



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Marshall Fundamental Secondary School

Address: 990 North Allen Avenue

Phone: (626) 396-5810

Website: marshallfundamental.org

COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Marshall Fundamental Secondary School's Site Council

Prepared by Lanisha Kelly, Assistant Principal and approved by Marshall Fundamental School's Site Council:

School Site Council Members:

Lori Touloumian, Janet Morris, Karen Delgado, Melissa Lornez, Cindy Guyer, Felita Kealing, Marc Karish



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Date – 01/13/2021

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Mission Statement

Mission

The mission of Marshall Fundamental Secondary School, a diverse educational community, is to graduate students who are empowered to think critically, to act responsibly, and to take on challenges through a system distinguished by instruction that is both rigorous and engaging and a culture that invites and embraces students and their families.



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Vision Statement

Marshall Fundamental Secondary School's Safe School Vision

1. Marshall Fundamental Secondary School will provide a safe, orderly, and secure environment conducive to learning.
2. Marshall Fundamental Secondary School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Marshall Fundamental Secondary School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Marshall Fundamental Secondary School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Marshall Fundamental Secondary School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Marshall Fundamental Secondary School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Marshall Fundamental Secondary School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.



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Introduction - School Profile

Marshall Fundamental Secondary School is one of twenty-three schools in the Pasadena Unified School District. Marshall Fundamental Secondary School has an 6th -12th grade pupil body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Marshall Fundamental Secondary School has a priority in maintaining a safe school environment. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

School Crime Status and Reporting

Personal Characteristics of Pupil & Staff

Located on Allen Avenue in a primarily residential area of north-central Pasadena, Marshall Fundamental Secondary School is one of a few schools in the Pasadena Unified School District that offers grades 6-12 within the same educational site.

Since 1973, when the school was reopened, Marshall Fundamental has maintained an unwavering commitment to providing students with a firm, wide-ranging academic foundation on which to build a successful future.

Marshall provides a rich and diverse cultural arts community and collaborates with local programs that support the interest of the school and the students. We are home to the Academy for Creative Industries (ACI); 70% of our student population is engaged in the arts; bands, choir, dance, drama, graphic arts, orchestra, stage tech, and visual arts.

Additional Data

Marshall Fundamental Secondary School has an enrollment of 1957 pupils in grades 6-12. Approximately 71 % of the pupils are in families receiving Aid to Families with Dependent Children that are eligible for free/reduce lunches. The ethnic makeup of the pupil population is 62.7, % Hispanic, 8, % Black, 17 % Caucasian and 8.6% Asians. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education and enrichment classes such as Marching band, orchestra, choir, robotics, drama, many Advanced Placement classes in science, math, history, literature, Spanish, and visual art. The PE department facilitates student participation in more than 20 girls and boys sports and classes for middle and high school students..

Pupils have the opportunity to participate in noon and after-school activities. These include over 60 clubs that meet during lunch and many after school activities that include college visits, community service, fundraisers, & cultural field trips and more. These clubs include areas based on academics, cultural, student interest, and student empowerment. We have a very large after school LEARNs program which includes after school tutoring, sports, cultural classes, computer access, and much more. They also plan activities for school vacation periods such as spring break and the summer..

Staff provides opportunities and additional activities open to pupils in the areas of Athletics. We have more than 25 sports teams which include but are not limited to football, basketball, tennis, cross country, track,golf, and soccer. Often we have teams that get into the CIF playoffs..



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Physical Environment

The Schools' Location and Physical Environment

Marshall Fundamental Secondary School is located in the Pasadena, CA 91104 area of Los Angeles County that has a low crime rate and poverty level.

The immediate area round the school includes residential neighborhoods and small shopping centers

Present safety hazards include many entrances leading onto campus and many stairwells.

Description of School Ground

The following is a sample - please describe in your own words. The school site encompasses 5 main buildings. The buildings have numerous corridors and face the playground. The playground is grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds and a lined track. Marshall Fundamental Secondary School is completely enclosed by a fence with gates which are kept locked during school hours.

There are several wings an/or clusters of classrooms including 90 classrooms and 8 re-locatable classrooms.

Other ancillary structures include the old gym, the new gym (sports complex) dance room, 2 locker rooms, cafeteria, Media center (Library) with computer lab and auditorium.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of Marshall Fundamental Secondary School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted renovated during the 2013/14 year. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Marshall Fundamental Secondary School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and use of mediation techniques to prevent escalation of student tensions. We have Foothill Family Services with full time therapists on site to assist students and their families. We also have a full time social emotional wellness counselor as of this school year and a number of counseling interns for added support..

Marshall Fundamental Secondary School crime statistics reflect a total of 0 crimes reported during the 201X-1X school year.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal

: We have 32 cameras, and 5 full time security staff, and Metro Patrol Security assigned to the school.



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Marshall Fundamental Secondary School maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request Sexual harassment policy. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*. The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. District employees, not assigned to Marshall Fundamental Secondary School shall wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil conduct standards and consequences for Marshall Fundamental Secondary School are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion or for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Marshall Fundamental Secondary School.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Marshall Fundamental Secondary School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include:

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar cod sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.



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School Climate

The School's Social Environment

Leadership at Marshall Fundamental Secondary School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Marshall Fundamental Secondary School toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency : ONLINE

A contingency plan for emergencies is contained in a handbook available to each staff member. The District's Emergency Response Plan - **ERP Plan**, is listed at the last section of this plan. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

Classroom Organization and Structure

Marshall Fundamental Secondary School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

Everyone writes, no opt out, right is right, binder control, stretch it questioning, do now, pepper questioning, think/pair/share, and word splash. Many of the strategies are derived from the book "Teach Like a Champion", which the leadership team is instrumental in sharing with the rest of the teaching staff. Teachers use common assessments to drive subject area curriculum.

The teachers at Marshall Fundamental Secondary School are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Marshall Fundamental Secondary School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, assistant principal, counselor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

Cultural diversity is celebrated throughout the year by curriculum, assemblies, clubs and field trips.



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Action Plan

Physical Environment

Goal: Easy, Safe, and Monitored Access to the school

I. Areas of Pride and Desired Improvements

a. Pride

1. The school is appealing to the eye. We have a newly renovated media center, a grassy circle area planted with trees for shade and astro turf to be environmentally friendly. Many new outdoor benches and tables as well as a stone wall at bench height to be utilized for seating by the student body. The outside quad area has been covered with permanent pavers that is easy to maintain. A ramp to the music room allows for easy band equipment transport and handicap access. We have updated cameras and online web store.
2. 1) Marshall has a student/family population that is ethnically and socioeconomically diverse. Groups of differing ethnicity and socioeconomic status show respect, collaborate and work well with each other.
3. 2) Marshall is compliant with Ed Code in providing all parents with an electronic version of the Parent/Student Handbook.
4. 3) Marshall has additional security personnel for campus supervision.
5. 4) Marshall has a crossing guard present before and after school on the corner of Allen and Casa Grande.
- 6.

b. Areas of Desired Improvement

1. Continue to ensure campus is accessible to all students
- 2.

II. Desired Change #1: Install wheelchair ramp on athletic field.

Repair wheel chair ramp in the D building and install evacuation chairs in the A, B and D buildings.

a. Related Strategies and Activities

1. Portable ramps are made available to access soccer field and one evacuation ramp is located in the A building.
2. Scheduled maintenance checks should be completed once per week. AP in charge of facilities will contact the district if there is a malfunction.

b. Resources Required

1. Ramp Installation fees
2. Elevator Ramp

c. Personnel Assignments

1. District Personnel
2. Custodians

d. Timeframe for completion

1. Summer 2022
- 2.

e. Budget

- 1.
- 2.



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- f. Evaluation criteria
 - 1. Ramps and evacuation chairs installed and regularly serviced.
 - 2.

III. Desired Change #2: Identify and repair offline cameras and provide training to all security and administrators.

- a. Related Strategies and Activities
 - 1. Administration and Security can use equipment for surveillance and investigations.
 - 2.
 - 3. Repair, service and provide training for surveillance cameras to support campus supervision
 - 4.
- b. Resources Required
 - 1. Funds for camera repair and training
 - 2.
- c. Personnel Assignments
 - 1. Security team regularly test functionality of equipment.
 - 2.
- d. Timeframe for completion
 - 1. Immediate
 - 2. Continual
 - 3.
 - 4.
- e. Budget
 - 1.
 - 2.
- f. Evaluation criteria
 - 1. Administration and Security can use equipment for surveillance and investigations.
 - 2.



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Action Plan School Climate

Goal: Marshall Fundamental will provide a school climate in which every student will be educated in an environment that is safe, respectful and welcoming.

I. Areas of Pride and Desired Improvements

- a) Pride
 - 3. Marshall has a student/family population that is ethnically and socioeconomically diverse. Groups of differing ethnicity and socioeconomic status show respect, collaborate and work well with each other.
 - 4. Marshall is compliant with Ed Code in providing all parents with the Parent/Student Handbook.
- b) Areas of Desired Improvement
 - 5. Decrease communication barriers.
 - 6. Increase awareness of school events and district/school policies and procedures (school rules).
 - 7.
 - 8. Adopted a consistent school-wide positive behavior support and discipline plan (MTSS).
 - 9.
 - 10.

II. Desired Change #1: Increase student and family participation in all school activities

- c) Related Strategies and Activities
 - 11. Set goals for school clubs to bring in parent participation. Have students join PTSA and see if we can offer community service hours to encourage students to join. Increase participation in parent groups. Increase number of and participation in middle school clubs. Continue to update website to reflect current student activities, weekly update emails from Activities Office and events.school
 - 12. Marshall will provide multiple opportunities for students/families to find out about the different groups in school that they can become involved with, for example: Increase use of marquee and phone blasts, 6th grade and new student welcome event, Registration days, Back to School Night, Open House, School Performances, School Nights of Recognition, etc.
 - 13. Marshall will encourage communication between parents and staff to minimize miscommunication between Marshall and parents.
 - 14.
- d) Resources Required
 - 15. Clarification of community service hours. Club participation and updating of Marshall website for athletics and activities that can draw parents in.
 - 16.
- e) Personnel Assignments
 - 17. Club advisors that promote activities to draw in parents.
 - 18. Student Support Office
- f) Timeframe for completion
 - 19. 2022-2023 School Year
 - 20.
- g) Budget
 - 21. Budgeting for events that can draw in parents.
 - 22.
 - 23.
 - 24.



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- h) Evaluation criteria
 - 25. Staff and parent feedback and review of the procedures at the Safety Committee Meeting
 - 26.

III. **Desired Change #2:** Adopt and implement a consistent school-wide positive behavior support and discipline plan (MTSS).

- i) Related Strategies and Activities
 - 27. Provide Staff training on Multiple Tier Support System
 - 28. Marshall staff will repeatedly encourage students/families to read the Parent/Student Handbook, will provide training, assemblies and/or workshops related to school policies and procedures (including the positive behavior support and discipline plan) and will maintain compliance with the Ed Code.
 - 29. Presentation of MTSS ideas among the staff at A Monday meetings. Dissemination of best practices.
 - 30. Parent collaboration with staff to discuss MTSS and what programs/procedures are being implemented.
 - 31. Communicate the available areas of support for all students.
 - 32.
- j) Resources Required
 - 33. MTSS training for Staff
 - 34. Time for meetings
- k) Personnel Assignments
 - 35. Admin for Guidance & Supervision, counselor, teachers will make up a MTSS leadership team.
 - 36. Discuss what forms of MTSS will be implemented at Marshall Fundamental
 - 37.
 - 38. Hire RTI Coach
- l) Timeframe for completion
 - 39. 2022-2023 School Year
 - 40.
- m) Budget
 - 41. none
 - 42. none
- n) Evaluation criteria
 - 43. Compare referral rates before and after MTSS training
 - 44. Discussion of implementation at MTSS and Safety meetings.



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Safety Strategies

Samples

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Marshall Fundamental Secondary School promotes educationally and psychologically healthy environments for all children and youth. Marshall Fundamental Secondary School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Marshall Fundamental Secondary School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Marshall Fundamental Secondary School's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

School Safety Strategy #1: Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at Marshall Fundamental Secondary School have received training in conflict resolution and confrontation skills. Marshall Fundamental Secondary School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs Assigned to Marshall Fundamental Secondary School is a school psychologist David Banuelos and Morgan Allen. District programs contributing to mental health goals include Foothill Family Services, IMPACT, PUSD Mental Health Services, MTSS Counselor, Wellness Rooms, Peer Mediation, Restorative Circles. The staff of Marshall Fundamental Secondary School shall identify students in need and bring forth the student and the family to the school's student study team. The staff of Marshall Fundamental Secondary School shall implement the Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Professional Development The Pasadena Unified School District provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

Student Recognition Programs. Marshall Fundamental Secondary School offers several recognition and award programs such as

Evening of Excellence both Fall and Spring semesters, Community service awards, Athletic Awards, Department awards, bulletin, phone blasts and Marquee to announce awards, scholarships and student accomplishments. Award dinners/banquets for sports teams and clubs..



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School Safety Strategy #2: Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.



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Nondiscrimination and Fair Treatment of Pupils A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the "Parent Student Handbook" is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Discipline Policy and Code Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Marshall Fundamental Secondary School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Marshall Fundamental Secondary School has developed plans to promote positive behaviors in the playground, lunchroom, hallways, and assembly areas. Furthermore, Marshall Fundamental Secondary School participates in the following district programs:

MTSS, Impact, Academy for Success and PALS

Hotline : At Marshall Fundamental Secondary School, signs and other information pertaining to the "District's (626)-396-3680 Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

School Safety Strategy #3: Marshall Fundamental Secondary School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Crisis Intervention and Disaster Planning The staff of Marshall Fundamental Secondary School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Marshall Fundamental Secondary School benefits from the District's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.



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California Safe Schools Assessment

Marshall Fundamental Secondary School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Marshall Fundamental Secondary School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Teacher Notice of Disciplinary History

Office of Child Welfare and Attendance shall provide to the administration of Marshall Fundamental Secondary School information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Marshall Fundamental Secondary School. The staff at Marshall Fundamental Secondary School shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Marshall Fundamental Secondary School uses its links with the City of Pasadena to enhance its effort to curb gang influence. When appropriate, the city's graffiti removal service is used and community service hours are assigned.

Alternative Programs. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. **(If appropriate, Marshall Fundamental Secondary School has access to the district's continuation high school,)** an Independent Study Program, a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sample County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program and providing all pupils in grades four through eight with a comprehensive tobacco use prevention education.

Truancy Learning Center/District Attorney Referral

Marshall Fundamental Secondary School recognizes the importance of punctuality and regular attendance. The staff of Marshall Fundamental Secondary School shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a referral to the Imperial County District Attorney's Office with a request for prosecution of the parent and/or the student. Truant students shall be referred to the Truancy Learning Center.

Megan's Law Notification The staff of Marshall Fundamental Secondary School shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

School Safety Strategy #4: Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Parent/Guardian Involvement

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Marshall Fundamental Secondary School:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for Teacher-Parent Conferences.
- Maintains an effective Homework Policy

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Parent Training: Promoting the Use of Community Resources

Marshall Fundamental Secondary School advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. In-building, collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Marshall Fundamental Secondary School utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

Community Linkages

When working with parents and students with specific issues, the staff at Marshall Fundamental Secondary School will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of Pasadena website cityofpasadena.net. The staff of Marshall Fundamental Secondary School shall work closely with recognized local city, county and state agencies.

School Safety Strategy #5: Specific employees (e.g., the campus supervisor) use unique strategies to promote school safety.

Campus Supervisor and Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Marshall Fundamental Secondary School employs a principal (vice-principal), and (campus supervisor) whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal (vice-principal), and (campus supervisor) has/have developed procedures to monitor the school campus, the surrounding areas, and has designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal (vice-principal), and (campus supervisor) at Marshall Fundamental Secondary School makes himself/herself available for a pupil to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal (vice-principal), and (campus supervisor) and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Campus Disturbances and Crimes

Marshall Fundamental Secondary School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Marshall Fundamental Secondary School will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Visitors and Disruptions to Educational Process

Marshall Fundamental Secondary School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Marshall Fundamental Secondary School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

Marshall Fundamental Secondary School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Marshall Fundamental Secondary School has developed a notice for disruptive individuals and, when appropriate, exercises the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Marshall Fundamental Secondary School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Marshall Fundamental Secondary School shall contact the district office to determine whether to file for a temporary restraining order and injunction.

School Safety Strategy #6: At Marshall Fundamental Secondary School, effective procedures will followed to maintain a safe physical plant and school site.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Marshall Fundamental Secondary School has five security officers, four administrators that monitor the school before school, after school, and throughout the school day..

Schools can enhance physical safety by conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement. Recent safety audits of Marshall Fundamental Secondary School, has identified the following issues:

Parking Lot Gates, locked during the school day. Entrance into the school from Casa Grande monitored throughout the school day and the A building..



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Please select only those areas that apply to your school

Marshall Fundamental Secondary School:

operates a closed campus, where pupils must have permission to leave the campus during school hours.
has installed an alarm system (and/or) a closed-circuit television monitoring system.
keeps the school grounds free of gravel or loose rock surfaces.
does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
has established two-way communication between the front office and each classroom.

School Safety Strategy #7: Each school site is being asked to write a strategy component focusing on either/both: (1) Search Institutes - "40 Developmental Assets". Search institute has identified building blocks of healthy development that help young people grow up healthy, caring, and responsible. This is a research-based program that promotes school safety through the promotion of student engagement in the 40 identified assets. Contact the DATE office for specific information. (2) Character Education Program.

Closing Statement #8:

(To be written by the school site council. Please include the signature sheet and specify a date for the consolidated safe school plan to be reviewed for the following school year by Marshall Fundamental Secondary School's Site Council).
The Marshall Fundamental Secondary School School Site Council met on February 12, 2020 to review the school's Safety Plan. It was determined at that meeting that the plan be approved with the understanding that the document is a living document, subject to revisions on a monthly basis by the Safety Committee and reviewed by the School Site Council each year.

Supporting statement:



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

School Safety Compliance

Child Abuse Reporting And Procedures

Pasadena Unified School District Unified School District

Board Policy

[Enter appropriate Board Policy]

Students

Child Abuse Reporting Procedures

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

Employees who are mandated reporters, as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

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

(cf. 4131 - Staff Development)

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Parents/guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

(cf. 1312.1 - Complaints Concerning District Employees)

Legal Reference:

Education Code

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Penal Code

152.3 Duty to report murder, rape or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

Welfare And Institutions Code

15630-15637 Dependent adult abuse reporting
CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students
Management Resources:

Cde Legal Advisories

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

Web Sites

CDE: <http://www.cde.ca.gov>
School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safety/partnership.html>
California Attorney General: <http://caag.state.ca.us>
California Department of Social Services: <http://www.dss.cahwnet.gov>
Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>
Policy Pasadena Unified School District Unified School District
Policy Adopted: Marshall Fundamental City: Pasadena, California
Revised: 1/13/2021



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Suspected Child Abuse Reporting Procedures

I. Initiating the Report

- A. The report is initiated by a telephone report to the appropriate agency.
- B. If the suspected child abuse has taken place within the family, call the Enter appropriate Agency Hotline at [Enter Phone Number]
- C. If the suspected child abuse has taken place outside the family, call the local police department at:

Police Department: Pasadena
Phone: 626-744-4501
- D. Content of call.
 - 1) Name, address and age of child involved.
 - 2) Clear description of suspected abuse.

II. Written Report

- A. The telephone call is to be followed by completion of the Suspected Child Abuse Report (form 11166.P.C.). These forms are available in the Principal's office at the high school or you may call the [Enter School Contact or Local Agency] at [Enter Phone Number] for a form.
- B. The written report is to be addressed to the person to whom the telephone report was made.
- C. The written report must follow the phone call within 36 hours.
 - 1. Suspected child abuse within the family, {Enter Appropriate Agency} {Enter Address}, California [Enter Zip Code]
 - 2. Suspected child abuse outside the family should be mailed to the agency to which the report was called -

Adopted: April 14, 2021

Police Department: Pasadena

Address: 207 Garfield Ave, Pasadena, CA 91101

The reporting party should keep the yellow copy of the Suspected Child Abuse Report form (SS8572) or verification of completion of the reporting obligation.

Caution:

- 1. The reporting responsibility has not been discharged until both the telephone call and written reports are complete.
- 2. School personnel are not to engage in any investigation of suspected cases. The investigation will be done by the child protective services office.
- 3. The reporting responsibility is an individual one which is NOT discharged by report to supervisors or administrators.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Suspension And Expulsion Policies

Pasadena Unified School District Unified School District

Board Policy

[Enter appropriate Board Policy e.g. BP 5141.4]

Students

Suspension and Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Co curricular Activities)

Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

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

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code 35291, 35291.5)

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code 48900)

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in regulation and law. (Education Codes 48911, 48915 and 48915.5)

(cf. 5119 - Students Expelled from other Districts)

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

On-Campus Suspension Program

The Board recognizes that students who are suspended from school frequently have no supervision or guidance during the school hours when they are off campus and may fall behind in the course work. The Board believes that in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. The Board recognizes that current law enables parents/ guardians to be absent from work without endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance should promote positive parent-child interactions.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of the law.

Parents/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year. (Education Codes 48900.1, 35291, 48980)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Legal Reference:

Education Code

212.5 Sexual harassment

233 Hate violence reductions



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

1981 Enrollment of students
17292.5 Program for expelled students
32050 Hazing
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48666 Community day schools
48900-48926 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

Civil Code

47 Privileged communication

Code Of Civil Procedure

1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act (re closed sessions)

Health And Safety Code

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

Labor Code

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

Penal Code

240 Assault defined
242 Battery defined
243.4 Sexual battery
245 Assault with deadly weapon
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.25-417.27 Laser scope
422.6 Interference with civil rights; damaging property
422.7 Aggravating factors for punishment
422.75 Protected classes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness

Court Decisions

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Attorney General Opinions



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

80 Ops.Cal.Atty.Gen. 347 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)
UNITED STATES CODE, TITLE 20
7151 Gun free schools

Management Resources:

Cde Program Advisories

0306.96 *Expulsion Policies and Educational Placements, SPB 95/96-04*

Policy Pasadena Unified School District Unified School District

Adopted: Marshall Fundamental City: Pasadena, California



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Suspension And Expulsion/Due Process

Pasadena Unified School District Unified School District

Administrative Regulation

Number: BP 5144.1

Adopted: November 20, 2021

Students

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

Notice Of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

(cf. 5144 - Discipline)

Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

(cf. 5145.6 - Parental Notifications)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Grounds For Suspension And Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aide or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

17. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Pursuant to Education Code 48900.2 the conduct constitutes harassment when considered from the perspective of a reasonable person of the same gender as the victim to be sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.

(cf. 5145.7 - Sexual Harassment)

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

(cf. 5145.9 - Hate-Motivated Behavior)

Education Code 233 defines "hate violence" as any act punishable under Penal Code 422.6, 442.7 or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.

19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

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

The Superintendent or principal may use his/her discretion to provide alternative to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

(cf. 5113.1 - Truancy)

Removal From Class By A Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (*Education Code 48910*)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (*Education Code 48910*)

When removing a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (*Education Code 48910*)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (*Education Code 48910*)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (*Education Code 48913*)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (*Education Code 48900.1*)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date.
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.
3. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

Suspension By Superintendent, Principal Or Principal's Designee

The Superintendent, principal or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (*Education Code 48911*)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (*Education Code 48915*)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion".



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5. Possession of an explosive as defined in 18 USC 921.

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903) Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8).

In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))



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Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension By The Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by or certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Codes 35146, 48912)

On-Campus Suspension Program

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Authority To Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board also may order a student expelled for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915 (b) and (e))

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



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Mandatory Recommendation For Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915 (a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in the Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Mandatory Recommendation And Mandatory Expulsion

Note: The Attorney General has determined, in 80 Ops.Cal. Atty. Gen. 347 (1997), that a district may not adopt a zero tolerance policy mandating expulsion of a student for a first offense of possession of a controlled substance or alcohol.

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

The initial recommendation for consideration of expulsion is that of the school principal or the Superintendent. Designees may not make this type of recommendation.

The recommendation for consideration of expulsion shall be submitted to the Director, Office of Student Services, who will review the material and recommend:

1. Reassignment to appropriate regular education program.
2. Refer student to Alternative Program; i.e., Community School, Independent Study, Continuation or Opportunity School, or other district programs.
3. Refer the matter to the Discipline Review Panel for further consideration.

When a case is referred to the discipline Review Panel, the panel shall question school personnel who have information on the incident and the behavior record of the student charged and weigh the evidence presented.

The panel shall, in the case of an expulsion consideration, weigh information presented to determine:

- a. Is the evidence sufficient to support consideration by the expulsion panel?
- b. Has the district, through the schools involved, considered or utilized alternatives to expulsion when possible?
- c. Have due process procedures been adhered to?

The recommendation shall be either to proceed with the expulsion or to utilize an existing practical alternative in lieu of expulsion.

If the district (school) has not adhered to due process requirements, the student shall be returned to school immediately.

If the Discipline Review Panel meets to consider a matter other than an expulsion, it shall provide its best judgment as to an effective alternative program or plan to action.



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The recommendation of the Discipline Review Panel shall be forwarded to the Director, Office of Student Services, who shall then review the facts, concur, veto or modify the recommendation.

1. That an expulsion panel be convened.

At the time a recommendation for expulsion is submitted, a hearing shall be scheduled by the Superintendent or designee to determine whether the suspension shall be extended. If the decision is to extend the suspension, the period of time shall be until the Board has rendered a decision or until the expulsion process is otherwise terminated.

The extension of suspension shall be based upon determination by the Superintendent or designee that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. This extension shall be imposed only after the student and the parent/guardian have been given the opportunity to be present at a hearing conducted by the Superintendent or designee. At this time, the student and parent/guardian shall be given the opportunity to be heard and present any information that might bear upon the decision.

Materials which support the decision of the person recommending the expulsion shall be prepared and submitted to the Office of Student Services. The departments of Attendance, Guidance, Special Education and/or Health may be requested to assist in the preparation of this material.

Student's Right To Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918 (a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held no later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Waiver Of Hearing (Default Proceedings)

If the parent/guardian agrees that their son/daughter behaved essentially in the manner stated in the principals letter recommending expulsion and that such behavior constitutes a violation of the California Education Code, Section 48900, 48900.2, 48900.3, 48900.4, 48900.7 and/or 48915 a suspendable/expellable offense, the parent/guardian may request to waive the Administrative Hearing Panel.

When the parent/guardian agrees to waive the Administrative Hearing Panel, they also waive all notification and timelines related to the expulsion hearing process, along with their rights to appeal the determination of the Board.

The signed affidavit and findings of fact will be submitted to the Board for their approval. The Board has the discretionary power to accept, reject, or modify all recommendations.



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Rights Of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to all the following: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing (Education Code 48918(b))

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918 (b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915 (a) or (c).

(cf. 5119 - Students Expelled from other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person and/or be represented by legal counsel or by a non-attorney advisor.
Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct Of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public, unless another student's privacy rights would be violated.



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Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the counsel of the student, shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate written and complete transcription of the proceedings can be made. (Education Code 48918(g))
3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20, formerly 11525. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918 (f) and (h))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.



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- e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand.
6. **Decision Within 10 Days:** The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. **Decision Within 40 Days:** If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer Or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified in "Conduct of Expulsion Hearing."

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. (See "Reinstatement.") The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (See "Decision Not to Enforce Expulsion Order" below.)



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The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

The Discipline Review Panel

The Discipline Review Panel will consist of elementary educators when a review is being made of an elementary student and of secondary educators when a review is being made of secondary student.

1. The Discipline Review Panel shall hear the following types of disciplinary cases:
 - a. Requests for expulsion from site principals or the Superintendent.
 - b. School site administrative requests for assistance (non-expulsion situations).
2. Each discipline review panel shall consist of three certificated persons plus a chairperson and shall consist of elementary educators when a review is being made of an elementary student and of secondary educators when a review is being made of a secondary student. A panelist may not serve on any panel involving a student who is currently attending the school in which he/she is assigned. A representative from Student Services shall be a nonvoting member of each panel.

A chairperson and assistant chairperson, to serve when the chairperson is unable to serve, shall be appointed by the Superintendent or designee and shall serve at his/her pleasure. Neither shall be a member of the Student Services staff. A pool of panelists shall be established which shall be composed of personnel who have served or are currently serving as members of administrative expulsion panels. The committee chairman shall select members to serve on individual panels.

The meetings of the discipline review panel are open to school district personnel only.

The duties of the Discipline Review Panel are as follows:

1. The chairperson shall call a meeting of the panel as soon as possible, but no later than 10 school days after the receipt of notice of a pending case.
2. A recommendation must be forwarded to the Director, Office of Student Services, within three days of the review hearing.
3. In the event a member of the committee cannot be present at a meeting, the Director, Office of Student Services, will appoint an alternate from the pool to attend.

Final Action By The Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the students rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs.

With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)
Written Notice to Expel



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The Superintendent or designee shall send written notice of the decision to expel the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900 (a)-(o), Education Code 48900.2-48900.4, Education Code 48915 (c) and (Education Code 48900.8).
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Governing Board. (Education Code 48918)
4. Notice of the alternative educational placements to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918).

Decision Not To Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with County Board of Education.
7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918 (j))

Right To Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

(cf. 6185 - Community Day School)



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When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #17 through #19 under "Grounds for Suspension and Expulsion" may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

Maintenance Of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

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)



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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)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion.
2. The grounds for each recommended expulsion.
3. Whether the student was subsequently expelled.
4. Whether the expulsion order was suspended.
5. The type of referral made after the expulsion.
6. The disposition of the student after the end of the expulsion period.

Regulation Pasadena Unified School District Unified School District
Approved: November 20, 2021 City: Pasadena, California



PASADENA UNIFIED SCHOOL DISTRICT

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Procedures For Notifying Teachers About Dangerous Pupils

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- a) Causing, attempting, or threatening physical injury to another;
- b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
- c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- d) Committing or attempting to commit robbery or extortion;
- e) Damaging or attempting to damage school property;
- f) Stealing or attempting to steal school or private property;
- g) Committing an obscene act or engaging in habitual profanity or vulgarity;
- h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
- i) Knowingly receiving stolen school or private property.

Such information is confidential and shall not be further disseminated. Ed Code 49079.

District Policy ED 49079

Adopted 2/2017

Pasadena Unified School District Unified School District



PASADENA UNIFIED SCHOOL DISTRICT

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Sexual Harassment Policy

Pasadena Unified School District Unified School District

Board Policy

Policy Numbers: BP 4145.7

Personnel

Sexual Harassment

The district prohibits sexual harassment in the work place and shall act promptly, visibly and vigorously in demonstrating strong disapproval of sexual harassment in the work place. The Superintendent or designee shall develop appropriate procedures to ensure that employees have a work place free of sexual harassment and to provide a mechanism for resolution of complaints of sexual harassment.

Legal Reference:

Education Code

200 et al. Prohibition of discrimination on the basis of sex

212.5 Sexual harassment, defined

230 Particular practices prohibited, including sexual harassment

TITLE VII, CIVIL RIGHTS ACT as amended by Title IX, Equal Employment Opportunity Act

Meritor Savings Bank, FSB v. Vinson et al.

86 Daily Journal D.A.R. 2130

Regulation Pasadena Unified School District Unified School District

Approved: November 14, 1995 City: Pasadena, California

In accordance with Board policy prohibiting sexual harassment in the work place, the purpose of this regulation is to provide a procedure to handle complaints of sexual harassment.

Sexual Harassment Defined

Pursuant to Education Code 212.5, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment, status, or promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs, or other available activities.

Unlawful sexual harassment under the Fair Employment and Housing Act (FEHA) also includes unwelcome sexual advances of an employer toward an employee of the same sex and harassment on the basis of pregnancy disability. [Gov. Code 12940 (h) (3) (c)]

Examples Of Sexual Harassment

By way of example, sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal or physical contact with sexual overtones.
2. Visual conduct: leering or suggestive eye contact, making sexual gestures, posting or circulating sexually suggestive objects or pictures, cartoons, or posters.



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3. Verbal conduct: making or using derogatory comments, epithets, slurs, and jokes bragging about sexual exploits, using terms with double meanings (one of which is sexual).
4. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
5. Physical conduct: touching, assault, impeding or blocking movements, touching oneself or another.
6. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)
7. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, either implying or actually withholding support for an appointment, promotion or change of assignment; suggesting a poor performance report will be prepared; or suggesting probation will be failed.
8. Engaging in implicit or explicit coercive sexual behavior which is used to control, influence or affect the career, salary and/or work environment or another employee.
9. Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations or re-classifications, in exchange for sexual favors.

Complaint Process

1. Employees may report incidents of sexual harassment to any supervisor, manager, or administrator at the school site or in the department where they are working. If there is no supervisor, manager, or administrator to whom the employee is comfortable reporting the incident, the report may be made to the next higher level in the chain of command.
2. Any supervisor, manager, or administrator who has received a report, verbally or in writing, from any employee regarding sexual harassment of that employee or another employee by a student or adult in the work place must forward that report to the Cabinet level administrator within twenty-four (24) hours, or within a reasonable extension of time thereafter for good cause.
3. All complaints of sexual harassment will be investigated and promptly resolved.
4. Upon receipt of an allegation of sexual harassment, the supervisor, manager, or administrator will designate an investigator who will initiate an investigation into the complaint within 48 hours.
5. The school district will designate management employees at each work site who are trained to investigate sexual harassment complaints.
6. After completion of the investigation, the manager will render his/her findings and a recommended disposition of the complaint. In determining whether the alleged conduct constitutes sexual harassment, the manager will look at the record as a whole and the totality of the circumstances, including the nature of the alleged sexual harassment and the context in which the alleged incidents occurred.
7. If the complainant is not satisfied by the report of the manager and the recommended disposition, he/she may submit the matter to the appropriate Cabinet officer. The complainant shall make an appeal in writing stating the reasons why the complainant is dissatisfied with the report and recommended disposition. This written appeal shall be on a form prescribed by the district and shall be signed by the complainant.
8. The Cabinet officer shall review the basis for complainant's appeal and the report and recommended disposition compiled by the manager. The Cabinet officer may make a decision based on the record presented or, if he/she determines it is necessary, collect any additional information deemed necessary. The decision of the Cabinet officer may be appealed to the Superintendent or designee and then to the Board using the same appeal process and form.

Enforcement

Each work site supervisor, manager, and administrator has full responsibility for maintaining a work environment free of sexual harassment. Work site managers shall take appropriate actions to reinforce the district's sexual harassment policy. These actions will include:

1. Maintaining an available supply of the policy and the district's brochures and materials regarding this policy.
2. Prompt removal of vulgar or sexually offensive graffiti or other displays.
3. Providing annual staff in-services within the first four weeks of each work year.
4. Taking appropriate disciplinary action as needed.
5. All supervisors, managers, and administrators shall instruct employees on the procedure for reporting sexual harassment on an as needed basis.



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6. Employees determined to have violated district prohibition against sexual harassment shall be subject to disciplinary action up to and including termination from employment. Disciplinary actions may include, but are not limited to:
 - a. Verbal and written warnings.
 - b. Written reprimands.
 - c. Suspension with or without pay.
 - d. Transfer to another work location.
 - e. Demotion and termination.
7. A violation of policy or regulations shall constitute just and reasonable cause for discipline and shall be deemed to be a violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the government of the district by the Board under Education Code 44932.

Confidentiality

District employees involved in processing sexual harassment complaints shall endeavor in good faith to protect the privacy of all parties involved in a complaint of sexual harassment. Files pertaining to sexual harassment complaints shall not be made available to the general public.

Records

Copies of all reports of sexual harassment shall be forwarded to the chief personnel officer who is responsible for maintaining overall district records of incidents. Such records and reports shall not be made available to the general public.

Educational Outreach

As a means of preventing sexual harassment, the Superintendent shall ensure that all employees are notified of the adoption of policies and procedures to prevent sexual harassment. Each manager of a work site shall have a plan on file for providing staff in-service and procedures relative to sexual harassment education and the policies, regulations, and procedures.

Reporting To Outside Agencies

Federal Equal Employment Opportunity Commission

Employees who have been sexually harassed may have the right to file complaints with Federal regulatory agencies. Time limits for filing complaints with Federal regulatory agencies vary. The employee should check directly with this agency for specific instructions for filing a complaint:

Equal Employment Opportunity Commission

Address: 320 West 4th Street, 10th Floor
Los Angeles, CA 90013
Phone: (800) 884-1684

State of California Department of Fair Employment and Housing

Employees or job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department. If the Commission finds that harassment occurred, it can order remedies, including up to \$50,000 in fines or damages for emotional distress from each employer or harasser charged. In addition, the Commission may order hiring or reinstatement, back pay, promotion, and changes in the policies or practices of the involved employer. A court may order unlimited damages. For more information, employees should contact the [Enter Appropriate Agency] office as follows:

State of California

Appropriate Agency:

Address:

, CA



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Phone:

Retaliation Prohibited

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of sexual harassment will not negatively reflect on the employee who initiates the complaint, nor will it affect the employee's job assignment, status, rights, privileges, or benefits.

Regulation Pasadena Unified School District Unified School District

Approved: 2/2017 City: Pasadena, California



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School Dress Code

In accordance with board policy and the Education Code 35183. 35183.5, 48907, 49066, and Code of Regulations Title 5, 302 both students and staff of the school campus have the constitutional right to be safe and secure in their schools. Students will come to school having paid proper attention to their personal cleanliness and neatness of dress

Policy

A student may not attend classes in a manner which:

1. Creates a safety hazard
2. Distracts from learning
3. Disrupts any school activity.
4. The Administration reserves the right to determine:
 - a. Clothing or accessories that the Administration feels presents a threat to the student's well being or safety
 - b. Clothing, hairstyles, or accessories which are distracting or disruptive to the learning environment

Guidelines

The following are NOT permitted on campus:

1. Clothing or accessories which identify a student with non-school clubs, profanity, obscenity, reference to drugs, alcohol, tobacco, gangs (excessive color) or prison culture name insignia
2. Attire with writing that degrades individuals or groups
3. Body piercing that creates a safety hazard; moderate sized earrings are acceptable
4. Platform shoes or high heels over 2.5 inches high
5. No underwear or undergarment may be seen at any time
6. Pants must be properly worn around the waist
7. No torn pants or jeans
8. Shoelaces must be tied

Offenses

Dress code guideline will be honored at school events including school dances. Modesty and good taste are expected at school and all school events.

Offenses & Consequences

1st offense: The student will be given a warning; parent will be contacted by the school to bring a change of clothing before the student is admitted to class; personal responsibility is expected.

2nd offense: Parent contacted by school for change of clothing; parent conference; may result in other disciplinary actions.

Responsibilities

Parents have the responsibility for seeing that students are dressed properly for school. School personnel have the responsibility for maintaining and enforcing an appropriate dress code conducive to learning.

* These guidelines are designed to help reduce potential problems on campus and provide a positive learning environment.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Blood Borne Pathogen Incident Reporting Form And Exposure Control Plan

Pasadena Unified School District Unified School District Board Policy

Students

INFECTIOUS DISEASES BP [ENTER #]

The Governing Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education.

For purposes of this policy, infectious diseases shall include all those listed by the State Department of Health Services and the County Health Department.

(cf. 4119.43 - Universal Precautions)
(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 5141.23 - Infectious Disease Prevention)

The admission of a student with an infectious disease other than the serious illnesses addressed below shall be determined by the Superintendent or designee according to law. The Superintendent or designee shall consult with the student's parent/guardian and, as required, with the student's physician and/or the County Health Department, in accordance with law and consistent with confidentiality provisions.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.3 - Health Examinations)
(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6183 - Home/Hospital Instruction)

Students With Bloodborne Pathogen Infections

The Board recognizes that hepatitis B virus, hepatitis C virus, and (human immunodeficiency virus (HIV) and/or AIDS (Acquired Immune Deficiency Syndrome) infection is not casually transmitted, the sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school. Students with bloodborne pathogen infections are entitled to the rights and services accorded to other students. They may attend their regular school and classroom barring special circumstances.

The Board encourages parents/guardians to inform the Superintendent or designee if their child has an infectious disease so that any such child will have access to appropriate district programs and services, and so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law. No district employee shall release medical information, including knowledge of a bloodborne pathogen infection, without written consent from the parent/guardian or adult student. Such information shall be shared only with those persons specifically named in the written permission.

(cf. 5125 - Student Records)
(cf. 5022 - Student and Family Privacy Rights)

The district requires all staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and prevent the spread of all infectious disease.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43, 4219.43, 4319.43 - Universal Precautions)
(cf. 5141.23 - Infectious Disease Prevention)



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The Board desires to be supportive of students infected with bloodborne pathogens and to help their families cope with difficulties they may face. The Board believes that schools can play an important role in educating the school community about the nature of bloodborne pathogens and alleviating fears about their transmission.

(cf. 5141.6 - *Student Health and Social Services*)

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

(cf. 6142.8 - *Comprehensive Health Education*)

Legal Reference:

Education Code

48210-48216 *Persons excluded*

49073-75 *Privacy of pupil records*

49076 *Access to records by persons without written consent or under judicial order*

49403 *Cooperation in control of communicable disease and immunization of students*

49405 *Smallpox control*

49406 *Examination for tuberculosis*

49408 *Information of use in emergencies*

49450 *Rules to ensure proper care and secrecy*

49451 *Parent's refusal to consent to medical exam*

49602 *Confidentiality of information disclosed by a parent or pupil 12 years or older to a school counselor*

California Constitution

Article 1, section 1 - *Right to Privacy*

Civil Code

56-56.37 *Confidentiality of medical information*

1798-1798.76 *Information Practices Act*

Health And Safety Code

120230 *Exclusion for communicable diseases*

120325-120380 *Immunization against communicable diseases*

120875-120895 *AIDS information*

129075-121020 *Mandated blood testing and confidentiality to protect public health*

120980 *Unauthorized disclosures*

121010 *Disclosure to certain persons without written consent*

121475-121520 *Tuberculosis tests for pupils*

California Code Of Regulations, Title 8

5193 *Bloodborne pathogen standards*

United States Code, Title 20

1232g *Family Educational and Privacy Rights Act*

1400-1427 *Education for All Handicapped Children*

United States Code, Title 29

794 *Section 504 of the Rehabilitation Act of 1973*

Court Decisions

Phipps v. Saddleback Valley Unified School District (1988), 204 Cal. App. 3d 1110

Doe v. Belleville Public School District, 672 F. Supp. 342

Thomas v. Atascadero Unified School District, 662 F. Supp. 376



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Management Resources:

Web Sites

CDE: <http://www.cde.ca.gov>

California Department of Health Services: <http://www.dhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

NSBA, School Health Programs: <http://www.nsba.org/schoolhealth/>

Policy Adopted: 9/2020



PASADENA UNIFIED SCHOOL DISTRICT

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Blood Borne Pathogens – Safety Practices

Procedures And Regulations

1. General

1.1. While recognizing that both students and employees diagnosed with an infectious blood borne disease are entitled to a confidential relationship between themselves, the medical community and/or other agencies, the Board of School Trustees encourages these individuals to meet with the School Principal and/or Superintendent of Schools to discuss their disease and immediate and future needs.

1.2. Assessment

2. Students:

2.1. The Superintendent (or designate) will be informed, by the school principal as soon as is known, of any student infected with an infectious blood borne disease.

2.2. A Risk Assessment will be conducted using a team approach including the personal physician, public health personnel, the parent or guardian, and school district personnel as appropriate and will make recommendations about the type of educational and care setting based on the following:

- a. Behavior, neurological development and physical condition of the child;
- b. Type of interaction expected with others.
- c. What the potential is for exposure
- d. Areas for potential for exposure
- e. How exposure may happen
- f. Who needs to know?
- g. What will happen if there is a risk of exposure?

2.3. The team will consider the risk to others in the workplace, whether or not the individual is healthy enough to continue to attend school, and what precautions should be taken to ensure the safety and health of others.

- a. The identity of infected students will remain confidential and restricted to those who need to know or are required to be informed.

2.4. Decisions on attendance at school are dependent on the circumstances of each individual case. Regular evaluation of the appropriateness of attendance will be conducted.

2.5. The Board will be notified immediately when the team considers the health condition of a student to be a danger to the immediate health and welfare of a school, its students or employees of the Board.

- a. Upon being notified of the team's concern, the Board will refer the matter to the Medical Health Officer in accordance with the procedures outlined in the School Act.

Employees

2.6. The Superintendent will be informed, by district staff as soon as is known, of any employee infected with an infectious blood borne disease.

2.7. Employees with an infectious blood borne disease, who are able to carry out the essential duties of their jobs in a satisfactory manner without posing a health or safety risk to themselves or others, will be entitled to continue their work.

2.8. Decisions regarding potential health or safety hazards will be made on a case-by-case basis in consultation with the employee, the personal physician and district personnel as appropriate.



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- 2.9. The identity of infected employees will remain confidential and restricted to those who need to know or are required to be informed.
- 2.10. The Board will be notified immediately if the Superintendent considers the health condition of an employee to be a danger to the immediate health and welfare of a school, its students or other employees of the Board.
 - a. Upon being notified of the Superintendent's concern, the Board will refer the matter to the Medical Health Officer in accordance with the procedures outlined in the School Act.

3. Hygienic Safety Practices

- 3.1. All employees will follow "Universal Infection Control Precautions" by assuming that blood and other body fluids from all individuals are potentially infectious. These precautions include:
 - a. Routinely using gloves when anticipating contact with blood
 - b. Immediately washing hands and other skin surfaces after removal of gloves and/or contact with blood
- 3.2. Schools will be provided with appropriate protective equipment including disposable waterproof gloves (natural rubber latex, neoprene, nitrile, or vinyl), tongs or pliers and proper sharps containers.
- 3.3. Schools' medical room mattresses will be either vinyl-coated beds or cloth mattress with a protective vinyl (plastic) covering so that they can be cleaned as needed with a bleach solution.
- 3.4. Blankets can be cleaned as needed by forwarding them, in a clearly labeled plastic bag, to the Assistant Supervisor Operations at the Facilities Office.

4. Universal Precautions

- 4.1. Universal Precautions to prevent transmission of blood-borne disease will be followed. *Universal Precautions* is the term for infection control measures endorsed by the Canadian Centre for Occupational Health and Safety for workers who might come into contact with blood and other body fluids. In summary they include:
 - a. Wash hands for 30 seconds after contact with blood and other body fluids contaminated with blood.
 - b. Wear disposable latex gloves when you encounter blood, body fluids, or when cleaning cuts, scrapes or wounds. Wash your hands as soon as you remove your gloves. Dispose gloves in a plastic bag.
 - c. Use disposable absorbent material like paper towels to stop bleeding.
 - d. Discard bloodstained material in a sealed plastic bag and deposit in the garbage. Label as containing blood-tainted material.
 - e. Cover cuts or scratches with a bandage until healed.
 - f. Immediately protect staff and students from coming in contact with blood-soiled surfaces. The area must be disinfected with a fresh solution of one part bleach and nine-parts water (10% bleach solution).

Mops or brushes used for cleaning should be soaked in a bleach solution for 20 minutes.

(Note: The custodial department will provide each school with the product for dissolving in water to provide the bleach solution.)

5. Identification of Risks of Occupational Exposure

- 5.1. In accordance with the Occupational Health and Safety Regulations (section 6.35), the district's Health & Safety Coordinator will develop and maintain a list of positions and/or tasks and procedures where there is a potential for occupational exposure to a blood borne pathogen.
- 5.2. Employees who have, or may have, occupational exposure to the hepatitis B virus, will upon request, receive a hepatitis B vaccination (section 6.39, OH&S Regs).



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- 5.3. Employees who may have been exposed to a blood borne pathogen in an exposure incident will be advised to immediately seek medical attention



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Procedures To Ensure A Safe And Orderly Environment

Rules And Procedures On School Discipline

Philosophy Of Discipline

- Behavior expectations and the consequences for not meeting expectations must be clearly communicated to all students and their parents (in writing as well as verbally).
- The severity of consequences for violating behavior expectations increases with each incident of inappropriate behavior.
- The consequences for violating behavior expectations should be severe enough to discourage students from making poor behavior decisions.
- Expectations and consequences should permit students an opportunity to eliminate inappropriate behavior.
- Additionally, the school staff recognizes that the middle school years are a transition time from adolescence to young adulthood. As a part of this transition, the student is given greater opportunities to be responsible and demonstrate independence and good judgment. The structure of our behavior expectations (in the classroom as well as school wide) is meant to encourage students to be responsible. The first step in many instances of inappropriate behavior (those considered to be "minor") is a simple warning ("Your behavior is unacceptable. Please stop such behavior"). It is only when a student ignores such warnings and continues to choose to act irresponsibly (like a child rather than an emerging adult) that we involve parents and implement consequences.

Elements Of A Good Discipline Program

1. The program is focused upon making the entire campus, especially the classroom, a safe, supportive and orderly environment for learning for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with State Law and District policies.
6. The program recognizes the responsibilities and the rights of students and staff.
7. Program is structured to keep students in class and engaged in the educational process.
8. Rules are enforced:
 - A. by all staff members at all times.
 - B. strictly, but not rigidly (beware of "automatics").
 - C. in substantial part by adult modeling.
 - D. using techniques that promote the growth of positive self-esteem.
 - E. as close to the source as is possible.
 - F. by keeping parents informed.
9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

Principal's Statement To Edms Staff Expectations In Developing & Maintaining Discipline

As Principal of our school, I will expect;

Each teacher to have a defined system of classroom management. A written description of this system, including representative examples of the progressive interventions you intend to employ, will be approved and filed by me. Whenever possible and appropriate, teachers are encouraged to use standards and systems that are consistent with other village/department members.

You can expect

Each administrator to assist and support you in every reasonable way in developing, implementing, and refining that system as needed.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

I will expect

That when you refer a student for discipline:

1. The student has been made fully aware of classroom and school rules and knows what rules he/she has violated.
2. Teachers within a village will discuss any continuing behavior problems and schedule a team conference with the student and parents when appropriate.
3. That information will be provided on the referral regarding previous actions you have taken regarding this specific issue.
4. You have exhausted the interventions at your disposal (i.e., you have done everything you can do) and you have followed the guidelines established by the administration and staff on what constitutes an appropriate behavior referral.
5. The behavior was so serious or so blatant as to make immediate removal from the classroom necessary.
6. The written referral will be explicit in stating the offense(s).
7. You will send the student out of class with a referral only if his/her continued presence in the class would disrupt or prevent teaching and/or learning.
8. If necessary, the referral will be delivered to the office at a time convenient to the staff member so that the issue may be handled most efficiently, causing a minimum of lost class time.

You can expect

1. Each administrator to support your position in every reasonable way.
2. A response time on your referral of one, or at most, two days.
3. The availability of an administrator to discuss unresolved referrals after school on any given day.
4. That the administrator will exercise independent judgment regarding disposition of referrals.

I will expect

1. That each teacher will go to the doorway of his/her classroom after each class period as often as possible and assume control of student behavior in the corridor.
2. That each staff member will hold students accountable for their behavior on the school grounds at all times.

You can expect

1. Administrator support, investigation, and follow-through as indicated.
2. A response to referrals from incidents outside the classroom to be the same as to those within.

[Enter Principals Name] Principal

What To Do When Problems Appear

Both behavioral and academic problems are present in some of our students. Teachers often ask for guidelines for dealing with these problems. Here they are:

1. Talk to the administrator assigned to your grade level.
2. Call parents at first sign of concern. Inform the parents of your observations, ask for their ideas, assistance, and support in serving the student. Keep a log of your calls.
3. If possible, talk privately to the student about your concerns.
4. Behavior concerns—look through students' CUM file. Any official suspensions will be in file, also look for teacher comments on report cards. Look for patterns of behavior. We use In-House Suspension whenever possible, as it is preferable to having students at home unattended—and it saves the district money. Serious infractions (fighting, threats, etc.) do result in official suspension. Unresponsive students can be moved to other schools or expelled.
5. Referrals—please remember if you write a student referral, you are required to call the parents. You are writing the referral and can answer the parents' questions firsthand. Administrators will also call parents, but we can only give secondhand information on the incident.
6. Academic Concerns—Again, look through student CUM. This will contain test scores, report cards, and a student history. You may want to ask the grade level administrator to schedule a Student Study Team (SST). This will involve a meeting with the student, parents, administrators, students' teachers, and perhaps the psychologist



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

School Site Policies

1. Accelerated Reading
2. Annobolic Steroids
3. Announcements
4. Assemblies
5. Associated Student Body
6. ATOD policy
7. ATOD Use by Students
8. Attendance
9. Apprehension
10. Behavior
11. Behavior-Code of Conduct
12. Bills
13. Bullying
14. Bullying Prevention
15. Buss/Transportation regulations
16. Cafeteria
17. Campus Guidelines
18. Campus Visitors
19. Change of Address
20. Cheating
21. Classroom Discipline For Staff
22. Classroom Disruption/Insubordination
23. Code of Safety and Conduct
24. Communications Home/School
25. Communications Parent/School
26. Conduct
27. Conflict Resolution
28. Construction
29. Corridors and Restrooms
30. Crime Reporting
31. Detention
32. Discipline
33. Disrespect/Defiance
34. Drill Schedule
35. Extension of class period
36. Extracurricular Eligibility Policy
37. Eye Protection Devices
38. Fighting
39. First Aid
40. Fire/Emergency Drills
41. Food/Drinks on Campus
42. Forgery
43. Gangs
44. Graduation Requirements
45. Guidance
46. Guidelines for the Playground
47. Gum Chewing
48. Harassment
49. Homework
50. Honor Role



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

51. Intervention
52. Insurance, School
53. Laboratory Safety
54. Language
55. Library
56. Lockers
57. Medication
58. Non-Punitive Self Referral
59. Open/Closed Campus
60. Overaffection
61. Parking and Traffic
62. Playground Equipment
63. Programs and Services
64. Prohibited Activities
65. Public Displays of Affection
66. Radios/Electronics
67. Recess
68. Release During School
69. Release of student to Peace Officer
70. Reporting Suspected Child Abuse or Neglect
71. Research Based Curriculum
72. Rewards for Good Behavior, Exceptional Effort, and Acad. Excel.
73. Rights and Responsibilities
74. Safe Ingress To and Egress From School
75. Search and Seizure
76. Stealing
77. Suspension and Expulsion/Due Process
78. Telephones
79. Textbooks
80. Truancy
81. Uniforms/Dress
82. Upper Grades Discipline Referral Procedures
83. Vandalism/Theft/Graffiti
84. Weapons
85. Yard Duty
86. Zero Tolerance



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

Emergency Procedures ([on website](#))



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY



Pasadena Unified School District

Reference Guide - Emergency Supplies
2018-19 School Year

Title: School Site Emergency Supplies & Emergency Bin

Date: August 28, 2018

Issuer: School Support Services

Purpose: The purpose of the following information is to provide a guide to ensure emergency supplies are adequate at each site within PUSD.

INSTRUCTIONS:

I. Background

The goal of this document is to provide a road map that can guide site administrators in their effort to create a comprehensive emergency and disaster plan for the school. It is the responsibility of the school and the faculty and staff to protect and care for the students during a disaster. Section 3100 of the Civil Code stipulates that all public employees are "Disaster Service Works." As part of this responsibility, PUSD employees will care for students during a disaster.

II. Site Administrator Responsibilities

It is the responsibility of the site administrator to confirm there is a minimum of 72-hours of emergency food, water and other emergency supplies, including medications needed for the respected student body.

The following section reviews emergency preparedness activities including the storage and maintenance of emergency supplies for all employees and staff at each location.

1. One-half gallon of potable water per person, per day. A three-day supply should be stored for employees and students.
2. Emergency food supplies in case food is not available from the cafeteria.
3. First aid supplies sufficient for the school population.
4. Search and Rescue (SAR) team supplies and equipment for each team, including protective gear for each member of the SAR team.
5. Identify a designated area for bathrooms/washrooms (separated by gender) and confirm adequate supplies are included in the site's emergency supplies.
6. General emergency supplies for bin
7. Classroom emergency supplies
8. School emergency documents
9. District contacts and additional information

III. Site Certification



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Emergency supplies and bins should be audited annually. The custodians will be responsible for leading the audits of each bin. First aid supplies within the bins is the responsibility of the school nurse. Additional assistance can be provided by the safety and security team at the district office.

It is recommended the audits take place 30-days before the Great California ShakeOut. This will provide ample time to replenish expired or missing supplies. Once the audits have been completed, please submit a drill report to Children's Welfare Attendance, and Safety (CWAS).

Anytime there are students on school property, emergency supplies must be accessible to that group (LEARNs, Parks & Rec, etc.). Training is also required for each group to meet response demands in the event of a disaster.

IV. Water

PUSD minimum standard of one-half gallon of water per person per day is in addition to any cafeteria beverage inventory that is kept daily.

Example: 500×0.5 gallons per day \times 3 days = 750 gallons, or (14) 55-gallon drums of treated water.

If you find your current water supply to be expired or inadequate based on the number of employees and students at the school, please contact the safety and security team at the district office. We will contact the vendor responsible for providing treated barrels of water, and ensure it is delivered to your site.

As a reminder, untreated tap water must be changed every six months. Please do not use the following water supplies during a disaster: swimming pools, boilers, water drained from water heaters, stale-smelling or cloudy water.

The following items should be included in your emergency supplies/bin:

1. 4 oz. cups (three or more cups per person)
2. Water carriers/Plastic water pitchers
3. Water pump(s) for water barrels
4. Lid wrench (opens and closes 55-gallon barrel lids)
5. One-half gallon of potable water per person, per day for three days. This will be commonly stored in blue 55-gallon barrels located in the emergency supply bin.

V. Food

A best practices approach to food supplies should include a three-day food supply at each school. The availability at each site will vary depending on the cafeteria size. Site administration should work with the Food Services Manager to determine what foods are available on a daily basis. Remember to detail this information for each day of the week as the rations could be different from one day to the next. Plan accordingly to purchase and store additional emergency food, if needed.

If additional food is stored in the emergency supply bin, please remember the following conditions during the annual audit:

1. Package date/Expiration date (document accordingly)
2. Foods that will attract insects and rodents should not be included in the bin.
3. Food should be kept in a sealed container, such as a trash can. Confirm the lid is secure and sealed properly.
4. If needed, a manual can opener should be included on the supply checklist.

VI. First Aid Supplies



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Sites should have a minimum of one kit for every 400 individuals on campus. Each kit assumes a 10% injury rate and contains sufficient supplies to treat 40 injured people.

The following items should be included in the kit:

1. (144) packets, Antibiotic ointment containing bacitracin, polymyxin, and neomycin, 1/32 oz. foil packet (boxed)
2. (200) packets, Antacid/nausea/diarrhea tablets (Pepto- Bismol), chewable individually sealed or 2/packet (boxed)
3. (2) boxes, Alcohol wipes, individual foil packets (50/box)
4. (1) box, Aspirin tablets, 325 mg – 50 pk./box
5. (1) box non-Aspirin tablets, 325 mg – 125 pk./box
6. (1) Bottle, eye wash, isotonic, ophthalmic irrigating solution, sterile, plastic bottle (4 oz.)
7. (3) packets, Petroleum jelly, white (1 oz. tube)
8. Hard candy glucose tablets, 20 ea. /pkg.
9. 24"x 24" Bio-hazard waste bag, red, 10 gallon
10. (1) box, butterfly closure, large, 100 per box
11. Hydrogen Peroxide
12. (1) Bottle, Saline solution, 0.9% sodium chloride, 500- ml.
13. Masks
14. Water pitcher w/ lid
15. Arm splint 12" x 6" cardboard, w/ 3/4" holes, 3 ea. /pkg.
16. Cardboard folding led splints, 3 ea. / pkg.
17. Tourniquet, 1"x 18"
18. CPR 1-way valve face shield, non-latex, single use, 1- size
19. All-purpose needles
20. Safety pins
21. 8" security ties, 3 ea. /pkg.
22. Scissors
23. Splints (various sizes)
24. Straight pins
25. Utility EMT scissor/bandage scissor
26. Tissues (one box per classroom)
27. Paper towels
28. Blankets
29. Neosporin
30. Pads, sterile
31. Burn sheets
32. General supplies: Band-Aids, bandages (Ace), bandaging tape, bed pans, betadine, blankets, burn ointment, candles, cold packs, and cotton tipped swabs, tongue depressors, forehead thermometer, tweezer, dental floss, eye pads, clear surgical tape.
33. Crutches
34. Non-latex, disposable exam gloves and personal protective equipment to be used by first aid team
35. Bleach to be used to make a universal disinfectant (1 part bleach: 10 parts water) to disinfect surfaces or spills of blood or other bodily fluids
36. Feminine products (tampons, pads, etc.)
37. Additional specific medical supplies that may be anticipated based on the school's condition and population

All supplies should be kept in a durable plastic container with latches. Include a document with the kit that shows a complete list of products, quantities and brands.

VII. Search and Rescue Team Supplies



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The search and rescue team normally consists of four members. Each team should be aware of their role during a disaster and meet each semester to review their duties. The following should be included in the search and rescue team supplies:

1. Adjustable pliers (10")
2. Lineman pliers (8")
3. Pliers (6")
4. Bolt cutters (18")
5. Hammer (3 lbs.)
6. Plastic bags (6)
7. Folding shovel
8. Flashlight
9. Phillips screwdriver (4")
10. Screwdriver (8")
11. Hatchet
12. Utility knife
13. Duffle bag
14. Stretcher
15. Barricade tape (Do Not Enter)
16. Hard hat (OSHA approved)
17. Vest
18. Gloves, leather palms
19. Dust mask
20. Safety goggles
21. Small first-aid kit
22. Whistle
23. Triage tags (6)
24. Extra batteries
25. Duct tape
26. Rope
27. Two-way portable radio
28. Master key
29. Injury report form

VIII. Bathroom/Washroom Supplies

Site administrators need to provide portable toilets and sanitary supplies for their school's students and employees. Bathroom and washroom areas separated by gender should be identified and confirmed during the annual audit. Schools are required to have one toilet for every 30 people at the site.

The following supplies should be included in the emergency supply bin or classroom:

1. 5-gallon utility buckets
2. Emergency toilet seat
3. Plastic bags – liners
4. Toilet paper
5. Sanitary napkins
6. Soap
7. Privacy screen
8. Absorbent
9. Waterless hand cleaner
10. Deodorizer
11. Bio-hazard bags



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As a reminder, human waste is considered to be hazardous material and should be stored in plastic bags and toilets/buckets, as opposed to digging a hole on site. This material should be kept in a dedicated spot separate from the dumpsters, preferably in bio-hazard bags.

IX. General Emergency Bin Supplies

Items not included under the search and rescue team section, but are still required to be part of the emergency bin include:

1. Pick axe
2. Crow bar
3. Pry bar
4. Bolt cutters
5. Sledge hammer
6. Claw hammer
7. Garden hose
8. Garden hoe
9. Utility knife
10. Screwdrivers
11. Shovel
12. Wire cutters
13. Wrenches (for utility shut-off)
14. Batteries (AA, AAA, C, D, 3-volt)
15. Barrier tape
16. Bullhorn
17. Extension cords (50' long)
18. Clipboard
19. ABC class fire extinguisher
20. Flashlights (one per classroom)
21. Generator
22. Spot lights/battery powered lanterns
23. Matches
24. Plastic garbage bags
25. Black plastic sheeting
26. Radio (AM/FM, hand-crank or battery operated)
27. Tent, shade cover, tarp, etc.
28. Blankets (individual emergency blankets and regular full- size blankets per classroom)

If an item is listed in the plural form, assume 2 or more items are required, depending on the size of your school. It is at the site administrator discretion to decide how many items should be included in the bin, but a minimum of one is required and 2 if the item is listed in the plural form.

X. Classroom Emergency Supplies

Schools can take into consideration their emergency supplies located in the classrooms when doing the annual audit. These types of supplies normally include sanitation supplies or simple food, bottled water and first aid kits.

It is recommended that elementary schools have a back pack in every classroom that includes class rosters, first aid supplies and comfort supplies. Children's comfort supplies or comfort packs can be supplied by the parent or legal guardian and can include pictures of the child's family, hand-written notes, sunscreen, a bottle of water, a toy or stuffed animal, etc.



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Tarps are an essential supply that should be included in classrooms. They can serve many purposes during an emergency such as shelter during rainy weather, a ground cover for children to sit on during an emergency, or they can be used as markers to identify with a specific class or grade level (Example: green tarps are for 1st grade, blue tarps for 2nd grade, and so on).

XI. School Emergency Documents

A copy of essential emergency documents is required in your emergency supply bin. The following list should be located in a plastic waterproof container in the site's bin. The documents should be audited annually to confirm the lists are up-to-date. As a reminder, schools should create a station for parents or guardians to check-out their students when they arrive at school to pick-up their child(ren) during or after a disaster:

1. Student roster
2. Faculty roster
3. Staff roster
4. List of emergency district contacts
5. Parent contact information
6. First responder contacts (911 – Police, Fire, Poison Control)
7. Emergency plan
8. Basic school supplies (Pens, pencils, paper that can be used for signs, markers, paper clips, notebooks)

XII. District Contacts & Additional Information

As a reminder, the following guide was set forth to include the basic needs during a disaster. Each site administrator must take into account the special needs of their employee and student body and plan accordingly. Requirements will vary based on individual allergies, disabilities and general needs.

During the annual audit, confirm the following:

1. Emergency bin can be easily opened and closed.
2. The emergency bin is not in need of any repairs (e.g. – holes in the bin).
3. Keys have been provided to the head custodian, principal(s), and after-school program directors.
4. After-school program directors have a basic understanding of the emergency supply bin and the school site.

For additional questions, comments and assistance with any of the outlined policies, please contact the safety and security team at:

Address:

School Support Services
351 S Hudson Ave. Pasadena, CA 91109

Contact:

Eric Sahakian 626-396-3600



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

Crisis Communication Guide – Schools PUSD School Support Services

September 2021

Responsibilities

Coordinates with Superintendent & Board Members

Coordinates with Safety & Security Team, liaises with City of Pasadena, First Responders

Develops and provides messages and updates to staff, parents, media

Emergency Contacts

Dr. Elizabeth Blanco
626.720.2416

Assistant Superintendent
Mrs. Helen Hill
Ext. 88206/(626) 720-2422

Dr. Steven Miller
626.720.2454
Dr. Leslie Barnes
626.626.720.2468

Dr. Julianne Reynoso
Assistant Superintendent
Ext. 88238/cell 626.720.2474

Hilda Ramirez Horvath
Public Information Officer
ext. 88192/cell 626.720.2472

Single Voice
Ensures that a consistent message is delivered to stakeholders & media

Alternates

Ria Apodaca
626.720.2473
Dr. Marco Villegas
626-720-1577

Beth Leyden
626.720.2447

Steps

- Address the emergency (call Facilities, 911, etc.)
- Contact PUSD Academics, Student Wellness & Support Services & Communications
- Collect & provide factual information to appropriate district officials
- Develop script for front office staff
- Notify all other school employees
- Notify parents/guardians (use Blackboard for phone/text., email, app)-via multiple languages
- Work with PUSD Communications to provide current, verified information to media at regular intervals.

Principals

In an emergency:

- Dial 911
- Contact Asst. Supt. Reynoso OR Hill AND Dr. Blanco
- Release statement to parents

Crisis Communication Triggers:

- Any event that impacts the ability of staff to work. Example: school or office closure due to a chemical spill.
- Any event that involves first responders such as police or fire. Example: an injured student.
- Any event that will draw negative public attention. Example: illegal activity by an employee



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Marshall Fundamental Secondary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 28, 2022 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Marshall Fundamental Secondary School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on school safety meetings at Marshall. Notice was provided by Lanisha Kelly.

Marshall Fundamental Secondary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan 2021 been properly implemented and reviewed.

Amendments

School Site Council

Prepared by Lanisha Kelly, Assistant Principal and approved by Marshall Fundamental School's Site Council:

Signatures of Marshall Fundamental Secondary School's Site Council Members

_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date
_____ Signature	_____ Date	_____ Signature	_____ Date



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Safe School Plans

Executive Summary
School Year 2021-22

The Comprehensive Safety Plan is due on March 1, 2018. It contains both emergency preparedness and site safety measures developed by the Pasadena Unified School District as well as Safe School Committees and individual school sites. Although this is a uniform document for the school district, it is specifically developed for each individual school site to meet their safety needs. Please ensure that you are acquainted with the data and information needed to complete your school's plan.

1) School Profile

- a) Update all pertinent identifiable information related to school and SSC members.
- b) Update Mission and Vision to reflect 2018-19 school year.
- c) Crime Statistics can be found on the police department websites, school crime statistics and CBEDS data can be found on CDE website (data1.cde.ca.gov/Dataquest/) or a duplicate copy can be requested through CWAS.
- d) Discuss educational and curricular activities offered by your school: Music, art, etc

2) Physical Environment

- a) Discussion of the school grounds including renovations and years completed.
- b) Discuss where your plan is located on your school ground.
- c) School site identification procedures
- d) Discussion of internal security procedures
- e) Community involvement programs

3) School Climate

- a) Emergency Response Plan (where is it located) how is it reviewed (SEMS/NEMS)
- b) Cultural Events
- c) Classroom Organization and Management

4) Action Plan: (18-21)

- a) **Physical Environment : review PPT for sample goals:** Areas of improvement, Desired Change #1 and #2, Resources, Personnel Assignments, Timeframe, Budget, Evaluation
- b) **School Climate : review PPT for sample goals**
- c) Areas of improvement, Desired Change #1 and #2, Resources, Personnel Assignments, Timeframe, Budget, Evaluation

5) Safety Strategies

- a) School Safety Strategies 1-7: Discuss any concerns related to safety hazards that need to be addressed.
- b) Declaration of when school site council will review the document for the upcoming year.

6) School Safety Compliance: All B.P's and A.R.'s have been uploaded to document. No work is needed on this part from the school. Although, all new policy must be reviewed with staff to ensure compliance and standardization.

7) Procedures to ensure a Safe and Orderly Environment:

- a) Discussion of classroom management and referral system
- b) Response to Intervention
- c) Supplemental Information used to review student concerns

8) School Site Policy

- a) Open Enrollment
- b) Discipline Procedures
- c) ATOD policy
- d) Bully Prevention: Olweus
- e) Dress Code
- f) Code of Conduct

Emergency Preparedness: ONLINE

Please review documents with stakeholders to ensure that there is compliance of procedures. Lockdown procedures and Incident Command Post procedures provided.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

1. **Eric Sahakian:** Assistant Superintendent, Student Wellness and Support Services: ext. 88238
 - 1.1. Discipline, Security, Mental Health Programs, Resources, Alternative Ed, 504, Response to Intervention
2. **Ria Apodaca:** Director
 - 2.1. California Healthy Kids Survey, Drug and Alcohol Programs, Character Building
 - 2.2. Child Abuse

What additional information would assist:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

School Site Emergency Planning Matrix

Name of Principal: Lori Touloumian

Name of School: Marshall Fundamental Secondary School

Name of School District: Pasadena Unified School District

Comprehensive School Safety Plan ED 32280

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
1	School Information	• School District			X
		• Name of school			X
		• Name of principal			X
		• Address			X
		• Phone number			X
		• E-mail address			X
		• Date plan reviewed			X
		• Date plan developed			X
2	School Map	• School layout			X
		• Administration building			X
		• Classroom buildings and numbers			X
		• Classrooms and numbers			X
		• Parking areas			X
		• Main streets			X
		• Campus entrance and exit			X
		• Aerial photos (if available)			X
		• Main Utility valves and switches			X
		• Incident Command Post			X
3	Safety Committee	• Committee names			X
		• Law enforcement			X
		• Member's names			X
4	Crisis Response Team	• Incident Command POST (ICP) responsibilities (see attached org. chart)			X
		• (SEMS/NIMS) alternates			X
		• Contact Information (cell numbers, e-mail, phone numbers)			X
		• Member's names			X



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
5	Action Plan for Safe and Orderly Environment	• Two Components: People and Programs and Physical Environment			X
		• Goal for each component			X
		• Objectives			X
		• Related activities			X
		• Timelines			X
6	Staging Areas ON Campus	• School Map with designated staging areas			X
		• Student request and reunion gate and alternate			X
		• Evacuation routes			X
		• Alternate staging areas			X
7	Staging Areas OFF Campus	• Community map			X
		• Location of staging areas			X
		• Alternate sites			X
8	Equipment and Supplies	• Location of supplies			X
		• Teacher emergency kits			X
		• Inventory list			X
9	Communication Systems	• Phones			X
		• Radios			X
		• Computers			X
		• Intercom			X
		• Student runners			X
		• Special signals, etc.			X

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
10	Policies and Procedures	• Fire			X
		• Earthquake			X
		• Lockdown			X
		• Student release			X
		• Child abuse reporting procedures			X
		• Emergency procedures			X
		• Suspension and expulsion policies			X
		• Dangerous student notification procedures			X
		• Discrimination and sexual harassment policy			X
		• Dress code policy			X
		• Safe ingress and egress			X
		• Safe and orderly environment (section 4)			X
		• School rules and referral policy			X
		• Hate crime reporting			X



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
		<ul style="list-style-type: none"> • Crime Reports 			X
		<ul style="list-style-type: none"> • Individual Student Evacuation Plans (NEW) 			X
11	Student and Staff Rosters	<ul style="list-style-type: none"> • Student attendance sheets 			X
		<ul style="list-style-type: none"> • Emergency card information 			X
		<ul style="list-style-type: none"> • List of students with special needs 			X
12	Compliance	<ul style="list-style-type: none"> • Law Enforcement Review 			X
		<ul style="list-style-type: none"> • Local public meeting/date 			X
		<ul style="list-style-type: none"> • District Office approval/date 			X
		<ul style="list-style-type: none"> • Public meeting/date 			X
		<ul style="list-style-type: none"> • Post on School Accountability Report Card/date 			X



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Mental Health Programs

Assigned to schools are a school psychologist and school counselor. School staff shall identify students in need and bring forth the student and the family to the school's RtI Team. In extreme crisis responses schools shall implement the Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Mental Health Care Providers

D'Veal Family and Youth Services

1. Altadena Elementary
2. John Muir High School

Five Acres

1. Jefferson Elementary
2. Washington K-5
3. Washington 6-8

Foothill Family Services

1. Eliot Middle School
2. Hamilton Elementary
3. Marshall Middle/High
4. Willard Elementary

Hillsides

1. Franklin Elementary
2. San Rafael Elementary
3. Wilson Middle School

Pacific Clinics

1. Cleveland Elementary
2. Jackson Elementary
3. Roosevelt Elementary
4. Rose City High School

PUSD

1. Blair High School
2. Don Benito Elementary
3. Field Elementary
4. McKinley Elementary/Middle
5. Norma Coombs
6. Sierra Madre Elementary Upper/Lower Campus
7. Eliot
8. Washington K-5
9. Washington 6-8

Hathaway/Sycamores

1. Longfellow Elementary
2. Madison Elementary
3. Pasadena High School
4. Webster Elementary



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Addressing Discrimination, Harassment, Intimidation, or Bullying

Every student is entitled to a safe school environment free from: discrimination, harassment, intimidation and bullying. The District's Policy on Bullying can be accessed on the District's website. Copies are available in the school office.

1. The District prohibits bullying. This includes, but is not limited to: discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race, or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900 (r)
2. School personnel must immediately intervene (e.g. to commence an investigation within 24 hours of receiving a notification, 48 hours for school personnel to provide an update to parent/guardian of involved student(s) if they witness an act of discrimination, harassment, intimidation or bullying provided it is safe to do so.
3. Acts of discrimination, harassment, intimidation, or bullying should be brought to the attention of the principal.
4. You may make an anonymous complaint by contacting the principal or the Director of Child Welfare, Attendance, and Safety. If there is sufficient corroborating information, the District will commence an investigation.
5. Complaints of discrimination, harassment, intimidation or bullying will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
6. Students who violate the District's policies on discrimination, harassment, intimidation or bullying may be subject to discipline, including suspension and expulsion.
7. The District prohibits retaliation against individuals who make complaints of discrimination, harassment, intimidation, bullying or provide information related to such complaints.
8. Students and parents also may contact the District's Office of Child Welfare, Attendance and Safety, at (626)396-3600, extension 88238.





PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Active Response to Safety

Threat Assessment and Responding

Definition of a threat/ Steps to identify
Transient and Substantive Threat
Responding to transient threats
Responding to substantive threats

Child Abuse Reporting

Child Abuse and Neglect Reporting Act (CANRA)
Who must report?
Failing to Report
Reasonable Suspicions
How to Report
Confidentiality

Intervening with Suicidal Youth

Instructions for Crisis Teams
Assessing Risk in Suicidal Students
Questions, Indicators, Levels of Risk and Interventions
Interventions for Crisis Teams
Signs of Self Injury
Suggestions for School Personnel to Limit Contagion
Suicide Severity Rating Scale (see Appendix)

Bullying

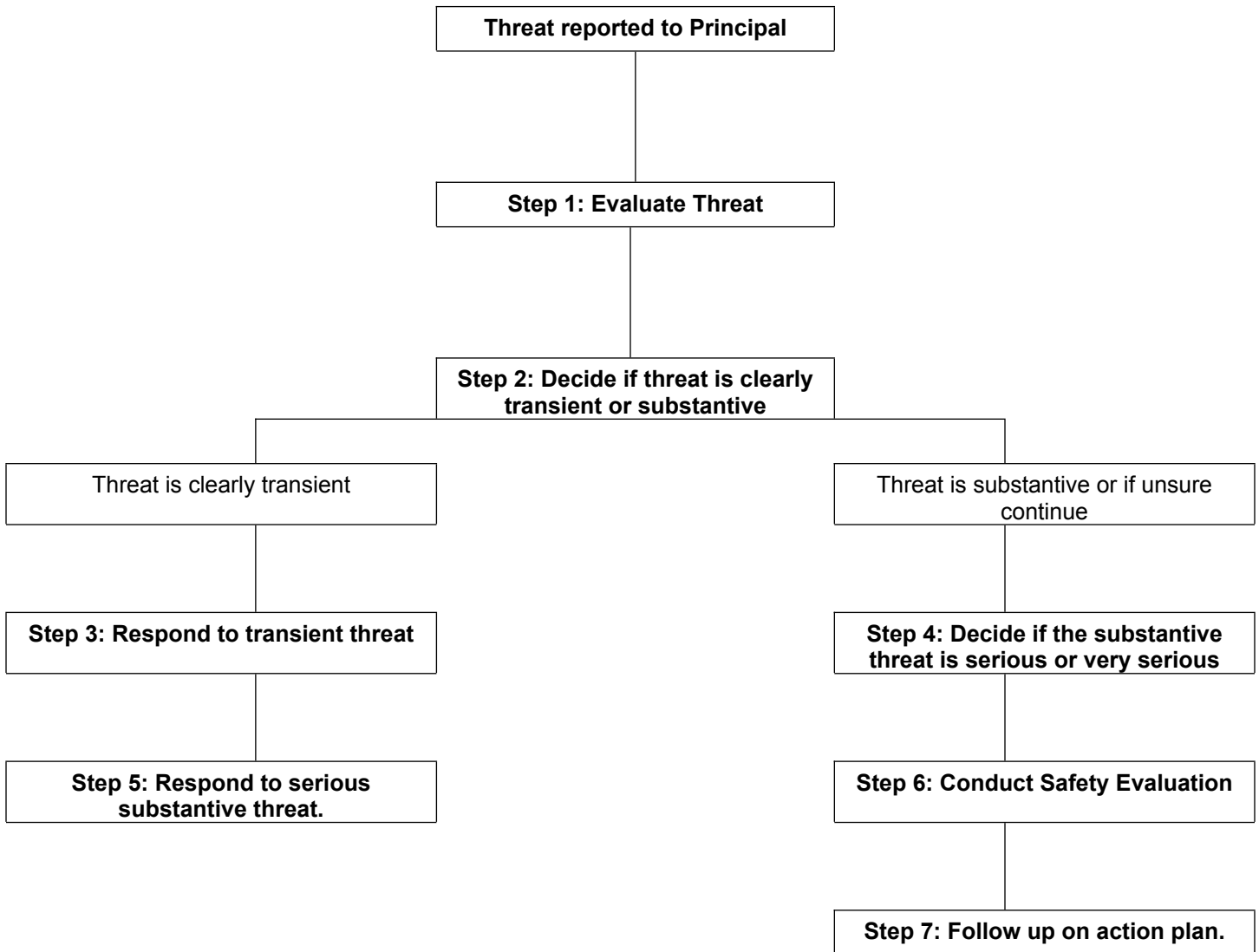
Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



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CHILD WELFARE, ATTENDANCE & SAFETY

Threat Assessment Addendum





PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

What is a threat?

A threat is an expression of intent to harm someone

Types of Threats

Transient threats-

- Expression of intent to harm
- Express temporary feelings of anger/frustration
- Usually can be resolved on the scene or in the office
- After resolution, threat no longer exists
- Usually end with clarification

Substantive threats

- Express intent to physically injure someone beyond the immediate situation
- There is at least some risk the student will carry out the threat
- Require protective action
- May be legal violations and require police consultation

Identifying threats as transient or substantive

Step 1: Evaluate the threat

- Obtain an account from the student and witnesses
- Document the type of threat
- Obtain student's explanation of the threat's meaning/intention
- Obtain witness perceptions of the threat's meaning/intention
- Document your evaluation in writing

Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

Step 3: Responses to a transient threat

- No need to take safety precautions
- Threat is resolved through explanation, apology, etc.
- Provide counseling and education if appropriate
- Administer discipline if appropriate

Step 4: Responses to substantive threat

- Take precautions to protect potential victims
- May consult with law enforcement
- Notify and interview the students who made the threat's parents
- Specifically warn victims and parents
- Discipline student for threat
- Determine appropriate intervention for student
- Follow up to verify that threat has been resolved



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Active Shooter Situations: Responding to an Active Shooter Situation

During an active shooter situation, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire, and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned and commit to action. There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter in order to survive and protect others from harm.²⁹

As the situation develops, it is possible that you will need to use more than one option. During an active shooter situation, individuals will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, they will often have to rely on their own judgment to decide which option will best protect lives.

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2011, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.³⁰ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.³¹ These studies highlight this delayed response or denial. For example, some people report hearing firecrackers, when in fact they heard gunfire.

Train staff and students to overcome denial and to respond immediately. For example, train students and staff to recognize the sounds of danger, act, and forcefully communicate the danger and necessary action (e.g., "Gun! Get out!"). In addition, those closest to the public-address or other communications system, or otherwise able to alert others, should communicate the danger and necessary action. Repetition in training and preparedness shortens the time it takes to orient, observe, and act.

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible.

Run

If it is safe to do so, the first course of action that should be taken is to run out of the building and move far away until you are in a safe location.

Students and staff should be trained to:

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with access and functional needs;
- Avoid escalators and elevators;
- Take others with them but not to stay behind because others will not go;
- Call 911 when safe to do so; and
- Let a responsible adult know where they are.

Hide

If running is not a safe option, hide in as safe a place as possible.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition

Lock the doors;



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Barricade the doors with heavy furniture;

Close and lock windows, and close blinds or cover windows;

Turn off lights;

Silence all electronic devices;

Remain silent;

Use strategies to silently communicate with first responders if possible, (e.g., in rooms with exterior windows make signs to silently signal law enforcement and emergency responders to indicate the status of the room's occupants);

Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room); and

Remain in place until given an all clear by identifiable law enforcement.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, chairs, etc. In a study of 41 active shooter events that ended before law enforcement arrived, the potential victims stopped the attacker themselves in 16 instances. In 13 of those cases, they physically subdued the attacker.³²

While talking to staff about confronting a shooter may be daunting and upsetting for some staff, they should know that they may be able to successfully take action to save lives. To be clear, confronting an active shooter should never be a requirement of any IHE employee's job; how each individual chooses to respond if directly confronted by an active shooter is up to him or her. Further, the possibility of an active shooter situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement.

Source: The U.S. Department of Education's REMS TA Center



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INTERVENING WITH SUICIDAL YOUTH

Instructions for Crisis Teams

1. Supervise the student and assign a "designated reporter." Ideally, the chain of supervision begins with the perceptive, trained gatekeeper who escorts the student directly to the attention of a school crisis team member who will serve as the "designated reporter". This is typically a school psychologist, counselor, social worker or nurse who has been trained to conduct suicide risk assessment. Under no circumstances should the student be allowed to leave school or be alone (even in the restroom) until a risk assessment has been completed and a plan has been generated. It may be appropriate to solicit the aid of collaborators to monitor the child while the crisis team member seeks a phone in private.
2. Collaborate with administration or crisis team personnel. Many potentially difficult decisions will have to be made and having the support and consultation from an administrator and one other staff member (perhaps the school psychologist, nurse, counselor, or social worker) is both reassuring and prudent.
3. Warn parents or protective services. Whether a child/adolescent is assessed to be low, moderate or high risk, parents or protective services must be notified in a timely fashion by the "designated reporter".
4. Provide resources to parents. Provide parents with additional school-site and local mental health resources as appropriate.
5. Utilize law enforcement when appropriate. All school crisis teams should have a representative from local law enforcement. If a student resists, becomes combative or attempts to flee, law enforcement can be of invaluable assistance. In some cases they can assume responsibility for securing a "72-hour hold" which will place the youth in protective custody up to three days for psychiatric observation.



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Assessing Risk in Suicidal Students

Questions to ask students:

- Has the student thought about suicide (thoughts or threats alone, whether direct or indirect, may indicate LOW risk)?
- Have they tried to hurt themselves before (previous attempts, repetitive self-injury may indicate MODERATE risk)?
- Do they have a plan to harm themselves (the greater the planning, the greater the risk)?
- What method are they planning to use and do they have access to the means (these questions would indicate HIGH risk)?

Questions to ask parents, teachers, and staff

- What warning sign(s) initiated the referral?
- Has the student demonstrated abrupt changes in behavior?
- What is the support system that surrounds this child (the more the student feels isolated and alone, the greater the risk)?
- Is there a history of mental illness (depression, alcohol and substance abuse, conduct or anxiety disorder, co-morbidity)?
- Is there a history of recent losses, trauma, or victimization?

Questions, Indicators, Levels of Risk and Interventions

Low Risk (Ideation)

- Sample student question: Have you ever thought about suicide (harming yourself)?
- Other indicators: current or recent thoughts, signs of depression, direct or indirect threats, sudden changes in personality, friends, behaviors, evidence of self-harm in written or artwork; dark internet websites and chats.
- Actions: Reassure and supervise student; warn parent; assist in connecting with school and community resources; suicide-proof environments; mobilize a support system; develop a safety plan that identifies caring adults, appropriate communication and coping skills and resource numbers.
- Document all actions.

Moderate Risk (Current ideation and previous behaviors)

- Sample student question: Have you ever tried to kill (hurt yourself) before?
- Other indicators: previous attempt; recent mental health hospitalizations; recent trauma (losses, victimization); recent medications for mood disorders; alcohol and substance addiction; running into traffic or jumping from high places; repetitive self-injury.
- Actions: See high risk.
- Document all actions

High Risk (Current plan and access to method)

- Sample student question: Do you have a plan to kill (harm) yourself today?
- Other indicators: current plan with method/access; finalizing arrangements; giving away prized possessions or written/emailed good bye notes; refusal to agree to a safety plan.



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Actions

- Supervise student at all times (including restrooms).
- Notify and hand off student ONLY to:
 - Parent or guardian who commits to seek an immediate mental health assessment.
 - Law Enforcement
 - Psychiatric mobile responder.
- Document all actions.
- Prepare a re-entry plan. All students returning from mental health hospitalization should have a re-entry meeting where parents, school and community mental health personnel make appropriate follow up plans.

General Interventions for Crisis Teams

Crisis Preparedness

- Educate/train staff in warning signs of self-injury.
- Develop referrals procedures and resources at your school site. You may also work with the Office of Child Welfare, Attendance and Safety to get updated mental health resources.

Procedures for School Mental Health Personnel

- Assess for suicide risk. While students who self-injure are generally low risk for suicide they often have complex mental health histories.
- Warn and involve parents if active wounds appear or student assesses at any risk level for suicide.
- Utilize school/community resources. Tighten the circle of care by obtaining appropriate signed releases of information.
- Document all actions.
- Encourage appropriate coping and problem-solving skills, do not discourage self-harm.
- Identify caring adults at school and appropriate replacement skills utilizing "No Harm Agreements".
- Teach substitute positive behaviors (i.e. rubber bands, ice), communication skill building journaling, help seeking behavior), reduction of tension (exercise/stress management), limiting isolation, regulation of emotions and distress tolerance.

Signs of Self Injury (SI)

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs, abdomen)
- Secretive behaviors, spending unusual amounts of time in the student bathroom or isolated areas on campus.
- Bruises on the neck, headaches, red eyes, ropes/clothing/belts tied in knots (signs of the "Choking Game").
- General signs of depression, social-emotional isolation and disconnectedness.
- Possession of sharp implements (razor blades, shards of glass, thumb tacks, clips).
- Evidence of self-injury in work samples, journals, art projects.
- Risk taking behaviors such as gun play, sexual acting out, jumping from high places or running into traffic.

Suggestions for School Personnel: Do

- Connect with compassion, calm and caring.
- Understand that this is his/her way of coping with pain.
- Refer and offer to go with the student to your school counselor, psychologist, social worker or nurse.
- Encourage participation in extracurricular activities and outreach in the community (e.g. volunteering with animals, nursing homes, tutoring or mentoring).
- Discover the student's strengths.



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Suggestions for School Personnel: Don't

- Discourage self-injury; threaten hospitalization, use punishment or negative consequences.
- Act shocked, overreact, say or do anything to cause guilt or shame.
- Publicly humiliate the student or talk about their SI in front of class or peers.
- Agree to hold SI behavior confidential.
- Make deals or promises you can't keep in an effort to stop SI.

Suggestions for School Personnel to Limit Contagion

SI behaviors are imitated and can spread across grade levels, schools/campuses, clubs, and peer groups.

- Each student should be assessed and triaged individually. If the activity involves a group "rite of togetherness," the peer group should be identified and each student interviewed separately. When numerous students within a peer group are referred, assessment of every student will often identify an "alpha" student whose behaviors have set the others off. The "alpha" student should be assessed for more serious emotional disturbance. While most students participating in a group event will assess at low risk, identifying moderate and high risk students and targeting them for follow up is critical.
- Respond individually but try to identify friends who engage in SI.
- School mental health professionals should refrain from running specific groups that focus on cutting rather focusing on themes of empowerment, exercise/tension relief and grief resolution.
- Health educators should reconsider the classroom presentation of certain books, popular movies, and music videos that glamorize such behaviors and instead seek appropriate messages in the work of popular artists.
- Monitor the internet chat and websites
- SI should not be discussed in detail in school newspapers or other student venues. This can serve as a "trigger" for individuals who SI.
- Those who SI should be discouraged from revealing their scars because of issues of contagion. This should be discussed and explained and enforced.
- Educators must refrain from school wide communications in the form of general assemblies or intercom announcements that address self-injury.
- In general, designated person should be clear with the student that although the fact of SI can be shared, the details of what is done and how, should not be shared as it can be detrimental to the well-being of the student's friends.
- Prepare a re-entry plan. All students returning from mental health hospitalization should have a re-entry meeting where parents, school and community mental health personnel make appropriate follow up plans.

PET Team: 800-854-7771

Psychiatric Mobile Response Team: 626-258-2004

Adapted from:

Lieberman R., Toste, J.R., & Heath N.L. (2008). Prevention and Intervention in the schools.

M.K. Nixon M.K. & Heath, N. Self-injury in youth: The essential guide to assessment and intervention. New York, NY: Routle

Thomas A. & Grimes J., Best practices in school psychology V. Bethesda, MD: National Association of School Psychologists.

Intervening with Suicidal Youth content:

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CHILD WELFARE, ATTENDANCE & SAFETY

Child Abuse Reporting

The California Child Abuse and Neglect Reporting Act ("CANRA," Penal Code sections 11164-11174.4) requires certain professionals, known as mandated reporters, to report known or suspected instances of child abuse or neglect to law enforcement.

Who must report - Mandated reporters

- Teachers
- Instructional aides, teacher's aides, or instructional assistants
- Classified employees of any public school
- Administrators or employees of organizations whose duties require direct contact and supervision of children
- Licensees, administrators, or employees of a licensed community care or child day care facility.

Failing to report Child Abuse

- It's a crime
- Failure to report can result in a demotion, dismissal, and revocation of credentials.
- By not reporting and only informing your school site administrator of suspected abuse does not release you of your obligation to file a report as a mandated reporter.
- Criminal liability: You may be guilty of a misdemeanor – punishable by up to six months in jail or by a fine of \$1,000 or both.
- Civil Liability: Cost of defense or related damages the child incurs

Reasonable Suspicion

Reasonable suspicion of child abuse means that, after examining all the facts in the situation, most people with comparable professional training and experience in a similar position, would also suspect abuse. In other words, when you have any information that would lead a reasonable person to suspect abuse, you are required by law to make a report. This does not mean that you have to have conclusive proof of child abuse; just that you have a reason to believe it might be happening.

When in doubt call: 800-540-4000 or local police

How to report

Immediately or as soon as possible by telephone

- Pasadena Police department: 626-744-4241
- Sierra Madre Police department: 626-355-7135
- Altadena Sheriff station: 626-798-1131
- (PUSD) Child, Welfare, Attendance & Safety: 626-396-3600, extension 88230
- You must make a report even if some information is not known or is uncertain. Cross report, don't always assume the authorities will do it.

Also, in writing

- Within 36 hours of your initial telephone report
- To Child Protective Services
- Keep your copy, maintain redacted copy in Main office, and send redacted copy to CWAS

Confidentiality

Mandated reports are confidential and may be disclosed only among agencies receiving, investigating, and prosecuting.



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CHILD WELFARE, ATTENDANCE & SAFETY

If the police or a child protective worker discloses to anyone that you made a report, report to CWAS to follow up with a call to their supervisor.



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Bullying Assessment Flow Chart

Interview all students involved in the incident. What happened between you two? How did it start? Did you tell him/her to stop? Is there anything you did that might have contributed to the incident?		
Was this possibly a crime? Was there physical contact or injury, or property damage?	Yes	Contact the police Let them investigate and decide whether a crime has occurred. Notify parents
	Respond to bullying <ol style="list-style-type: none">1. Educate2. Encourage3. Conflict Resolution (if applicable; non disciplinary offences)4. Discipline (for repeat/egregious offenses)5. Monitor and Follow-Up	



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CHILD WELFARE, ATTENDANCE & SAFETY

Transient Typical Initial Interview Questions

1. Do you know why I wanted to talk to you?
2. What happened today when you were [place of incident]
3. What exactly did you say and do?
4. What did you mean when you said/did that?
5. How do you think [person threatened] feels about what you said?
6. What was the reason you said that?
7. What are you going to do now?

Typical Witness Questions

1. What happened today when you were [place of incident]
2. What exactly did [student who made threat] say and do?
3. What do you think he/she meant?
4. How do feel about what he/she said?
5. Why did he/she say that?

Substantive Key Questions

1. What are the student's motives of goals
2. Any communications of intent to attack?
3. Any inappropriate interest in other attacks, weapons, or mass violence?
4. Any attack-related behaviors? Making a plan, acquiring weapons, casing sites, etc.
5. Does the student have the capacity to attack?
6. Is there hopelessness or despair?
7. Any trusting relationship with an adult?
8. Is violence regarded as a way to solve a problem? Any peer influences?
9. Are student's words consistent with actions?
10. Are others concerned about student?
11. What circumstances might trigger violence?

When in doubt, treat threats as substantive

Adapted from:
Browning, Wright, D. (2013). Threat Assessment Training.



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

**COLUMBIA-SUICIDE SEVERITY
RATING SCALE
(C-SSRS)**

Lifetime Recent - Clinical

Version 1/14/09

**Posner, K.; Brent, D.; Lucas, C.; Gould, M.; Stanley, B.; Brown, G.; Fisher, P.; Zelazny, J.;
Burke, A.; Oquendo, M.; Mann, J.**

Disclaimer:

This scale is intended to be used by individuals who have received training in its administration. The questions contained in the Columbia-Suicide Severity Rating Scale are suggested probes. Ultimately, the determination of the presence of suicidal ideation or behavior depends on the judgment of the individual administering the scale.

*Definitions of behavioral suicidal events in this scale are based on those used in **The Columbia Suicide History Form**, developed by John Mann, MD and Maria Oquendo, MD, Conte Center for the Neuroscience of Mental Disorders (CCNMD), New York State Psychiatric Institute, 1051 Riverside Drive, New York, NY, 10032. (Oquendo M. A., Halberstam B. & Mann J. J., Risk factors for suicidal behavior: utility and limitations of research instruments. In M.B. First [Ed.] Standardized Evaluation in Clinical Practice, pp. 103 -130, 2003.)*

For reprints of the C-SSRS contact Kelly Posner, Ph.D., New York State Psychiatric Institute, 1051 Riverside Drive, New York, New York, 10032; inquiries and training requirements contact posnerk@nyspi.columbia.edu

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SUICIDAL IDEATION			
<p>Ask questions 1 and 2. If Both are negative, proceed to "Suicidal Behavior" section. If the answer to question 2 is "yes", ask questions 3, 4, and 5. If the answer to question 1 and/or 2 is "yes", complete "Intensity of Ideation" section below.</p>		Lifetime Time He/She Felt Most Suicidal	Past 1 Month
<p>1. Wish to be Dead. Subject endorses thoughts about a wish to be dead or not alive anymore, or wish to fall asleep and not wake up. Have you wished you were dead or wished you could go to sleep and not wake up?</p> <p>If yes, describe:</p>		<div style="display: flex; justify-content: space-around;"> Yes No </div>	<div style="display: flex; justify-content: space-around;"> Yes No </div>
<p>2. Non-Specific Active Suicidal Thoughts General non-specific thoughts of wanting to end one's life/commit suicide(e.g. "I've thought about killing myself") without thoughts of ways to kill oneself/associated methods, intent, or plan during the assessment period. Have you actually had any thought of killing yourself?</p> <p>If yes, describe:</p>		<div style="display: flex; justify-content: space-around;"> Yes No </div>	<div style="display: flex; justify-content: space-around;"> Yes No </div>
<p>3. Active Suicidal Ideation with Any Methods (Not Plan) without Intent to Act Subject endorses thoughts of suicide and has thought of at least one method during the assessment period. This is different than a specific plan with time, place or method details worked out (e.g., thought of method to kill self but not a specific plan). Includes person who would say, "I thought about taking an overdose but I never made a specific plan as to when, where or how I would actually do it...and I would never go through with it." Have you been thinking about how you might do this?</p> <p>If yes, describe:</p>		<div style="display: flex; justify-content: space-around;"> Yes No </div>	<div style="display: flex; justify-content: space-around;"> Yes No </div>
<p>4. Active Suicidal Ideation with Some Intent to Act, without Specific Plan Active suicidal thoughts of killing oneself and subject reports having <u>some intent to act on such thoughts</u>, as opposed to "I have the thoughts but I definitely will not do anything about them." Have you had these thoughts and had some intention of acting on them?</p> <p>If yes, describe:</p>		<div style="display: flex; justify-content: space-around;"> Yes No </div>	<div style="display: flex; justify-content: space-around;"> Yes No </div>
<p>5. Active Suicidal Ideation with Specific Plan and Intent Thoughts of killing oneself with details of plan fully or partially worked out and subject has some intent to carry it out. Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</p> <p>If yes, describe:</p>		<div style="display: flex; justify-content: space-around;"> Yes No </div>	<div style="display: flex; justify-content: space-around;"> Yes No </div>
INTENSITY OF IDEATION			



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CHILD WELFARE, ATTENDANCE & SAFETY

<p><i>The following features should be rated with respect to the most severe type of ideation (i.e., 1-5 from above, with 1 being the least severe and 5 being the most severe). Ask about time he/she was feeling the most suicidal.</i></p>		Most Severe	Most Severe
<p>Lifetime – Most Severe Ideation -</p>			
Type # (1-5)	Description of Ideation		
<p>Recent- Most Severe Ideation -</p>			
Type # (1-5)	Description of Ideation		
<p>Frequency How many times have you had these thoughts? (1.) Less than once a week (2.) Once a week (3.) 2-5 times in week. (4.) Daily or almost daily (5.) Many times each day</p>			
<p>Duration When you have the thoughts how long do they last? (1.) Fleeting – few seconds or minutes (2.) Less than 1 hour/some of the time (3.) 1-4 hours/a lot of time (4.) 4-8 hours/most of day (5.) More than 8 hours/persistent or continuous</p>			
<p>Controllability Could/can you stop thinking about killing yourself or wanting to die if you want to? (1.) Easily able to control thoughts (2.) Can control thoughts with little difficulty (3.) Can control thoughts with some difficulty (4.) Can control thoughts with a lot of difficulty (5.) Unable to control thoughts (6.) Does not attempt to control thoughts</p>			
<p>Deterrents Are there things – anyone or anything (e.g. family, religion, pain of death) – that stopped you from wanting to die or acting on thoughts of committing suicide? (1.) Deterrents definitely stopped you from attempting suicide. (2.) Deterrents probably stopped you (3.) Uncertain that deterrents stopped you (4.) Deterrents most likely did not stop you (5.) Deterrents definitely did not stop you (6.) Does not Apply</p>			



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Reasons for Ideation

What sort of reasons did you have for thinking about wanting to die or killing yourself? Was it to end the pain or stop the way you were feeling (in other words you couldn't go on living with this pain or how you were feeling) or was it to get attention, revenge, or a reaction from others? Or both?

- (1.) Completely to get attention, revenge or a reaction from others
- (2.) Mostly to get attention, revenge, or a reaction from others
- (3.) Equally to get attention, revenge, or a reaction from others and to end/stop the pain
- (4.) Mostly to end or stop the pain (you couldn't go on living with the pain or how you were feeling)
- (5.) Completely to end or stop the pain (you couldn't go on living with the pain or how you were feeling)
- (6.) Does not Apply



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Suicidal Behavior <i>(Check all that apply, so long as these are separate events; must ask about all types)</i>	Lifetime		Past 3 Months	
Actual Attempt: A potentially self-injurious act committed with at least some wish to die, <i>as a result of act</i> . Behavior was in part thought of as method to kill oneself. Intent does not have to be 100%. If there is any intent/desire to die associated with the act, then it can be considered an actual suicide attempt. There does not have to be any injury or harm , just the potential for injury or harm. If person pulls trigger while gun is in mouth but gun is broken so no injury results, this is considered an attempt. Inferring Intent: Even if an individual denies intent/wish to die, it may be inferred clinically from the behavior or circumstances. For example, a highly lethal act that is clearly not an accident so no other intent but suicide can be inferred (e.g., gunshot to head, jumping from window of a high floor/story). Also, if someone denies intent to die, but they thought that what they did could be lethal, intent may be inferred. Have you made a suicide attempt? Have you done anything to harm yourself? Have you done anything dangerous where you could have died? What did you do? Did you _____ as a way to end your life? Did you want to die (even a little) when you _____? Were you trying to end your life when you _____? Or Did you think it was possible you could have died from _____? Or did you do it purely for other reasons / without ANY intention of killing yourself (like to relieve stress, feel better, get sympathy, or get something else to happen)? (Self-Injurious Behavior without suicidal intent) If yes, describe:	Yes	No	Yes	No
Has subject engaged in Non-Suicidal Self-Injurious Behavior?	Yes	No	Yes	No
Interrupted Attempt: When the person is interrupted (by an outside circumstance) from starting the potentially self-injurious act (<i>if not for that, actual attempt would have occurred</i>). Overdose: Person has pills in hand but is stopped from ingesting. Once they ingest any pills, this becomes an attempt rather than an interrupted attempt. Shooting: Person has gun pointed toward self, gun is taken away by someone else, or is somehow prevented from pulling trigger. Once they pull the trigger, even if the gun fails to fire, it is an attempt. Jumping: Person is poised to jump, is grabbed and taken down from ledge. Hanging: Person has noose around neck but has not yet started to hang - is stopped from doing so. Has there been a time when you started to do something to end your life but someone or something stopped you before you actually did anything? If yes, describe:	Yes	No	Yes	No
Aborted or Self-Interrupted Attempt: When person begins to take steps toward making a suicide attempt, but stops themselves before they actually have engaged in any self-destructive behavior. Examples are similar to	Yes	No	Yes	No



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<p>interrupted attempts, except that the individual stops him/herself, instead of being stopped by something else.</p> <p><i>Has there been a time when you started to do something to try to end your life but you stopped yourself before you actually did anything?</i></p> <p>If yes, describe:</p>	Total # of Aborted or Self Interrupted	Total # of Aborted or Self Interrupted								
<p>Preparatory Acts or Behavior: Acts or preparation towards imminently making a suicide attempt. This can include anything beyond a verbalization or thought, such as assembling a specific method (e.g., buying pills, purchasing a gun) or preparing for one's death by suicide (e.g., giving things away, writing a suicide note).</p> <p><i>Have you taken any steps towards making a suicide attempt or preparing to kill yourself (such as collecting pills, getting a gun, giving valuables away or writing a suicide note)?</i></p> <p>If yes, describe:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Yes</td> <td style="width: 50%; border-bottom: 1px solid black;">No</td> </tr> <tr> <td style="text-align: center; padding-top: 10px;">Total # of Preparatory Acts</td> <td></td> </tr> </table>	Yes	No	Total # of Preparatory Acts		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">Yes</td> <td style="width: 50%; border-bottom: 1px solid black;">No</td> </tr> <tr> <td style="text-align: center; padding-top: 10px;">Total # of Preparatory Acts</td> <td></td> </tr> </table>	Yes	No	Total # of Preparatory Acts	
Yes	No									
Total # of Preparatory Acts										
Yes	No									
Total # of Preparatory Acts										



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	Most Recent Attempt Date:	Most Lethal Attempt Date:	Initial/First Attempt Date:
Actual Lethality/Medical Damage: 0. No physical damage or very minor physical damage (e.g., surface scratches). 1. Minor physical damage (e.g., lethargic speech; first-degree burns; mild bleeding; sprains). 2. Moderate physical damage; medical attention needed (e.g., conscious but sleepy, somewhat responsive; second-degree burns; bleeding of major vessel). 3. Moderately severe physical damage; <i>medical</i> hospitalization and likely intensive care required (e.g., comatose with reflexes intact; third-degree burns less than 20% of body; extensive blood loss but can recover; major fractures). 4. Severe physical damage; <i>medical</i> hospitalization with intensive care required (e.g., comatose without reflexes; third-degree burns over 20% of body; extensive blood loss with unstable vital signs; major damage to a vital area). 5. Death	<i>Enter Code</i>	<i>Enter Code</i>	<i>Enter Code</i>
Potential Lethality: Only Answer if Actual Lethality=0 Likely lethality of actual attempt if no medical damage (the following examples, while having no actual medical damage, had potential for very serious lethality: put gun in mouth and pulled the trigger but gun fails to fire so no medical damage; laying on train tracks with oncoming train but pulled away before run over). 0 = Behavior not likely to result in injury 1 = Behavior likely to result in injury but not likely to cause death 2 = Behavior likely to result in death despite available medical care	<i>Enter Code</i>	<i>Enter Code</i>	<i>Enter Code</i>



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

District COVID-19 Safety Handbook



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F I T

Facility Inspection Tool Guidebook



CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING





PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

PREFACE

In 2007, the Office of Public School Construction (OPSC), with the assistance of stakeholders, developed the Facility Inspection Tool (FIT) to replace the Interim Evaluation Instrument (IEI), which was adopted in response to the *Williams* lawsuit settlement agreement reached in 2004. The FIT is a significant document for school facility professionals because it establishes a permanent and objective tool to evaluate the condition of school facilities, and all public school districts and county offices of education in California must use the FIT to determine if their school facilities are in “Good Repair” as defined in Education Code Section 17002(d) (1).

Although the FIT was a very useful document, practitioners in the field had expressed the need for a user guide that could assist them to “fill in the blanks” when conducting school facility inspections. To address this need, the Coalition for Adequate School Housing (CASH) developed a FIT guidebook that provided practical information, specific examples and useful “tips” on how to best utilize the FIT.

Since 2007, the FIT and CASH FIT Guidebook have become widely-used and valuable tools for school maintenance and facility departments, and county offices of education across California. While these documents have proven to be very useful tools, ten years have passed, and much has changed in California. This updated CASH FIT Guidebook incorporates these changes.

In 2012 California’s school finance system underwent a radical change with the creation of the Local Control Funding Formula (LCFF) and its Local Control Accountability Plan (LCAP). In the transition to the LCFF, “Categorical Programs” were eliminated and merged with LCFF Base Funding. For school maintenance and facility departments, this means that the Deferred Maintenance Program funding (averaging about \$250 million annually), and the required local match, are no longer earmarked for school maintenance.

While the dedicated funding has been removed, the statutory requirement to maintain schools in “Good Repair” has been incorporated into LCAP’s “Priority 1/Basic Services.” This requirement can provide the basis for district maintenance departments to request adequate funding to meet the needs of students. The FIT and CASH FIT Guidebook continue to be key tools and resources for school maintenance and facility departments in California to achieve this goal.

The 2017 CASH FIT Guidebook Update Committee’s goal was to ensure that the Guidebook retained the basic architecture of the first version, but was updated to reflect the significant changes in State maintenance funding and programs, new requirements as a result of Federal and State legislation, and updated resources.

Since 2007 the order of the fifteen building system categories on the FIT has been reordered, so this updated version has also been reordered to reflect this change. In addition to the expertise of Committee members, we also sought input from M&O directors at county offices of education meetings, CASH Maintenance Network Workshops, and at the CASH Annual Conference in 2017 to ensure that the document was responsive to the concerns of practitioners. We have also sought the expertise of CASH Maintenance Management Certificate Program (CMMCP) graduates, who have become statewide leaders and experts in school maintenance.

Specifically, the updated version of the Guidebook includes additional information and best practices on how to address new and emerging school maintenance issues. Many of the issues in the “Beyond the FIT” category that were cutting edge in 2004 are now a regular part of school maintenance practices, so an effort was made to ensure districts continue to utilize up-to-date maintenance practices. The Guidebook also now addresses the importance of communicating about the need for, and benefits of, proper maintenance in the context of the LCAP world.



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PREFACE

The CASH FIT Guidebook is intended as a supplement to the FIT and provides additional resources for identifying and addressing maintenance problems and establishing best practices in each FIT category. Mirroring the organization of the FIT, this guidebook provides the following information in each facility inspection category:

- I. Overview - Health and Safety Impacts of Facility Systems and/or Structures
- II. Facility Inspection Tool - Practical Tips on How to Conduct a FIT-Based Inspection
- III. Beyond the FIT - Identify and Address Health and Safety Problems Required by the FIT
- IV. Facilities Best Practices - Recommendations for M&O Best Practices
- V. Resources - Additional Resources and Information

CASH would like to extend our appreciation to those who participated in this project – their commitment of significant time and effort is the reason that this project has been successful. The individuals who served or participated on the Committee include:

- Joe Dixon, SmartSchoolHouse, LLC (Co-Chair)
- Alex Parslow, PBK (Co-Chair)
- Jema Estrella, Los Angeles County Office of Education
- Andy Perez, Fresno County Superintendents of Schools
- Dennis Zeigler, Lake Elsinore Unified School District
- Joseph Conrad Luis, California School Inspections
- Steve Turner, Mendocino County Office of Education

CASH would like to thank you for your interest in this document. School maintenance is vital to ensuring that California's schools are clean, safe, and functional, and that school facilities and sound maintenance practices continue to provide a positive contribution to teaching and learning. We hope that this updated document will be a useful resource for school district maintenance and operations departments, as well as county offices of education, as we all strive to ensure that every single child in California attends a school that is clean, safe, and functional.

Don Ulrich
Chair, Coalition for Adequate School Housing
October 2017

¹ The following references summarize research on the connection between school facilities and academic performance:
1) <http://www.21csf.org/csf-home/Documents/ResearchImpactSchoolFacilitiesFeb2010.pdf>
2) <http://www.ncef.org/resource-lists/impact-facilities-learning-research-studies>



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HOW TO USE THE FACILITIES INSPECTION TOOL (FIT) AND THE CASH FIT GUIDEBOOK

Serving as the uniform definition of Good Repair, the Facility Inspection Tool (FIT) is intended to be used by school officials, county offices of education, students, teachers, and parents to aid in ensuring that all California school children have access to clean, safe, and functional school facilities. Intended as a visual inspection tool, fifteen components are evaluated as part of the FIT. Additionally, the FIT includes a rating system to evaluate each component, and ranks the overall condition of the school. The CASH FIT Guidebook is intended as a supplemental reference guide for school districts and county offices of education which provides additional resources, best management practices and suggestions for going "Beyond the FIT."

Local Education Agencies (LEAs) are required to at least annually inspect their schools. These inspections can be performed by any qualified person either within the organization or outside the organization. Please note, however, that LEAs are ultimately responsible for the accuracy and completion of their schools' entire Facility Inspection. Therefore, LEAs need to be diligent in their decision on the qualifications of the inspector to ensure the accuracy of the report.

Utilizing the Facility Inspection Tool Guidebook, inspectors need access to every room on a school campus, making note of deficiencies as described in the Guidebook. These deficiencies are entered on the Office of Public School Construction (OPSC) "Facility Inspection Tool (FIT) School Facility Conditions Evaluation" matrix which results in a score for that school. It is imperative that systems are in operation, such as heating, ventilating, and air conditioning, so the inspectors can ascertain the functionality. This may require inspections during regular hours of the school day.

Since this is a snapshot of the conditions at a particular time, the inspector will need access to those places that have identified deficiencies. Because identified deficiencies need to be resolved as soon as possible to meet the Good Repair standard of clean, safe, and functional, LEAs are encouraged to prioritize the correction of deficiencies within their operations. Special attention to recurring deficiencies need to be identified so corrective actions can be accomplished.

The following chart provides guidance on the various uses of the FIT:

School Districts

- Completing the school facility section of the School Accountability Report Card (SARC) for all district schools -- Education Code (EC) 33126(b)
- Establishing a Facilities Inspection System (FIS) after July 1, 2005 for all schools, if participating in the School Facility Program (SFP) or Deferred Maintenance Program (DMP) to ensure each school is maintained in "Good Repair" -- EC 17070.75(e)

County Offices of Education

- Completing the school facility section of the SARC for all schools -- EC33126(b)
- Establishing a FIS after July 1, 2005 for all county operated schools, if participating in the SFP or DMP -- EC Section 17070.75(e)
- Oversight responsibilities at API deciles 1-3 schools -- EC 1240(c)

Source: www.opsc.dgs.ca.gov/Programs/SABPrograms/GRS.htm (last visited, January 28, 2008)

Before beginning an inspection, read the official FIT user instruction on pages 1-2 of the FIT carefully and consult them as you proceed (see Appendix 1). It is important to note that the lists of examples in each section of the Good Repair Standard are not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."



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HOW TO USE THE FACILITIES INSPECTION TOOL (FIT) AND THE CASH FIT GUIDEBOOK

Likewise, while some critical conditions are identified as “extreme deficiencies” with underlined text followed by an (X) on the Good Repair Standard, the list is not exhaustive. If a deficiency requires immediate attention and, if left unmitigated could cause severe and immediate injury, illness or death of the occupants, evaluators should record this deficiency as an “extreme deficiency” and generate a poor rating.

Integrating Facility Needs and Improvements Into Your LCAP

The Local Control Accountability Plan is a Three-Year Plan, revised annually. The following process is intended to be repeated and built upon each year. Objectives:

1. Document Facility Conditions
 - a. Utilize the CASH Facility Inspection Tool (FIT) Guidebook to document accomplishments, annual progress toward goals and needs.
 - b. Use the CASH FIT Guidebook data to populate your Major Maintenance Plan for at least three years forward.
2. Communicate and Educate Stakeholders
 - a. Identify school facility stakeholders (staff, administration, principals, teachers, parents and taxpayers).
 - b. Inform stakeholders of current conditions and progress on goals.
 - c. Educate stakeholders on the documented contribution well-maintained facilities make toward meeting your district’s LCAP goals for student achievement and teacher success. Provide specific examples tailored to your audience.
3. Use the documented correlations to justify your continuing funding needs for Operations, Routine Preventive Maintenance and Deferred Maintenance reserves in LCAP terms.

County Offices of Education Important Part of the LCFF/LCAP Process

Since the *Williams* settlement, county offices of education have been responsible for overseeing district FIT inspections. In addition, county offices of education play an important role in the LCAP process as they are responsible for approving the LCAPs and budgets for school districts within their county, and for posting them on their website for the purpose of public transparency. LCAPs are a critical part of the LCFF because schools use the state-approved LCAP template to develop a plan that includes annual goals and actions that will be implemented to meet eight State priorities, and describe the related budget. As a result of these key roles, county offices of education are an important part of the process of achieving Good Repair.

SCHOOL VIOLENCE PREVENTION AND DISASTER PREPAREDNESS

The first responsibility of all school administrators is to keep their learning environment safe and secure, and a district’s Comprehensive School Safety Plan (Safety Plan) is a key part of realizing this critical objective.

Although not required by state law, many school districts and county offices of education include Emergency Response (natural or manmade disaster preparedness) and Active Shooter (school violence) protocols and procedures in their Safety Plans. CASH highly encourages school maintenance departments to ensure your Safety Plan is updated and includes Emergency Response and Active Shooter resources and procedures to ensure a safe learning environment.



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FUNDING YOUR SCHOOL MAINTENANCE PROGRAM

Prior to the Local Control Funding Formula (LCFF), state funding and programs were available to fund school maintenance programs such as the Deferred Maintenance Program (DMP) funded in the State Budget and the Emergency Repair Program (ERP) which made \$800 million available to address immediate health and safety projects. The ERP funding has now been exhausted, and under the LCFF the DMP funding was merged with base LCFF funding.

School maintenance departments must now fully engage in their district's LCAP process to ensure adequate resources to support the school's maintenance program and priorities. The requirement to contribute 3% of the district's general fund to the Routine Restricted Maintenance Account (RRMA), while suspended in the first years of LCAP implementation, has returned for projects funded by Proposition 51. In addition, supplemental sources of funding could include the LEA's insurance company; local, state, and federal grants; redevelopment funds; community facilities districts and site funds.

SCHOOL MAINTENANCE DEPARTMENTS NEED A STRONG COMMUNICATION STRATEGY

Public engagement is a fundamental part of all community building efforts. People care about their communities and expect, even demand, a chance to participate in decisions that affect the places where they live, work, learn and play. Engaging in the LCAP process is an opportunity for the facilities, maintenance and operations departments to engage internal and external stakeholders to bring information back to the Board of Education so adequate dollars can be allocated toward improvements and renovations district wide.

The first step is to establish a clear and transparent process when discussing facilities. When holding the first meeting with stakeholders to review and update your FIT document you will need to identify the goals of the stakeholder involvement and make it clear that you value their time and effort in this process. Be honest and transparent in the process and be clear about realistic parameters that must be considered, such as available local and state dollars and how maintenance and operations fits into the larger plan.

Some ideas to gather stakeholder input:

- Create site maps showing the facilities and needs with estimated costs.
- Send surveys and questionnaires to the community for expanded input.
- Host open forums and workshops to gather community input.
- Coordinate outreach efforts with community groups, service organizations, and media outlets.

As the FIT outreach and input moves toward conclusion, it's important to maintain open channels of communication with an established group that is ongoing. The CASH FIT Guidebook is your "tool" to keep the community involved in maintaining schools in a more integrated and transparent process. This process is an informational, problem-solving and action planning activity so you have the right information to bring to your Board of Education so they can understand your particular needs and they can allocate adequate dollars to your maintenance program; it also builds an understanding and ownership of their schools.



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SECTION 1 | GAS LEAKS

I. Overview

Safe school facilities require that gas distribution systems and gas appliances be free from leaks. The piping systems, connections, and appliances need full integrity without signs of corrosion, damage, or dislocation of system components. The health and safety risks of gas leaks are clear and include both the risk of explosion from accidental ignition and the risk of asphyxiation when leaks occur in occupied enclosed spaces.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• All areas (classrooms, assembly areas and outside areas) should be free of the smell of natural gas• If a gas odor is detected, try to determine the source and if it presents an immediate danger	<ul style="list-style-type: none">• <u>Gas odor present (X)</u>
<ul style="list-style-type: none">• There should not be any hissing sounds from potential gas leaks	<ul style="list-style-type: none">• <u>Broken gas pipes (X) – Stop inspection, inform appropriate school administrator</u>
<ul style="list-style-type: none">• Ensure pilot lights are lit on kitchen / classroom stoves and water heaters where accessible	

Tips for filling out the FIT under this category

- This is a major building system that spans the entire school campus, therefore, check for good repair under this section in all areas/classrooms you inspect.
- Do not mark ANY area/classroom as NA in this section.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. The FIT relies upon an inspection team noticing gas odor and/or visual assessment of piping as the basis for a deficiency. Given the potential serious health and safety risks of a gas leak, it is anticipated that leaks that are noted by the inspection team will be repaired immediately by the school district or qualified professional.
2. Plumbers have the lead in both installation and repair of gas distribution systems and gas appliances. They use a simple procedure for locating leaks when they are identified based on odor—the soapy water test. Use a spray bottle filled with soapy water to cover gas pipes and connections. If a leak is present, there will be bubbles coming from the area of the leak.
3. For leaks which may be more difficult to locate, different areas of the system can be isolated and pressure-tested by disconnecting a line or appliance and installing a simple pressure gauge. After reopening the lines with the gauge in place, loss of pressure over time can be identified in the area of the system being checked. Only qualified professionals should perform this procedure.



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SECTION 1 | GAS LEAKS

IV. Facilities Best Practices

1. General
 - a. In general, gas distribution systems do not require extensive regular maintenance. Basic, ongoing visual inspections of piping, valves, and appliance connections should be sufficient. One of the difficulties in maintaining gas systems is that the piping is typically concealed, either underground or inside building walls, floors or ceilings. For piping runs within buildings, or attached to buildings, an important element is to assess the support systems and ensure that no piping is loose or unsupported which can lead to stress on fittings.
 - i. Gas piping on covered walkways/canopies is a concern for many districts. This piping may be more subject to seismic shaking, with resulting damage to fittings. Routing gas lines on overhead canopies should be avoided.
 - ii. Seismic shut-off valves. Every campus gas system needs to be protected with a seismic shut-off valve.
2. Underground Systems
 - a. Older, underground gas distribution piping generally is metal and may be subject to corrosion over time. It is important for district staff to be aware of site soil conditions that may impact underground piping.
 - i. Best practice for upgrading underground systems (or new systems) is the use of high strength plastic pipe and “welded” fittings. This piping is extremely strong and corrosion-resistant.
3. Science Labs
 - a. Gas systems in middle and high school science labs are particularly vulnerable to damage due to malicious mischief by students. The presence of gas jets on secondary school lab tables has historically proven to be hard for the unfocused to resist. District staff should ensure that lab areas are safe and intact. Best lab practice (and current code) requires a gas distribution solenoid valve for each room to be placed within a locked enclosure. This will allow the teacher to control the gas system within the lab, so that during a lab period requiring use of gas jets the valve can be opened for use, then shut at the end of class to ensure there are no accidental discharges.

V. Resources

California Building Standards Commission (www.bsc.ca.gov/default.htm)

International Code Council (www.iccsafe.org)

International Association of Plumbing and Mechanical Officers (www.iapmstandards.org)

Local Utility Companies. This is the best resource for assistance with basic gas service interruptions and restarting of equipment.

Uniform Plumbing Code. This is the best reference for renovation and new construction standards relating to gas distribution systems, and for piping, fittings, system elements, including standards for spacing and anchorage of supports.



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SECTION 2 | HVAC MECHANICAL SYSTEMS

I. Overview

Good repair of the Heating, Ventilation and Air Conditioning (HVAC) system is very important to ensure a healthy and safe indoor environment. HVAC systems in good repair are needed to deliver clean air, provide thermal comfort (cooling or heating), and to control and eliminate dampness and air contaminants to building occupants.

Rooms that are too hot or too cold, have inadequate ventilation or are overly damp, may impede learning and productivity. They also may cause sickness, such as respiratory infections and asthma, and absenteeism. Supplying adequate, clean air to occupants reduces or eliminates the airborne spread of germs, bacteria, and viruses and can dilute high concentrations of chemical pollutants emitted from activities and building materials in the room, thereby reducing risks of exposure.

HVAC systems in good repair should provide continual airflow to occupants whenever the rooms are occupied. A proper assessment of HVAC functioning is made when an inspection is conducted while the rooms are fully occupied. An assessment of the HVAC system is intended to help identify potential ventilation problems through visual and sensory assessments, including whether the air in a room feels “stale” or “stuffy,” whether there are any strong odors, such as chemical smells, body odors, trash, or mildew; whether any ventilation grills or vents are dusty or dirty; or whether the system is excessively noisy. Any of these items would be an indication of a potential problem that may require additional evaluation.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an “X”)
<ul style="list-style-type: none">• All areas should be a comfortable temperature and not overly hot or cold	<ul style="list-style-type: none">• <u>Air Conditioning System is not working (X)</u>• <u>Heating system is not working (X)</u>• Problems with the HVAC system exist
<ul style="list-style-type: none">• All areas should have good air circulation and should not be stuffy or stale	<ul style="list-style-type: none">• Ventilation units are obstructed• Vents are damaged or missing• Vents or surrounding areas are dirty• Pests making homes inside vents
<ul style="list-style-type: none">• Exterior units should be in good repair	<ul style="list-style-type: none">• Sharp unprotected corners on exterior units• HVAC units vibrating or excessively noisy
<ul style="list-style-type: none">• Special fans/hoods (ex: science lab, pottery rooms, etc.) should be functional if they are being utilized	
<ul style="list-style-type: none">• If a room is not comfortable or is stuffy or stale, as unobtrusively as possible, check with the teacher to determine if this condition is caused by a teacher preference or an inoperable system	



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CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 2 | HVAC MECHANICAL SYSTEMS

Tips for filling out the FIT under this category

- NA should be filled out for this section for outdoor areas such as bleachers, fields, blacktops, playgrounds, and outdoor dining.
- Air Conditioning only applies if there is an existing unit/system.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. HVAC Inspection Tools and Tests

- a. Air Flow Tissue Test - Assessing air flow delivery to a room is one way to assess if HVAC systems are operating. A simple tissue test is one method to check if air is flowing into and out of a room through its supply or return grill. The tissue test consists of attaching a piece of toilet tissue to a stick and holding it in front of a ventilation grill to check if air flow blows or sucks the tissue on the stick into or out of the room. The tissue test is only a qualitative test and should only be used to identify broken HVAC systems that completely fail to supply or return air to the room since it does not quantify that the air flow is adequate for the room size and occupant density.
- b. Electronic Flow Meters - Flow meters may be used to measure actual flow of air to a room. There are a number of types of flow meters that can mount on the supply and return grill to measure the inlet and outlet room air flow. Flow monitors may be used to check if the air flow meets the minimum air flow guidelines or requirements from government code Title 24. Title 24 (2005) requires for most classroom types an air flow of 15 cfm per person in a classroom.
- c. Carbon Dioxide (CO₂) Meters - A plug-in or hand-held CO₂ meter may be used as a quantitative indicator of adequate ventilation in a room. Various codes and standards define ventilation rates for schools and office spaces. The most widely accepted standard is the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) Standard 62.1-2007: Ventilation for Acceptable Indoor Air Quality. ASHRAE provides guidance on indoor CO₂ concentrations in Appendix C of its standard. Outdoor CO₂ concentration directly impacts the indoor concentration; therefore, it is critical to measure both indoor and outdoor CO₂ levels when assessing indoor concentrations. Measured readings should be compared to ASHRAE and ASTM guidelines for interpretation (see the Resources Section below). Elevated CO₂ readings may indicate HVAC problems such as: inadequate delivery or return of outside air, broken air distribution ducts, broken air mixing dampers and controllers; combustion byproducts from a nearby roadway or parking garage are being drawn into the building; or broken gas-fired heating appliances including cracked heat exchangers. CO₂ readings should not be the only assessment check used for HVAC system diagnostics. Problems can still occur with building HVAC systems in which measured CO₂ concentrations are below guidelines.
- d. Humidity Meter - Humidity meters may be used to check that the room is not excessively damp and that the HVAC system is properly exhausting any moisture generated in the school building. Relative humidity can be measured and checked against ASHRAE guidelines (generally that humidity should be less than 65%), Standard 62.1-2007: Ventilation for Acceptable Indoor Air Quality.
- e. Temperature Meter - Temperature meters may be used to check that the classroom is not excessively hot or cold and checked against guidelines like the ASHRAE Standard 62.1- 2007: Ventilation for Acceptable Indoor Air Quality.



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SECTION 2 | HVAC MECHANICAL SYSTEMS

2. HVAC Functioning and Operation

- a. There is no unusual or loud noise, excess vibration, no squealing belts when the ventilation is running. Excessive noise may cause room occupants to turn the system off, thereby reducing airflow.
- b. The controller appears to be operating properly to turn the HVAC on and off, and to control temperature accurately.
- c. The ventilation grills delivering air to the room are in their open position and are not obstructed.

3. Odors, Mold, Dust, and Mildew

- a. FIT inspections may not involve observing or looking at any specific HVAC equipment, such as supply or exhaust fans, filters, coils, combustion boxes or boilers; but if any of these components are accessible they should be inspected. Fans and pumps should be checked to make sure they are not excessively loud. Filters should be checked to make sure they are not missing or dirty with dust. The condensate pan below coils should be checked to ensure they are not excessively dirty and they appear to be draining water properly. Combustion devices should be checked to ensure they are vented directly to the outdoors and not to the room.
- b. Inspections should aim to assess that the air brought into school rooms is clean, fresh, and non-contaminated. HVAC deficiencies should be noted when the air supplied to a room appears to be contaminated from pollutants such as mold/mildew, strong automotive (diesel or gasoline) odorous exhaust, or any other chemical or smoke brought or drawn into the rooms via the ductwork and air intake equipment. Inspections may include the following assessments:
 - i. There is not a build-up of dust, dirt, mold, or mildew on the air ventilation grills or the air return grills. Such build-up could indicate a problem with the filter.
 - ii. There is no mold or mildew on duct liners or any of the HVAC surfaces visible inside of the ventilator when the changeable filters are lifted up and out for changing.
 - iii. If the ventilator has heat exchanger coils, they are clean, and have no indications of mold, slime or algae, fungi, or microbial growth.
 - iv. The filters on the air intake fit tightly, in the housing, with no air by-pass. There are no gaps, holes, or cracks on the air intake filters that allow air to enter the ventilator unfiltered.
 - v. Filters on air intake are not overloaded with dirt, are dry, not torn or sagging.
 - vi. If the school is within 500 feet of a busy roadway, the ventilator filters are marked as MERV - 11 or larger.
 - vii. The ventilation air intake is not obstructed; provisions such as screens are used to insure that birds, animals, or droppings are not contaminating the inlet.
 - viii. There is no unusual odor when the ventilator is operating.

4. Air Supply and Return

- a. There is a return diffuser.
- b. The supply and return diffusers are at least 3 feet apart so that they are not short circuiting.
- c. The ventilation air intake is not within 10 feet of idling engines or vehicles such as buses, trucks, cars, emergency generators, furnace combustion exhaust, laboratory hood exhaust.
- d. The ventilation air intake is not drawing air from any areas where there is standing water, waste, or other biological pollutants.
- e. Ventilation intake louver or damper is open for outside air intake and does not appear to be broken.

5. Air Conditioning and Furnaces

- a. For units with air conditioning, there is no standing water or condensate in the condensate pan; they are free of debris, scale, or corrosion.
- b. For units with air conditioning, surfaces that get cold, including the drip pan, are insulated on their exterior side and show no signs of condensation on them.



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SECTION 2 | HVAC MECHANICAL SYSTEMS

- d. For furnace, all products of combustion exhaust are vented to the outdoors without any holes or gaps.
- e. Furnace has current inspection documentation. Valid and up-to-date operating permits are posted near air compressors, air pressure tanks, and boilers requiring permits.
- f. There are annual inspection systems followed for inspecting and assessing ventilation, heating, and cooling systems, and an inspection has been done in the past year.

Note: If furnace ductwork repairs or flooring area repairs are anticipated, there must be an asbestos plan to determine if repairs may disturb any friable, asbestos-containing materials. Any removal, enclosure, encapsulation, or disturbance of asbestos or asbestos-containing material can be performed only by duly certified personnel.

IV. Facilities Best Practices

1. HVAC is a major mechanical system of the school and is critical for providing a healthy indoor environment. For portable classrooms, continuous ventilation and adequate airflow is especially important because of the small, enclosed space and due to other considerations such as off-gassing of formaldehyde and other chemicals. The State of California conducted a study of indoor air quality in portable classrooms and had several recommendations described in its report. (See Resources section below).
2. HVAC systems can also represent a large proportion of a school's energy use. Therefore, it is important that these systems function as efficiently as possible and be well-maintained. If an HVAC system needs replacing, it is very important to replace it with an energy efficient model, since HVAC systems last decades and will lock-in a school's energy use pattern for years to come. Many state and electric utility programs exist to provide financial incentives, technical assistance, and other support to schools to improve their energy efficiency, including HVAC systems. (See Resources section below).
3. A well-maintained HVAC system can eliminate many contaminants from the air and should use a filter with at least a MERV-8 rating. Filters should be changed 3-4 times per year. ANSI Standard S12.60-2002 recommends 35 decibels for classrooms. However, to date, no California regulatory entity has adopted that standard; therefore it is not required. HVAC systems should be acoustically isolated.

Automated and central control HVAC systems have become standard practice in many school maintenance departments as a way to add energy efficiency, as well as the ability to control the system offsite.

V. Resources

Advanced Energy Design Guide for K-12 School Buildings, ASHRAE, AIA, USGBC, and DOE.
Guidance for achieving 30% energy savings (www.ashrae.org/publications/page/1604)

The American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE),
ANSI/ASHRAE Standard 62.1 - 2007: Ventilation for Acceptable Indoor Air Quality
(<http://www.ashrae.org/resources--publications/bookstore/standards-62-1--62-2>)

The ANSI/ASA standard is available for download free from The Acoustical Society of America (ASA) (http://acousticalsociety.org/about_acoustics/acoustics_of_classrooms)
ARB and DHS Portables IAQ study (<https://www.arb.ca.gov/research/indoor/pes/pes.htm>)
ASTM D6245-07 Standard Guide for Using Indoor Carbon Dioxide Concentrations to Evaluate Indoor Air Quality and Ventilation (<https://www.astm.org/Standards/D6245.htm>)



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SECTION 2 | HVAC MECHANICAL SYSTEMS

Building Air Quality: A Guide for Building Owners and Facility Managers, Appendix B: HVAC Systems and Indoor Air Quality (www.epa.gov/iaq/largebldgs/pdf_files/appenb.pdf)
California Air Resources Board, School Health Program
(www.arb.ca.gov/research/health/school/school.htm)

California Air Resources Board and California Department of Public Health, Report to the California Legislature: Environmental Health Conditions in California's Portable Classrooms,
(www.arb.ca.gov/research/indoor/pes/pes.htm)

CHPS 2004 Edition Best Practices Manual Volume IV on Maintenance & Operations. Available for free download at www.chps.net. See Guidelines HV1-HV10 on HVAC and Mechanical Equipment.

CHPS 2006 Edition Best Practices Manual Volume II on Design (www.chps.net)
See Guideline TC1-TC25 on HVAC.

Functional Testing and Design Guides; Functional Testing Guide: from the Fundamentals to the Field, Appendix B: Functional Testing Guide Resources, Portland Energy Conservation Inc. (PECI) (www.peci.org/ftguide/index.htm)

HVAC Systems and Equipment, American Society of Heating, Refrigerating, and Air-Conditioning Engineers: Atlanta, GA.

IAQ Design Tools for Schools, Heating, Ventilation, and Air-Conditioning (HVAC) system
(www.epa.gov/iaq/schooldesign/hvac.html#Designing%20for%20Efficient%20Operations%20and%20Maintenance)

The Indoor Air Quality Building Education and Assessment Model (I-BEAM),
(www.epa.gov/iaq/largebldgs/i-beam/index.html)

'Listening for Learning' (www.quietclassrooms.org/ada/ada.htm)
National Institute for Occupational Safety and Health, Indoor Air Quality: Self-Inspection Checklist
(www.cdc.gov/niosh/docs/2004-101/chklists/6indoo~1.htm)

Quiet Classrooms provides information on acoustical standards, testing protocols, guidance for architects, ADA requirements, and more (www.quietclassrooms.org)



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CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 3 | SEWER SYSTEM

I. Overview

The school's sewage system functions to transport sewage out of the restrooms, out through the sewage pipes and distribution system to carry it to a sewage treatment plant. Poorly functioning sewage systems pose potential threats to human health if there are breaks in the system and students, teachers, or administrators are exposed to the contents or sewer gases. Sewage may contain dangerous levels of viral, bacterial, or fungal contaminants that can cause human illness, the spread of disease and serious sanitation problems. Additionally, breaks in sewage systems pose water damage threats and mold to any materials that may be affected, including foundations, under floors or slabs, or emanating up through cracks or holes. In addition to waterborne contamination and disease, raw sewage is odorous and can result in serious health hazards, including poisoning and death from hydrogen sulfide gas, and fires and explosions from various flammable gases accumulating in an enclosed space. Sewer gas has a strong and offensive odor resembling "rotten eggs."

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• Campus should be free of overflows of sewage around building and sewer clean outs• Campus should be free of remnants of paper or fecal matter debris	<ul style="list-style-type: none">• <u>Signs of flooding caused by sewer line back-up (X)</u>• Broken sewer pipes• Sewer stoppage exists
<ul style="list-style-type: none">• There should be no sewage odor on the campus	<ul style="list-style-type: none">• Sewer odor present

Tips for filling out the FIT under this category

- This is a major building system that spans the entire school campus; therefore, check for Good Repair under this section in all areas/classrooms you inspect. Do not mark any area/classroom as NA in this section.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. If odors are noted, it is recommended that efforts be made to pinpoint their source. Some drains can become dry from lack of use of distribution lines and can cause sewer gases to escape and be released into bathrooms or rooms containing floor drains. In some cases drains may need to be "charged" by pouring water down them so that the gases will not emanate into indoor spaces.
2. Blocked plumbing vents, typically at the roof, can also cause water seals to fail via siphoning of the water.

IV. Facilities Best Practices

1. When sewer problems are found, check first with the applicable City or County Municipal Utility District to determine that the breakage or back-up is not due to problems in their lines.



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SECTION 3 | SEWER SYSTEM

V. Resources

International Association of Plumbing and Mechanical Officers (<http://www.iapmstandards.org>)

International Code Council (<http://www.iccsafe.org/>)



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CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 4 | INTERIOR SURFACES

I. Overview

The standard for good repair of interior surfaces is clean, safe, and functional. Good Repair of interior surfaces is important for maintaining an environment free of physical hazards (like floor holes and damaged carpet that could pose a trip hazard), biological hazards (like mold, mildew, water damage or dampness that can contribute to respiratory problems), and chemical hazards (like exposure to chemicals from paints, flooring, carpets, ceiling tiles, and other interior finishes). Good Indoor Air Quality (IAQ) requires attention to maintaining interior surfaces in good repair and selection of interior finishes and building materials that emit fewer chemicals. Water damage and dampness can lead to mold and mildew, which can cause and exacerbate respiratory problems like asthma. Signs of water damage and dampness on walls, floors and ceilings can include: condensation, water droplets, damp to the touch, wetness, staining of paint or other surfaces, warping or bowing of walls, ceilings or floors, peeling or cracking paint, or whitish chalky or dusty or salty mineral deposits. Maintaining interior surfaces in good repair and ensuring good Indoor Air Quality intersect with efforts to maintain Overall Cleanliness (See Section 5), since excessive dirt and dust can contribute to and exacerbate asthma. In addition, if PCBs are potentially present in window caulking or other building materials, the “wet wipe” cleaning has been found to be an effective method for ensuring contaminants do not become airborne.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an “X”)
<ul style="list-style-type: none">• Start with an overall general review of the room looking first at the ceiling, following down the walls and then looking at the floor• After an overall general review of the room, slowly circle the perimeter of the room so that you can check on items at the walls and around cabinets	
<ul style="list-style-type: none">• All ceiling tiles should be in place and should be clean, free of holes and free of stains	<ul style="list-style-type: none">• Ceilings have damage from cracks, tears, holes, or water damage• Ceiling tiles missing, damaged, or loose• Ceiling tiles are stained• Interior surfaces have mildew or visible mold
<ul style="list-style-type: none">• Wall surfaces should be clean and intact	<ul style="list-style-type: none">• Walls have damage from cracks, tears, holes or water damage• Wall tiles are missing, damaged, or loose• Plaster or paint is damaged• Interior surfaces have mildew or visible mold



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SECTION 4 | INTERIOR SURFACES

Tips for filling out the FIT under this category

- NA should be filled out for this section for outdoor areas. All indoor areas should have this item evaluated.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. If dampness appears to be a problem, a relative humidity check may be required. The relative humidity using a hand-held portable meter should not exceed 60% in any room including restrooms, locker rooms, or pool areas.
2. If carpeting exists, it appears to be vacuumed and clean. To reduce the recirculation of dust and particulates, vacuums with HEPA filters are recommended.
3. Interior surfaces are free of mildew, mold odor, visible mold, water damage or condensate, and excessive dust and dirt, especially in areas where moisture is commonly generated (pipes under sinks, kitchens, bathrooms, locker rooms).
4. Interior surfaces are free of any staining, peeling, bulging, or mineral deposits ("efflorescence") on surfaces.
5. The classroom is free of sources of dust and other sources of particulates, including old foam, old and torn upholstery, old carpets, and dusty clutter.
6. Furniture (desks, chairs, tables, cabinets) is clean and free of mold, mildew, signs of water damage, dampness, dust, dirt, or food.
7. No peeling or cracking paint (sign of moisture problem).

IV. Facilities Best Practices

1. Routine maintenance should include checks for water damage, dampness, mold, paint chipping or peeling, and damage to floors and ceilings so as to prevent small problems from worsening.
2. If problems related to high humidity, moisture or dampness are evident, the ventilation system should be evaluated in greater depth.
3. To maintain and improve good Indoor Air Quality and protect the health and safety of students and staff, building materials and products should be chosen that emit fewer chemicals, contain recycled content, and/or are produced sustainably. Opportunities may arise to choose environmentally preferable products during maintenance, repair, modernization, or new construction projects. Green cleaning practices, use of Environmentally Preferable Products (EPP), and Team Cleaning methods are the industry standards for school maintenance departments.



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SECTION 4 | INTERIOR SURFACES

V. Resources

California Department of Education Indoor Air Quality, A Guide for Educators

<https://www.cde.ca.gov/ls/fa/sf/iaq.asp>

California Integrated Waste Management Board Environmentally Preferable Purchasing (EPP)

(www.ciwmb.ca.gov/EPP/)

CHPS 2004 Edition Best Practices Manual Volume IV on Maintenance & Operations. Available for free download at www.chps.net. See Guidelines CP1-CP10 on Cleaning Practices and Products.

CHPS 2006 Edition Best Practices Manual Volume II on Design (www.chps.net) See Guidelines IS1 – IS13 on Interior Surfaces and Furnishings.

CHPS Low-Emitting Materials Approved List (www.chps.net/manual/lem_table.htm)

Green Seal products (<http://www.greenseal.org/FindGreenSealProductsAndServices.aspx>)

Healthy Schools Council Checklist Concerning Environmental Health & Safety in Schools, September 2003 (<http://www.health.state.mn.us/divs/eh/indoorair/schools/plan>)

Healthy Schools Campaign: Green Clean School Resources

(https://healthyschoolscampaign.org/resource-center/?fwp_hsc_programs=green-clean-schools)

U.S. EPA Mold Resources (www.epa.gov/mold/moldresources.html)

U.S. EPA Managing Asthma <https://www.epa.gov/iaq-schools/managing-asthma-school-environment>



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 5 | OVERALL CLEANLINESS

I. Overview

There should be no exposure to bacteria, filth, odor, and other potential allergens or health hazards. General overall cleanliness creates a safe and healthy learning environment for all. Accumulated refuse can attract pests, and accumulated dust can exacerbate respiratory problems like asthma.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• Classrooms/areas should be clean and free of accumulated refuse and clutter• Horizontal surfaces (ex: window blinds, bookcases, desks) should not be excessively dusty/dirty• Flooring should be clean and free of excessive stains	<ul style="list-style-type: none">• Flooring is excessively dirty/stained• Horizontal surfaces are excessively dusty/dirty
<ul style="list-style-type: none">• Classrooms/areas should be free of accumulated papers, projects or materials that make maneuvering around the room difficult, posing as a possible fire hazard or making the room feel cramped	<ul style="list-style-type: none">• Areas evaluated have accumulated refuse, dirt, and grime• Cluttered classroom or storerooms• Unsecured items are stored too high
<ul style="list-style-type: none">• The entire campus, including buildings, walls, windows and bathrooms should be free of graffiti	<ul style="list-style-type: none">• Areas have unabated graffiti
<ul style="list-style-type: none">• Campus should be free of trash	<ul style="list-style-type: none">• Areas evaluated have accumulated refuse

Tips for filling out the FIT under this category

- Consider the time of day you are inspecting, including condition of lunch areas immediately after lunch period or of restrooms at the beginning of the day vs. the end of the school day.
- Evaluate the cleanliness of every area/classroom within this category. For example, if there is a deficiency noted due to dirty floors, mark it here in Section 15 rather than Section 4 Interior Surfaces. **Do not mark it in both sections.**



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SECTION 5 | OVERALL CLEANLINESS

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. Provide examples (i.e. carpets appearing vacuumed and clean; upholstery is not torn, etc.).
2. FIT users should consider whether or not custodians can easily move around any given room to sweep, mop, vacuum or dust. If not, school cleanliness may be compromised and/or difficult to maintain.
3. Accumulated materials and clutter in classrooms have been reduced/removed to allow for thorough cleaning on a regular basis and avoid accumulation of dust.
4. All plants have drip pans and drip pans are cleaned as needed. Plants are kept away from ventilation sources and are not over-watered.
5. A Material Safety Data Sheet (MSDS) is available on every maintenance product/cleaning chemical used in the facility.
6. Non-porous surfaces (e.g., chalk trays, desks, file cabinet tops, bookcases, and HVAC grills) are wet wiped periodically.
7. A written Standard Operating Procedures for Housekeeping document is available for reference/training.

IV. Facilities Best Practices

1. Create a policy that mandates that school staff do not bring in home-use cleaning products/air fresheners.
2. Use low-VOC whiteboard markers.
3. Whenever possible, surfaces are wet cleaned or HEPA-vacuumed rather than dry cleaned in order to minimize airborne dust, particularly surfaces that were painted (or with paint layers) before 1980.
4. Plastic/rubber matting has been placed under water fountains/water coolers.
5. Walk-off dust mats are used by all exterior doors to prevent tracking of dirt and dust inside.
6. Create a policy that determines that animals, particularly those with fur, are prohibited and/or discouraged from being housed in classrooms. Those that are present are in cages located away from ventilation units and from student work areas.
7. Aquariums/live animals (rabbits, mice, guinea pigs etc.) are cleaned and maintained properly and kept away from ventilation sources.
8. Environmentally Preferable Products (EPP) and practices for cleaning are prioritized. Such products or services may include, but are not limited to, those that contain recycled content, minimize waste, conserve energy or water, and reduce the amount of toxics disposed of, exposed to, or consumed. Products that are propellants or aerosols should not be used.



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SECTION 5 | OVERALL CLEANLINESS

V. Resources

CHPS 2004 Edition Best Practices Manual Volume IV on Maintenance & Operations
(www.chps.net) See Guidelines CP1-CP10 on Cleaning Practices and Products.

CHPS 2006 Edition Best Practices Manual Volume II on Design (www.chps.net)
See Guidelines IS1 – IS13 on Interior Surfaces and Furnishings.

Green Seal and Environmental Choice certified cleaning products (See links under Interior Surfaces Section)

See EPA Healthy Seat program for school environmental assessments (www.epa.gov/schools)

See EPA Tools For Schools checklists: Building and Grounds Maintenance, Teacher's Classroom, Food Service, and Waste Management (www.epa.gov/iaq/schools/actionkit.html)

See Healthy Schools Campaign guide on Green Cleaning
(www.healthyschoolscampaign.org/campaign/green_clean_schools)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 6 | PEST / VERMIN INFESTATION

I. Overview

Common pests and vermin include cockroaches, termites, rodents, ants, bees and wasps. Controlling pest and vermin infestation can provide healthier school environments, better indoor air quality, and can protect buildings and equipment from damage. Some pests such as cockroaches can trigger allergies and make children more vulnerable to asthma. Rodents, bees and wasps can cause structural damage. Rodents can spread disease.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• This should be a general visual inspection for the presence of pests or vermin, and judgment should be used to determine if it is a major infestation or a singular occurrence• All indoor areas should be free of pest infestations (ex: rodent droppings, insects)	<ul style="list-style-type: none">• <u>Major evidence of pest infestation (X)</u>• Evidence of pest infestation• Evidence of ants• Evidence of cockroaches• Evidence of termites• Evidence of rodents• Live or dead rodents – Stop inspection and inform the appropriate school administrator
<ul style="list-style-type: none">• Outdoor areas including eating areas, tables and seats should be free of excessive bird droppings	<ul style="list-style-type: none">• Bird droppings evident• Evidence of birds or nests
<ul style="list-style-type: none">• Outdoor areas including play fields should be free of gopher or animal holes that would pose a safety hazard	<ul style="list-style-type: none">• Gopher holes, trip hazards

Tips for filling out the FIT under this category

- This category should be checked in ALL areas.
- Insect and rodent traps are indications of an active pest control program. These should not be viewed as a deficiency unless a trap is overly filled with rodents/pests.
- Snap traps for insect and/or rodents are not allowed.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. In addition to the inspection requirements of the FIT:
 - a. Inspect doors and windows to ensure they close completely and are tightly sealed.
 - b. Identify the type of pests and vermin so that control and elimination strategies can be more accurately identified before taking action.
 - c. Check HVAC air intakes and exhaust for signs of pests, vermin, bird nests, and droppings.



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CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 6 | PEST / VERMIN INFESTATION

IV. Facilities Best Practices

1. Ensure food and garbage is stored in a way that does not attract pests and vermin. This includes cleaning garbage cans and dumpsters regularly.
2. Seal openings in walls, floors and ceilings with materials that cannot be penetrated by pests and vermin including concrete, sheet metal, steel wool and wire mesh.
3. Move vegetation away from school building structures.
4. Ensure HVAC air intakes and exhaust are not penetrable by pests and are cleared regularly.
5. When choosing control and elimination strategies for pests give preference to non-chemical means of managing pests. If chemicals are necessary, choose low-risk chemicals and spot treatments that limit human exposure.
6. Adopt Integrated Pest Management (IPM) practices. The California Department of Pesticide Regulation defines IPM as an approach to pest management that results in effective suppression of pest populations while minimizing human health and environmental hazards.

Integrated pest management is a widely accepted approach to pest control.

V. Resources

California Department of Pesticide Regulation (DPR), School Integrated Pest Management Program (<http://apps.cdpr.ca.gov/schoolipm/>) DPR has information on pesticide products; a comprehensive directory of resources describing and promoting least-hazardous pest management practices at schools; a model program guidebook; and ways to reduce the use of pesticides at school facilities.

CHPS Best Practices Manual Volume II on Design (www.chps.net)

See Guideline SP12: Integrated Weed, Disease and Pest Management.

Codes: The Healthy Schools Act of 2000 requires annual written notification, posting and record keeping of all pesticides expected to be used on a school site to control pests and vermin. CA Education Code – Section 17608-17613. For a copy of Assembly Bill 2260 (www.assembly.ca.gov.)

Examples of safer pest management practices in 27 school districts in 19 states (www.beyondpesticides.org/schools/publications/IPMSuccessStories.pdf)

Resources and Best Practices: CHPS Best Practices Manual Volume IV on Maintenance & Operations (www.chps.net) See Guidelines BE5 Pest Management – Termites, ED5 Indoor Pest Management – Rodents, ED6 Pest Management – Cockroaches, ED8 Pest Management - Bees and Wasps, LP8 Outdoor Pest Management.

School Pesticide Reform Coalition and Beyond Pesticides, “Safer Schools: Achieving a healthy learning environment through Integrated Pest Management,” April 2003 (www.beyondpesticides.org/schools/publications/IPMSuccessStories.pdf)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 7 | ELECTRICAL

I. Overview

Electrical systems in California's schools provide and distribute safe energy to power classrooms and buildings. Mechanical systems, lighting, electric motors and electrical outlets are key to providing a functional school environment for students and staff. The integrity of school electrical systems is a key element to ensure student safety. Electrical power distribution system components that are damaged, interrupted, exposed or weakened create safety hazards due to the high potential for electric shock. The focus of the FIT is to confirm basic system operation, but also to ensure that no system components or equipment are exposed to students or staff, thereby reducing the chance for electric shock.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• Electrical service is available• Major electrical equipment is operating as designed	<ul style="list-style-type: none">• <u>There is a power failure in all or a portion of the school (X)</u>• <u>Electrical equipment appears to be improperly mounted, covered, or guarded (X)</u>
<ul style="list-style-type: none">• Electrical panels must remain closed, but must also be accessible and not blocked by bookshelves or other furniture	<ul style="list-style-type: none">• Electrical panel blocked
<ul style="list-style-type: none">• Check for exposed wiring or frayed cords	<ul style="list-style-type: none">• <u>Exposed electrical wires with voltage present (X)</u>• Exposed wires (no voltage, or low voltage i.e. data or communication / phone lines)
<ul style="list-style-type: none">• All electrical outlet covers and light switches should be functional and should not be broken or damaged	<ul style="list-style-type: none">• Electrical components are damaged or not functioning properly• Electrical outlet covers or light switch covers are damaged or missing
<ul style="list-style-type: none">• All lighting should be functional	<ul style="list-style-type: none">• Lighting covers are missing, damaged, or loose• Lighting fixture or bulbs are not working or missing
<ul style="list-style-type: none">• Surge protectors and extension cords must not be "daisy chained" together• Extension cords should be used for temporary use only	<ul style="list-style-type: none">• Improper usage of extension cords or extension cord trip hazard• Improper usage of surge protectors or daisy chain of surge protectors
<ul style="list-style-type: none">• Electrical appliances are secured and located appropriately	<ul style="list-style-type: none">• Electrical appliances are too close to water source• TVs are improperly mounted or unsecured



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SECTION 7 | ELECTRICAL

Tips for filling out the FIT under this category

- NA can be filled out for this category in outdoor areas if there are no lights or other electrical equipment present in the outdoor area.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. Circuit Testing
 - a. District staff or contractors can easily investigate any power circuits that may be nonfunctional.
 - b. Basic review of circuit panel boards for breakers status is a first step that most on-site staff can be trained to complete when investigating power outages in school buildings.
 - c. Use of a hand-held meter can assess individual circuit components such as outlets, fixtures and equipment to determine whether there is power to the element being inspected.
 - d. Ground system continuity testing should also be considered for circuits and systems that have identified functional problems.
2. Lighting System Follow-up Testing
 - a. Electrical lighting systems and especially lighting system controls are becoming more complex each year. District staff can perform follow-up testing in a number of areas where problems may be identified.
 - b. Lamps and Ballasts. District staff should have basic maintenance replacement procedures in place for building lighting. However, follow-up on lighting issues should always start with a quick lamp check and ballast test by the staff electrician.
 - c. Controls. Newer lighting-control systems offer a number of challenges for district maintenance staff. Calibration or orientation of the following lighting controls may need to be considered. If district staff is not trained in these controls it is best to bring in a specialty electrical contractor for further work.
3. Overall Campus System Diagnostics
 - a. There may be campus-wide issues related to electrical systems that require further investigation.
 - b. Visual inspection of underground conduits, boxes, and vaults should be considered in any schools with drainage and ground water issues. Many underground systems are prone to collecting water, which may impact electrical system integrity. Corrosion of metal system elements exposed to groundwater is a concern.
 - c. Review switchgear yards for fencing and gates to ensure that there is no access to the electrical equipment.
 - d. Confirm all equipment is locked and not accessible to unauthorized personnel.
 - e. Review interior electrical rooms to ensure that storage of materials is not allowed - this could be a fire hazard.

IV. Facilities Best Practices

1. Electrical Systems Maintenance Best Practices
 - a. For districts, the focus should be on continuing to train and educate in-house staff in the most recent advances in electrical power systems, controls, conservation, and lighting. This is a rapidly changing field with opportunity for district staff to get and stay ahead of the technology currently being installed.



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SECTION 7 | ELECTRICAL

2. Metering Systems
 - a. Consider electric power meters with web-based reading capabilities for school sites. Local utilities have a number of programs and options that help to monitor, and then reduce, power use at schools.
3. Power Outlet Shutoffs
 - a. Plug loads are a substantial portion of the power used in schools. There is no need, with current technology, to run equipment, computers, and other electronic devices overnight. Consider installation of plug cutoff switches that can be coordinated with setting of the alarm each evening. This can cut off all switches and reduce power use in the building.
4. Daylight Controls
 - a. As noted above there are increasingly sophisticated daylight controls being installed in schools. Districts should consider renovations and lighting retrofits with rooms that have adequate windows to install daylight controls on the lights. These systems will automatically reduce electrical lighting when the amount of natural daylight is adequate for students and staff. Major energy savings are possible.
5. Consolidation of Campus Meters and Systems
 - a. Many schools in California have multiple electrical services and meters which can be consolidated during renovations and energy retrofits to help reduce power use at sites.
6. Overall Energy Conservation Programs
 - a. Many public and municipal utilities have energy conservation programs to assist schools with a variety of efforts to save energy, including lighting, retrofits, HVAC, controls, and more. Local and state funds may be available to pay for such efforts.
7. Safe, Efficient Lighting
 - a. California law requires that fluorescent and compact fluorescent bulbs be disposed of properly as hazardous waste, due to mercury contained in the bulbs. Contact your local waste management authority for instructions on proper collection and disposal. When lighting needs to be replaced, consider new LED technologies that are very energy efficient.
8. Renewable Energy Generation Systems on School Sites
 - a. Consider installation of renewable energy generating systems at district sites. These electrical power generators include solar electric panels, wind turbines, fuel cells, and others. Districts have a number of options available and often existing roof areas that could easily be used to install photovoltaic panels to generate power. Creative financing options are arising that may minimize the capital that a district would need to invest, and may result in overall net savings over the long term.

V. Resources

CHPS 2004 Edition Best Practices Manual Volume IV on Maintenance & Operations
(www.chps.net) See Guidelines ES1-ES10 on Electrical Systems and Lighting.

CHPS 2006 Edition Best Practices Manual Volume II on Design (www.chps.net)
See Guidelines LG1 – LG19 on Lighting and Daylighting.

National Fire Safety Protection Association (www.nfpa.org)

International Code Council (www.iccsafe.org)



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CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 8 | RESTROOMS

I. Overview

According to the Federal Center for Disease Control, a thorough cleaning of sinks, toilets, doorknobs and other hard surfaces that people frequently touch is important to reducing the spread of disease. Leaky restroom fixtures can use a significant amount of excess water and present enormous opportunities for water and energy conservation. Restrooms need to be maintained and cleaned regularly, fully operational, and stocked at all times with toilet paper, soap, paper towels, or functional hand dryers. Schools must keep restrooms open during school hours when pupils are not in classes, and must keep a sufficient number of restrooms open during school hours when pupils are in classes (except as required for pupil safety or as necessary to repair the facility).

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">Restrooms should be clean and stocked with soap and all appropriate paper products	<ul style="list-style-type: none">Restrooms are dirty and not maintained regularlyRestrooms are not stocked with supplies such as toilet paper, soap, or paper towelsElectric hand dryers are damaged or broken
<ul style="list-style-type: none">Fixtures (toilets/urinals/sinks) should be operating as designed	<ul style="list-style-type: none">Toilet/urinal/sink is damaged, broken, or cloggedToilet/urinal/sink is not working
<ul style="list-style-type: none">Stalls should be in good repairIf stalls have been designed with doors, then doors should be functional	<ul style="list-style-type: none">Stalls are not properly attached to walls or floorsPartitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional
<ul style="list-style-type: none">Exhaust fans, if installed, should be operational	<ul style="list-style-type: none">Exhaust fan is inoperable

Tips for filling out the FIT under this category

- Consider the time of day you are inspecting - at the beginning of the day vs. the end of the school day.
- Stand-alone restrooms should be evaluated as a separate room with the proper annotations in the 15 categories.
- When there is a restroom within another space, then the restroom should be evaluated for operable fixtures and properly stocked paper products etc., within the space it is located.
- If an area/classroom does not have any restroom, this section will be marked as NA. Although there is a separate category for Overall Cleanliness, any cleanliness issues associated with the upkeep of the restroom should be captured in this Restroom category. This relates to the 2003 Clean Restroom Act (Education Code Section 35292.5) which is now included as part of the *Williams* inspection requirements.



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SECTION 8 | RESTROOMS

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. Ensure that restrooms are properly secured after school hours.
2. Ensure that the restroom water fixtures are operational, also make sure the lighting and partitions are functioning optimally.
3. Check for leaks in fixtures and plumbing, and signs of mold. Make sure that floor drainage is not blocked.
4. Check for dampness, moisture, condensation, water leaks, mold and mildew in restroom areas.

IV. Facilities Best Practices

1. Avoid the use of chlorine and bleach solutions in schools. Choose environmentally preferable, green cleaning products to promote healthy indoor environments for students. Green cleaning products do not contain harmful chemicals, VOC's, dyes and fragrances, and have neutral pH levels (see Overall Cleanliness section 5 for more information).
2. Choose low-flow fixtures and consider waterless urinals to conserve water.
3. Choose flooring materials, paint, toilet partitions, ceiling and counter materials that are durable and environmentally responsive. Choose products that are low-emitting, and/or have high recycled content.

V. Resources

CHPS Best Practices Manual Volume III on Design (www.chps.net)
See Guidelines for Interior Surfaces and Furnishings and OS5 Waterless Urinals.

CHPS Best Practices Manual Volume IV on Maintenance & Operations (www.chps.net)
See Guidelines PM2 Fixtures, CP6 Restrooms, CP2 Cleaning Products and Equipment.

CIWMB Environmentally Preferable Purchasing (www.ciwmb.ca.gov/WPIE/Purchasing)
Codes: Restrooms must be in compliance with CA Education Code – Section 35292.5.
(www.sen.ca.gov)

Green Seal (www.greenseal.org)

Healthy Schools Campaign, Green Cleaning Guide
(www.healthyschoolscampaign.org/campaign/green_clean_schools)

Healthy Schools Network Inc., Sanitizers and Disinfectants Guide
(http://www.cleaningforhealthyschools.org/documents/Sanitizers_and_Disinfectants_2014.pdf) State law requires Environmentally Preferable Purchasing Public Contract Code, sections 12400-12404

U.S. EPA Environmental Preferable Purchasing (www.epa.gov/epp/pubs/products/cleaner.htm)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 9 | DRINKING FOUNTAINS

I. Overview

Ensuring proper function and maintenance of drinking fountains can lower water consumption and reduce health impacts from mold and contaminated water. Proper maintenance can avoid standing water that can attract pests and vermin.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• Sinks, drinking fountains and faucets should operate properly and have adequate water pressure	<ul style="list-style-type: none">• Sink/fountain fixture is loose• Sink/fountain is clogged• Sink/fountain is damaged• Sink/fountain missing knob or button• Sink/fountain is not working• Sink/fountain is turned off• Water is not clear• Water leak - Inform site guide during the inspection• Water pressure too high or low
<ul style="list-style-type: none">• Sinks, drinking fountains and faucets should be accessible	<ul style="list-style-type: none">• Sink/fountain inaccessible
<ul style="list-style-type: none">• Sinks and drinking fountains should be clean	<ul style="list-style-type: none">• Sink/fountain has moss or mold• Sink/fountain is dirty• Sink/fountain filled with refuse

Tips for filling out the FIT under this category

- Sinks and drinking fountains can exist within individual classrooms or right outside of classrooms or restrooms or other areas. Use this section to evaluate them in relation to the adjacent area/classroom.
- If there is no sink or drinking fountain in proximity of the area/classroom, then this section will be marked NA.
- Sinks in restrooms should be evaluated under Section 11 Restrooms.



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SECTION 9 | DRINKING FOUNTAINS

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. Testing Potable Water for Lead

AB 746 (Gonzalez-Fletcher) was signed by the Governor on October 13, 2017. This bill requires the following and goes into effect on January 1, 2018:

- Community water system that serves a school with a building constructed before January 1, 2010 to test for lead in the potable water system of the schoolsite before January 1, 2019.
- Requires the community water system to report its findings to the schoolsite, and if the schoolsite's lead level exceeds the specified level at a schoolsite, to notify parents and guardians of the pupils that attend the schoolsite or preschool.
- Requires schools to take immediate steps to make fountains and faucets with excess lead levels inoperable.
- Requires the community water system to prepare a sampling plan for each schoolsite where lead sampling is required.

IV. Facilities Best Practices

1. To promote water conservation, choose drinking fountains that have automatic faucet controls and inspect regularly to ensure there are no leaks.
2. Place drinking fountains in locations that prevent moisture from reaching building structures or areas where mold can grow.
3. Prevent standing water through drainage or vegetation that can absorb excess water into the ground.
4. Clean drinking fountains regularly to prevent the spread of germs and disease. Utilize safer and environmentally preferable chemicals for cleaning. See Resources under Section 8 Restrooms.
5. Drinking fountains should dispense water at an angle, and the orifice should be protected by a mouth guard.
6. Drinking fountains should not be placed in toilet rooms and should not be attached to a lavatory.
7. Avoid selecting new drinking water fountains that have lead in the fixtures or pipes.
8. Drinking fountains should not be attached to the irrigation system.



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SECTION 9 | DRINKING FOUNTAINS

V. Resources

USEPA General Information

<https://www.epa.gov/dwreginfo/lead-drinking-water-schools-and-childcare-facilities>

<https://www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water>

USEPA's 3T's Tool Kit

<https://www.epa.gov/dwreginfo/3ts-reducing-lead-drinking-water-schools-and-child-care-facilities>[[

[https://www.epa.gov/sites/production/files/2015-](https://www.epa.gov/sites/production/files/2015-09/documents/toolkit_leadschools_guide_3ts_leadschools.pdf)

[09/documents/toolkit_leadschools_guide_3ts_leadschools.pdf](https://www.epa.gov/sites/production/files/2015-09/documents/toolkit_leadschools_guide_3ts_leadschools.pdf)

Free Testing Program

http://www.waterboards.ca.gov/drinking_water/certlic/drinkingwater/leadsamplinginschools.shtml

Grant Program

http://www.waterboards.ca.gov/water_issues/programs/grants_loans/schools

CHPS Best Practices Manual Volume IV on Maintenance & Operations (www.chps.net)

See Guidelines PM2 Fixtures.

U.S. EPA: Testing Schools and Child Care Centers for Lead in the Drinking Water

(<https://www.epa.gov/dwreginfo/lead-drinking-water-schools-and-childcare-facilities>)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 10 | FIRE SAFETY

I. Overview

School fire safety systems are critical in alerting building occupants to fire danger, in preserving life by allowing safe exits from buildings, and in preserving property through fire extinguishing components. Districts have a fundamental obligation to maintain school fire safety systems in good repair at all times. These systems, coupled with well-developed disaster procedures for evacuation and safe harbor, provide a fundamental level of building safety for students.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none"> • Be aware of smoke, flames or any surface which is extremely hot 	
<ul style="list-style-type: none"> • Fire extinguishers should be available, charged, properly mounted and exhibit current inspection tags 	<ul style="list-style-type: none"> • <u>Majority of fire extinguishers are out of date or missing tags (X)</u> • Fire extinguisher is blocked • Fire extinguisher is discharged • Fire extinguisher is missing • Fire extinguisher is not properly mounted • Fire extinguisher is out of date or missing tag • Fire extinguisher sign is missing
<ul style="list-style-type: none"> • Areas near sprinkler heads should be clear of any hanging or stacked materials 	<ul style="list-style-type: none"> • <u>Missing, damaged or painted sprinkler heads (X)</u>
<ul style="list-style-type: none"> • Exit signs and lights should be clearly visible and should be free of damage 	<ul style="list-style-type: none"> • <u>Emergency exit is covered or blocked (X)</u> • <u>Emergency exit sign is not functioning (X)</u> • Emergency exit is not labeled • Exit door is blocked
<ul style="list-style-type: none"> • Fire alarm pull stations should be easily accessible and should not be covered 	<ul style="list-style-type: none"> • <u>Problems exist with the condition of the alarm system (X)</u>
<ul style="list-style-type: none"> • Elevators are operational 	<ul style="list-style-type: none"> • Elevator permits missing or not current
<ul style="list-style-type: none"> • The area around light fixtures should be kept clean and clear, free of excessive hangings or artwork 	<ul style="list-style-type: none"> • Excessive materials hanging on or around lights
<ul style="list-style-type: none"> • Be aware of perfumed scents in classrooms which could indicate the use of a plug-in air freshener 	<ul style="list-style-type: none"> • Candles are lit in classrooms, or left on warming plates • Plug - in air fresheners are found in classrooms



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SECTION 10 | FIRE SAFETY

Tips for filling out the FIT under this category

- NA can be filled out for this category in open areas such as fields, basketball courts, and playgrounds as these areas do not have components that pertain to fire safety.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

Each of the fire safety systems in schools has additional tests, which can pinpoint system deficiencies. Unfortunately, in older schools many systems do not meet current code or best practice requirements.

1. Fire Sprinklers
 - a. The FIT references visual assessment for any missing sprinkler heads. If there are concerns about fire sprinkler systems, beyond simply missing heads, it is important to have the overall system of piping and controls tested. Clearly, testing the system cannot be accomplished through full activation. However, it is recommended that system pressures be reviewed by maintenance staff on a regular basis.
 - b. Outside fire sprinkler system firms can provide a testing program to the school district, which might include more, focused testing of branch lines or individual sprinkler heads.
 - c. Sprinkler system components include risers, piping, valves and supports, which should be regularly reviewed by district maintenance staff.
2. Emergency Alarms
 - a. The “appearance” of functionality for emergency alarms is the standard in the FIT. It is recommended that districts perform simple fire alarm tests on a regular basis by activating the alarm system and reviewing the function of each device.
 - b. Assessment of older alarm systems by an electrical engineer is recommended to confirm current code deficiencies on existing systems.
 - c. Review recommended upgrades to devices and review an increasing number of devices if deficiencies are found.
3. Emergency Exit Signs and Exit Obstructions
 - a. The FIT asks for Exit signs confirmed to “function as designed.” Exit signs may be simple signage or various types of illuminated signage.
 - b. Regular inspections by district staff, both from site and maintenance staff should focus on maintaining Exit signs and pathways fully visible and usable during an emergency.
 - c. Local fire department reviews with site staff are an important part of an overall standard review for fire exiting and fire safety.
 - d. Perform a building by building review of Emergency Exit signage by a licensed professional architect. This review can confirm deficiencies in relation to current requirements.
4. Fire Extinguishers
 - a. The FIT requirement is for “current and placed in all required areas.” Districts need to ensure that, based upon the original design and approval of the buildings, fire extinguishers are in all required locations.
 - b. Basic maintenance for districts must include regularly scheduled check of fire extinguishers for pressure or charge. Coordinate with local fire departments to have fire extinguishers inspected.



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SECTION 10 | FIRE SAFETY

5. Fire Alarm Pull Stations
 - a. The FIT focuses on the visibility of pull stations, which is an important issue in schools where coverings, fixtures, casework or equipment may block access to pull stations.
 - b. Regular inspections by district staff should be done to ensure full visibility of pull stations.

IV. Facilities Best Practices

1. Fire Alarm Systems
 - a. Current code requirements may not be met by systems in older buildings.
 - i. For example, upgrade systems to meet current codes. Alarm devices meeting current code will include a “horn and strobe” combination to allow visual as well as audio alarm for the system.
 - ii. For example, alarm device locations required by current code are far in excess of the minimal requirements of earlier building requirements.
 - iii. For example, main fire alarm panels may not provide information regarding locations of alarms. New systems are typically fully addressable and programmable.
 - b. Districts should consider fire alarm upgrades as a basic upgrade for any sites which have older systems.
2. Emergency Exit Signs
 - a. Current code requirements may not be met by systems in older buildings.
 - i. A basic component of Exit signage, which will commonly be missing in older systems, is low-level illuminated signage. Exit signage of this type is designed for emergency use where smoke might obscure exit signage at higher levels.
 - b. Consider upgrades to full systems after an assessment of installed signage.
3. Fire Extinguishers
 - a. Current codes require placement of fire extinguishers in each classroom space.
 - b. Consider voluntary upgrades for older buildings where this has not been completed.

V. Resources

Office of the State Fire Marshall (<http://www.osfm.fire.ca.gov>)

National Fire Safety Protection Association (<http://www.nfpa.org>)

School Safety Tips (<http://www.nfpa.org/Public-Education/By-topic/Property-type-and-vehicles/School-fires/School-safety-tips>)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 11 | HAZARDOUS MATERIALS

I. Overview

Schools produce, use, store, and manage many hazardous and flammable materials, including combustion byproducts from kitchens, maintenance and janitorial products, chemicals for science laboratories and wood/metal shops, gas tanks, mercury-containing light bulbs, asbestos, and mold, among other items. These materials, if not vented, stored, managed or handled properly can cause serious harm from fire danger or exposure to toxins or biological contaminants. The FIT is used to assess whether there appears to be evidence of hazardous materials that may pose a threat to students or staff while at school. The standard is for hazardous and flammable materials to be stored properly, and to have no evidence of peeling, chipping, or cracking paint, or of mold, mildew, or asbestos exposure. Beyond the FIT, there are many code requirements for fire safety and proper handling of hazardous materials, and many best practices to further reduce potential accidents and exposures to dangerous chemicals.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• There should be no hazardous chemicals or substances in open areas accessible by students• There should be no hazardous chemicals or substances under sinks• Campuses should be free of excessive peeling paint, especially on elementary sites	<ul style="list-style-type: none">• <u>Hazardous chemicals and flammable materials are not stored properly (X)</u>• Materials labeled "keep out of reach of children" are within reach of children• Pesticides found (if found, they should be immediately removed)• Aerosols found (no aerosols are allowed)• Mercury switches on thermostat are exposed• Paint is peeling, chipping or cracking• Surfaces appear to have mildew, mold odor and visible mold
<ul style="list-style-type: none">• Custodial spaces should be properly storing cleaning chemicals• Special storage rooms (like science lab storage) should be inspected in middle and high schools• All flammable materials should be stored in a clearly marked flammable storage locker unless the item is in use	<ul style="list-style-type: none">• 55-gallon drums are not labeled as to their contents
<ul style="list-style-type: none">• All compressed gas cylinders should be secured to a wall or a cart	<ul style="list-style-type: none">• Compressed gas cylinders are free-standing or otherwise unsecured

Tips for filling out the FIT under this category

- This category should be checked in ALL areas including outdoor areas. Do not mark any area NA for this category.



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SECTION 11 | HAZARDOUS MATERIALS

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. General
 - a. Classrooms have low-VOC markers for white boards.
 - b. There is no mercury or mercury equipment in any classrooms, labs or other parts of the school (i.e. thermometers or barometers).
 - c. Asbestos management plan (AHERA plan) has been prepared and is kept on-site, up to date, and available without restriction.
2. Chemical Storage
 - a. Science labs where chemicals are used are equipped with containment hoods that appear to provide negative pressure and suck air to the outdoors and not into the room. Chemical fume hoods appear to be operable and draw air.
 - b. Chemical exhaust stacks are located at least 50 feet from outside air intake, or 2 feet above intakes that are within 10 feet and use vertical discharge heads not raincaps.
 - c. Chemicals are stored in a locked, well secured area that is ventilated with negative pressure to exhaust storage area fumes directly to the outdoors. An up-to-date Lab Chemical Inventory is posted in chemical storage area. Chemical storage areas are not overcrowded.
 - d. Chemicals are stored to prevent spill, knock-over accidents (i.e. on lipped shelves), and are stored by hazard class, and Acids and Bases are stored in separate dedicated cabinets and properly labeled.
 - e. All chemical storage containers are intact and there is no evidence of chemical leakage from containers (i.e. no crystals formed around lids or on shelves, no staining of the shelf or labels, no corrosion of shelving). Special storage requirements are met (elemental sodium/potassium are not stored under kerosene, light-sensitive chemicals are protected from light, etc.).
 - f. Flammable storage lockers should be secured to the wall or floor so as not to tip over when doors are opened or during an earthquake.
 - g. All chemicals are labeled with the name of the chemical, NOT solely by chemical symbol. All chemical solutions are labeled and dated.
 - h. All recyclable material (oil, solvents, etc.) drums should be kept in a secondary containment unit.
 - i. Material Safety Data Sheets (MSDSs) are available in each department for all hazardous chemicals used. Copies of hazardous waste manifests are retained on-site as required.
 - j. All chemical storage areas are provided with a spill-kit containing absorbent, neutralizing chemicals and other spill-control materials. Eyewash stations and safety showers are available and operable in areas where corrosives are used (hard-plumbed is preferable). Approved safety goggles are available, in the areas where chemicals are used to every student using them. Appropriate personal protective equipment (e.g. chemically resistant glove, safety glasses) is used.
3. Compressed Gas Cylinders
 - a. Compressed gas cylinders are free of corrosion, dents, cuts, gouges, bulges and leaks.
 - b. All compressed gas cylinders are marked with up-to-date hydrostatic test certification.
 - c. Compressed flammable gases and oxidizing gases are stored separately by either a 1-hour fire wall or distance of 25 feet. Compressed gas cylinders are stored upright in a well-ventilated area, by hazard class, secured, capped and kept at least 20 feet from flammable liquids, oxidizers, and other sources of ignition.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 11 | HAZARDOUS MATERIALS

4. Flammable and Combustible Liquids
 - a. Flammable and combustible liquids are stored in code-approved cabinets with self closing doors, in buildings not occupied by students. Flammable materials are in approved safety containers.
 - b. Exhaust ventilation system in flammable material storage rooms provides six air changes per hour and a control switch outside the room.
 - c. The local Fire Department has been provided with the chemical inventory list, and has been invited to tour the areas where hazardous chemicals are stored/used in the school.
 - d. Adequate emergency equipment is available and easily accessible. (e.g. fire extinguishers, chemical spill clean-up materials, etc.)
 - e. A communication device (e.g. intercom, two-way radio, telephone) is available in areas where hazardous materials are used or stored so that the office can be notified of any emergency.
 - f. Emergency information (including emergency telephone numbers) is posted by the telephone(s) closest to the area(s) where hazardous materials/wastes are used/stored.
 - g. Containers of hazardous wastes are kept closed and are labeled as required.
 - h. Hazardous wastes are stored in a secure, segregated, and labeled area.
5. Maintenance Products and Janitorial Cleaning Chemical Products
 - a. Maintenance and janitorial products are stored in a locked, well-secured area that is ventilated with negative pressure to exhaust storage area fumes directly to the outdoors.
 - b. A Material Safety Data Sheet (MSDS) is available on every maintenance product/cleaning chemical used in the facility.
6. Art Supplies
 - a. A Material Safety Data Sheet (MSDS) is available for all art supplies (i.e. paints, adhesives, solvents used in the art rooms). Substances that the MSDS lists as having toxic contents are stored in a storage closet that is locked, and is ventilated with negative pressure to exhaust storage area fumes directly to the outdoors.
 - b. Dry pigments or paints or glazes containing heavy metals are not in use for art.
 - c. Kilns, ovens, and soldering areas are equipped with operable local exhaust hoods.
7. Pesticides
 - a. Avoid the use of pesticides as part of an Integrated Pest Management Program, as recommended by the Healthy Schools Act of 2000 and the California Department of Pesticide Regulation.
 - b. If pesticides are used, they are stored in a locked, well secured area that is ventilated with negative pressure to exhaust storage area fumes directly to the outdoors.
 - c. Pesticide use records, copies of pesticide labels, and Material Safety Data Sheets (MSDSs) are maintained on site in a central location and are available upon request to the public. Plans are in place to disclose pesticide use and spraying to parents and school community (as required by Healthy Schools Act) 48 hours prior to use.
8. Particulate Matter
 - a. Wood shops are free of wood chips, grinding dust and are vacuumed using a CRI certified vacuum. Wood shops are ventilated directly to the outdoors and the air is not circulated into any other room in the school. The cold air return grill is equipped with a MERV - 11 or better filter.
 - b. There are hoods over all degreasers in wood shop, auto shop, or mechanical shop. The hood fans appear to be sucking air from the hood outside.



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SECTION 11 | HAZARDOUS MATERIALS

9. Underground Storage Tanks
 - a. All Underground Storage Tanks containing hazardous materials or oil are documented to meet code requirements.
10. Fluorescent Bulbs (Contain Mercury)
 - a. All new and spent fluorescent bulbs are stored in a locked, well-secured area that is ventilated with negative pressure to exhaust storage area fumes directly to the outdoors. Used bulbs are disposed of properly according to county waste management rules.
11. Combustion Byproducts
 - a. The stove is equipped with a hood that is operational, and has a sufficient draw to eject stove combustion byproducts and cooking odors from building to the outdoors through duct work.
12. Radon
 - a. The last radon test was within the last 5 years and was below the US EPA's action level.
13. T-12 light ballasts may contain Polychlorinated Biphenyls (PCBs) and should be replaced and properly disposed of.

IV. Facilities Best Practices

1. Schools are encouraged to develop an overall Chemical Management System, whereby chemicals can be tracked, volumes reduced, safer alternatives substituted, and stored and handled safely. Many schools are clearing out old chemicals and investigating methods to reduce the overall volume of chemicals used, while also substituting safer alternatives and services. There are often opportunities to save school district money through the proper management and overall reduction of chemicals.
2. Schools are encouraged to adopt Integrated Pest Management (IPM) policies and practices. Integrated Pest Management offers methods to control pests without the use of dangerous toxic pesticides. Many safer alternative products and pest management practices are now commonplace. See Section 6: Pest and Vermin Infestation for additional information.
3. Schools are encouraged to adopt Environmentally Preferable Purchasing Policies that cover these areas as a means of preventing pollution and reducing exposures to hazardous materials. Environmentally Preferable Products are now available across a range of product categories, including green cleaners and other janitorial and floor care products, art supplies, and office and school supplies.
4. Schools are required to have adequate safety and emergency procedures in place in case of accidental chemical exposures or fires. In addition, schools are required to have the Material Data Safety Sheets available on all chemicals, cleaning products, pesticides, and other hazardous materials used or stored at the school.



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SECTION 11 | HAZARDOUS MATERIALS

V. Resources

Polychlorinated Biphenyls (PCBs)

- www.epa.gov/schools-healthy-buildings/renovations-and-polychlorinated-biphenyls-pcbs-healthy-school-environment
- www.epa.gov/pcbs/polychlorinated-biphenyls-pcbs-building-materials#Information-Buildings
- www.epa.gov/pcbs/exposure-levels-evaluating-polychlorinated-biphenyls-pcbs-indoor-school-air
- www.epa.gov/pcbs/polychlorinated-biphenyl-pcb-guidance-reinterpretation
- Light Ballasts <https://www.epa.gov/pcbs/polychlorinated-biphenyl-pcb-containing-fluorescent-light-ballasts-flbs-school-buildings>

Healthy Schools Act

- Required IPM Training <http://apps.cdpr.ca.gov/schoolipm/training/main.cfm>
- IPM Compliance https://www.dtsc.ca.gov/Schools/upload/SC_CGHS_HSA_Reminder.pdf
- http://apps.cdpr.ca.gov/schoolipm/school_ipm_law/hsa_requirement_schools.pdf

Crumb Rubber/Turf Fields

- USEPA Crumb Rubber Q&A <https://www.epa.gov/chemical-research/tire-crumb-questions-and-answers>
- List of Studies <https://www.epa.gov/chemical-research/tire-crumb-and-synthetic-turf-field-literature-and-report-list-nov-2015>
- US Consumer Product Safety Guidance <https://www.cpsc.gov/Safety-Education/Safety-Education-Centers/Crumb-Rubber-Safety-Information-Center>

Pesticide Applications Near Schools

Department of Pesticide Regulation (DPR) general information
http://www.cdpr.ca.gov/docs/legbills/pesticide_use_near_schools.htm

California Department of Pesticide Regulation (DPR), School Integrated Pest Management Program (www.cdpr.ca.gov/cfdocs/apps/schoolipm/main.cfm)

DPR has information on pesticide products; a comprehensive directory of resources describing and promoting least-hazardous pest management practices at schools; a model program guidebook; and ways to reduce the use of pesticides at school facilities California School Integrated Pest Management Program, California Department of Pesticide Regulation (<http://www.cdpr.ca.gov/docs/pestmgt/schoolipm.htm>)

California Integrated Waste Management Board, Environmentally Preferable Purchasing (www.ciwmb.ca.gov/EPP/) and School Waste Reduction: Purchasing (<http://www.calrecycle.ca.gov/>)

CHPS 2006 Edition Best Practices Manual Volume II on Design (www.chps.net)

See Guidelines IN8 Moisture Control (relevant to controlling mold). Many of the other guidelines have recommendations related to pesticides, chemical storage or chemical presence by strategy or system.

Healthy Schools Campaign, The Quick and Easy Guide to Green Cleaning in Schools (www.healthyschoolscampaign.org/campaign/green_clean_schools/guide.php)

Safe School Inspection Guidebook, Los Angeles Unified School District, Office of Environmental Health & Safety Facility Inspection Program, 2004
(www.lausd-oehs.org/docs/SafetyInspections/InspectionGuidebook.pdf)

School Safety Compliance Checklist, Los Angeles Unified School District, Office of Environmental Health & Safety Facility Inspection Program, 2004
(www.lausd-oehs.org/docs/SafetyInspections/SchoolSafetyComplianceChecklist.pdf)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 12 | STRUCTURAL DAMAGES

I. Overview

Seismic safety of school buildings is a key component of structural safety for school buildings in California. The Field Act, originally passed in response to damage from the 1932 Long Beach earthquake, governs state school buildings to the highest standards of seismic safety. Any structural damage to an existing school site, which might impact the lateral force resisting system of the buildings, is of special concern. In addition to structural issues, the contents of classrooms, such as filing cabinets, must be secured in the event of a seismic event.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none">• This should be a general visual inspection of the structural integrity of a building	<ul style="list-style-type: none">• <u>Severe cracks (X)</u>• <u>Missing or damaged posts, beams or supports (X)</u>• <u>Posts, beams and supports for portable classrooms and ramps are damaged(X)</u>• <u>Dry rot/mold appears to undermine the structural components (X)</u>• Holes in walls, floors, or ceilings• Damage to exterior paint, plaster, or finish• Damage to skirting or siding• Damage to stairway or ramp• Dry rot/mold in structural components
<ul style="list-style-type: none">• Floors, roofs and ceilings should not be sloping or sagging	<ul style="list-style-type: none">• <u>Ceilings or floors are sloping or sagging (X)</u>
<ul style="list-style-type: none">• Walls, posts and columns should not be leaning	<ul style="list-style-type: none">• <u>Walls are leaning or bulging (X)</u>• <u>Posts or columns out of alignment or leaning (X)</u>

Tips for filling out the FIT under this category

- NA should normally be filled out for this category in outdoor areas, since there are no structural components in these areas.
- If there is an outdoor shade structure, the structural support system may be checked under this category.

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. The basic visual assessments contained in the FIT should provide clues to potentially serious structural damage at a school site. It is strongly recommended that any inspection teams which note potential structural damage should request immediate repairs of the conditions from the school district.



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SECTION 12 | STRUCTURAL DAMAGES

2. Districts have a number of tools available for structural damage assessment after initial visual reviews using the FIT or when there are other concerns raised regarding potential structural damage in school buildings.
 - a. Severe Cracks - These indicators of potential structural damage can be found in a number of areas, each of which will have different causes and follow-up investigation procedures.
 - i. Foundation and Slab Cracks - These types of structural cracks often indicate differential settlement or movement of soils. It is recommended that severe foundation or slab cracks be investigated using destructive testing techniques - removal of finishes and coverings so that a complete assessment of the length, depth and severity of the cracks can be determined. Then follow up with preliminary reviews by:
 - Civil Engineer - drainage patterns which may contribute to erosion around structural elements or create wet soils conditions.
 - Geotechnical Engineer - for soils, geohazards (landslides, liquefaction, faults).
 - Structural Engineer - for review of remedial design of systems, which may be required.
 - ii. Structural Wall Cracks - Wall cracking can take many forms, and is often associated with differential settlement or movement of soils. However, it is also important to review any noted severe cracking of structural walls using destructive testing techniques.
 - Shear Cracks - These types of cracks running in angular patterns out from openings and load points typically indicate lateral force stresses. Structural engineering review of building lateral force resistive systems may be indicated.
 - Water Damage, Dry Rot, Termites - These all contribute to potential cracking in structural walls - especially in older buildings.
 - iii. Column and Beam Cracks - Column and beam cracking may indicate overstressing of members beyond design capacity.

Look for any new loads or any changes in load patterns from the designed system. Example: Was remodel work done which cut a structural member or removed a wall? If so, a structural engineering review is recommended.

- b. Ceiling and Floor Sloping, Sagging
 - i. Destructive testing might be needed to remove finishes and coverings to assess the full extent of potential damage.
 - ii. In a wood frame system - water damage, dry rot or termite damage may be primary indicator.
 - iii. Differential settlement due to soils issues. A geotechnical engineering review might be needed.
 - c. Posts, beams, supports for portable classrooms, ramps, and other structural building members intact.
 - i. Anchorage of Non-structural Elements - An overall review is recommended of the anchorage of equipment, casework, fixtures, and finish panels. Look at anchorage systems for bookcases in libraries and book rooms. Cases need to have floor anchorage and an internal bracing system with recommended overhead bracing to the building structure.



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SECTION 12 | STRUCTURAL DAMAGES

IV. Facilities Best Practices

1. Regular visual inspections of facilities will keep staff up to date regarding potential indicators of structural damage. Causes of structural damage are often due to soils conditions and often directly result from mismanagement of storm water on school sites.
 - a. Ensure that water is directed away from buildings through an underground storm water system.
 - b. Ensure that roofs, walls, and all building envelope systems are waterproof.
 - c. Review roof warranty information, and develop an appropriate scheduled maintenance program.
 - d. Structural engineering assessments. Review the extent of knowledge in the district regarding structural assessments of sites. If possible, supplement existing information with updated assessments.
2. Structural damage repairs can be expensive and disruptive to the school environment.
 - a. Temporary housing for students may be needed if the structural repairs are extensive.
 - b. Best practice is to develop structural upgrades—including “voluntary” seismic upgrades—as part of a state/local funded modernization program.
3. Best practice in earthquake country: Develop a post-disaster structural damage assessment team with procedures for reviewing conditions in district schools after an earthquake.

V. Resources for Good Repair and Best Practices

Guide and Checklist for Nonstructural Earthquake Hazards in California Schools (Reference)
([www.caloes.ca.gov/PlanningPreparednessSite/Documents/Nonstructural EQ Hazards For Schools July2011.pdf](http://www.caloes.ca.gov/PlanningPreparednessSite/Documents/Nonstructural_EQ_Hazards_For_Schools_July2011.pdf))

CA Division of the State Architect Testing & Inspections Protocol for Structural Safety
(www.dsa.dgs.ca.gov/Labs/default.htm)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 13 | ROOFS

I. Overview

There is a health and safety risk where there is a hole, or an open and exposed area that permits water leakage leading to peeling paint and surface mold development, and at the worst a cave-in of the structure. In order to protect the inhabitants of the building from the outdoor elements and prevent class disruption or forced evacuation from the disabled space, it is necessary to avoid exterior/interior damage and structural issues that compromise the integrity of the roof. The definition of “visible damage” includes a structure or material that is not intact, cracked, broken, missing cover/shingles, drain pipes and gutters that are loose from the building and sealant that is not intact as viewed from the ground.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an “X”)
<ul style="list-style-type: none"> This should be a visual inspection only, looking at what is evident from the ground or from a window/door looking down on a roof. Inspectors are not expected to use a ladder to view a roof or to climb out on any roof. 	
<ul style="list-style-type: none"> Roofing materials should not be damaged, deteriorated or missing 	<ul style="list-style-type: none"> Roof and/or roofing materials are not intact
<ul style="list-style-type: none"> Flat roofs should be free of standing water or debris accumulation 	<ul style="list-style-type: none"> Roof covered with leaves, debris
<ul style="list-style-type: none"> Gutter systems, including downspouts, should be intact, anchored to the building, and free of damage that would impact drainage Gutter systems should be free of debris 	<ul style="list-style-type: none"> Gutters, roof drains, or downspouts are not intact Missing or damaged downspout or roof drain Vegetation growing in gutters Roof drains filled with leaves, debris
<ul style="list-style-type: none"> Classroom ceilings and walls should be free of active roof leaks (ex: dripping and leaks evident on the day of or a day immediately after a rain) 	<ul style="list-style-type: none"> Wet ceiling tiles or walls inside the classroom indicating an active roof leak

Tips for filling out the FIT under this category

- Roofs can be easily evaluated for standalone areas, such as portable classrooms.
- For permanent buildings containing several areas/classrooms to be evaluated, roofs should be considered as parts of individual areas. So if there is a deficiency noted that covers half of the classrooms in a permanent building, then mark a deficiency in roofs for half of the classrooms and check good repair for roofs in the other half of the classrooms.
- An interior space with no exterior access may have this category marked as NA, unless there is an obviously apparent roof leak.
- There is not a requirement that school sites have gutters on their buildings. However, if a site’s buildings do have gutters, it is a requirement that they be in good repair.



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SECTION 13 | ROOFS

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. Although not required, if it can be done safely get on top of roof for inspection.
2. Inspect annually to ensure that sealants and pipe covers are intact and functional.
3. Check for nests and droppings/foreign substances that would corrode roofing material, sealants, and/or obstruct gutters and drainpipes or air intakes or exhausts.
4. During rainy season check regularly for water pooling.
5. Check that downspouts operate correctly and do not drain close to the foundation.

IV. Facilities Best Practices

1. Maintain good records of maintenance and inspections.
2. Keep hot pots of tar and other repair materials away from the outdoor air intake to ensure no odors and/or contaminants are allowed into building.
3. Carry out pollution producing activities during unoccupied hours.
4. Quickly repair small leaks to prevent water damage worsening.
5. Sustainability considerations – use alternative roofing materials, “cool roofs” to save energy, and insulation.

V. Resources for Good Repair and Best Practices

CHPS 2004 Edition Best Practices Manual Volume IV on Maintenance & Operations
(www.chps.net) See Guidelines BE1- BE3 on Building Envelope and Roofs

CHPS 2006 Edition Best Practices Manual Volume II on Design (www.chps.net)
See Guidelines IN1-IN9 on Building Enclosure and Insulation

Roof Inspections: A Closer Look

(www.facilitiesnet.com/ms/article.asp?id=5441&keywords=roof,%20roofing,%20roofs,%20roof%20inspection)



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 14 | PLAYGROUND/SCHOOL GROUNDS

I. Overview

On the playground, students can play safely without distraction by hazards. The facility is safe, and any physical harm incurred is from playing and not caused by the facility itself. A definition of “safe” includes no holes or cracks or trip hazards on any surface and there are no sharp objects, hooks or projecting materials that could cause bodily harm. The maintenance of school grounds, including watering and landscaping, should not interfere with student performance.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an “X”)
<ul style="list-style-type: none">• Play surfaces and grounds should be free of holes and trip hazards	<ul style="list-style-type: none">• Inadequate surface material in playground area (ex: fall zones have earth exposed or weed control netting exposed)• Significant cracks, trip hazards, holes or deterioration
<ul style="list-style-type: none">• Asphalt and other paved areas, including parking lots, should be free of holes and trip hazards	<ul style="list-style-type: none">• Significant cracks, trip hazards, holes or deterioration
<ul style="list-style-type: none">• Campus should be free of standing water on hardscape and play fields	<ul style="list-style-type: none">• Signs of water drainage problems including standing water on hardscape areas
<ul style="list-style-type: none">• Equipment, including play equipment, sports equipment and outdoor tables and seats, should not be broken, cracked or displaying damaged corners or surfaces	<ul style="list-style-type: none">• Open “S” hooks, protruding bolt ends, sharp points and edges in playground equipment• Seating, tables, and equipment are not functional and show significant cracks

Tips for filling out the FIT under this category

- This section should be checked for ALL areas. Do not mark any area as NA for this category, as all areas are part of “school grounds.”
- Several sections of good repair criteria would not apply to the evaluation of playgrounds as they do not exist outside of physical building areas (ex: mechanical systems, interior surfaces, fire safety, electrical unless there are light fixtures outside, or structural damage and roofs unless there is a lunch shelter structure).
- Playgrounds/school grounds should be evaluated as separate areas by either dividing the campus based on specific borders or by general areas (ex: separately evaluate football stadiums, track fields, tennis courts, swimming pools, etc.).
- At elementary sites, each playground should be evaluated separately.
- Excessive standing water on hardscape areas should be identified as deficiency in this category.



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III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. Playground
 - a. Check that shock absorbing materials are in fall zones around stationary equipment, slides, and swings in both the front and back directions, and they comply with the American Society for Testing and Materials (ASTM) standard F1292 and F 1951 for fall protection.
 - b. Test for the presence of arsenic to ensure playground equipment is not made of arsenic treated wood, or the wood is properly sealed on a regular basis.
 - c. Check that there are adequate guard rails around elevated surfaces to prevent falls.
 - d. Check that there are no openings between 3.5 and 9 inches to prohibit head entrapment.
 - e. Check that exposed areas of dirt have groundcover, which helps keep dust down.
 - f. Check that playground equipment appears to comply with Consumer Products Safety Commission (CPSC) guidelines.
2. Grounds
 - a. Sprinklers do not spray on any exterior walls.
 - b. All gutters and downspouts are installed to carry water away from the foundation (they do not end several feet above the ground, they have no missing pieces).
 - c. There is no standing water on any playfield or within 10 feet of building foundation.
 - d. There are no grass clippings stored adjacent to building except in authorized compost area away from building.
 - e. Integrated Pest Management practices are followed for maintenance of playing fields, school gardens, and grounds.

IV. Facilities Best Practices

1. Playground
 - a. Use recycled materials for matting and playground equipment, including recycled wood product that is sealed properly.
 - b. Involve students in playground maintenance monitoring.
2. Grounds
 - a. Use low - allergen and low - watering plants in landscaping, since some plants can exacerbate asthma and allergies.
 - b. Perform ground maintenance during non-occupancy time.
 - c. Ensure compliance with the Healthy Schools Act (i.e., pesticide application).

V. Resources

Landscape Watering Restrictions

- <https://www.dgs.ca.gov/dsa/Programs/progSustainability/water.aspx>
- Case Study/Best Practices <http://www.sdcoe.net/business-services/facilities/Documents/201605-Jeff-Justus.pdf>
- https://www.cashnet.org/meetings/2015_Workshops/documents/Grove_MWEL0.pdf



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SECTION 14 | PLAYGROUND/SCHOOL GROUNDS

State Water Board Storm Water Municipal Permit

- http://www.waterboards.ca.gov/water_issues/programs/stormwater/municipal.shtml
- <https://www.cashnet.org/resource-center/resourcefiles/422.pdf>
- Rain garden <http://www.werf.org/liveablecommunities/index.htm>
- <http://learninggreen.laschools.org/stormwater-management.html>

Allergy-Free Gardening The Revolutionary Guide to Healthy Landscaping by Thomas Leo Ogren
(<http://www.allergyfree-gardening.com>) and “Low-Allergy Plants and Trees,” Landscaping

Guide by American Lung Association of San Diego and Imperial Counties
(www.calasthma.org/uploads/resources/asthmafriendly_landscaping.pdf)

American Society for Testing and Materials (ASTM) standard F1292 and F 1951 for fall protection

California Department of Pesticide Regulation (DPR), School Integrated Pest Management Program
(<http://www.cdpr.ca.gov/docs/pestmgt/schoolipm.htm>) DPR has information on pesticide products; a comprehensive directory of resources describing and promoting least-hazardous pest management practices at schools; a model program guidebook; and ways to reduce the use of pesticides at school facilities

CHPS 2004 Edition Best Practices Manual Volume IV on Maintenance & Operations
(www.chps.net) See Guideline LP6 Playgrounds

Consumer Products Safety Commission (CPSC) Handbook for Public Playground Safety
(<http://www.cpsc.gov/cpscpub/pubs/325.pdf>)

Examples of safer pest management practices in 27 school districts in 19 states
(www.beyondpesticides.org/schools/publications/IPMSuccessStories.pdf)

School Pesticide Reform Coalition and Beyond Pesticides, “Safer Schools: Achieving a healthy learning environment through Integrated Pest Management,” April 2003
(www.beyondpesticides.org/schools/publications/IPMSuccessStories.pdf) (Examples of safer pest management practices in 27 school districts in 19 states)



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CHILD WELFARE, ATTENDANCE & SAFETY

SECTION 15 | WINDOWS/DOORS/GATES/FENCES

I. Overview

Windows, doors, gates, and fences are important for maintaining security, for adequate ventilation, and for energy efficiency. Broken glass can be dangerous, and doors, windows, gates, and fences that have holes or do not lock properly can pose security risks. Windows and doors must be able to open and close properly for adequate ventilation (if there is no closed, central mechanical ventilation system) and thermal comfort, as well as conserving energy from heating and air conditioning.

II. Facility Inspection Tool

What to look for during inspections under this category	Examples of deficiencies found in this category (Extreme deficiencies as defined in the FIT are underlined and indicated with an "X")
<ul style="list-style-type: none"> • Windows and doors should be intact, functional and free of excessive scratches or wear marks 	<ul style="list-style-type: none"> • <u>Exposed broken glass accessible to pupils and staff (X)</u> • <u>Exterior doors and gates are not functioning and pose a security risk (X)</u> • Doors are broken, damaged, or missing • Door jambs have excessive scratches and wear marks • Loose or damaged thresholds that pose a trip hazard • Scratches on floor or gouges on asphalt in arch of door swing • Locks and other security hardware are not functioning properly • Loose or sticky door locks and latches • Windows are broken, damaged, or missing • Windows are boarded-up • Screens are damaged or missing
<ul style="list-style-type: none"> • Fencing should be free of holes and sharp protrusions 	<ul style="list-style-type: none"> • Fencing has holes
<ul style="list-style-type: none"> • Gates should free of holes, intact and functional 	<ul style="list-style-type: none"> • Gates are broken, damaged, or missing • Scratches on floor or gouges on asphalt in arch of door or gate swing • Locks and other security hardware are not functioning properly

Tips for filling out the FIT under this category

- NA should be filled out for this section for areas that do not have windows/doors/gates/fences in the vicinity.
- Though outdoor areas may appear not to have any windows, doors, gates or fences, any fence or gate surrounding the area may be attached to that area for evaluation purposes. For example, if a kindergarten play area has fencing, evaluate the fencing when evaluating the play area.
- Sites are not required to have fencing; however, if fences exist they must be in good repair.



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SECTION 15 | WINDOWS/DOORS/GATES/FENCES

III. Beyond the FIT

Although not required by the FIT, there may be situations where additional assessments or tests may be used to evaluate a specific issue at the facility. The following are resources and recommendations that can be useful:

1. Windows, windowsills, window frames, exterior door frames, and skylights are free of dampness (wet to the touch), water condensate (water droplets), or signs of water incursion (stains, discoloration), mold or mildew. Caulking around windows and door frames is intact and continuous; there are no visible spaces.
2. Exterior doors are equipped with weather stripping and door sweeps to prevent drafts, pests, and animals from entering.
3. Windows for natural ventilation open and close freely.
4. Windows with air conditioners mounted in them do not have signs of water incursion or intrusion or spaces where pests or animals can enter around the air conditioner housing.
5. For schools built before 1980, windows, windowsills, window frames and exterior door frames have no indications of chipping, peeling, or chalking paint from deterioration or from friction of moving surfaces or from impacts from carts, vacuums, shoes, balls, or people (which would bring in potential hazards from deteriorated lead paint). In some cases building materials, particularly window caulking, contains high levels of PCBs. See Section 11: Hazardous Materials for more information.
6. Access is prevented to crawlspace, roof, and other passageways not intended for use by students or unauthorized staff.

IV. Facilities Best Practices

1. Ensure that routine maintenance program includes the maintenance and cleaning of windowsills, window frames, etc. to avoid buildup of mold, mildew, dust or PCBs.
2. Maintain paint in good repair to avoid chipping of old, lead-based paint.
3. Maintenance of gates, fences, locks, etc. is important for security.
4. There may be opportunities to save significant amounts of energy and reduce schools' energy costs through the choice of high-efficiency windows, doors, and skylights; the use of weather-stripping; and the greater use of natural daylight.

V. Resources

International Window Cleaning Association: Guide to Window Cleaning Safety Standards Property Professionals Guide Series. The ANSI / IWCA I-14.1 Window Cleaning Safety Standard
(<http://www.iwca.org/?page=BuildingOwners>)

California Energy Commission Reports on Daylighting and Schools. Windows and Classrooms.
[A Study of Student Performance and the Indoor Environment](#)

CHPS 2004 Edition Best Practices Manual Volume IV on Maintenance & Operations. Available for free download at www.chps.net. See Guidelines BE4 Windows and Doors, CP8 Window Coverings.



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SECTION 15 | WINDOWS/DOORS/GATES/FENCES

CHPS 2006 Edition Best Practices Manual Volume II on Design (www.chps.net)

See Guideline IS11 Interior Doors and Guidelines LG1-LG19 on Lighting & Daylighting

U.S. EPA Energy Star resources and products for schools

(<https://www.energystar.gov/sites/default/files/buildings/tools/EPA BUM CH10 Schools.pdf>)



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APPENDIX 1 | SAMPLE OPSC FIT FORMS

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STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(6/2016)

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(i), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	No Deficiency - Good Repair: Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".



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Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than Interior Surfaces. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the Category Totals and Ranking, the Overall Rating, and a section for Comments and Rating Explanation.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

"Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the ratings Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.



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APPENDIX 1 | SAMPLE OPSC FIT FORMS

STATE OF CALIFORNIA FACILITY INSPECTION TOOL SCHOOL FACILITY CONDITIONS EVALUATION (REV. 5/2018)	STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION	Page 1 of 6
PART I: GOOD REPAIR STANDARD		
(X) If undetected statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.	Overall Cleanliness School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following: a. Area(s) evaluated is free of accumulated refuse, dirt, and grime. b. Area(s) evaluated is free of unsolicited graffiti. c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session. d. Other: Pest/Vermin Infestation Pest or vermin infestation are not evident. Examples include but are not limited to the following: a. There is no evidence of a major pest or vermin infestation. (X) b. There are no holes in the walls, floors, or ceilings. c. Rodent droppings or insect skins are not evident. d. Odor caused by a pest or vermin infestation is not evident. e. There are no live rodents observed. f. Other: Electrical (Interior and Exterior) 1. There is no evidence that any portion of the school has a power failure. (X) 2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following: a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X) b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access. c. Other: 3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following: a. Lighting appears to be adequate. b. Lighting is not flickering. c. There is no unusual hum or noise from the light fixtures. d. Other:	
Gas Leaks Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following: a. There is no odor that would indicate a gas leak. (X) b. Gas pipes are not broken and appear to be in good working order. (X) c. Other: Mechanical Systems Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following: a. The HVAC system is operable. (X) b. The facilities are ventilated (via mechanical or natural ventilation). c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust. d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy). e. Interior temperatures appear to be maintained within normally accepted ranges. f. The ventilation units are not generating any excessive noise or vibrations. g. Other: Sewer Sewer line stoppage is not evident. Examples include but are not limited to the following: a. There are no obvious signs of flooding caused by sewer line backup in the facilities or on the school grounds. (X) b. The sanitary system controls odors as designed. c. Other: Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following: a. Walls are free of hazards from tears and holes. b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. c. Ceiling is free of hazards from missing ceiling tiles and holes. d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.) e. Other:		



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APPENDIX 1 | SAMPLE OPSC FIT FORMS

STATES OF CALIFORNIA FACILITY INSPECTION TOOL SCHOOL FACILITY CONDITIONS EVALUATION RFO 3503	STATE ALLOCATION BOARD OFFICE OF PUBLIC SCHOOL CONSTRUCTION	Page 4 of 5
Restrooms Restrooms in the vicinity of the entry being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 862 (EC Section 35262.5). The following are examples of compliance with SB 862: <ul style="list-style-type: none">a. Restrooms are maintained and cleaned regularly.b. Restrooms are fully operational.c. Restrooms are stocked with toilet paper, soap, and paper towels.d. Restrooms are open during school hours.e. Other	Structural Damage There does not appear to be structural damage that has created or could create hazardous or unsalvageable conditions. Examples include but are not limited to the following: <ul style="list-style-type: none">a. Severe cracks are not evident. (X)b. Ceiling/floor are not sagging beyond their intended design. (X)c. Posts, beams, supports for portable classrooms, annex, and other structural building members appear to be intact, secure and functional as designed. (X)d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)e. Other Roofs (observed from the ground, inside/outside the building) Roof systems appear to be functioning properly. Examples include but are not limited to the following: <ul style="list-style-type: none">a. Roofs, gutters, roof drains, and down spouts are free of visible damage.b. Roofs, gutters, roof drains, and down spouts are intact.c. Other Playground/School Grounds The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following: <ul style="list-style-type: none">a. Significant cracks, trip hazards, holes and deterioration are not found.b. Open "S" hooks, protruding bolt ends, and sharp point/edges are not found in the playground equipment.c. Seating, tables, and equipment are functional and free of significant cracks.d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.e. Other Windows/Doors/Gates/Fences (interior and exterior) Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following: <ul style="list-style-type: none">a. There is no exposed broken glass accessible to pupils and staff. (X)b. Exterior doors and gates are functioning and do not pose a security risk. (X)c. Windows are intact and free of cracks.d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.e. Doors are intact.f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.g. Gates and fences appear to be functional.h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.i. Other	Drinking Fountains (inside and outside) Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following: <ul style="list-style-type: none">a. Drinking fountains are accessible.b. Water pressure is adequate.c. A leak is not evident.d. There is no mold, mildew, or excessive staining on the fixtures.e. The water is clear and without unusual taste or odor.f. Other Fire Safety The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following: <ul style="list-style-type: none">a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)b. Emergency alarms appear to be functional. (X)c. Emergency exit signs function as designed, exits are unobstructed. (X)d. Fire extinguishers are current and placed in all required areas.e. Fire alarms pull stations are clearly visible.f. Other Hazardous Materials (interior and exterior) There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following: <ul style="list-style-type: none">a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g., locked and labeled properly). (X)b. Paint is not peeling, chipping, or cracking.c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.d. Surfaces (including floors, ceilings, walls, window casings, HVAC grilles) appear to be free of mold/mildew, mold odor and visible mold.e. Other



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PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

APPENDIX 1 | SAMPLE OPSC FIT FORMS

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV. 02/20)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL/INSPECTOR/DATE OF INSPECTION	
SCHOOL NAME	INSPECTOR NAME
SCHOOL TYPE (SCHOOL/CLUSTER)	NUMBER OF STUDENTS IN SITE
NAME OF SCHOOL SUPERINTENDENT/ADMINISTRATOR (if not superintendent, provide name)	
DATE OF INSPECTION	

PART II: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF SCHOOLS EVALUATED	A. PHYSICAL		B. SAFETY		C. ACCESSIBILITY		D. ENVIRONMENTAL		E. HEALTH & WELLNESS		F. SPECIAL SERVICES		G. OTHER		H. TOTAL	
	Category	Score	Category	Score	Category	Score	Category	Score	Category	Score	Category	Score	Category	Score	Category	Score
1	Category 1		Category 1		Category 1		Category 1		Category 1		Category 1		Category 1		Category 1	
	Category 2		Category 2		Category 2		Category 2		Category 2		Category 2		Category 2		Category 2	
	Category 3		Category 3		Category 3		Category 3		Category 3		Category 3		Category 3		Category 3	
	Category 4		Category 4		Category 4		Category 4		Category 4		Category 4		Category 4		Category 4	
Percent of Schools in Good Range			Percent of Schools in Good Range			Percent of Schools in Good Range			Percent of Schools in Good Range			Percent of Schools in Good Range			Percent of Schools in Good Range	
Total Percent per Category			Total Percent per Category			Total Percent per Category			Total Percent per Category			Total Percent per Category			Total Percent per Category	
Rank, Overall			Rank, Overall			Rank, Overall			Rank, Overall			Rank, Overall			Rank, Overall	

Note: An extreme deficiency in any area automatically results in a "poor" rating for that category and a zero for "Total Percent per Category".

OVERALL RATING:

EXTREME DEFICIENCY CATEGORY: NONE

SCHOOL RATING: A

Note: School Rating, apply the Percentage Range below to the average percentage determined above. Rating into account the rating Description below.

Percentage	Description
100% - 100%	The school meets or exceeds all standards of good practice. Furthermore, the school is a very good school.
90% - 100%	The school is maintained in good repair with a number of structural deficiencies noted. These deficiencies are minor and/or isolated and do not affect the structural integrity of the school.
75% - 90% 20%	The school is not in good repair. Some deficiencies noted are structural and/or significant. Repairs are necessary to maintain the structural integrity of the school.
50% - 75% 20%	The school building is in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

COMMENTS AND RATING EXPLANATION:



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APPENDIX 2 | DEFINITION OF AREAS

When describing an area in the FIT, use common terminology for all school sites and always specify the location or context within campus, for example, Room 25, Boys Restroom by Room 10, Staff Restroom in 2-Floor of Main Building, etc.

List of typical areas of inspection:

AREA	LIST IN FIT	MAY INCLUDE
Instruction Rooms: Classrooms Labs Shops Specialty Instruction	Individually	Evaluate regular classrooms as well as computer, chemistry, physics, biology, and photo labs; wood, metal, auto, photo, shops, music, choir, theater, drama rooms, ROTC, and ROTC firing range, etc. Some areas may include a restroom or storage room
Main Office Health Office	Individually	Evaluate areas and include restrooms inside the office or nearby, such as the Health Office
Administrative Offices	As one area if in close proximity, or separate areas if not in close proximity	Evaluate Counseling Office, Attendance Office, Staff Lounge, Workroom, Conference Room, etc. Some areas may include a restroom or storage room inside the office or nearby
Library	Individually	These areas may include a storage room and/or an office
Auditorium/ Multipurpose Room	Individually	Typically includes one set of restrooms, possibly more, as well as a stage and a storage room
Kitchen Cafeteria	As one area if in close proximity, or separate areas if not in close proximity	Typically includes restrooms, storage rooms, freezers, serving areas, etc.
Lunch Area	As one area unless there is separation of Indoor/Outdoor Dining	Any of these areas may include restrooms, storage rooms, serving areas, student store, or snack shack, etc.
Restrooms: Students Staff	Individually, unless they are located within a classroom	Specify location - for example, Girls Restroom in main building, Boys Restroom on 2 nd floor, Staff Restroom by Room 32, etc.
Gymnasium	As one area unless there are multiple gyms; if so, list them separately	Evaluate Boys Gym and Girls Gym, if existing at site Typically includes one set of restrooms and possibly a weight room
Swimming pool	As one area	Evaluate the swimming pool and other support space for this function
Locker Rooms: Girls Boys	Individually	Evaluate the Girls Locker Room and Boys Locker Room. Typically includes restrooms and showers
Grounds/ Playgrounds/ Fields/ Yard	As one area	Typically includes basketball/volleyball/tennis courts, baseball fields, grass areas, blacktops, etc.

This matrix was developed by the Los Angeles County Office of Education.



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APPENDIX 2 | DEFINITION OF AREAS

Guidelines on unique areas of inspection (to be listed in FIT together with another area):

AREA	LIST IN FIT	WHERE TO INCLUDE
Hallways Stairwells Elevators Courtyards Parking Lots Perimeter fencing Asphalt damage Storage containers	Together with another area	Evaluate as part of an adjacent classroom, office, library, etc. which is in close proximity
Bleachers Student store or snack shack	Together with another area	Evaluate as part of the area where physically located: <ul style="list-style-type: none"> • If bleachers are located inside the gym, evaluate as part of the gym, if located on outside space, evaluate as part of the field • If student store is located next to Cafeteria, evaluate as part of Cafeteria, if located on outside space, evaluate as part of Lunch Area
Storage Custodial Hopper Electrical HVAC Boiler Rooms	Together with another area	Evaluate if access door is unsecured and there is a fire extinguisher sign; if the area is being inspected, evaluate it as part of another area, especially if it is located inside a classroom or as part of an area being inspected which is in close proximity
Exterior fenced-off equipment	Together with another area	Evaluate as part of an adjacent area where it is located or as part of the outside space in which is located

This matrix was developed by the Los Angeles County Office of Education.



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APPENDIX 3 | BACKGROUND ON *WILLIAMS* LAWSUIT

The *Williams v. State of California* case began on May 17, 2000 when the American Civil Liberties Union (ACLU), Public Advocates, the Mexican American Legal Defense and Education Fund (MALDEF) and other civil rights organizations, along with Morrison & Foerster LLP, filed a class-action lawsuit on behalf of public school children against the State of California, claiming the State and its agencies have denied thousands of California children their fundamental right to an education under the California Constitution by failing to give them the basic tools necessary for that education. A Settlement Agreement was reached on August 13, 2004, and on September 29, 2004, five bills implementing the details of the Settlement Agreement were signed into law by Governor Schwarzenegger.

The *Williams* settlement requires that all students have instructional materials and that their school be clean and safe. It also takes steps toward assuring that they have qualified teachers. The settlement holds schools accountable for delivering these fundamental elements, and provides nearly \$1 billion over the course of several years to accomplish these goals.

Concerning public school facilities specifically, the *Williams* settlement established a new statutory definition of “good repair” by requiring that “...the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction [OPSC].” In addition, the settlement established the Emergency Repair Program (ERP) which makes \$800 million available for districts to repair facility conditions that threaten the health and safety of students and staff that attend the school, and \$25 million for a one-time comprehensive facilities needs assessment of schools ranked in the bottom 3 deciles of the statewide Academic Performance Index (API).

Just over two years after the original settlement legislation was signed, Assembly Bill 607 (Goldberg) made significant improvements to the school facilities components of the Settlement Legislation. Using the Office of Public School Construction’s recommendations to the Governor and the Legislature regarding options for permanent state standards to replace the interim evaluation instrument as a foundation, Assembly Bill 607 took the next step in the evolution of the “good repair” standard and established a detailed statewide minimum standard in the California Education Code.

The bill also required the Office of Public School Construction to develop a permanent evaluation instrument to evaluate all public school facilities on an objective “good/fair/poor” scale. In addition, the bill fundamentally restructured the Emergency Repair Program (ERP) to allow districts to receive grants before they perform repairs, in addition to reimbursements for completed eligible repairs. Assembly Bill 607 also clarified how a County Superintendent may follow up when he or she determines on a site visit that the condition of a facility poses an emergency or urgent threat to the health and safety of pupils or staff or is otherwise not in “good repair.”

In 2007, the Office of Public School Construction developed the Facilities Inspection Tool (FIT) to replace the Interim Evaluation Instrument (IEI).



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APPENDIX 4 | ACRONYMS

ANSI	American National Standards Institute
ARB	Air Resources Board
ASTM	American Society for Testing and Materials
ASHRAE	American Society for Heating, Refrigeration and Air Conditioning
CARB	California Air Resources Board
CBC	California Building Code
CBSC	California Building Standards Commission
CSSC	California Seismic Safety Commission
CDHA	California Department of Health Services
CEC	California Energy Commission
CHPS	Collaborative for High Performance Schools
CIWMB	California Integrated Waste Management Board
CPUC	California Public Utilities Commission
CSSA	California Seismic Safety Commission
DPR	Department of Pesticide Regulation
DSA	Division of the State Architect
EPP	Environmentally Preferable Products
Healthy SEAT	Healthy School Environments Assessment Tool
IPM	Integrated Pest Management
IAPMO	International Association of Plumbing and Mechanical Officers
ICC	International Code Council
IPEMA	International Play Equipment Manufacturers Association
HEPA	High Efficiency Particulate Air Filters
HVAC	Heating, Ventilation, and Air Conditioning
IPM	Integrated Pest Management
MSDS	Material Data Safety Sheets
NPFA	National Fire Safety Protection Association



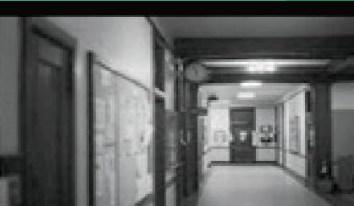
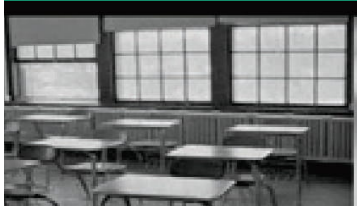
PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY



CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING

1303 J Street, Suite 520
Sacramento, CA 95814
(916) 448-8577



**Marshall Fundamental Secondary School
School Site Council Meeting Minutes
February 9, 2022**

Call to Order

Marc Karish called the meeting to order at 4:08 PM.

Attendees

In attendance were: Marc Karish, Lori Touloumian, Zara Agvanian, Warren Bleeker, Martin Thomas, Teri Richardson, Gloria Castillo, Armine Sahakian, Lilia Romero, Felita Kealing, Janet Morris, Virginia, Lanisha Kelly, Gina Hernandez, Anita Abledu, and Karen Delgado

Agenda:

1. ~~1. Community Updates~~
 - a. Budget revisions and program adjustments
 - b. Wins/challenges/updates
2. Discuss School-wide Safety Plan – Ms. Kelly presenting.
3. Community Updates
 - a. AAPC
 - b. ASB
 - c. Teachers
 - d. ELAC
 - e. Classified Staff
 - f. PTSA
 - g. Annual Fund

Approve Minutes

Lori Touloumian made a motion to approve the minutes from December 15, 2022. Gina Hernandez seconded, all approved.

Principal's Report

- Ms. Kelly reviewed the School Safety Plan. Areas covered included:
 - Areas of Pride
 - Ongoing Desired Changes- Physical Environment
 - Ongoing Desired Change- School Climate
 - Safety Strategies
 - Child Welfare, Attendance, and Safety
 - Parent/Guardian Involvement
 - Campus Safety Strategies
 - Areas of Concern
- Terri Richardson asked about the earthquake water supply. Ms. Kelly shared that it has been inventoried and she is waiting for new supplies of non-expired materials to be delivered by the district.
- There was a concern brought up about the bathrooms being locked during the day. There has been some vandalism in the bathroom and sometimes things are broken but they should be closed only for a short amount of time.
- There was discussion about the parent drivers before and after school. A crossing guard was hired this year to help with traffic. The police will also be called if parents aren't obeying the law.
- Ms. Toulounian discussed a possible future budget revision for next year's budget. She would like hire a RTI coach that would focus on peer mediations and restorative circles. Part of the salary would come from our budget (\$70,000) and the other half from Title 1 (\$80,000). It will be further discussed in future meetings.
- Wins/ Challenges/ Update
 - Wins
 - Evening of excellence was a success
 - Winter sports are doing well. Boys basketball, boys and girls soccer, wrestling, and the cheer squad are all

- competing in CIF games.
 - Mr. Melgoza, the band director, was recognized for having the band in the rose parade.
 - Several teachers were Altadena Rotary Grand Winters
- Challenges
 - The Omicron variant continues to impact the day to day events at school.
 - Teachers and staff have covid fatigue
- Updates
 - None at this time

Chair's Report

- The DAC has been disbanded.

Community Updates

AAPC

- No recent meeting
- The city of Pasadena will check your house for lead if it was built in 1951 or before.

ASB

- A vaccination clinic was recently held.
- There are numerous fundraisers occurring right now.
- It is National School Counselor week
- No school on Friday
- Sports awards will be on February 15th
- Middle School Dance will be held on February 25th
- Applications for next year ASB are open until February 28th
- Cheer squad placed 5th in CIF
- Boys Basketball placed second in league
- Girl's soccer finished 12-0 in first place and will play in CIF
- Wrestling has 14 players going to CIF
- Congratulations to Travis Delgado for earning the Posse Scholarship
- The custodians are not cleaning the classrooms.

Classified Staff

- Felita is asking the students to send her pictures for social media.
- CIF playoff information on the website has been updated
- The newsletter is going out in March

Teachers

- Math field day will be held at Marshall
- The custodians are not cleaning the classrooms.

ELAC

- There is a meeting next week.
- Ms. Rizzo presented at the previous meeting.

PTSA

- Breakfast for the teachers was provided on Valentine's Day
- The next meeting will be on February 17. Ms. Charles will be speaking 7pm
- They are looking for more people to be on the executive board
- Beautification day will be held on March 19th. The focus will be on the indoors
- Add Marshall to your amazon smile and Ralphs accounts to earn money for the school

Annual Fund

- \$14,000 was raised in yearend contributions.
- So far this year they have raised \$22,000
- April 30th will be the auction party

- The committee is looking for auction items.
- They also need volunteers for the evening

Future Meeting Dates

March 9

April 13

May 18

Motion to adjourn Gina, seconded by Janet at 5:24 pm

Submitted by Karen Delgado, vice chair

Evacuation Routes

Main Building Basement

- Rooms 5, 6, 7 exit via south exit past old gym to football field
- Rooms 10, 22, nurse and counselors office exit doors leading to pergola, walk past old gym to field
- Room 24 walk past band room and science building to field

Main building First Floor

- Rooms 101, 102, 103, 104 exit via south stairwell, downstairs to basement, out south door, walk past new gym to field
- Rooms 105, 106, Activities and Registrar offices exit via stairs at south of auditorium, walk past science bldg. to field
- Room 126, main, and discipline offices walk out exit door north of auditorium, walk past science bldg. to field
- Rooms 125, 127, 130 exit via north door, walk east past science bldg. to field

Main Building Second Floor

- Rooms 201, 202, 203, 204, exit via south stairwell, downstairs to basement, out south door, walk past new gym to field
- Rooms 205, 206, 207, 208, 209, 211 exit via stairs at south of auditorium leading to pergola, walk past old gym to field
- Rooms 213, 215, 216, 217, 218 exit via stairs at north of auditorium, past band room and science bldg. to field
- Rooms 219, 220, 221, 222 exit stairs by 219 then exit north door, go past science bldg. to field

North Building First Floor

- Rooms 123, 124, 125, 126 exit southwest door, go past science bldg. to field
- Rooms 127, 128, 129, 130, 131 exit east door, walk through parking lot to field

North Building Second Floor

- Rooms 222, 223, 224, 225, 226 exit west stairwell to southwest door, walk past science bldg. to field
- Rooms 227, 228, 229, 230, 231, 232 exit via southeast stairwell, walk through parking lot to field

Science Building

- Rooms 166, 167 exit via northwest door, go around to south of bldg. to field
- Rooms 160, 161, 162, 163, 164, 165 exit southeast door to field

Band Room

- Exit the southeast stairs and walk toward science bldg., go to field

C Building

- Rooms 154, 156, 159 exit via east door, walk north toward science bldg., go to field
- Library staff exit through north door, go to field

Gymnasium and PE area

- Clear locker room and walk with your classes; set up on field (students will not dress this period)
- M classrooms exit thusly; 272 down ramp, 274 down north stairs, 276 down north stairs, 278 down south stairs. All classes walk east past old gym to field
- D239, D240 exit the southeast stairwell, walk to field