willful use of force/violence on another person except in self-defense) <b>EC 48900(a.1)(a.2) 4815.1</b>  <b>CR</b>	Conflict Resolution 3-5 Day Susp.	Conflict Resolution 5 Day Susp.	Conflict Resolution Expulsion	Expulsion
Caused/Attempt or Threaten Physical Injury <b>EC 48900(a.1)</b>	3-5 Day Susp. School Counseling	5-Day Susp. School Counseling	Expulsion	
Threat of Batter – Staff Directed <b>EC 48900(a.1) 48915(5)</b>  <b>CR</b>	Expulsion			
Weapons or Items used as weapons – possessed, sold or furnished <b>EC 48900(b) 48915(a.2) 48915(c.1)</b>  <b>CR</b>	Expulsion			
Alcohol/Drugs-Use, Possession, Furnished, Under Influence <b>Ec 48900© 48915(3)</b>  <b>CR</b>	5-Day Susp. School Counseling	Expulsion		
Drugs/Alcohol (Unlawfully offered, arranged, or negotiated to sell) <b>EC 48900(d) 48915(3)</b>  <b>CR</b>	Expulsion			
Robbery or Extortion <b>EC 48900€ 48915(a.4)</b>  <b>CR</b>	Expulsion			
Arson <b>EC 48900(f)</b>  <b>CR &gt;</b>	Expulsion			


**SEQUENCE OF ADMINISTRATIVE DISCIPLINARY ACTION**

<b>Problem Area</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>
Burglary (Break-in & Enter) <b>EC 48900(g)</b>  <b>CR &gt; \$50</b>	Expulsion			
Damage School Property, Books, graffiti & vandalism, etc. <b>EC 48900(f)</b>  <b>CR &gt; \$100</b>	Com. Services Restitution 3-5 Day Susp.	Com. Services Restitution 5 Day Susp.	Expulsion Restitution	
Theft/Or Attempted to steal – School/Private Property <b>EC 48900(g)</b>  <b>CR</b>	3-5 Day Susp. Restitution	Expulsion Restitution		
Tobacco – Possession or Use <b>EC 48900(h) 48901</b>	School Counseling (Student Court) <b>(PHS)</b>	1-Day Susp. School Counseling (Student Court)	3-Day Susp.	5-Day Susp.
Verbal Abuse/Assault <b>EC 48900(i)</b>	3-Day Susp. School Counseling	5-Day Susp. School Counseling	5-Day Susp. School Counseling	Expulsion
Profanity; Vulgarity; Obscenity <b>EC 48900(i)</b> (if threat see a.1)	OCS – 1-Day Susp. School Counseling	1-Day Susp. School Counseling	3-Day Susp. School Counseling	5-Day Susp.
Profanity; Vulgarity; Obscenity – <b>Staff Directed</b> <b>EC 48900(i)</b> (if threat, see <b>(B)</b> )	3-Day Susp. Counseling	5 Day Susp. Counseling	Expulsion	
Drug Paraphernalia – Possession (Unlawfully offered, arranged or negotiated to sell) <b>EC 48900(j)</b>  <b>CR &gt;</b>	5-Day Susp. School Counseling	Expulsion		
Defiance of Authority/Disruption of School Activities <b>EC 48900(k)</b>	OCS	1-Day Susp.	3-Day Susp.	5-Susp. Susp.
Knowingly Receive Stolen Property-School/Private <b>EC 48900(l)</b>	Parent Conference 3-5 Day Susp.	3-5 Day Susp.	5-Day Susp.	
Sexual Assault <b>EC 48900(n) 48915(c.4)</b>  <b>CR &gt;</b>	Expulsion			
Harassment and/or Hazing/Intimidating <b>EC 48900(o) 48900.4</b>	1-Day Susp./OCS Parent Conference	3-Day Susp.	5-Day Susp.	Expulsion

**SEQUENCE OF ADMINISTRATIVE DISCIPLINARY ACTION**

<b>Problem Area</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>
Hate Violence – <b>EC 48900.3</b> Hate Crime – <b>PC 11411</b> 	5-Day Susp.	Expulsion		
Terrorist Threats <b>EC 48900.7</b>  <b>CR &gt;</b>	Expulsion			
Threaten Use of Weapon <b>EC 48915(a.2) (c.2)</b> 	3-5 Days Susp.	Expulsion		

**CR** Indicates a CRIME REPORT MUST BE FILED

 Indicates Law enforcement MUST be notified pursuant to E.C. 48902, P.C. 245, P.C. 626.9 or 626.10

## The "K" Progressive Chart

In order to maintain a safe and peaceful environment for learning, school staff may identify certain behaviors as disruptive of school activities. Below is recommended progressive discipline for each identified behavior. This is not a complete list of reasons for which students may experience discipline. Each school may have its own consequences for these violations, depending on services and programs at the school. Any time a student defies authority or disrupts school activities by acting contrary to the direction of a school official, he or she will be disciplined accordingly.

<b>SEQUENCE OF ADMINISTRATIVE DISCIPLINARY ACTION</b>					
<b>Problem Area</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>	<b>5<sup>th</sup> Offense</b>
Cheating (Oral or Written) <b>EC 48900(k)</b>	Refer to Counselor OCS	1-Day Susp.	3-Day Susp.	5-Day Susp.	5-Day Susp. *
Defiance/Disruption of School While in Detention (OCS) <b>EC 48900(k)</b>	1 Detention	OCS	1-Day Susp.	2-3 Day Susp.	5-Day Susp. *
Failure to Attend Detention (OCS) <b>EC 48900(k)</b>	2 Detentions	OCS	2-3 Day Susp.	2-3 Day Susp.	2-3 Day Susp.
Failure to Leave Classroom or OCS – When Requested by Staff Member <b>EC 48900(k)</b>	3-Day Susp.	5-Day Suspension for each subsequent violation *			
Failure to Report to Administration’s Office or OCS when sent <b>EC 48900(k)</b>	3-Day Susp.	5-Day Suspension for each subsequent violation *			
Leaving Class Without Permission <b>EC 48900(k)</b>	1 Day Susp.	3-Day Susp.	5-Day Susp. *	5-Day Susp. *	
Forgery <b>EC 48900(k)</b>	OCS – School Counseling	1-Day Susp.	3-Day Susp.	Expulsion	
Gambling <b>EC 48900(k)</b>	3-Day Susp.	5-Day Susp.	5-Day Susp.	Expulsion	
Violation of Restroom Privileges <b>EC 48900(k)</b>	OCS	All Day OCS	Loss of Privileges Review at Quarter		
Misbehavior on School Bus <b>EC 48900(k) and Handbook</b>	Transportation Dept. handles bus discipline; suspendable offense will be handled by site principals. Continue misconduct may result in student being removed from bus transportation.				
P.E. <b>EC 48900</b>	1 <sup>st</sup> -3 <sup>rd</sup> Non-Suit Warning	4 <sup>th</sup> Non-Suit Letter to Parent	5 <sup>th</sup> Non-Suit 1-Day Susp.	6 <sup>th</sup> Non-Suit 3-Day Susp.	7 <sup>th</sup> Non-Suit 5-Day Susp.

**SEQUENCE OF ADMINISTRATIVE DISCIPLINARY ACTION**

<b>Problem Area</b>	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>	<b>4<sup>th</sup> Offense</b>	<b>5<sup>th</sup> Offense</b>
Tardiness <b>EC 48900(k)</b>	OCS period Detention	OCS period Detention Teacher-Parent Contact	OCS period Detention Teacher-Parent Contact	One day on-campus suspension	One day on-campus suspension
Truancy <b>EC 48900(k)</b>	1 <sup>st</sup> Referral: OCS Admin/Parent Conference	2 <sup>nd</sup> Referral: OCS Admin/Parent Conference/Letter 1	3 <sup>rd</sup> Referral SART Letter 2	4 <sup>th</sup> Referral: SART Letter 3	5 <sup>th</sup> Referral: SART Refer to SARB
Violation of Closed Campus <b>EC 48900(k)</b>	1-Day Susp.	3-Day Susp.	5-Day Susp.	5-Day Susp.	5-Day Susp.
Defiance of Authority/Disruption of School Activities <b>EC 48900(k)</b>	OCS	1-Day Susp.	3-Day Susp.	5-Day Susp.	
Electronic Devices on campus/in class <b>Board Policy 5146, Handbook and EC 48900(k) 48901.5</b>	Confiscate Return to Parent Parent Convergence	Confiscate Keep rest of semester	Confiscate Keep rest of year		
False Fire Alarm & 911 Calls <b>EC 48900(k)</b>	5-Day Susp.	Expulsion			
Inappropriate Dress- See <b>Board Policy 5132 and Student Handbook EC 48900(k)</b>	Counseling Contact Parent/Send home to change	OCE Contact Parent/Send home to change	3-Day Susp.	5-Day Susp.	
Running away from school authority <b>EC 48990(k)</b>	3-Day Susp.	3-Day Susp.	5-Day Susp.		
On another school Campus <b>EC 48900(k)</b>	3-Day Susp.	5-Day Susp.			
Inappropriate/unauthorized use of computers or other technology. (other violations may be considered/charged depending on particular circumstances of incident) <b>EC 48900(k)</b>	3-Day Susp.	5-Day Susp.	Expulsion		

\* Twenty days of suspension will result in referral to student services placement review committee for alternative placement.

## SCHOOL RULES

School discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views and advice of one representative selected by each of the following groups:

- (1) Parents
- (2) Teachers
- (3) School Administrators
- (4) School Security Personnel, if any
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be facilitated by the school and held during non-classroom hours, and on normal school days.

The final version of the rules and procedures for school discipline with attendant regulations shall be adopted by a panel comprised of the principal of the school, or his/her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures for school discipline adopted under this section.

### **CONDUCT AND DISCIPLINE**

The responsibility for fostering desirable standards of conduct in the Pittsburg Unified School District is shared by the Board of Education, administrators, teachers, support personnel, parents, and students alike. The Board of Education has adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the safety and welfare of students and school staff.

### **STUDENTS AND STAFF**

- o All students are required to pursue the prescribed course of study, to comply with the policies and rules of the school and the district, and to follow the directions of teachers and other staff while attending school or at school-related activities. The District adheres to the principle that the best discipline is self-discipline.
- o All school personnel have the responsibility of fostering respect for authority and compliance with school and district policies. School staff members are responsible for maintaining a safe and orderly environment, and may take such disciplinary actions as are specified in the education code, school rules and district policies.

## PARENTS/GUARDIANS VISITING SCHOOL CAMPUSES

### Parents / Visitors should be advised of possible consequences;

- Willfully disrupting a public school or any public school meeting constitutes an unlawful misdemeanor, punishable by law, and may carry a fine up to five hundred dollars (\$500). (Education Code 32210).
- These rules also apply at any location where a school employee is required to be while acting in the course of his/her duties. Visitors who "materially disrupts class work, extracurricular activities, creates or is involved in substantial disorder" may be guilty of a misdemeanor. (Education Code 44811).
- Persons who unlawfully fight within a building or upon the grounds of any school or challenges another person within any building or upon the grounds to fight, may be guilty of a misdemeanor. (Penal Code 415.5)
- Persons who maliciously and willfully disturb another person within any of these buildings or upon the grounds by loud and unreasonable noise, may be guilty of a misdemeanor. (Penal Code 415.5)
- Persons that use offensive words within any of these buildings or upon the grounds, which are inherently likely to provoke an immediate violent reaction, may be guilty of a misdemeanor. (Penal Code 415.5)

Please see page 82 at the end of this Handbook for the Parent Conduct Form.

<b>Parents and staff working together to maintain a campus where learning is the priority</b>
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- **Battery: School Employees**

When battery is committed against a school employee engaged in the performance of his or her duties, or in retaliation for an act performed in the course of his or her duties, whether on or off campus, during the school day or at any other time, and the person committing the offense knows or reasonably should know that the victim is a school employee, the battery is punishable by imprisonment in a county jail not exceeding one year, or by a fine not exceeding \$2,000, or by both the fine imprisonment. However, if an injury is inflicted on the victim, the battery shall be punishable by imprisonment in a county jail for not more than one year, or by a fine of not more than \$2,000, or by imprisonment in the State prison for 6 months, or two or three years. Penal Code 243.6

## DISCIPLINARY ACTIONS

Under Education Code 212.5, 48900 and 48915, students involved in any act of misconduct listed as grounds for suspension or expulsion may be suspended or expelled from school.

### SUSPENSION FROM SCHOOL

#### Ed. Code 48925

Suspension is the temporary removal from ongoing instruction of a student from regular classroom activities or from school. Suspensions are not to extend beyond five (5) consecutive school days. Suspension for students considered for expulsion may be extended beyond five (5) consecutive school days by the Superintendent or his/her designee, after inviting the parents to participate in a meeting regarding the extension of the expulsion. Education Code 48911.

### TEACHER SUSPENSION AND DETENTION

#### Ed. Code 48910

For disciplinary reasons, a teacher may:

1. Suspend a student from his/her class for the day of the offense and the next day. Teachers are required to schedule parent conferences if they take this action.
2. Detain a student in school for disciplinary or other reasons for one hour after the close of the maximum school day.

Section 307: A pupil for whom the district provides transportation to school may be required to remain at school to participate in approved activities until the departure of the pupil in the vehicle to which he/she has been assigned.

1. Refer the student to the school counselor or appropriate administrator.

### EXPULSION

A student may be expelled from school only by action of the Board of Education. When expulsion is recommended, an Administrative Hearing Panel is convened to review the case and determine if there are sufficient grounds for expulsion. The student and his/her parents are notified of their rights, which include their right to appear before the Administrative Panel and present evidence and witnesses on the student's behalf, the right to confront witnesses against the student and the right to be represented by counsel (parent's choice). The Administrative Hearing Panel's findings and recommendations are submitted to the Board of Education through the superintendent.

The Pittsburg Unified School District Board of Education takes very seriously its charge to provide safe and peaceful school learning environments. To that end, the Board takes a Zero Tolerance position with students whose behavior may disrupt a school.

### Mandatory Suspension and Expulsion Recommendation/Mandatory Expulsion

- I. Principal/Superintendent shall immediately suspend and recommend expulsion, and governing board shall expel, for any of the following acts committed at school or at a school activity off school grounds.
  - Possessing, selling, or furnishing a firearm: Possession must be verified by district employee; this subdivision does not apply if student had written permission to possess firearm from certificated employee;
  - Brandishing a knife at another person: As defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3-112 inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade;
  - Sale of drugs: Participate in unlawful selling of a controlled substance (drugs) at school;
  - Committing or attempting to commit sexual assault or committing sexual battery;
  - Possession of an explosive: As defined in this section, "explosive" means "destructive device" as described in Section 921 of the Title 18 of the United States Code. Education Code 48915(c), (g)

Expulsion Time: One Year from date of expulsion.



## **Mandatory Expulsion Recommendation | Discretionary Expulsion**

II. Principal/superintendent shall recommend expulsion, unless inappropriate under the circumstances, for any of the following acts committed at school or at a school activity off school grounds:

- Causing serious physical injury (except in self defense);
- Possession of any knife or other dangerous object;
- Possession of drugs (except for first offense of possession of not more than one ounce of marijuana);
- Robbery or extortion;
- Assault or battery upon a school employee.

The governing board may expel for these violations, but only on finding:

1. That other means of correction are not feasible or have failed in the past; or
2. That, due to the nature of the act, the student's presence creates a continuing danger to the physical safety of the student or others. Education Code 48915(a),  
(b)

Expulsion Time: For the remainder of semester and next semester.

## NOTIFICATIONS TO LAW ENFORCEMENT AUTHORITIES

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10 (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

### SELF-DEFENSE AND FIGHTING

From time to time, students may have disagreements, which result in physical interactions. Any student involved in an exchange of blows WILL BE SUSPENDED FOR FIGHTING, regardless of who/what precipitated the exchange of blows. When blows are exchanged, this is a fight. Self-defense is the act of pushing away, holding off the aggressor, or otherwise avoiding the physical altercation. Please understand that if you encourage your student to "hit back" and he/she does, he/she WILL BE SUSPENDED. Hitting back is not self-defense, it is fighting. Encourage your student to resolve conflicts peacefully, find an adult to help, or talk to an adult at the school for assistance.

### THE ACT OF HATE / VIOLENCE

It is the intent of the Pittsburg Unified School District to create a school environment in which students and staff will be free from discriminatory attitudes and practices and acts of hate/violence. A pupil may be suspended from school or recommended for expulsion if it is determined that the pupil has intentionally made terroristic threats against a student, school officials or school property. Education Code 48900.7

### BULLYING IS PROHIBITED

It is the responsibility of each person on the school campus to respect the personal dignity of others. Pittsburg Unified School District expects all members of the district to demonstrate a basic generosity of spirit that precludes expressions of bigotry or bullying.

#### What is Bullying?

Bullying in its truest forms is repeated intentionally cruel incidents, involving the same students, in the same bully and victim roles. This does not mean that in order for bullying to occur there must be repeat offenses. Bullying can consist of a single interaction.

As soon as staff hears a report, a complaint, or even a rumor about bullying or harassment, an investigation will start.

New Education Code Section: Bullying (including acts of electronic bullying)

**Assembly Bill 86 by Assemblyman Ted Lieu, D-Torrance, was signed by Governor Arnold Schwarzenegger and became effective January 1, 2009. The Lieu bill adds bullying to the list of acts for which a student can be suspended or expelled, adding subsection (r) to existing California Education Code (EC) Section 48900:**

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

**The Administrator or Designate will:**

- **Review District Policy, Education Codes, and Site Safety Plan**

BP 5144.1- Student Discipline

BP 5144.2- Student Discipline

BP 5142 - Safety

BP 5145.3- Nondiscrimination/Harassment

BP 5145.9- Hate Motivated Behavior

BP5131 -Conduct

BP 5131.4- Student Disturbances

Education Code 48900-48923 - Safe School/ Student Discipline

Education Code 32261 (d) Programs that Prevent Bullying

Education Code 48900.7 - Act of Hate Violence

Education Code 35291 - Rules Pertaining to Student Discipline

Education Code 44014 - Report of Assault by Pupils

Education Code 48900(i) - Verbal Abuse Assault

Education Code 48900(0) & 48900.3 - Harassment and/or Hazing! Intimidation.

Education Code 48900(a.1) & - Caused/attempt or threaten Physical Injury

Education Code 48900(a.2) & 48915.1 - Fighting/Battery/Assault (Willful use of force/ violence on another person except in self-defense and Intentionally Causing Serious Physical Injury)

Education Code 48900.3 & Penal Code 11411 Hate Violence and Hate Crimes

- **Contact Parents**

Staff should immediately attempt to contact the caregiver/parents of both the possible victim and the witnesses. Caregiver/parent of the possible bully should also be contacted. Inform all parents that an investigation will be taking place. Update parents on the results of the investigation. In cases of serious bullying or harassment staff should work with the victim's parents to come up with a plan to help the student.

- **Select Investigator**

The person involved in the investigation should be familiar with district policy, education codes, and the site safety plan. In some serious cases the Director of Student Services or a Superintendent may need to be involved. When choosing an investigator, keep in mind the age, and gender sensitivities of the student.

- **Prepare Strategy**

Staff should develop a plan for the investigation. Decide whom to interview; how to handle any physical evidence; questions to be asked; whether ages of witnesses require any special interviewing skills. At the minimum, the following individuals should be interviewed:

- The student who complained;
- The student or others accused of bullying and harassment; and
- Others who may have knowledge of the possible incident, including staff and students

- **Arrange for Increased Supervision for Students**

Particularly for serious bullying and harassment, your staff should arrange for increased supervision of students where and when it believes bullying and harassment is occurring, this should be done even before the investigation is completed. This can help you avoid liability if the parent or student sues.

- **Ask Open-Ended Questions**

Don't ask leading questions. For example you shouldn't ask, "When did Charles start hitting Tony?" You should ask, "Did you see anything happen between Charles and Tony, yesterday?"

- **Ask Each Witness Same Questions**

It is best to prepare the questions in advance and ask each witness the same questions. This will ensure that staff conducts a fair investigation, and that staff has not judged a student's credibility during the interview.

- **Repeat Interviews, If Necessary**  
Getting the facts from students may be difficult due to the "code of silence" that often exists among cliques of students. Repeating interviews may be helpful particularly if one student's story conflicts with another student's story. When repeating an interview, staff should ask student if he/she remembers anything else since the last interview.
- **Interview Each Witness Individually and In Private**  
Students should never be interviewed in a group together, since some students may be afraid to speak in front of others. Students should be interviewed individually and in the most unobtrusive manner possible.
- **Keep Records**  
Staff should take notes of the interviews, and tape record interviews if witnesses give permission. Notes should include witness's name, DOB, date and time of the interview, and where interview took place.
- **Ask for Written Statement**  
Staff should have witnesses, victim, and alleged bullies write a statement in their own words. If students are unable to write their own statement, staff should ask student to make an oral statement they would write down word for word for the student to sign. For some elementary school students it may be appropriate for the students to draw a picture indicating where the incident occurred, who was present, and what took place.
- **Insist on Confidentiality by Students**  
Staff should instruct students involved to keep the interviews and the investigation confidential. If students talk too much, rumors may be spread and the investigation may be slowed down. In addition if the incident and investigation isn't kept confidential, students may fail to come forward to report in the future.
- **Tell Witnesses Not to Fear Retaliation**  
Staff should tell students that the District prohibits others from retaliating against them for telling the truth to school authorities and that the school/district will discipline as appropriate any individual who retaliates against them. If a student is fearful and asks for help, provide additional protection and support for student. Remember in situations like these, actions to stop bullying and harassment may mean relocation of resources.

**After Investigation:**

- o **Document Findings**  
Review, organize all data collected, and check to see if anything is missing.
- o **Decide if Education Codes and or District Policy Have Been Violated**  
In relation to observing education and policy violations, staff should look at surrounding circumstances; the nature of the behavior; past incidents or continuing patterns; the relationship of the parties involved; and the context in which the bullying or harassment occurred. It should also look at how the victim and others have been affected by the bullying or harassment.
- o **Determine Appropriate Discipline**  
If staff determines that bullying or harassment has occurred in violation of District policy and Education Code, discipline should be considered for the offending student. In addition to discipline, in many situations counseling should be recommended for the offending student to help prevent future incidents.
- o **Report to Complaining Party**  
You should not release confidential information or the details of the discipline. You should report out the result of the investigation only, informing parents that actions have been taken to resolve bullying / harassment challenges.
- o **Report Results to Student Services**
- o **Follow Up.**  
Staff should regularly contact the victim in ensuing months to make sure that the bullying or harassment has stopped.

### **Procedure for Students Who May Pose a Threat of Violence**

As soon as a threat or threatening behavior is reported, an approved site team will gather all the necessary information about the student involved and the threatening situation.

The team will gather the following information from school records, interviewing the student, teachers, parents, witnesses, and other students:

- Details and facts of the situation;
- Information about the student, including background, behavioral history, academic performance, access to weapons, personal difficulties, grudges, and current relationships;
- Information about specific threats, including whether the student said he would injure himself or others; and
- Motives of the student in making the threat.

After all the information is gathered, the assessment team will review the information and make a recommendation. If the assessment team concludes that a student may pose a genuine threat, the matter will be referred to the police for further investigation, and school consequences will be imposed.

## DEFINITION OF TERMS

### KNIFE

1. Under Ed Code 48915(a) (expulsion) a knife is defined as 1) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing or 2) a knife with a blade longer than 3 1/2 " or 3) locking-blade knife, or 4) a razor with an unguarded blade.
2. Ed Code 48900(suspension) doesn't define "knife." Penal Code 626.10 specifies a 2-W' blade as a knife. However, many districts have "Zero Tolerance" policies that make possession of any knife an expellable offense.

### FIREARM

1. Under Ed Code 48900 (suspension) a firearm includes an "imitation firearm" - i.e. a facsimile that is substantially similar to an existing firearm.
2. Under Ed Code 48915(c) (mandatory expulsion) the Ed Code doesn't provide a definition. However, Penal Code, Section 12001(b) defines a firearm as any device designed to be used as a weapon from which a projectile is expelled through a barrel by the force of an explosion or other form of combustion.

### CONTROLLED SUBSTANCE

1. As listed in Chapter 2, Division 10 of the Health & Safety Code, Section 11056 et seq: the exhaustive list includes: stimulants, depressants, barbiturates, narcotics and anabolic steroids.

### SERIOUS PHYSICAL INJURY

1. Serious physical injury under Penal Code 243 means a serious impairment of physical condition including, but not limited to the following: loss of consciousness, concussion, bone fracture, wound requiring extensive suturing or serious disfigurement.

### ROBBERY

1. Robbery (Penal Code 211) is the taking of personal property of another from his person or immediate presence, and against his will accomplished by means of force or fear.

### EXTORTION

1. Extortion under Penal Code 518 is defined as: obtaining property from another, with consent, that is induced by a wrongful use of force or fear.

### PERSONAL PROPERTY

Personal items brought to school are the student's responsibility. The school will not replace lost or stolen items.

## SEXUAL HARASSMENT

Unwelcome sexual advances or other conduct of a sexual nature where the conduct has a negative impact on the individual's work or academic performance, or creates a hostile or offensive work or educational environment.

### **POLICY STATEMENT: B.P. 5147**

It is the policy of the Pittsburg Unified School District ("District") to provide an educational environment in which all students are treated with respect and dignity. The District prohibits any form of sexual harassment of or by students, whether verbal, physical, or environmental. It is a violation of this policy for any employee or agent of the District to harass a student or for a student to harass another student, or an adult in a sexual manner as defined below. Sexual harassment of a student by a District employee is also prohibited by California State Law. It is never a defense to a claim of sexual harassment that the alleged harasser did not intend to harass.

### **SEXUAL HARASSMENT: DEFINITIONS (KC. 212.5)**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature made by someone from or in the school or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's well-being, academic status, social standing, group inclusion, or employment.
2. Submission to or rejection of the conduct by a student is used as the basis for academic or employment decisions affecting a student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment for the student.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment includes, but is not limited to:

Other types of conduct which are prohibited in the district and which may constitute sexual harassment includes, but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Sexual slurs, epithets, threats, abuse, and derogatory or sexually degrading comments.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching a student's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Limiting or blocking of normal movements.
10. Continuing to show sexual interest after being told the interest is unwelcome and must stop.
11. Displaying sexually suggestive objects in the educational environment.
12. Any act of retaliation against a student who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
13. Making false reports of sexual harassment.

In addition to the reasons specified in EC 48900, EC 48900.2 specifies that a pupil may be suspended from school or recommended for expulsion if the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in EC 212.5.

A single incident of sufficient severity may constitute sexual harassment. In determining whether a specific act or pattern of behavior violates this policy, the circumstances surrounding the conduct shall be considered together with the above definition of sexual harassment. Such determination shall be made from the perspective of a "reasonable person" of the same sex as the victim.

## **STUDENT TO STUDENT AND STUDENT TO ADULT SEXUAL HARASSMENT**

1. This policy prohibits student to student and student to adult sexual harassment whenever it is related to school activity or attendance and occurs at any time including but not limited to, any of the following:
  - a. While on school grounds
  - b. While going to or coming from school
  - c. During the lunch period whether on or off campus
  - d. During, or while going to or coming from, a school sponsored activity
2. Any student who engages in the sexual harassment of another student or adult is subject to disciplinary action including verbal warnings and reprimands, counseling, suspension, and expulsion.

## **SEXUAL ORIENTATION DISCRIMINATION IS PROHIBITED**

It is the responsibility of each person on the school campus to respect the personal dignity of others. Pittsburg Unified School District expects all members of the District to demonstrate a basic generosity of spirit that precludes expressions of bigotry.

Every youth regardless of sexual orientation is intrinsically important and valuable to Pittsburg Unified School District. The Pittsburg Unified School District acknowledges, affirms, and upholds the dignity, rights and safety of students in our schools. The Pittsburg Unified School District wants to ensure that school sites are respectful, safe places, free of discrimination, violence and harassment, for all students, including gay students.

Sexual orientation discrimination is an individual or group threatening or treating a person differently or unfairly because of that person's sexual orientation.

### **Types of sexual orientation discrimination:**

1. Verbal abuse or threats;
2. Unwelcome remarks, insulting jokes, name calling;
3. Denial of a service;
4. Denial of an opportunity to participate in an activity;
5. Hate publication or symbols.

## **COMPLAINT PROCEDURE**

The district has adopted administrative procedures for filing sexual harassment complaints. At an informal level complaints may be reported to a school counselor, the principal, or assistant principal. Formal written complaints may be filed at the Office of the Superintendent. Complaint forms are available to students at the principal's office and at the Office of Student Services.

## **CONFIDENTIALITY**

Every effort shall be made to protect the privacy of parties involved in any complaint. Files pertaining to complaints are confidential and will only be discussed when necessary for the investigation and/or resolution of the matter.

## **RETALIATION**

The district forbids retaliation against anyone who reports sexual harassment or who participates in the investigation of such a report. Anyone found committing a retaliatory act will be subject to disciplinary action.

## **NOTIFICATION PROCEDURES**

A copy of the District sexual harassment policy shall:

1. Be included in the notifications that are sent to staff and parents/guardians at the beginning of each school year. (E.C. 489801).
2. Be displayed in a prominent location near each school principal's office (E.C. 212.6).
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session. (E.C. 212.6).
4. Appear in any school or district publication that sets forth the school or District's comprehensive rules, regulations, procedures, and standards of conduct (E.C. 212.6).



### **INVESTIGATION OF COMPLAINTS AT SCHOOL SITE (Level Grievance Procedure)**

The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

1. The student who is complaining.
  - a. The person accused of harassment.
  - b. Anyone who saw the harassment take place.
  - c. Anyone mentioned as having related information.
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent/designee or Student Services Administrator.
  - b. The parent/guardian of the student who complained.
  - c. The parent/guardian of the person accused of harassing someone.
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth.
  - e. Child protective agencies responsible for investigating child abuse reports.
  - f. Legal counsel for this District.
4. The principal or designee shall write a report of his/her findings, decision, recommendation, and reasons for the decision and shall present this report to the student who complained and the person accused.
5. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.
6. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

### **ENFORCEMENT**

The principal or designee shall take appropriate actions to reinforce the District sexual harassment policy. These actions may include:

1. Providing staff in-service and student instruction or counseling.
2. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.
3. Removing vulgar or offending graffiti.
4. Notifying parents/guardians of the situation and possible consequences.
5. Notifying Child Family Services. (Formally Child Protective Services)
6. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
7. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the District uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.
8. In reaching a decision about the complaint, the principal or designee may take into account:
  - a. Statements made by the persons identified above.
  - b. The details and consistency of each person's account.
  - c. Evidence of how the complaining student reacted to the incident.
  - d. Evidence of past instances of harassment by the accused person.
  - e. Evidence of past harassment complaints that were found to be untrue.

9. To judge the severity of the harassment, the principal or designee may take into consideration:
  - a. How the misconduct affected one or more students' education.
  - b. The type, frequency and duration of the misconduct.
  - c. The number of persons involved.
  - d. The age and sex of the person accused of harassment.
  - e. The subject(s) of harassment.
  - f. The place and situation where the incident occurred.

**Sexual Harassment Complaint Form**

Name \_\_\_\_\_

Phone No. \_\_\_\_\_

Date of \_\_\_\_\_ Offense \_\_\_

Place of \_\_\_\_\_ Offense \_\_\_

Time of Offense \_\_\_\_\_

Describe the act:

Name(s) of offender(s):

Descriptions of how you felt, thought, and reacted to the sexual offense:

How did the offense affect your school experience?

List of witnesses (if any)

\* Remember your rights! You have a right to be safe and protected and feel secure in the school environment.

## **EMERGENCY STANDARD OPERATING PROCEDURES**

### **INTRODUCTION**

In an emergency, use the procedures as listed in the previous page first as a first immediate guide for a response. It also helps to identify the types of emergencies that are covered with each code color. The following pages are a table of contents that will identify where to go to determine how to handle the various codes as listed.

This Emergency Standard Operating Procedures Guide was designed in order to assist the Site Administrators and Department Managers in planning for emergencies. All of our schools represent a major planning concern in emergency preparedness for several reasons. First, they house an important part of the population for a large portion of each day. Second, schools and the day care facilities often have the capacity to be converted into mass care centers and are considered safe facilities during earthquakes.

The incorporation of additional aids to your site will help to make it an effective planning tool and an emergency action guide. It should be emphasized that to maintain a workable disaster preparedness plan; we should review and revise our plan annually.

Many effective approaches to emergency planning are provided in this guide, however, not all the ideas included maybe practical or applicable in all situations. This is only one source of information. Please utilize this guide as a source when planning for emergencies.

<p><b>Code Red</b></p> <p><b>Lock Down</b></p>	<ul style="list-style-type: none"><li>• Lock Classroom Doors.</li><li>• Close Windows/Blinds.</li><li>• Do not leave Room.</li><li>• Do not open Doors or Windows until "All Clear Signal" has been given.</li><li>• Teachers take roll.</li></ul>
<p><b>Code Green</b></p> <p><b>Evacuation</b></p>	<ul style="list-style-type: none"><li>• Evacuate all Students and Staff to Evacuation Location.</li><li>• Do not leave Evacuation Area until "All Clear Signal" has been given.</li><li>• Teachers take roll.</li></ul>

**Pittsburg Unified School District**

**EMERGENCY STANDARD OPERATING PROCEDURES**

**DISTRICT EMERGENCY SERVICES COORDINATORS**

Dr. Janet Schulze, Superintendent	925-473-2350
Enrique Palacios, Associate Superintendent, Business Services	925-473-2302
Mathew Belasco, Director - Maintenance, Operations and Transportation	925-473-2356
Michael Rodriguez, Assistant Director, Maintenance	925-473-7531
Todd Whitmire, Site Principal	925-473-2392

**EMERGENCY TELEPHONE NUMBERS AND RADIO STATIONS**

FIRE/POLICE/AMBULANCE	911
PITTSBURG POLICE DEPARTMENT (NON-EMERGENCY)	925-646-2441
FIRE DEPARTMENT (NON-EMERGENCY)	925-757-1303
CONTRA COSTA COUNTY HEALTH DEPARTMENT	925-313-6740
CONTRA COSTA COUNTY OFFICE OF EMERGENCY SERVICES	925-228-5000
PACIFIC GAS AND ELECTRIC	800-743-5000
BAY AREA QUALITY CONTROL	415-771-6000
FEDERAL BUREAU OF INVESTIGATIONS	415-553-7400
AMERICAN RED CROSS	415-427-8000

RADIO STATIONS:	KCBS-AM 740 KGO-AM 810 KNBR-AM 680
CITY OF PITTSBURG STATION (during emergencies only)	AM 790

## ACCIDENTS

Minor accidents can happen at any time during school activities. Responding appropriately to the needs of accident victims is of utmost importance.

**The following procedures should be taken in the event of an accidental injury to students or staff:**

**The first adult on the scene assumes responsibility for appropriate procedures to be taken until an administrator arrives,**

- Keep injured person still and quiet.
- Check for breathing and bleeding. Administer immediate first aid if necessary.
- Call for administrative assistance.
- Call 9-1-1 if appropriate, Give the following information:
  - ✓ Your name
  - ✓ Your call-back phone number
  - ✓ Exact street location with the nearest cross street
  - ✓ Nature of incident
  - ✓ Number and location of people involved and/or injured
- Collect the facts of the cause or nature of the injury,

**The Principal or Designee will:**

- Contact parent/guardian of student or relative/spouse for employee, if needed.
- Notify District Superintendent's Office.
- Complete necessary forms, accident report, insurance forms, etc,

## **AIRCRAFT ACCIDENT**

Aircraft in trouble have been known to seek out large open areas for emergency landings. School playgrounds sometimes serve this purpose.

**The following procedures should be taken in the event of an accidental injury to students or staff:**

- Assess the Situation
- Determine if evacuation is necessary.
- Call 9-1-1
  - ✓ Give school site name
  - ✓ Your name and call-back phone number
  - ✓ Exact location of the aircraft with nearest cross street
  - ✓ Number and location of persons injured

**If there appears to be imminent danger, fire drill procedures may be called for while approval for student release or site evacuation is sought.**

**Approval for student release or site evacuation must be granted by the Superintendent or designee.**

- Determine if the Site Emergency Operations Plan requires activation.
- Secure the immediate impact area.
- Notify District Superintendent's Office



## **BIO TERRORISM (Anthrax Threat)**

Many facilities in communities around the country have received anthrax threat letters. Most were empty envelopes; some have contained powdery substances. The purpose of these guidelines is to recommend procedures for handling such incidents.

### **DO NOT PANIC**

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

### **How to identify suspicious letters or packages**

Some characteristics of suspicious letters or packages include the following:

- ✓ Excessive postage
- ✓ Handwritten or poorly typed addresses
- ✓ Incorrect titles
- ✓ Title, but no name
- ✓ Misspellings of common words
- ✓ Oily stains, discolorations or odors
- ✓ No return address
- ✓ Excessive weight
- ✓ Lopsided or uneven envelop
- ✓ Protruding wires or aluminum foil
- ✓ Excessive security material such as masking tape, string, etc.
- ✓ Visual distractions
- ✓ Ticking sound
- ✓ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✓ Shows a city or state in the postmark that does not match the return address.

### **Suspicious unopened letter or package marked with threatening message such as "Anthrax"**

- Do not shake or empty the contents of any suspicious envelop or package,
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything ( e.g" clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face,
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

### **Envelope with powder or powder spills out onto a surface**

- Do not try to clean up the powder, Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering,
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible, Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder, Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation,

### **Possible room contamination by aerosol**

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shutdown air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

## **BOMB THREATS**

### **ALL BOMB THREATS ARE SERIOUS!**

**Most likely, threats of a bomb or other explosive device will be received by telephone.**

#### **THE PERSON RECEIVING THE BOMB THREAT WILL:**

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

#### **The most important information is:**

- **When will the bomb explode and where is the bomb located?**
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves-could trigger a bomb).

#### **BUILDING ADMINISTRATOR WILL (IF NECESSARY):**

- Call 9-1-1. Give the following information:
  - ✓ Your name
  - ✓ Your call-back phone number
  - ✓ Exact street location with the nearest cross street
  - ✓ Nature of incident
  - ✓ Number and location of people involved and/or injured

#### **Notify District Superintendent's Office.**

- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building,
- Re-occupy buildings only when proper authorities give clearance.

**Bomb Threat Checklist**

**DO NOT HANG UP**

**Person Receiving Call Completes the Following:**

1. Date & time call received: \_\_\_\_\_
2. Exact words of person making threat (ask caller to repeat what he or she said: "I'm sorry, could you repeat that?"):
3. Questions to ask caller:
4. When is the bomb going to explode? \_\_\_\_\_
5. Where is it right now? \_\_\_\_\_
6. What does it look like? \_\_\_\_\_
7. What kind of bomb is it? \_\_\_\_\_
8. What will cause it to explode? \_\_\_\_\_
9. Did you place the bomb? \_\_\_\_\_
10. Why? \_\_\_\_\_
11. What is your address? \_\_\_\_\_
12. What is your name? \_\_\_\_\_

Sex of caller: M/F Age: \_\_\_\_\_ Accent: \_\_\_\_\_ Length of call: \_\_\_\_\_

13. Caller's Voice. Check all that are appropriate:

- |               |                |                       |                      |
|---------------|----------------|-----------------------|----------------------|
| _____ Calm    | _____ Laughing | _____ Lisp            | _____ Distinguished  |
| _____ Angry   | _____ Crying   | _____ Raspy           | _____ Accent         |
| _____ Excited | _____ Normal   | _____ Deep            | _____ Whisper        |
| _____ Slow    | _____ Distinct | _____ Ragged          | _____ Soft           |
| _____ Rapid   | _____ Slurred  | _____ Clearing throat | _____ Nasal          |
| _____ Deep    | _____ Stutter  | _____ Cracking voice  | _____ Loud breathing |
- \_\_\_\_\_ Familiar? Whom did it sound like?

14. Background Sounds: Check all that are appropriate:

- |                      |                         |
|----------------------|-------------------------|
| _____ Street noises  | _____ House noises      |
| _____ Dishes banging | _____ Children's voices |
| _____ Static         | _____ Adult voices      |
| _____ Local call     | _____ Long Distance     |
| _____ PA systems     | _____ Factory noises    |
| _____ Rapid          | _____ Phone booth       |

Language Used. Check all that are appropriate:

\_\_\_\_\_ Educated      \_\_\_\_\_ Incoherent      \_\_\_\_\_ Irrational

\_\_\_\_\_

15. Other: Use this space to write anything else not covered above:

Name \_\_\_\_\_ of \_\_\_\_\_ employee taking the call: \_\_\_\_\_

\_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_ Department: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Date: \_\_\_\_\_

**BOMB THREAT CHECKLIST**

Recommendation: \_\_\_\_\_

Each phone receiving incoming calls should have one 3X5 card at the phone with key words relating to this checklist to be used as a reminder for whoever receives a bomb threat.

## BUS ACCIDENTS (Special Ed Only)

### Bus Accident- Non-Injury

- Driver reports details of accident by radio or second party.

Who? Bus number- Driver name.

Where? Exact location and direction of travel.

What? Describe incident.

- Notify the Superintendent's Office at 473-4230. Call 9-1-1 with information. (In California, all occupied school bus accidents are investigated by the California Highway Patrol.)

Who? Name of district department.

What? Describe briefly the vehicles involved/nature of accident.

Where? Exact location/address.

When? Time of Incident.

- The Superintendent's Office shall coordinate alternate transportation.
- A District Representative should go to scene of accident.
- The Superintendent's Office shall notify schools regarding accident and delay or change in routes.
- Transport students to their destination.

### Bus Accident- Involving Serious Injury or Death

#### Driver Response: Notify Superintendent's Office by phone.

Who- Bus number and driver name.

Where- Exact location, address and direction of travel.

#### Superintendent's Office Response:

- Call 9-1-1 with information.

Who- Name of School District and department.

What- Describe briefly the facts as known . Describe seriousness of injuries.

Where- Exact location/address.

When- Time of accident.

- Coordinate arrangements for a bus with driver and a mechanic with all route information and camera.
- Notify affected school and Crisis Team.
- Complete student roster.
- School will notify parents/legal guardians.
- Activate support group for students.
- District personnel will follow-up with an investigation of the accident and respond to the media.

## CHEMICAL SPILL/HAZARDOUS MATERIALS/FUEL SPILLS/POISONING

### POISONING:

#### If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222, Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

### Following any emergency, notify the District Superintendents' Office

### CHEMICAL SPILL ON SITE:

#### The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the Chemical Spill Assessment Team through District M&O at 606-3319.

### CHEMICAL SPILLASSESSMENT TEAM:

**Should a chemical spill affect or threaten the safety and health of PUSD staff, students, property and/or environment, the Chemical Spill Assessment Team shall be notified. The Assessment Team consists of:**

District Director, Facilities and Maintenance  
Assistant Director, Maintenance  
Assistant Director, Transportation

### CHEMICAL SPILL OFFSITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Chemical Spill Assessment Team through District Facilities and Maintenance at 4734224.
- Provide the following information:
  - ✓ Date, time, and exact location of the release or threatened release
  - ✓ Name and telephone number of person reporting
  - ✓ Type of chemical involved and the estimated quantity
  - ✓ Description of potential hazards presented by the spill
  - ✓ Document time and date notification made
  - ✓ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. DONOT LIGHT FLARES!
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading,

### Reporting Chemical Spills

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

## Spill Clean Up

Chemical Spills may not be cleaned up by PUSD personnel. Call the Chemical Spill Assessment Team through District Facilities and Maintenance at 473-4224. The assessment team will coordinate cleanup through a designated contractor.

### Emergency Telephone Number

District Facilities and Maintenance (Chemical Spill Assessment Team)	(925) 473-4224
Contra Costa County Office of Emergency Services	(925) 228-5000
California Office of Emergency Services	(800) 852-7550
Contra Costa County HAZMAT Hotline	(925) 646-1112
National Emergency Response Center	(800) 424-8802
California Department of Fish and Game	(916) 448-5780
Environmental Protection Agency	(415) 744-2000
Fire Department	9-1-1
California Highway Patrol	9-1-1

### HAZARDOUS SUBSTANCES

Hazardous Substances include the following:

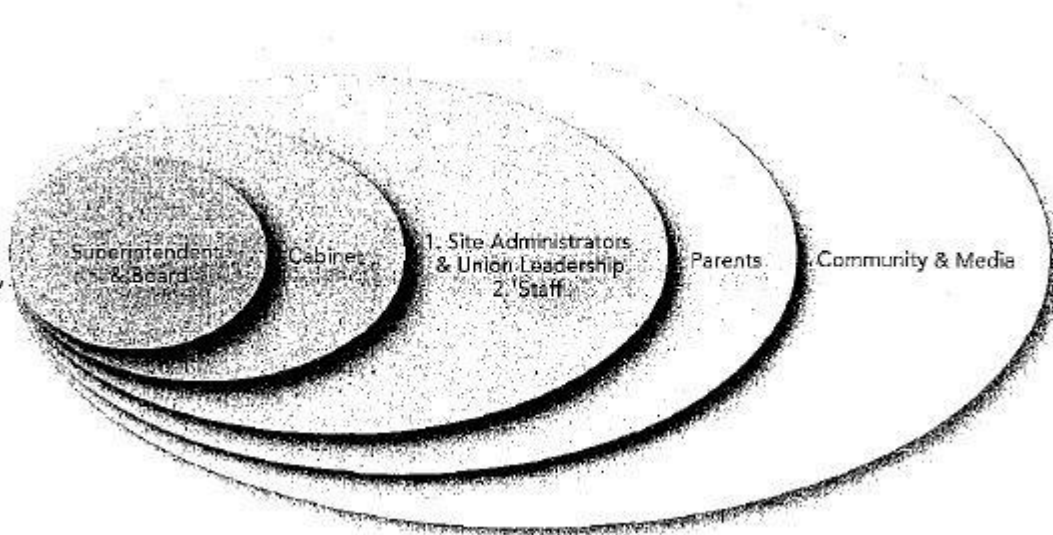
Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid

#### For containment of spills less than 10 gallons, follow these steps:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- Contain the spill to prevent further contamination
- Absorb the spill with solvent absorbent pads or inert material such as vermiculite (available in garden departments as a soil conditioner)
- Scoop up the material with a non-sparking shovel (plastic, fiberglass, or aluminum) and place in appropriate, lined containers.
- Mark the containers showing their contents and store in a safe place,
- Contact District Safety Officer or Maintenance and Operations for instructions on disposal.

**If the spill is too great to handle, contact the ASSESSMENT TEAM through District Facilities and Maintenance at 473-4224.**





## VEHICLE FUEL SPILL

**When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:**

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents, Prevent runoff, Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the ASSESSMENT TEAM through District Facilities and Maintenance at 473-4224,
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

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

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

## CHILD ABUSE

REPORT IMMEDIATELY!

REMEMBER: Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

### Important First Steps for...

#### **Sexual Assault (Child assaulted on or near school property):**

- Accompany victim to safe place at school and remain with her/him.
- Protect evidence of sexual assault.
- Notify parent/legal guardian (provided they are not suspected), Child Protective Services (CPS), and district police without delay.
- Once student has been cared for, notify Superintendent's Office.

#### **Sexual Abuse (Suspicion of past sexual incidents):**

- Notify site administrator of intent to call CPS or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
- Notify CPS and describe evidence.
- Leave notification of family to CPS or the Police.
- Once student has been cared for, notify Superintendent's Office, and site administrator if appropriate.

#### **\*DO NOT DESTROY EVIDENCE OF SEXUAL ABUSE:**

- **Do not wash clothes or victim's body or underwear. Do not have victim undress.**
- **Do not allow victim to wash or wipe body.**
- **Do not wipe away dirt, semen or dried blood.**
- **Stay with the victim and reassure her/him of safety.**

#### **Suspected Physical Abuse or Significant Neglect:**

- Notify appropriate school staff and CPS or immediately.
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
- Notify immediate director/supervisor.
- Leave family notifications to CPS or Police.

## EARTHQUAKES

- Students and staff **within** buildings at the beginning of an earthquake should remain where they are, sitting or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways.
- Students and staff **outside** buildings at the beginning of an earthquake should immediately get as far away as possible from buildings and other elevated objects.
- Staff in portable classrooms should turn off heating and lighting units immediately.
- Students and staff in classroom(s) where hazardous chemicals or electrical service switch panels are present should vacate those rooms. Such classes include, but are not limited to, general science, chemistry, biology, electronics, power mechanics, metals and craft. Students and staff should move toward the interior of the building into the hall while avoiding those hallways where skylights are located and areas adjacent to the end of halls where glass is present. If safe to do so, move to cafeterias or gymnasiums.
- Students and staff in classrooms other than those above should remain where they are following an earthquake. When the ground stops shaking, class should evacuate building in an orderly manner following the fire evacuation route whenever possible.
- The school emergency plan shall be activated and employee response team leaders will report to the outside Command Post. The building shall remain evacuated until assessed to be safe by appropriate authorities.

During an earthquake, the solid earth moves like the deck of a ship. The motion is frightening, but unless it shakes something down on you, it is survivable. KEEP CALM! Ride it out. Your chances of survival are excellent if you know what to do and have drilled and educated staff/students in advance. Be alert to signs of panic. Provide reassurance and stop rumors, BE PREPARED FOR AFTER SHOCKS!

### AT POINT OF RECOGNITION OF AN EARTHQUAKE, ALL PERSONS SHOULD DROP, COVER AND HOLD.

- **IF INDOORS**, do not leave the room.
- Stay away from windows, bookcases, file cabinets, heavy mirrors, and hanging objects that could fall. Also stay clear of doors.
- Stay under cover until the shaking stops.
- Hold onto the desk or table, if it moves, move with it.
- Mobility impaired (wheelchair bound) students and staff should be moved so that the seat of the chair is under a table and then instructed to put their heads down on the table and cover it with their hands.
- Remain covered until instructed to evacuate.
- Faculty should remain calm and in control.
- If you smell gas or hear a hissing sound- open a window and leave the building. Support Services/Custodian to contact utilities and/or utility shutoff.
- Check neighboring room to insure safety of colleague and return to your room.
- **IF OUTDOORS**, stay in the open.
- Keep away from buildings, trees and electrical wires. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as LIVE).
- Remain outside until further notice. IF ON A SIDEWALK near a tall building, get into a building doorway to protect yourself from falling bricks, glass and other debris.
- **IF IN AN ASSEMBLY**, stay in your seat or get under it if possible, and protect your head with your hands. Do not try to leave until the shaking is over.
- Check yourself and those around YDU for injuries.
- Give first aid to the injured.
- Principal or designee will direct students to pre-determined evacuation areas.
- Take student roster with YDU upon evacuation.
- Administrators will account for all staff. Teacher will account for all students.

**REMAIN CALM AND IN CONTROL.  
ACTIVATE SCHOOL EMPLOYEE RESPONSE TEAMS!**

**EMERGENCY CLOSURE-BAD WEATHER**

When the Superintendent is advised by emergency service authorities to close schools, (while school is in session), or decides to close schools, Principals will be notified by telephone or NEXTEL.

In the event of Extreme weather, where it becomes necessary to close schools or operate on an emergency schedule, or if the weather is so bad you cannot make it to work, these guidelines should be followed:

**Notifications that an Emergency Exists:**

In the case of inclement weather or other situations severe enough for the District to determine that an emergency exists, the following broadcast media stations will be notified:

<b>Station</b>	<b>Tune To</b>
KCBS	740 AM
KKIQ	101.7 FM
KTVU TV	CH 2
KRON TV	CH 4
KPIX TV	CH 5

Employees should listen to the stations closest to their facility to discover if schools are closed or operating under emergency conditions.

The Superintendent and Cabinet will determine what employees will report to work on a case-by-case basis.

## EMERGENCY COMMUNICATIONS

### Emergencies within a school:

#### Internal communications will be via:

- Public address systems.
- Message runner.
- District telephone/emergency radio to administration offices.

#### External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

### Emergencies affecting two or more schools:

#### In-district communications will be via:

- Telephone, if operable.
- District NEXTEL system for internal communications.
- Superintendent or designee and/or Principal will release information to news media and prepare necessary bulletins.

**A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.**

### When using the District radio system:

- Finally push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
- Identify yourself by unit number to Base.
- Base will respond to your unit number.
- Give message, after transmission is complete. Base will end with (base number)clear
- Unit to Unit
- Use unit number to begin and end transmissions.
- School Bus to unit
- Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exception for emergency information.

- Portable units should remain in charger when not in use.
- Portable units keep a usable charge for 8 to 12 hours.

**Superintendent and/or designee will direct the use of hand-held radios within the schools.**

**Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.**

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretary briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

## **Working with the news media:**

**Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.**

**News media personnel are not to be on school grounds, except in designated areas.**

**Staff are to report any news media personnel that appear elsewhere on campus.**

If media personnel are allowed anywhere else on campus, an authorized designee must accompany them.

- Alert staff of appearance.
- Report only factual information.

### **Employees are to:**

- Read special news bulletins and communicate only the facts.
- Cooperate with the news media as directed by the Principal.
- Provide only appropriate information.
- Defer unnecessary information; alert Principal of concerns.
- Assure the news media do not invade the privacy rights of students/parents/staff.

## **EMERGENCY LOCKDOWN SHELTER IN PLACE INTRUDER ON CAMPUS, CODE RED**

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-in-Place alert shall be given by the District.

The announcement will be: **“Attention All Teachers and Staff ! All Teachers and Staff ! ”** Due to a school emergency, we are initiation a code RED Lockdown with intruder.” Repeat announcement several times. Be Direct, Code words lead to confusion. “Please secure all students until further notice (or please evacuate the building until further notice (or please evacuate the building until further notice.” The message should be broadcast so that it can be heard in outside locations:

### **EMERGENCY LOCKDOWN/SHELTER IN PLACE**

- For Shelter in Place, locate and activate the Emergency Ventilation Shut Off switch, if available, If not, take measures to secure all ventilation and HVAC systems using individual controls.
- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds,
- Teachers will keep all students in the classroom until the door can be opened by the principal with the "All Clear" signal, (radio, long bell, telephone, etc...), or police personnel.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed,
- Principal will operate the phones and radio, other clerical staff will deliver messages as needed and work with Principal and Police Department.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services,
- When the emergency is over, each classroom will be cleared.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

### **INTRUDER ON CAMPUS, CODE RED**

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass.

Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

- If possible, alert Police IMMEDIATELY at 9-1-1.
- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- DO NOT ASK THE PERSON(S) if he/she is carrying a weapon.
- DO NOT ATEMPT TO DISARM THE PERSON(S).
- If it is determined that the intruder has no rightful reason to be on campus, CHALLENGE HIS/HER PRESENCE.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police Services.
- Spread EMERGENCY LOCKDOWN alarm throughout rest of school.

#### **If Intruder(s) are on playground or at lunch time:**

- Outdoor Supervisor should notify the office by radio and move all students into cafeteria/gym unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread EMERGENCY LOCKDOWN alarm throughout rest of school.
- Ask all students to sit on floor.
- Indoor Supervisor, aides, etc., help supervise students and personnel.

## EMERGENCY SITUATION NEAR SCHOOL GROUNDS

- Principal communicates with public safety personnel and assesses threat to school and students.
- Principal informs Superintendent's Office of situations and what additional personnel are needed for such activities as crowd control, answering telephones, dealing with media.
- Principal contacts District to assemble and dispatch a Crisis Team (Psychological Services, Administrators). Hold all students until cleared by public safety personnel.

### **Consideration is to be given to:**

- ✓ Safety of students - are the students safer at school, at a different location, or at home?
  - ✓ Making arrangements for the safety of students who live at or near where emergency situation is occurring .
  - ✓ Providing additional help at the school to answerphones or for crowd control.
  - ✓ Providing extra counseling.
- The agency in charge of the emergency (Police or Fire) will be responsible for making recommendations for school response and procedures. In the absence of clear direction, the Principal will consult with the Superintendent or designee and the District Crisis Team.
  - If students are kept at school, maintain as normal a routine as possible.
  - Parents may need to be informed and told of alternate arrangements for dismissal or transportation. This may be done through the school telephone tree.



## EVACUATION OFF SITE FACILITIES, CODE GREEN

### Emergency Building Evacuation, CODE GREEN

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel:
  - ✓ 9-1-1
  - ✓ Superintendent's office
  - ✓ Utilities

#### Activate key personnel

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Provide a contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

#### In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area. Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building until the "All Clear" signal (verbal or long bell) is given, or until teachers are given verbal instruction via phones, radio, or verbal contact, or without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

#### In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- Leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation.

## Emergency Campus Evacuation, CODE GREEN

**If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:**

- Contact the Superintendent to seek approval for a full site evacuation, closure and alternate site location. (Consult Sister School Map)
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

## FIRE OR LIGHTNING STRIKES

### FIRE, CODE GREEN

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1, identify problem, school building address and location offline (if known).

**Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.**

Fire Extinguisher Instructions:

- P- Pull safety pin from the handle;**
- Aim at the base of the fire;**
- S- Squeeze the trigger handle;**
- S- Sweep from side to side.**

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify Superintendent/Assistant Superintendent of incident.

### LIGHTNING STRIKES

Lightning seeks the path of least resistance between cloud and earth and the path will course through any object that stands out because of its height or isolation. That object might be a building, a pole, a tree, an antenna or a human body.

#### **If outdoors and lightning strikes near you:**

- Avoid water, hilltops and trees.
- Avoid all metal objects such as electrical wires, fences, machinery, motors, tools, etc.
- Avoid direct contact with other people. Unsafe places include tents, small open-sided rain shelters or isolated trees.
- If any vehicle or building is nearby, get inside and close all windows and doors completely.
- If you feel your hair stand on end, it is possible that you will be struck by lightning. Drop to your knees and bend forward. DO NOT LIE FLAT ON THE GROUND!

#### **If indoors and lightning strikes the building:**

- Sound alarm or sound bullhorn if it has not already been done.
- Call 9-1-1 (USING CELLULAR PHONE). Identify problem and building address.
- Avoid touching any metal structures or objects connected to the building that have been struck.
- Avoid touching telephones, computer terminals, and anything metal/electrical inside and outside of the building, however, if the opportunity exists, turn off or unplug all electrical devices.
- Stay away from windows
- Avoid plumbing and plumbing pipes/fixtures.
- Do not handle flammable materials in open containers.

## LOST CHILD KIDNAPPING

Any report of a lost student brought to the attention of school staff should be considered serious. When a student is reported missing coming to ongoing from school functions, school personnel will become involved.

### When a student is reported lost:

- Call parent/guardian.
- Call Police Department at 9-1-1
- Notify District Superintendent's Office.
- If incident occurred on campus, consider implementing Lock Down protocol.

### Gather the following information for Police:

- Who made the report?
- Time last seen, where and with whom?
- Physical description and how dressed?
- Playmates, friends' names, addresses and phone numbers.
- Student's normal path, mode of transportation to and from school.
- Contact teachers or staff to see if student shared any information with them that might be helpful.
- Provide principal with information regarding those who may be distraught over the situation. Determine past history of runaway or custody battles.

### When a student is reported kidnapped:

- Upon report of kidnapping, call parent/guardian and Police Department. Relay whatever available information to the dispatcher.
- Notify Superintendent.
- Keep school procedures as normal as possible.
- Gather witnesses in private area to meet with patrol officer. Try to keep witnesses separated to prevent changes in story.
- Obtain description of suspect(s) and vehicle, if possible.
- **Suspect:** Height, weight, hair color, race, facial hair, clothing, & build.
- **Vehicle:** Color, make, year, license plate number, noticeable damage.
- Clarify type of kidnapping - custodial or other.

**If the situation is a child custody issue, obtain information from legal guardian/parent and relay to Police.**

### . Suspect is other than parent/guardian:

- Obtain name of kidnapped victim's best friend who may know ex-boy or girlfriend of the person kidnapped. He/she should be available for Police Officer.
- Obtain photograph of victim- yearbook, personal files or parent/guardian.
- Provide counseling for those distraught over the situation.

## MAJOR CRIME ON CAMPUS

### Violent Crimes against People

- Call Police at 9-1-1 and Medical Aid if needed.
- Depending on the circumstances regarding safety of staff and students, consider implementing Lockdown protocol.
- Get the facts (who, what, when, where and why).
- Describe nature of injuries.
- Advice if you know if suspect is still in area but DO NOT go looking for suspect.
- If suspect has left area, determine last known location and direction of travel.
- Determine if weapon was involved. Describe if possible.
- Contain witnesses for police, but keep separated as much as possible.
- Do not touch or move weapons or evidence. Attempt to protect scene until police arrive.
- , Superintendent will be notified.
- Parent/legal guardian and key communicators will be notified.

## **MASS CASUALTY**

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and call 9-1-1 for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

## MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

### Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

### To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

### Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

### Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

## OPERATIONAL FAILURE

Operational failures include broken water mains, steam or gas lines, or loss of electrical, sewer or water service.

- Notify the Principal of operational failure that endangers building occupants or buildings.

### Principal will:

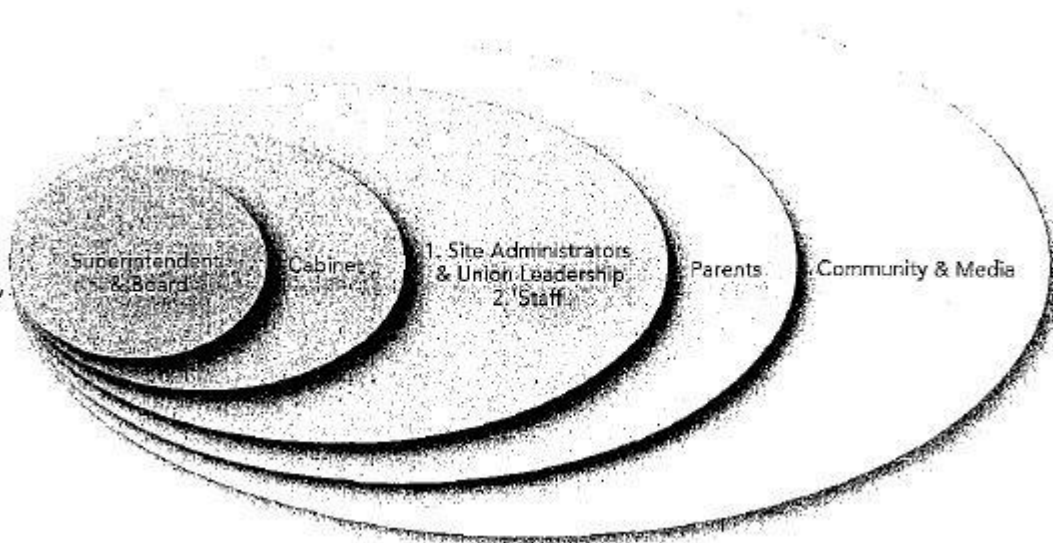
- Notify custodian and Facilities and Maintenance (473-4224) who will notify the utility company
- Alert employees/staff and students to evacuate, if necessary.
- If lives are in danger, Call 9-1-1.

**Fire Department, district maintenance and operations personnel will attempt to correct the problem.**

**Notify District Superintendent's Office who will make decision on whether or not to dismiss students.**

## HAZARDOUS MATERIALS INCIDENT, CODE WILL BE ASSESSED DEPENDING ON SCALE AND SOURCE OF THE HAZARDOUS MATERIALS

- Staff will evacuate the area immediately, if appropriate. Stand upwind of fumes, if possible. (See diagram below)



- Call 9-1-1, identify the problem, give school address and location of incident.
- Follow procedures as for a fire.
- Determine the type of hazardous material from teachers/staff, students or other witnesses.
- DO NOT remove hazardous materials from the scene.
- Fire Department will assume command.



## **POWER OUTAGE/ROLLING BLACKOUTS**

IT IS THE DISTRICTS INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) or 810 AM KGO, 680 KNBR AM radio station as you are driving into work for the status of the day,

### **PREPARING FOR AN OUTAGE**

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries,
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit? Clear away materials and boxes from hallways and pathways.
- Check PUSDPG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted. o Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only,
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans, o Plan alternative communication methods that suit your site, such as runners, cell phones, or radios,
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

### **DURING AN OUTAGE**

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SSC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work,
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building,
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer,
- Shut off lights in unoccupied rooms,

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.),

## SHOOTING, OR SNIPER, BRANDISHING WEAPON OR EXPLOSIVE

REMEMBER: Protect the students and protect yourself.

### If you are in the same room or immediate area as the shooter...

- Do exactly as the shooter says, unless it endangers you or someone else.
- Remain quiet
- Do not argue with or provoke the shooter
- Try to take cover as soon as you can

### If you are in the vicinity of or in the same building with the shooter...

- Take cover and remain still if shots are being fired at or near you
- Give DROP command
- If you can, remove others from the line of fire
- If you can, assist the injured
- Call 9-1-1. Give the following information:
  - ✓ School/Site Name and location
  - ✓ Your name and phone number
  - ✓ Exact location and number of shooters
  - ✓ Description of sniper, type of weapon, number of hostages, if any
  - ✓ Number and location of injured persons
- Alert other teachers/staff of situation and location of shooter
- Initiate lock down facilities
- Keep surveillance until law enforcement arrives
- Follow directions of law enforcement when they arrive

## **STRANDED STUDENTS AND/OR STAFF**

Prior to leaving on an extended (out of county) or overnight field trip including all extracurricular activities, the Staff Supervisor will:

- Provide the bus driver the completed "List of Participants" form before departure.
- If a van is used, the District Automobile Transportation form must be given to the Transportation Office before departing.
- The Automobile Transportation form is to be kept by the teacher or staff member. The original form is filed in the Transportation Office.

### **If stranded:**

- The teacher/advisor/coach is to contact his/her supervisor who will start an emergency phone tree. If a van is used, they are to contact the Superintendent's Office, or
- The bus driver will contact the Transportation Office who makes contact with the Superintendent's Office.

### **Depending on the situation:**

- The Transportation Office will make arrangements for alternate transportation.
  - The Principal will convene an Emergency Response Team.
  - The Superintendent will convene the District Emergency Response Team.
- When telephone lines are down or inaccessible, and it is difficult to give and get information to the District, the responsible adults are to keep students safe and secure until contact can be made with the District.

## **SUICIDE OR DEATH**

Any Suicide Attempt Must Be Taken Seriously.

### **Suicide Threat**

- Notify Police and Principal or Counselor immediately. That person will screen severity and determine need for assessment. Police can commit individual.
- Counseling staff involved with identification of risk will notify parents/legal guardian.
- Parent/legal guardian will be provided clear information of intervention and appropriate crisis phone numbers.

### **Suicide Attempt- No Injury**

- Call Police at 9-1-1.
- DO NOT LEAVE PERSON ALONE.
- Notify Principal, who will notify Crisis Team to assess situation.
- School Crisis Team will meet to determine necessary action.
- Parent/legal guardian will be called.
- A verbal and written report will be made to the District Office. Principal and for Counselor will make report.

### **Suicide Attempt- Injury**

- Call 9-1-1 immediately.
- Office will notify Principal, who will alert District Superintendent.
- Call parent/legal guardian, specify what is going to happen, where to go (office or hospital) and have someone ready to meet parent/legal guardian.
- Crisis Team goes into action to disseminate information and request extra help as needed. As much factual information as possible will be presented to disconnect the rumor mill.
- Principal will make follow-up report.

### **Completed Suicide**

- Call 9-1-1, immediately.
- Crisis Team is activated by District Superintendent. District Emergency Response Team will become part of the Crisis Team.
- Superintendent and District Emergency Response Team are alerted.
- Emergency staff meeting will be called. As much factual information as possible will be presented to disconnect the rumor mill and to provide consistent data to share with students when school convenes. The Principal and Crisis Team will tell staff about strategy for the day.
- An intervention area will be available for counseling for staff and students.
- The Principal is the spokesperson for the school and the only person to talk to the media/press.
- Contain scene and witnesses.

### **Death of Student or Staff (Non-Suicide)**

- Do not disturb scene.
- Call 9-H immediately.
- Protect scene as much as possible and contain witnesses until Police arrive.
- School Crisis Team will gather information, evaluate situation and establish plan as appropriate.

## UNLAWFUL ASSEMBLY; DISTURBANCE, or DEMONSTRATION, CODE RED, LOCKDOWN

### Student Involvement

- Secure the classroom, notify office to secure building, keep students in classrooms and away from windows' or areas of possible danger.
- Notify District Superintendent's Office.
- Employees and students will be informed as necessary. Calm fears and keep operations as normal as possible. Passing times maybe adjusted for student protection.
- Principal will request to meet with a group of 3 to 5 students to discuss concerns, encouraging others to return to class.
- Activate Shelter in Place protocol.
- Students will not be released until it is determined by the Principal that they will not be at risk of harm.
- If necessary, students will be removed from the school grounds via an alternate route.

### Non-Student Involvement

- Secure the classroom, notify office to secure building, keep students in classrooms and away from windows or areas of possible danger.
- Call Police to alert them to situation and possible future need.
- Notify District Superintendent's Office.
- Employees and students will be informed as necessary. Calm fears and keep operations as normal as possible.
- Activate Shelter In Place protocol.
- District Administrator or Principal will inform demonstrators of laws and policies regarding unauthorized assembly.
- Demonstrators will be asked to leave school grounds. The Administrator will offer to meet with a spokesperson.
- If negotiations fail, the authorities will be called to the scene.
- Principal or Designee will be a spokesperson for the media.
- D Students will not be released until it is determined by the Principal that they will not be at risk of harm.

### Staff Guidelines

- Exercise good judgment and reasonable action to guard against escalating the disturbance/demonstration.
- Record observations of any incidents, including date, time, place, names and actions of those involved, and any intervention attempts. Report to the Principal.
- Maintain normal classroom operations as much as possible.
- If the disturbance/demonstration is outside the building, keep students away from windows and shades down in order to keep students as safe as possible.

## **Vicious or Rabid Animal**

In the case of any emergency, panic can be one of the greatest dangers. REMAIN CALM, SIZE UP THE SITUATION AND THEN TAKE ACTION.

- Call the Animal Control Center at 335 8300 (for City of Pittsburg) or 335-8300 (for Contra Costa County).
- Make sure students are in classrooms or, at least in buildings.
- Close all doors.
- All students outside of the building are to be quietly and cautiously led back into a building.
- Call Emergency Number 335-8300.

## TIPS FOR WORKING WITH THE MEDIA

- Don't Be Shy. Get to know the reporters who cover your district. Don't wait for an emergency to meet the media.
- Be a Leader. Offer to meet regularly with reporters. Become a source of information on federal and state education issues.
- Deadline Difficulties. Explain the need for adequate time to meet deadlines.
- Reciprocal Respect. Call and thank reporters when they do nice pieces on the district, and when they treat a difficult subject with respect and accuracy.
- It's All On The Record. Do not ask to speak off the record. Do not go off the record.
- Great Question, May I Get Back To You? If you do not know the answer just say so, and offer to get back to the reporter with the answer/information.
- Transparency. If you have nothing to hide, don't hide. Honor Public Records Act requests in a timely fashion.
- No Jargon Allowed. Try to provide information in a manner that all readers or listeners will understand.
- Student Privacy. Be sure and review your board policies on the media's access to campus and students/staff. The media cannot cause a material disruption to campus activity or instruction, and the district and site have an obligation to protect the privacy of minors.
- Make Your Point. Remember that interviews are an opportunity to make positive points and define your goals.
- Facts Speak Volumes. Have data to support your points.
- Your Own Voice. Make sure you're comfortable presenting messages in your own words.
- "Blank Space." When conversing reporters might leave "blank space" hoping to draw "unintended" comments. Remember, when you've made your point, stop talking.
- Camera Rules. Do not stare at the camera.
- Sit Still. Do not fidget during the interview.
- Body Language. Make eye contact. Guard against nodding when a reporter asks a question as this can appear that you agree with the question or issue being raised.
- In Advance? Do not ask to review a story in advance-bad form. You can, however, request questions in advance, as it may facilitate gathering facts, data and answers more efficiently.

## KEY COMMUNICATIONS TIPS

### Tone Matters

- Demonstrate calm confidence.
- Do not take pointed questions personally.
- Show empathy, and action if necessary.

### Tips for Managing a Crisis

- Tell the truth.
- Say it first.
- Show empathy for those impacted by the situation and commit to work with

