



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Don Benito Fundamental School

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COMPREHENSIVE SCHOOL SAFETY PLAN

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Date – February 2022

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Mission Statement

School Site Mission Statement

At Don Benito, we are a diverse learning community growing together as global citizens and leaders. We value positive relationships based on mutual respect and collaboration. A growth mindset is instrumental in developing learners who are curious, motivated to think critically, creative in developing solutions and strong communicators.

At Don Benito we are committed to:

- providing rich curriculum, based on research based best practices;
- building the whole child; an interdisciplinary approach integrates the arts, technology, innovation and social emotional learning;
- developing responsible citizens

Vision Statement

Don Benito Fundamental School's Safe School Vision

1. Don Benito Fundamental School will provide a safe, orderly, and secure environment conducive to learning.
2. Don Benito Fundamental School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Don Benito Fundamental 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. Don Benito Fundamental 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. Don Benito Fundamental 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. Don Benito Fundamental 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. Don Benito Fundamental 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.

At Don Benito we are committed to creating a school that knows no limits to the academic success of each student.



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Introduction - School Profile

Don Benito Fundamental School is one of twenty-three schools in the Pasadena Unified School District. Don Benito Fundamental School has an 396 pupil body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Don Benito Fundamental 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

All issues are to be reported directly to the Don Benito School office and Administration.

Personal Characteristics of Pupil & Staff

Don Benito Elementary School is one of 14 elementary schools in the Pasadena Unified School District, which also includes three middle schools, and five high schools. Upon entering the campus, one is greeted by colorful murals depicting scenes from favorite children's books. This serves to create a calm and friendly environment that is inviting for both children and adults. We have a staff of 47 and 396 students. Don Benito is a neighborhood school. We have very active parents who are always willing to volunteer their time for many school activities.

Additional Data

Student enrollment figures/trends-This year we have 396 students. Currently, about 25% of our students reside in the neighborhood. Each year, our site participates in generating the open spaces for the following year and then those spaces are selected through the lottery.

Attendance is critical to academic achievement and regular daily attendance is a priority at Don Benito Elementary School.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance challenges in school and when the normal avenues of classroom, school and district counseling are not effective.

Don Benito Fundamental School has an enrollment of 396 pupils in 2022-2023. Approximately 53 % 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 43, % Hispanic, 11, % Black, 28 % Caucasian and 18% other. 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 Ready and I Ready Math, a Balanced Literacy Program, Science, and Social Studies, Social Emotional Learning Curriculum. All instruction is grounded in the California Common Core State Standards and 21st Century Learning Skills..

Pupils have the opportunity to participate in noon and after-school activities. These include Art classes, Library, City of Pasadena' Parks and Rec. and LEARNS..

Staff provides opportunities and additional activities open to pupils in the areas of Teacher tutoring during asynchronous learning and after school. Don Benito has a yearly talent show, an all school choir,



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an advanced choir, an orchestra (3-5), and play organized by teachers and parent volunteers. Students have the opportunity to participate in school wide activities such as the district African American History Bees, Spelling Bee, Math Club and Math Field Day..



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Physical Environment

The Schools' Location and Physical Environment

Don Benito Fundamental School is located in the Pasadena, CA 91107 area of Los Angeles County that has a low crime rate and poverty level.

The immediate area round the school includes

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Don Benito Elementary School is located in the Pasadena, CA 91107 area of Los Angeles County that has a low crime rate and poverty level. The immediate area includes the Upper Hastings Ranch neighborhood. The area around the school includes mostly residential homes, parks, and local businesses.

Present safety hazards include

Cracks in the asphalt on the upper and lower playground.

Three foot fence surrounding the perimeter, grounds of the TK & kindergarten playground.

Uneven asphalt due to rain damage and root growth throughout campus present tripping hazards.

Old playground equipment that poses potential injury to students.

Rubber surface on playground is deteriorating causing tripping hazards.

Description of School Ground

The buildings have numerous corridors and face the playground. The playground is grass, concrete and asphalt and includes basketball and volleyball courts, soccer field and a shaded play area. Don Benito Fundamental 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 28 classrooms 10 re-locatable classrooms.

Other ancillary structures include

Multi-purpose room, Library, Administration offices, health office, speech room, music room, art studio, book room, and a science lab..

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 Don Benito Fundamental 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 unknown, and renovated during the 2001 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

Don Benito Fundamental School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and alternative to suspension, in-school suspension, ability to re-engage students into the classroom in positive ways, Mutli-



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Tiered Systems of Support, a support team of teachers and staff, as well as other MTSS structures..

Don Benito Fundamental 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

Only staff have keys and access to rooms and buildings. Any suspicious activity is always reported to the office. Limited access to off hours and only authorized personnel can be on campus on weekends and events..

Don Benito Fundamental 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 Don Benito Fundamental 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 Don Benito Fundamental 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 Don Benito Fundamental 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. Don Benito Fundamental 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:
2 Way Radios are used with major staff and site personnel to keep communication at its highest.

Community involvement is encouraged to help increase school safety.
We invite families to volunteer at least 40 hours a year.

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 Don Benito Fundamental 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 Don Benito Fundamental 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

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

Balanced Literacy, Readers Workshop, Flexible Seating, Thinking Maps, RTI Good Behavior Game, Kagan, Writers Workshop, Higher Level Questioning Strategies, and various checking for understanding techniques.

The teachers at Don Benito Fundamental 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 Don Benito Fundamental 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 Established spirit days selected by Student Council. We celebrate Hispanic Heritage, Asian American & Pacific Islander Heritage, Black History month with a variety of classroom activities..



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Action Plan

Physical Environment

Goal: Create a physical environment that is physically safe for students, staff, and community members.

I. Areas of Pride and Desired Improvements

- a. Pride
 - 1. The campus has had new fencing installed in several locations to increase safety, including the boundary between the upper and lower playground fields, the Valley View walk-in gate.
 - 2. Classrooms and hallways are well maintained by school custodial staff and District personnel; new roofing and gutters have been installed on the A Building and Bugalows as of January 2024.
- b. Areas of Desired Improvement
 - 1. Replace playground surfaces and remove dangerous play equipment.
 - 2. Improve Blacktop surfaces to reduce tripping hazards.

II. Desired Change #1: Collaborate with District Personnel to improve playground safety.

- a. Related Strategies and Activities
 - 1. Collaborate with District Personnel to improve safety on playground substructure. Replace rubberized surfaces and level sand areas.
 - 2. Remove potentially dangerous play equipment.
- b. Resources Required
 - 1. District facilities personnel as assigned by Maintenance and Operations and/or sub-contractors.
 - 2. Potential replacement equipment for any removed equipment.
- c. Personnel Assignments
 - 1. District Maintenance and Operations personnel.
 - 2. Principal and Head Custodian to submit required work orders.
- d. Timeframe for completion
 - 1. Updated surfaces completed by Dec. 2024.
 - 2. Dangerous equipment removed by Dec. 2024.
- e. Budget
 - 1. Unknown costs; dependent on source.
 - 2. Costs incurred by District M&O.
- f. Evaluation criteria
 - 1. Reduced number of nurse reports of injuries on playground area due to improper surfaces.
 - 2. Reduced number of nurse reports of injuries due to old/dangerous equipment.

III. Desired Change #2: Repair blacktop surfaces in playground areas.

- a. Related Strategies and Activities
 - 1. Collaboration with District M&O to patch large cracks that create tripping hazards.
 - 2. Collaboration with District M&O to remove decaying and or severely uneven blacktop areas and resurface.
- b. Resources Required
 - 1. District facilities personnel as assigned by Maintenance and Operations and/or sub-contractors.
 - 2. Potential for some blacktop areas to be resurfaced as needed; material for resurfacing.



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- c. Personnel Assignments
 - 1. District Maintenance and Operations personnel.
 - 2. Potential for Contract workers.

- d. Timeframe for completion
 - 1. Patched cracks in asphalt by December 2024.
 - 2. Replaced and leveled asphalt surfaces by June 2025.

- e. Budget
 - 1. Unknown costs from District M&O.
 - 2. Unknown costs due to potential for contract work.

- f. Evaluation criteria
 - 1. Reduced number of tripping injuries as reported by school supervision staff and nurse reports of injuries.
 - 2. Eliminated need to reroute student pathways due to severe tripping hazards.



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Action Plan School Climate

Goal: To provide a school climate that utilizes a robust Multi-Tiered System of Support.

I. Areas of Pride and Desired Improvements

- a) Pride
 - 3. Social Emotional Learning Lessons have been presented regularly in classes by the Wellness Teacher.
 - 4. The Bobcat Bucks student store has been a good incentive to help students seek productive outcomes.
- b) Areas of Desired Improvement
 - 5. Increase in effectiveness of supervision on campus leading to reduction in student conflict.
 - 6. Improved Tier 1 and 2 Multi-Tiered System of Supports to include a Game Room incentive and a Turn-Around Room for deescalation/mediation.

II. Desired Change #1: Increase in effectiveness of supervision on campus; reduced negative student interactions or effective mediations after negative interactions.

- c) Related Strategies and Activities
 - 7. Training for project aides in deescalation strategies, mediation and MTSS structures.
 - 8. Increase time of Wellness teacher on campus from 50%/day to 100%/day.
- d) Resources Required
 - 9. Time and training materials to work with project aides. Aides will not be able to assist in classrooms for the first two weeks as they will be with out of class personnel on MTSS strategies.
 - 10. Budget allocation to pay for 50% of Wellness Teacher's salary and benefits. Agreements with current shared school site for Wellness teacher.
- e) Personnel Assignments
 - 11. MTSS/Wellness Coach, Principal and all Project Aides.
 - 12. N/A
- f) Timeframe for completion
 - 13. Training completed during the first two weeks of the school year; monthly check ins and refreshers for project aides.
 - 14. Approved in SPSA and by Annual Fund Chair, Principal, Human Resources and Office of Student Wellness and Safety and Support.
- g) Budget
 - 15. Allocation of S&C Funds of approximately \$500 for materials for training.
 - 16. Estimated costs between \$50,000 - \$65,000; paid from Title 1 and Annual Fund.
- h) Evaluation criteria
 - 17. Increased documentation of number of incidents occurring and mediated by Project Aides or escalated to higher level and documented outcomes.
 - 18. Increased documentation of usage of Bobcat Bucks, Student Store, Game Room, Mediation and tracked Tier 2 interventions that document increased positive outcomes for students as the year progresses.

III. Desired Change #2: Improved Tier 1/2 Multi-Tiered Systems of Support.

- i) Related Strategies and Activities
 - 19. Establish a shared Game Room and Bobcat Buck Store to boost incentives for classes and individuals.
 - 20. Establish a Turn-Around Room to assist in deescalating students and holding mediations.



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- j) Resources Required
 - 21. A variety of games and store rewards for students of all grade levels; Tk - 5th Grade, ie. Games such as Lego table, Air Hockey, Foosball, Board games, Card games, and Store items of toys, posters, notepads, coloring books.
 - 22. Calming items and spaces such as bean bags, pop up tent, etc. Table for mediation or reflection. Music player for soft music/tones. Coloring books, reading books to deescalate.
- k) Personnel Assignments
 - 23. Wellness teacher as lead.
 - 24. Project aides to help supervise as needed in turn around room and game room.
- l) Timeframe for completion
 - 25. Donations of games and items completed by end of July 2024.
 - 26. Room ribbon cutting ceremony on Welcome Back Night and Implementation by 3rd week of school.
- m) Budget
 - 27. No costs; collaboration with PTA and families for donations and purchases for the rooms.
 - 28. No costs for student store due to PTA donations and purchases.
- n) Evaluation criteria
 - 29. Documentation of increase in Bobcat Bucks spent at student store month over month and broader range of students using the store as well as use of Class and Student specific rewarded use of Game Room.
 - 30. Documentation of increase of effective Tier 2 student interventions and effective deescalation of students.



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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. Don Benito Fundamental School promotes educationally and psychologically healthy environments for all children and youth. Don Benito Fundamental 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. Don Benito Fundamental 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. Don Benito Fundamental 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 Don Benito Fundamental School have received training in conflict resolution and confrontation skills. Don Benito Fundamental 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 PUSD's Student Wellness and Support Services houses two internal mental health departments dedicated to providing mental health services to our student community. PUSD Mental Health Services and THRIVE: School Mental Health aim to provide a spectrum of comprehensive, integrated, culturally sensitive services that support the academic achievements of PUSD students by addressing mental, social, and emotional barriers.

The PUSD Mental Health Consortium is a partnership of all school-based mental health programs servicing the district. The consortium meets monthly to ensure that the highest quality of mental health services are provided to PUSD students and their families.

Any staff observing warnings signs or symptoms of mental health issues with students must communicate their concerns with a site administrator/designee and shall refer the students to appropriate mental health services available within the district. In extreme crisis situations, schools shall implement the district Procedures for Responding to Students at Risk for Suicide from the School Site Mental Health Crisis Management Manual for cases where a student presents with suicidal ideation or plan. In incidences of possible suicide, staff identified to respond in these circumstances will be contacted. Law enforcement may also need to be contacted under specific circumstances. Staff shall refer to the section titled, "Intervening with Suicidal Youth" in this Comprehensive School Safety Plan as well as the district's School Site Mental Health Crisis Management Manual for further guidance on effectively intervening with students at risk for suicide.

The following is a list of PUSD Mental Health Consortium members and the respective school sites they provide services



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to. Please visit the PUSD website for a list of school sites serviced by THRIVE: School Mental Health and PUSD Mental Health Services

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. Don Benito Fundamental School offers several recognition and award programs such as Friday Morning Assemblies that honor Student of the Month, and Bobcat Buck recipients. Students who demonstrate desirable behavior may enjoy extended recess and other rewards. At the conclusion of the year we have an awards assembly that celebrates perfect attendance, and Math Club participants..

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.

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.

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

Second Step Program promotes school success, connectedness and a safe and respectful school climate



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Hotline : At Don Benito Fundamental School, signs and other information pertaining to the "District's Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

School Safety Strategy #3: Don Benito Fundamental 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 Don Benito Fundamental 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.

Don Benito Fundamental 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.

California Safe Schools Assessment

Don Benito Fundamental School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Don Benito Fundamental 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 Don Benito Fundamental 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 Don Benito Fundamental School. The staff at Don Benito Fundamental 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. Don Benito Fundamental 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, Don Benito Fundamental 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.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Tuancy Learning Center/District Attorney Referral

Don Benito Fundamental School recognizes the importance of punctuality and regular attendance. The staff of Don Benito Fundamental 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 Tuancy Learning Center.

Megan's Law Notification The staff of Don Benito Fundamental 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.

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.

Don Benito Fundamental 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

Don Benito Fundamental 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. Don Benito Fundamental 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 Don Benito Fundamental School will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of Pasadena website , The staff of Don Benito Fundamental School shall work closely with recognized local city, county and state agencies.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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.

Don Benito Fundamental 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 Don Benito Fundamental 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.

Campus Disturbances and Crimes

Don Benito Fundamental 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 Don Benito Fundamental 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

Don Benito Fundamental School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Don Benito Fundamental 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.

Don Benito Fundamental 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.

Don Benito Fundamental 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.

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

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

Enhancing Physical Safety Practices



PASADENA UNIFIED SCHOOL DISTRICT

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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. Don Benito Fundamental School has A Valet program that greets the majority of our families in the morning and assures that kids are received positively. Staff is assigned to particular areas every day in both the AM and PM..

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 Don Benito Fundamental School, has identified the following issues:

August visits and walk throughs with sub-contractors to ensure safe practices..

Please select only those areas that apply to your school

Don Benito Fundamental School:

- has set a priority to keep buildings clean and maintained.
- keeps a complete list of staff members who have keys to building(s).
- has instituted after-school academic and recreational programs for latchkey students.

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 Don Benito Fundamental School's Site Council). DB's goal is provide a safe and healthy environment at all times for all staff, families and students. This will be reviewed in February 2022

Supporting statement:

All in agreement.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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: City: , California

Revised:



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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: City of 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:
Police Department:
Address:

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

STUDENT WELLNESS AND SUPPORT SERVICES

Suspension And Expulsion Policies

Pasadena Unified School District Unified School District

Board Policy

[BP 5144]

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. (cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)

In order to uphold our mission, PUSD will address challenging behavior and discipline matters as a way to promote learning instead of punishment. Our goal is to keep students at school, learning, and to further assist staff in connecting students with the support they may need to succeed. Furthermore, building a positive school culture through meaningful relationships will improve students' well-being and academic outcome overall. Ultimately allowing for a space where a person's whole identity is appreciated, celebrated, and supported; and all experiences and contributions are valued and in alignment with the board-approved Diversity, Equity and Inclusion lens.

Pasadena USD expects the usage of restorative interventions, Socioemotional resources, Multi-Tiered Systems of Support efforts, and Positive Behavior Intervention and Support (PBIS) to support our students every day.

The Board supports alternatives to suspension for all noninjury offenses for grades TK-5. See AR 5144.1 for specifics. Alternatives to suspensions will be PUSD's priority. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation. Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies. (cf. 0410 - Nondiscrimination in District Programs and Activities) Appropriate Use of Suspension Authority Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension. No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900) Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities. (cf. 5113 - Absences and Excuses) (cf. 5113.1 - Chronic



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 6-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

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

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

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

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

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law.

The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918) (cf. 5119 - Students Expelled from Other Districts) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan. (cf. 0460 - Local Control and Accountability Plan) Legal Reference:

EDUCATION CODE 212.5 - Sexual harassment 233 - Hate violence 1981-1981.5 - Enrollment of students in community school 8239.1 - Prohibition against expulsion of preschool student 17292.5 - Program for expelled students 32261 - Interagency School Safety Demonstration Act of 1985 35145 - Open board meetings 35146 - Closed sessions (regarding suspensions) 35291 - Rules (for government and discipline of schools) 35291.5 - Rules and procedures on school discipline 48645.5 - Readmission; contact with juvenile justice system 48660-48666 - Community day schools 48853.5 - Foster youth 48900-48927 - Suspension and expulsion 48950 - Speech and other communication 48980 - Parental notifications 49073-49079 - Privacy of student records 52052 - Numerically significant student subgroups Students BP 5144.1 SUSPENSION AND EXPULSION/DUE PROCESS Highlighted language is PUSD Exclusive Page 6 of 7 52060-52077 - Local control and accountability plan 64000-64001 - Consolidated application CIVIL CODE 47 - Privileged communication 48.8 - Defamation liability CODE OF CIVIL PROCEDURE 1985-1997 - Subpoenas; means of production GOVERNMENT CODE 11455.20 - Contempt 54950-54963 - Ralph M. Brown Act HEALTH AND SAFETY CODE 11014.5 - Drug paraphernalia 11053-11058 - Standards and schedules LABOR CODE 230.7 - Employee time off to appear in school on behalf of a child PENAL CODE 31 - Principal of a crime, defined 240 - Assault defined 241.2 - Assault fines 242 - Battery defined 243.2 - Battery on school property 243.4 - Sexual battery 245 - Assault with deadly weapon 245.6 - Hazing 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 417.27 - Laser pointers 422.55 - Hate crime defined 422.6 - Interference with exercise of civil rights 422.7 - Aggravating factors for punishment 422.75 - Enhanced penalties for hate crimes 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 WELFARE AND INSTITUTIONS CODE 729.6 - Counseling UNITED STATES CODE, TITLE 18 921 - Definitions, firearm



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspension And Expulsion/Due Process

Pasadena Unified School District Unified School District

Administrative Regulation

Number: BP 5144

Adopted: 11/20/2021

Students

Definitions

Suspension 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

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

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, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds For Suspension And Expulsion

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in selfdefense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
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, 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. 3513.4 - Drug and Alcohol Free Schools)



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(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 such controlled substance, alcoholic 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 products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
(cf. 5131.62 - Tobacco)
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means 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))
13. 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))
14. 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))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)) Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r)) Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

Bullying means any severe, habitual, or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 6-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device,



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including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

(Education Code 48900(r)) (cf. 1114 - District-Sponsored Social Media) (cf. 5131.2 - Bullying) (cf. 6163.4 - Student Use of Technology) (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education) (cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, 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. (Education Code 48900.7)

Specialized Grounds for Suspensions TK-5th Grade:

- In grades TK-5th grade, out-of-school suspensions only be allowed:
 - In incidents where violence results in injury to students or staff, see CA Ed Code 48900(a)(2): Willfully used force or violence upon the person of another, except in self-defense and Ed Code 48915(a)(1)(E): Assault or battery upon any school employee
 - In incidents that lead to mandatory expulsion, see CA Ed Code 48915(c)
- Suspensions for violence with injury:
 - Not to exceed 2 days out of school
 - Followed up with a restorative intervention as part of the re-entry process

Additional Grounds for Suspension and Expulsion: Grades 6-12

A student in grades 6-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is 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. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. 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)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal



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Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

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

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

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c)) T

he Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

For a list of appropriate alternatives, see AR 5144 (Discipline) and the PUSD Alternatives to Suspension Resource Guide. When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student,



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the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5) (cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days and may be in the process of a pre-expulsion consideration. (Education Code 48911) Please reference page 6 for students in grades TK-5th grade A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

The office of CWA will monitor the number of days of student suspensions. With a student approaching 10 days of suspension, CWA will intervene with the respective school site administrator(s) with additional guidance. (cf. 6184 - Continuation Education) These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee 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, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911) This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving 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 the conference and 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 a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
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 also 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 state the date and time when the student may return to school.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914) If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)
5. When students are placed on suspension of any kind, they will be given access to classwork via the Learning Management System (Canvas), packet or teacher designed work. This will allow students to maintain access to their academics during this time away from class. A Short-Term Independent Study may be of best use during this



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time.

6. 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, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is 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.
 - b. 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)
 - c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1) (cf. 6173.1 - Education for Foster Youth)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students.

(cf. 6173 - Education for Homeless Children) In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Readmission After Suspension Upon student's readmission, but not longer than one week:

1. The Principal or administrative designee shall hold a conference, in person, virtual or by telephone, with the parent/guardian, identified staff (teacher or others), and the student. At the conference, the student's rehabilitation/success plan shall be reviewed and the Principal or administrative 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.
2. The Principal or administrative designee must monitor the progress of the students' reentry to ensure all agreements/plan is being fulfilled by all parties.
3. If it finds that the student has not satisfied the conditions of the rehabilitation/success plan or that the student continues to pose a danger to campus safety or to other district students or employees, a conference must be held immediately, in person, virtual or by telephone, address any concerns. (Education Code 48916)

Suspension by the Board The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 6-12" above and within the limits specified under "Suspension by Superintendent, Principal, or 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.

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 a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(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 registered or certified mail or personal service. 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 Code



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35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) 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 an on-campus 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 may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a)) The student is entitled to at least 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 regular 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 a 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 not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))



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

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel. A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

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: (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 at 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

Written notice of the expulsion 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 or be represented by legal counsel or by a nonattorney adviser

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.

Nonattorney adviser 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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)



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If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding 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 a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall 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, a 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 and complete written 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 Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (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:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant 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 shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 6-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding 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)) 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.



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5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - 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.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with 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: The Board's decision as to 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. The Board may also 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)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d)) 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 expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))



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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. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j)) (cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

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 any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, 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. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

With parent/guardian 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

The Superintendent or designee shall send written notice of the decision to expel to 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 above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 6-12" (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 Board (Education Code 48918)
4. Notice of the alternative educational placement 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)



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Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, 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 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. (Education Code 48917)
4. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
5. 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: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 6-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
6. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
7. 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. (Education Code 48917)
8. 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 inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
9. 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 the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919) If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) The principal or designee 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 of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or 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 county or district 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)

Placement During Expulsion

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



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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 any of these
3. Not housed at the school site attended by the student at the time of suspension (cf. 6158 - Independent Study)

(cf. 6185 - Community Day School) When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 6-12" above may be 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 Prior to the date set by the Board for the student's readmission:

1. 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.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. 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.
4. 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)
5. 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.
6. 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)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 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)



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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

Adopted

Pasadena Unified School District Unified School District



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Sexual Harassment Policy

Pasadena Unified School District Unified School District

Board Policy

Policy Numbers: BP 4119.11

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 2019 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.
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:



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- 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

Phone:



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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: City: , California



PASADENA UNIFIED SCHOOL DISTRICT

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School Dress Code

PUSD SPECIFIC (Entire Regulation) The Governing Board values student individuality; however, it also believes that in order to ensure a successful school and learning atmosphere, guidelines for dress and grooming must be in place. In cooperation with teachers, students and parents/guardians, the principal or designee has the right to determine if attire or appearance is appropriate and shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations.

These school dress codes shall be regularly reviewed. In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Backless shoes or sandals are not acceptable.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic or religious prejudice or other illegal activity.
3. No unnecessary headwear or items allowed. (ie. Hats, hair picks, stocking caps, hair curlers, and hoods may not be worn in schools). Headwear for religious reasons is excluded. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
4. Clothes shall be sufficient to conceal undergarments at all times. No skin should be visible between shirts and pants while sitting or extending hands overhead. See-through fabrics, halter tops, off-the shoulder or low-cut tops, bare midriffs, open backs, tube tops, tank tops, or sleeveless shirts are prohibited.
5. Gym shorts may not be worn in classes other than physical education. Shorts and skirts cannot be shorter than the length of a student's arm when held by the side of the body. Leotards, spandex, Lycra, and form-fitting clothes alone are not suitable; however, they are allowable if worn in conjunction with other garments that adequately cover the shoulders, chest and backside. Shorts, pants, and skirts are to be hemmed or stitched; cut-offs are not allowed. Ripped or torn clothing is not allowed.
6. Hair shall be clean and groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Pants, shorts or skirts must be worn appropriately and fit at the waist. Sagging pants or shorts are not allowed. Belts, buttons, and fasteners must be fastened at all times. Belts are required for pants and shorts with belt loops if the clothing is too large for the student's size. The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstances deemed necessary by the principal or designee.

In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

(cf. 3260 - Fees and Charges) No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

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

(cf. 3260 - Fees and Charges) (cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities) (cf. 6145.2 - Athletic Competition)

The principal, staff, students, and parents/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan should define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever



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the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety. The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183) In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183) Parents/guardians shall also be informed of their right to have their child exempted. The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Disciplinary Measures

When a student is attired in a manner likely to cause disruption or interference with the operation of the classroom, the principal may administer appropriate consequences which may include calling parents to bring appropriate clothing, detention, time-out, in-school suspensions, and/or other disciplinary action as deemed appropriate. Students sent home to change will be counted as an unexcused absence. Administrators have the right to determine if attire or appearance is inappropriate for school.



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Blood Borne Pathogen Incident Reporting Form And Exposure Control Plan

Pasadena Unified School District Unified School District Board Policy

Students

INFECTIOUS DISEASES BP 4219.42

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

Management Resources:



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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:



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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.

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



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- 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.
- 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

- 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:
 - Routinely using gloves when anticipating contact with blood
 - Immediately washing hands and other skin surfaces after removal of gloves and/or contact with blood
- 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.
- 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.
- 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

- 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:
 - Wash hands for 30 seconds after contact with blood and other body fluids contaminated with blood.
 - 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.
 - Use disposable absorbent material like paper towels to stop bleeding.
 - Discard bloodstained material in a sealed plastic bag and deposit in the garbage. Label as containing blood-tainted material.
 - Cover cuts or scratches with a bandage until healed.
 - 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

- 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.
- 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).
- 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.



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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



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School Site Policies

1. Anabolic Steroids ([AR/BP](#))
2. Announcements
3. Assemblies ([BP](#))
4. Attendance
 - Exemptions from Attendance ([AR/BP](#))
 - Exclusions from Attendance ([AR/BP](#))
 - Student Leave of Absence ([AR/BP](#))
 - Absences and Excuses ([AR/BP](#))
 - Chronic Absences and Truancy ([AR/BP](#))
 - Attendance Supervision ([AR](#))
 - District School Attendance Review Board ([AR/BP](#))
 - School Attendance Boundaries ([BP](#))
 - Required Parental Attendance ([AR/BP](#))
5. Apprehension ([AR/BP](#))
6. Behavior
 - Hate-Motivated Behavior ([BP](#))
 - Behavioral Interventions for Special Education Students ([AR](#))
7. Bullying([AR/BP](#))
8. Bullying Prevention ([AR/BP](#))
9. Bus/Transportation regulations
 - Transportation ([AR/BP](#))
 - Transportation Routes and Services ([AR](#))
 - Transportation for School-Related Trips ([AR](#))
 - Transportation for Students with Disabilities ([BP](#))
 - School Bus Drivers ([AR](#))
 - Transportation Safety and Emergencies ([AR](#))
 - Bus Conduct ([AR/BP](#))
10. Cafeteria ([AR/BP](#))
 - FOOD SERVICE OPERATIONS/CAFETERIA FUND ([AR/BP](#))
 - Food Service/Child Nutrition Program ([AR/BP](#))
11. Campus Visitors ([AR/BP](#))
12. [Change of Address](#)
13. Classroom Disruption/Insubordination ([AR](#))
14. Communications ([BP](#))
15. Conduct ([BP](#))
16. Conflict Resolution ([BP](#))
17. [Construction](#)
18. Discipline ([AR/BP](#))
 - Disciplinary Action- Certificated Personnel ([AR/BP](#))
 - Disciplinary Action- Classified Personnel ([AR/BP](#))
 - [Parent/Student Handbook](#)
19. Drill Schedule ([AR](#))
20. Extracurricular Eligibility Policy ([AR/BP](#))
21. Eye Protection Devices ([AR/BP](#))
22. [First Aid](#)
23. Fire/Emergency Drills
 - Fire Drills and Fires ([AR](#))
24. Gangs ([AR/BP](#))
25. Graduation Requirements
 - High School Graduation Requirements ([AR/BP](#))
 - Alternative Credits Toward Graduation ([AR/BP](#))
 - Differential Graduation and Competency Standards for Students with Disabilities ([BP](#))



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- Elementary/Middle School Promotion Requirements ([BP](#))
- 26. Guidance ([BP](#))
- 27. Gum Chewing ([AR/BP](#))
- 28. Harassment ([AR/BP](#))
 - Sexual Harassment ([AR/BP](#))
 - TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES ([AR](#))
- 29. Homework ([BP](#))
- 30. Intervention
 - Behavioral Interventions for Special Education Students ([AR](#))
- 31. Insurance, School ([AR/BP](#))
- 32. Language
 - WORLD/FOREIGN LANGUAGE INSTRUCTION ([AR/](#))
- 33. Library ([BP](#))
- 34. Medication
 - Administering Medication and Monitoring Health Conditions ([AR/BP](#))
- 35. Open/Closed Campus ([BP](#))
- 36. Release of student to Peace Officer ([AR](#) Pg.7)
- 37. Reporting Suspected Child Abuse or Neglect ([AR/BP](#))
- 38. Rewards for Good Behavior, Exceptional Effort, and Acad. Excel. ([AR/BP](#))
- 39. Rights and Responsibilities ([AR/BP](#))
- 40. Search and Seizure ([AR/BP](#))
- 41. Suspension and Expulsion/Due Process ([AR/BP](#))
- 42. Telephones ([Student/Parent Handbook](#))
- 43. Instructional Materials ([AR/BP](#))
- 44. Truancy ([AR/BP](#))
- 45. Uniforms/Dress ([AR/BP](#))
- 46. Upper Grades Discipline Referral Procedures ([AR/BP](#))
- 47. Vandalism/Theft/Graffiti ([BP](#))
- 48. Weapons ([AR/BP](#))
- 49. CURRICULUM DEVELOPMENT AND EVALUATION ([AR/BP](#))



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Pasadena Unified School District

Reference Guide - Emergency Supplies
2022-23 School Year



Title: School Site Emergency Supplies & Emergency Bin

Date: January 3, 2022

Issuer: Risk Management

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



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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

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:



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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

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.



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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.

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 at 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



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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
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Pasadena Unified School District Unified School District

Don Benito Fundamental School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2023-24 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 Don Benito Fundamental 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 2/23/2024 at Don Benito. Notice was provided by John Maynard.

Don Benito Fundamental School’s “school site council” has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and approved.

Amendments

School Site Council

Mr. John Maynard, Principal

Signatures of Don Benito Fundamental 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

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Safe School Plans

Executive Summary
School Year 2022-23

The Comprehensive Safety Plan is due on March 1, 2023. 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 2022-23 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. (please discuss with Student Wellness and Support Services prior to posting)
- 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:

- 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 linked 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



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STUDENT WELLNESS AND SUPPORT SERVICES

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

1. **Dr. Julianne Reynoso:** 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
STUDENT WELLNESS AND SUPPORT SERVICES

School Site Emergency Planning Matrix

Name of Principal:

Name of School: Don Benito Fundamental 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		
4	Crisis Response Team	• Member's names			X
		• 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

STUDENT WELLNESS AND SUPPORT SERVICES

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
• Crime Reports			X		



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
		<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

STUDENT WELLNESS AND SUPPORT SERVICES

Mental Health Programs

PUSD's Student Wellness and Support Services houses two internal mental health departments dedicated to providing mental health services to our student community. **PUSD Mental Health Services** and **THRIVE: School Mental Health** aim to provide a spectrum of comprehensive, integrated, culturally sensitive services that support the academic achievements of PUSD students by addressing mental, social, and emotional barriers.

The PUSD Mental Health Consortium is a partnership of all school-based mental health programs servicing the district. The consortium meets monthly to ensure that the highest quality of mental health services are provided to PUSD students and their families.

Any staff observing warnings signs or symptoms of mental health issues with students must communicate their concerns with a site administrator/designee and shall refer the students to appropriate mental health services available within the district. In extreme crisis situations, schools shall implement the district Procedures for Responding to Students at Risk for Suicide from the School Site Mental Health Crisis Management Manual for cases where a student presents with suicidal ideation or plan. In incidences of possible suicide, staff identified to respond in these circumstances will be contacted. Law enforcement may also need to be contacted under specific circumstances. Staff shall refer to the section titled, "Intervening with Suicidal Youth" in this Comprehensive School Safety Plan as well as the district's School Site Mental Health Crisis Management Manual for further guidance on effectively intervening with students at risk for suicide.

The following is a list of PUSD Mental Health Consortium members and the respective school sites they provide services to. Please visit the PUSD website for a list of school sites serviced by THRIVE: School Mental Health and PUSD Mental Health Services

Mental Health Care Providers

D'Veal Family and Youth Services

1. Altadena Elementary
2. John Muir High School

Five Acres

1. Washington K-5
2. Washington 6-8

Foothill Family Services

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

Hillsides

1. Secondary at Altadena ES
2. Tertiary at Blair
3. Tertiary at Washington STEAM and STEM

Pacific Clinics

1. Jackson Elementary
2. Rose City High School

PUSD Mental Health Services

1. Blair Middle and High School
2. Don Benito Elementary
3. Field Elementary
4. McKinley Elementary/Middle



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

5. Norma Coombs
6. Sierra Madre Elementary
7. Sierra Madre Middle
8. Eliot
9. Washington Accelerated School
10. Octavia E. Butler
11. Focus Point Academy

Sycamores

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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

STUDENT WELLNESS AND SUPPORT SERVICES

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)

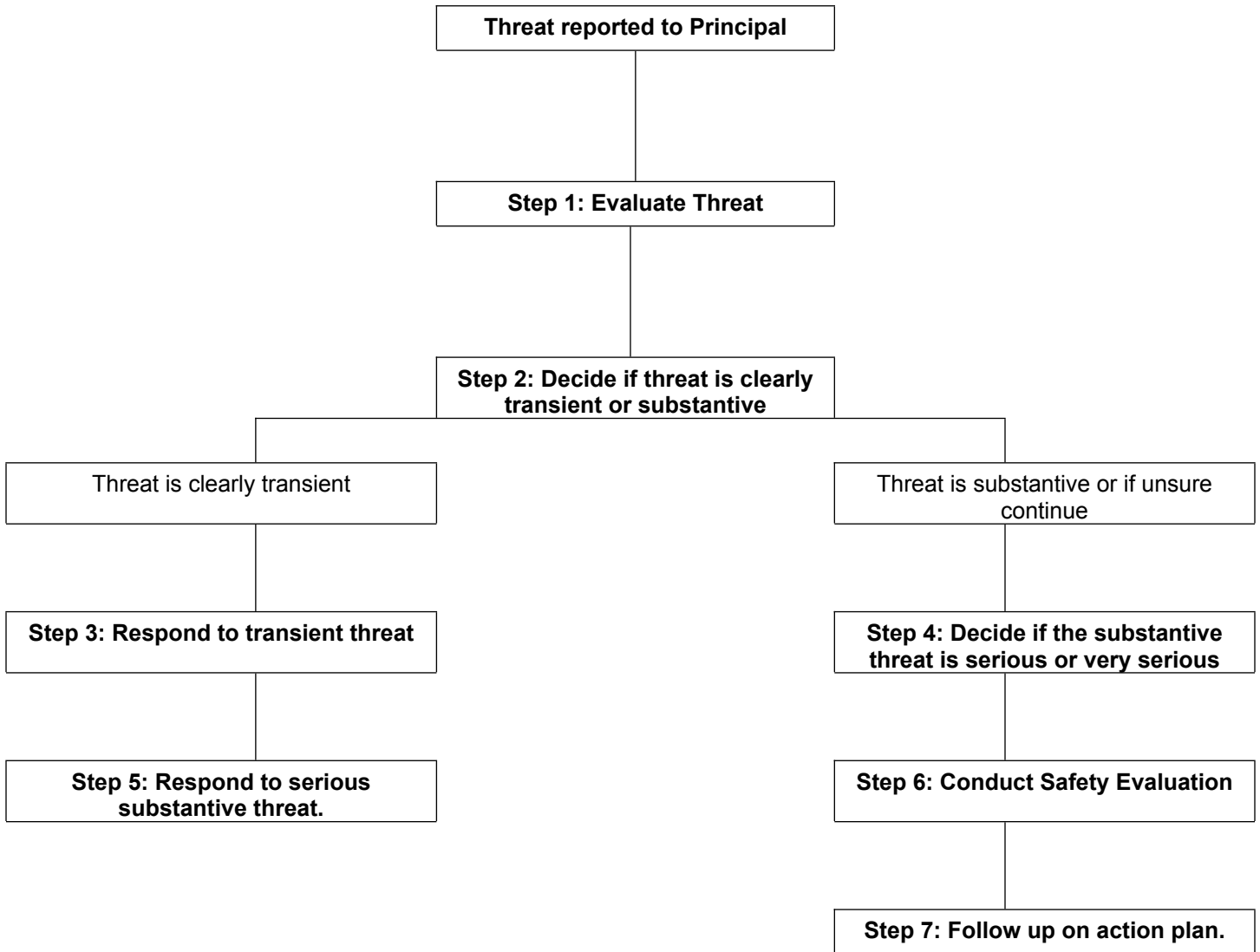
Bullying

Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Threat Assessment Addendum





PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

INTERVENING WITH SUICIDAL YOUTH

Instructions for Crisis Teams

Staff shall refer to the district's School Site Mental Health Crisis Management Manual for detailed procedures for responding to and assessing students at risk for suicide or non-suicidal self-injury. Below is an outline of the procedures.

1. Report concerns to the Incident Commander (typically the Principal or Administrative Designee) or Mental Health Crisis Team Coordinator, as identified by the Principal. Supervise the student at all times, do not leave the student alone. Trained crisis team members, Principal, and/or Administrative Designee shall conduct a 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 if a call needs to be made to the Psychiatric Mobile Response Team, law enforcement, guardians/parents, or other supports.
2. The administration and crisis team members shall collaborate on assessing the student to identify risk level, and shall intervene accordingly using the Suicide Risk Levels and Action Plan guide in the School Site Mental Health Crisis Management Manual. Many potentially difficult decisions will have to be made and having the support and consultation among crisis team members is both reassuring and prudent.
3. Communicate with and inform guardians/parents, even if low risk. The Department of Children and Family Services may need to be contacted depending on the situation. If the risk is moderate or high, the crisis team members shall contact the county Psychiatric Mobile Response Team to conduct a thorough assessment.
4. Provide resources to parents. Provide parents with additional school-site and local mental health resources as appropriate.
5. Utilize law enforcement when appropriate. 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.
6. Develop a safety plan with the student.
7. Monitor and manage



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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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PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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) Student Wellness and Support Services: 626-396-3600, extension 88238
- 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. 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.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Bullying Assessment

BULLYING PREVENTION AND INTERVENTION

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. 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 an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act.*

Student Instruction

The District will provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication, conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. In addition, the district will:

1. Ensure that each school establishes clear rules for student conduct and implement strategies to promote a positive and collaborative school climate.
2. Provide information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encourage students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and provide means by which students may report threats or incidents confidentially and anonymously.

Reporting Bullying

Any student, parent/guardian, or school staff who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, or any other available school employee. Acts of bullying will be addressed in the following manner:

1. School personnel will immediately intervene and bring it to the attention of the school principal or designee.
2. Any individual may make an anonymous complaint by contacting the School Principal or designee. If there is sufficient corroborating information, the Principal or designee will commence an investigation.
3. Students and parents may also contact the District's Office of Child Welfare, Attendance.
4. Students who violate the District's policies on bullying or discrimination may be subject to progressive interventions and/or disciplinary actions.

For more information on Bullying Policy, visit the District's website



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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
STUDENT WELLNESS AND SUPPORT SERVICES

**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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Reprint authorization granted to the Office of Child, Welfare, Attendance and Safety- Pasadena Unified School District, on 7/30/14, by Dr. Posner.



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

SUICIDAL IDEATION			
	Lifetime Time He/She Felt Most Suicidal	Past 1 Month	
<p><i>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.</i></p>			
<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. <i>Have you wished you were dead or wished you could go to sleep and not wake up?</i> If yes, describe:</p>	Yes No	Yes No	
<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. <i>Have you actually had any thought of killing yourself?</i> If yes, describe:</p>	Yes No	Yes No	
<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." <i>Have you been thinking about how you might do this?</i> If yes, describe:</p>	Yes No	Yes No	
<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." <i>Have you had these thoughts and had some intention of acting on them?</i> If yes, describe:</p>	Yes No	Yes No	
<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. <i>Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</i> If yes, describe:</p>	Yes No	Yes No	
INTENSITY OF IDEATION			



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<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> <p>Lifetime – Most Severe Ideation -</p>		Most Severe	Most Severe
Type # (1-5)	Description of Ideation		
<p>Recent- Most Severe Ideation -</p>		Most Severe	Most Severe
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	
<p>Actual Attempt:</p> <p>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.</p> <p>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.</p> <p>Have you made a suicide attempt? Have you done anything to harm yourself? Have you done anything dangerous where you could have died? <i>What did you do?</i> 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 _____?</p> <p>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)</p> <p>If yes, describe:</p>	Yes	No	Yes	No
	Total # of Attempts		Total # of Attempts	
<p>Has subject engaged in Non-Suicidal Self-Injurious Behavior?</p>	Yes	No	Yes	No
<p>Interrupted Attempt:</p> <p>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>).</p> <p>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.</p> <p>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?</p> <p>If yes, describe:</p>	Yes	No	Yes	No
	Total # of Interrupted		Total # of Interrupted	
<p>Aborted or Self-Interrupted Attempt:</p> <p>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 interrupted attempts, except that the individual stops him/herself, instead of being stopped by something else.</p>	Yes	No	Yes	No
	Total # of Aborted or		Total # of Aborted or	



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<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>	Self Interrupted	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>	Yes No	Yes No
	Total # of Preparatory Acts	Total # of Preparatory Acts



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	Most Recent Attempt Date:	Most Lethal Attempt Date:	Initial/First Attempt Date:
<p>Actual Lethality/Medical Damage:</p> <p>0. No physical damage or very minor physical damage (e.g., surface scratches).</p> <p>1. Minor physical damage (e.g., lethargic speech; first-degree burns; mild bleeding; sprains).</p> <p>2. Moderate physical damage; medical attention needed (e.g., conscious but sleepy, somewhat responsive; second-degree burns; bleeding of major vessel).</p> <p>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).</p> <p>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).</p> <p>5. Death</p>	<i>Enter Code</i>	<i>Enter Code</i>	<i>Enter Code</i>
<p>Potential Lethality: Only Answer if Actual Lethality=0</p> <p>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).</p> <p>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</p>	<i>Enter Code</i>	<i>Enter Code</i>	<i>Enter Code</i>



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Opium Prevention and Life-Saving Response Procedures

Additional for SB 10:

SB10 expands existing law to require a comprehensive school safety plan for a school serving pupils in any grades 7 to 12, inclusive, to include the development of a protocol in the event o a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. The protocol is required to include prevention, response, training, education, and awareness related to opioid overdose prevention and treatment.

Staff from the Student Wellness and Support Services and Health Programs, including certificated and classified employees, have begun developing clear guidelines for roles and responsibilities during the event of one or more opioid overdoses occurring at a PUSD school site or administrative facility. This work will be further developed and incorporated into the Comprehensive Safety Plan to ensure the prioritization of interventions and support for students to maintain school safety and a positive school climate.

SB10 requires schools to provide alternatives to a referral of a pupil to a law enforcement agency in response to an incident involving the pupil's misuse of an opioid, to the extent not in conflict with any other law requiring that referral. PUSD commitment to a multi-tiered systems of support (MTSS) approach to our students in need of intervention has prompted the Health Programs team to develop an MTSS framework including prevention practices for all students in grades 6 – 12 and intervention and cessation practices for students in need of more intensive support. While this MTSS framework is being finalized, it is important to highlight current practices in place.

1. Current PUSD practices designed to prevent substance use include:
 - a. Stanford toolkit: Program designed to reduce youth tobacco use by helping young people grades 6-12 make healthful tobacco-related decisions through tobacco-specific educational instruction and activities that build knowledge as well as social skills and youth development assets.
2. Information posters
 - a. Educating PUSD staff, parents/guardians, and students on the dangers and prevalence of Fentanyl in our community, county, and country; how to recognize an opioid overdose; how to respond using Narcan nasal spray which will save a life –partnerships with Day One, Huntington Health, and PPHD.
 - b. Youth advocacy opportunities that focus on the dangers of substance use, marketing tactics that target youth, and healthful decisions.
3. Current PUSD practices designed to intervene and cease substance abuse include:
 - a. alternative to the suspension program
 - b. mental health counseling
 - c. Impact Program
 - d. Peer Counseling
 - e. Drug testing approved and supervised by parent/guardian
 - f. Referrals to outside agencies

SB10 also addresses access to Naloxone or Narcan in the event of an opioid overdose. Current PUSD board policy addresses emergency medication for Opioid Overdose:

AR 5141.21 ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS Emergency Medication for Opioid Overdose

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)



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Current PUSD practice ensures that we are ready to respond to an emergency through our participation in the Naloxone Distribution Project which has provided us with enough Narcan kits to be able to supply at least one at each TK - 12 school site. Each health office is staffed with individuals trained in how to administer Narcan nasal spray. Multiple staff members at each school site have been trained to administer Narcan, including our PUSD mental health team and District Security Officers.



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Adaptations for Students with Disabilities

SB 323 specifically requires that comprehensive school safety plans address accommodations related to relevant federal disability laws and requires that the annual evaluation of those plans ensures appropriate adaptations to school safety practices are in place for students with disabilities. The bill further authorizes parents and others to bring a concern about a student's safety to the principal.

Emergency Planning for Students with Special Needs

The Director of Special Education or Designee is responsible for developing an emergency plan that ensures all staff are aware of students with special conditions and the care and treatment to be provided to those students in an emergency. The Director of Special Education/Designee must ensure that an emergency plan is developed for each student with special needs if the school's standardized emergency management plan needs to be modified to meet the student's needs. The IEP and/or Student Health Record documents the needs of special education students for emergency purposes.

Site administrators shall ensure that unassigned staff report to self-contained special education programs to assist staff with the emergency evacuation process. One staff member may be responsible for more than one Special needs student as necessary.

Categories of Students with Special Needs

Health Conditions - Students who have seizures, diabetes, asthma or other breathing difficulties, severe allergic reactions, or technology-dependent or medically fragile conditions have special emergency concerns that may include the need to maintain a current supply of medication at the school for emergency purposes.

Physical Abilities - Students with physical impairments may require special assistance during an emergency. This includes but is not limited to students in wheelchairs, students who are temporarily on crutches or who temporarily have walking casts, and students who may otherwise have problems walking or getting up and down stairs. The teachers of these students should ensure that a buddy is pre-assigned to these students and that this information is provided to the principal (or other individual designated as Incident Commander) and school nurse.

Communication Challenges - Students with sensory challenges have special needs in an emergency. This includes students with vision impairment, hearing impairment, processing disorders, limited English language abilities, behavior or development disorders, or emotional or mental health issues. The Director of Pupil Services in coordination with the Director of Educational Services is responsible for developing an emergency communication plan.

Items containing confidential student information such as IEPs and Student Health Plans are for internal use only and shall be removed from any public document.

Appendix A: COVID-19 Health Protocols

How to Conduct a Symptom Check Before Leaving Home

Before leaving home all students, employees and parents must conduct a self check. Ask yourself these questions:

- Do I have a fever?
- Do I have a cough?
- Am I experiencing shortness of breath or difficulty breathing?
- Am I experiencing any other symptoms?
- Have I been in contact with someone who has tested positive for COVID-19 in the last 14 days?
- In the last two weeks, have I been directed to quarantine, isolate or take a COVID-19 test?

If you respond "yes" to any of the questions, it is strongly recommended that you stay home and contact your primary care physician for further medical advice. If you have a fever with cough or shortness of breath, you are urged to contact your primary care physician as these symptoms may be attributed to COVID-19. To protect others, please stay home, wear a face mask and get tested. For a more detailed symptom self-checker, visit the Los Angeles County Public Health Department's [COVID-19 Symptom page](#).

Health Screening Protocols for Students and Staff

Screening is conducted before students, employees, and visitors may enter the school. Upon arrival at school, all visitors must sign in and provide an email and phone number. See also [Appendix E: Visitor and Volunteer Policies](#)

Who to Contact if a Student Has Symptoms or is Exposed to COVID-19: Students and their families should self-report to the school by calling their School Attendance Contact, **School Health Office**, or their Principal's Office if they have [symptoms](#) of COVID-19, a positive test for COVID-19 or were exposed to someone with COVID-19 within the last 14 days.

Who to Contact if an Employee Has Symptoms or is Exposed to COVID-19: Employees testing positive for COVID-19 must report this to their supervisor and **Diana Su in Risk Management (su.diana@pusd.us)** or **Lauren Lamphere in Human Resources (lamphere.lauren@pusd.us)**. Risk Management and HR will work in coordination with the Pasadena Department of Public Health for contact tracing and monitoring per health guidelines. Supervisors are not to conduct contact tracing nor reveal the name of the employee with a COVID positive case. Supervisors are not to give medical guidance, (i.e. diagnosing or

suggesting testing). Supervisors are directed to inform Human Resources within 3 hours. Human Resources will manage the case moving forward and will communicate as needed with the supervisor.

Options for COVID Testing

How PUSD Students and Staff Can Get Tested

- PUSD offers COVID-19 PCR nasal swab tests on campuses and at the District’s Primary Clinic, 7:30 a.m. - 3:30 pm. By appointment, please call (626) 396-3600, ext 88180.
- Testing PUSD campuses will be on pause during Response Testing
- To register for testing, staff and students should use link provided by their school.

Information on free COVID-19 testing across Los Angeles County is available on the [LA County website](#), the [City of Pasadena Public Health Department website](#), and covid19.ca.gov

If employees and families need resources to access health insurance, a primary care doctor, and COVID-19 testing prior to reopening, call 211 or 626-744-6068 for information on health insurance and primary care physicians, or visit <https://www.cityofpasadena.net/public-health/>.

PUSD Student Isolation Protocol

PUSD is implementing the option of a lower-risk exposure management plan for students who have tested positive for COVID-19 and maintaining its 10 day **isolation** guideline for students who may still be infectious.

Table 1: Isolation for Students

Student Who Tests Positive for COVID 19 (Isolation)	Action
For all students, regardless of vaccination status, previous infection or lack of symptoms.	<ul style="list-style-type: none"> • The Student must isolate (stay in their home or other residence) for a period of at least 10 days from the date symptoms first appeared or the date of the positive test. (This protocol is the same as in previous plan) • Student may return to school if: <ul style="list-style-type: none"> ○ 10 days have passed from the start of symptoms or the date of the positive test ○ No fever for at least 24 hours, without the use of medication ○ Other symptoms have improved

Isolation Guidance For Students

1. Any student with symptoms consistent with COVID-19 before coming to school is to stay home and not go to school, notify their School Attendance Contact or their School Health

Appendix A: COVID-19 Health Protocols

- Office of illness, follow up with their health care provider, and get tested for COVID-19.
2. Any student who tests positive (confirmed case) for COVID-19 is to stay home and not go to school, even if they do not have symptoms of illness. Parent or guardian is to notify their school's Health Office of the positive test and follow up with their health care provider.
 3. Students who report or exhibit symptoms at entry or who report symptoms at any point during the school day will be accompanied to an isolated space (Care Room) away from others to limit exposure and the possible spread of the virus and be given a medical grade surgical mask to wear (if tolerated) while arrangements can be made for parent to pick up their child. After each evacuation of the room (when all sick students or staff members leave), the room will be sanitized.
 4. The school health office staff will provide information to the parent, guardian or family member about how to get tested for COVID-19.
 5. The school may notify the school community of a case of COVID-19 and precautions being taken to prevent spread of COVID-19. Specific information about the case is confidential.
 6. Students who test positive for COVID-19 will need to **isolate** for 10 days as per Table 1.
 7. The Pasadena Department of Public Health Case and Contact Investigation Program will follow-up directly with the parent or guardian of a student who has a confirmed case of COVID-19. The Department of Public Health will collect additional information and issue the Health Officer Order for Isolation. Instructions for PUSD schools and departments on how to collect information will be provided as part of training for all District and School COVID-19 Compliance Team members.
 8. Any student with COVID-19 may not return to school until they have met criteria to discontinue home isolation, including at least 24 hours with no fever and no use of fever-reducing medication, other symptoms have improved and at least 10 days have passed since symptoms first appeared. For persons who never developed symptoms, isolation must also continue for 10 days after the date of testing positive.

PUSD Student Quarantine Protocol

On March 12, 2022, the [California Department of Public Health \(CDPH\)](#) recommended that school districts follow the group tracing approach to allow for a quicker and broader response identified in school settings. Quarantine timelines will therefore vary depending on whether Group Tracing or Individual Tracing protocols are being implemented. Under Group Tracing protocols, exposed students, regardless of vaccination status, may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19. They will be required to test, report positive test results to the school, and follow other components of this guidance, including wearing masks as is strongly recommended. See page 8 for more information on Group Contact Tracing.

When Individual Contact Tracing protocols are being followed, a student who is not fully vaccinated and has been **exposed** to an individual with a confirmed case of COVID-19 will need to **quarantine** and may return to school after 5 days unless they are **exempt**.

Table 2: Quarantine for Students

Students who are Exposed to Someone with COVID 19 (Quarantine)	Action
<p>STUDENTS who are EXEMPT are:</p> <ul style="list-style-type: none"> Fully vaccinated* OR Fully recovered from COVID-19 in the 90 days prior to the date of exposure. <p><i>*Parents/guardians are encouraged to get a booster vaccination for their student to increase protection against severe illness. Even though boosters are not required for exemption as of now, public health quarantine regulations may be dependent on having received the booster in the future.</i></p>	<p>Students who are exempt can remain in school and:</p> <ul style="list-style-type: none"> Must test on or around Day 5 after the date of last exposure. The test must be an FDA-authorized viral COVID-19 test. Students who have tested positive for COVID-19 within the past 3 months and recovered, as long as they do not develop new symptoms, do not need to get tested. Must monitor for symptoms for 10 days from the date of last exposure. Strongly recommended to wear a non-cloth mask of multiple layers of non-woven material with a nose wire. Masks must be worn at all times when around others both indoors and outdoors. Must eat outdoors when possible and with distance from others.
<p>STUDENTS who must quarantine for at least 5 days after exposure are:</p> <ul style="list-style-type: none"> Not fully vaccinated OR unvaccinated 	<p>Requirements for students who are unvaccinated or not fully vaccinated close contacts:</p> <ul style="list-style-type: none"> Must quarantine (stay in their home or other residence) for at least 5 days Must test on or after Day 5. The test must be an FDA-authorized viral COVID-19 test (PCR or Rapid Antigen). Test results must be negative. Must monitor for symptoms for 10 days from the date of last exposure.

Employees and Adult Visitors

Employees should refer to this [Daily Coronavirus Self-Checker \(English\)](#) and [Autocomprobación Diaria de Coronavirus \(Español\)](#) that includes a self-monitoring checklist and additional details.

- If an employee or visitor has a temperature of 100.4 or higher, new cough, or vomiting and diarrhea, the individual will be advised to return home and consult with their primary care physician. If the employee or visitor has only a temperature of 100.4 or higher, they are advised to rest and drink water. After ten minutes, the individual will be re-checked

Appendix A: COVID-19 Health Protocols

- and advised to go home if the temperature remains at 100.4 degrees or higher.
2. Employees with a fever of 100.4 degrees or greater and who report having COVID-19 related symptoms will be sent home and contacted by Human Resources.
 3. Adult visitors and employees who report symptoms at entry or at any point during the school day will be instructed to return home, **test and self-isolate as recommended by PPHD Health Officer** [Isolation Order](#) [Options for COVID testing](#) from PPHD will be provided.
 4. **All employees receiving a positive COVID-19 result must isolate per procedures below.**
 5. The COVID-19 Compliance Team will be informed of any positive screening in the school and will initiate School Exposure Management Plan consistent with DPH directives.
 6. **Employees who have had close contact with an individual who has screened positive will be instructed to follow the quarantine procedures outlined on Table 4 starting on page 6.**

Table 3: Isolation Procedures for Employees

Employee Who Tests Positive for COVID-19 (Isolation)	Action
All employees, regardless of vaccination status, previous infection or lack of symptoms	<p>Employees who test positive for COVID-19 must stay on isolation until:</p> <ul style="list-style-type: none"> • At least 5 days have passed since symptoms began or the date of the positive test • AND no fever for at least 24 hours (without the use of medicine that reduces fevers) • AND currently have no symptoms or symptoms are significantly improved and resolving • AND A viral diagnostic specimen collected no sooner than Day 5 is negative <p>Employees meeting ALL of the above criteria may exit isolation Day 6:</p> <ul style="list-style-type: none"> • If on Day 5, symptoms have not improved, employee continues to isolate until symptoms have improved • No test necessary to return after completing 10 full days of isolation • PUSD employees continue to wear recommended face masks and social distance for 10 days after exposure.

For Employees Showing Symptoms Who Test Positive

1. Any employee showing symptoms consistent with COVID-19 before coming to work needs to stay home, notify Diana Su, Workers Compensation Technician in Risk Management, at su.diana@pusd.us and your School Supervisor of illness. **Complete the [Covid Supplemental Sick Leaves form](#) and submit to Nancy Gonzalez at**

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gonzalez.nancy2@pusd.us. Certificated Teachers should request a substitute in [Smartfind](#).

2. Employee follows up with their health care provider and gets tested. See [LA County website](#) and on the [City of Pasadena Public Health Department website](#) for testing options.
3. The Human Resources Department will contact the employee and provide information on available leave options and manage any reporting to PPHD and conduct initial contact tracing as per [Johns Hopkins Contact Tracing](#) checklist for cases and contacts.
4. Any employee who tests positive (confirmed case) for COVID-19 is to stay home and not go to school, even if they do not have symptoms of illness. They are to notify the school or their supervisor of the positive test and follow up with their health care provider.
5. If an employee develops symptoms of illness consistent with COVID-19 while at work they are to immediately notify their supervisor (for employees), go home, and it is recommended they contact their primary health care provider.
6. The school will notify the school community of a case of COVID-19 and precautions being taken to prevent spread of COVID-19. Specific information about the case is confidential. More information will be provided in the Communications toolkit.
7. Anyone with a confirmed case of COVID-19 is to follow Home Isolation Instructions. These instructions are also available in multiple languages.
8. The Pasadena Department of Public Health Case and Contact Investigation Program will follow-up directly with the employee who has a confirmed case of COVID-19. They will collect additional information and issue the Health Officer Order for Isolation. Instructions for PUSD schools and departments on how to collect information for contact tracing will be provided as part of training for all District and School COVID-19 Compliance Team members..
9. Prior to returning to work, employee must complete City of Pasadena Public Health Department [Return to Work Form](#)

Quarantine Policies for Employees

Quarantine is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms.

Unvaccinated employees identified as close contacts will be instructed to quarantine. People who are fully-vaccinated, boosted if eligible, and who remain asymptomatic are not required to quarantine.

Table 4: Quarantine Procedures for Employees

Employee Who Is Exposed to Close Contact with COVID-19 (Quarantine or Exempt)	Action
<p>Employees who are unvaccinated or not fully vaccinated who are exposed to a person diagnosed with COVID-19</p>	<p>Not fully vaccinated employee must:</p> <ul style="list-style-type: none"> ● Quarantine for a minimum of 5 days ● Notify Risk Management and Human Resources ● Participate in contact tracing ● Follow quarantine guidelines and expectations ● Wear a well-fitting mask for 10 days after exposure
<p>Employees who are:</p> <ul style="list-style-type: none"> ● Fully vaccinated and boosted (if eligible) or, ● Fully recovered from COVID-19 in the 90 days prior to the date of exposure and have NO symptoms 	<p>Employee is exempt from quarantine and can continue to work and follow these instructions:</p> <ul style="list-style-type: none"> ● Must test on day 5 after exposure and receive a negative result, ● Must monitor symptoms for 14 days ● Wear a well-fitting mask, surgical mask (3-ply) with a nosewire, KN95 or N95 respirator indoors and outdoors ● If they develop symptoms, must isolate and test for COVID-19 immediately
<p>Employees who are:</p> <ul style="list-style-type: none"> ● Fully vaccinated ● But not boosted (if eligible) 	<p>Employee may continue to work on the condition that they:</p> <ul style="list-style-type: none"> ● Must remain asymptomatic (have no symptoms); and ● Must receive a negative COVID-19 viral test result obtained 3-5 days after last exposure to the close contact case; ● Must monitor symptoms for 14 days ● Wear a well-fitting mask, surgical mask (3-ply) with a nosewire, KN95 or N95 respirator indoors and outdoors, and no eating/drinking around others, for a total of 10 full days; and ● Must observe home-quarantine when not at work.

1. Any employee who has been in close contact with someone diagnosed with or suspected to have COVID-19 they are to home quarantine. Employee should notify school, follow up with their health care provider and get tested for COVID-19. “Close contact” is defined as being within 6 feet for more than 15 minutes over a 24 hour period, even if a non-medical face covering was worn, or had unprotected direct contact with body fluids or secretions; i.e., was coughed or sneezed on, shared utensils or saliva or provided care without using appropriate protective equipment.
2. Employees who have been exposed (close contact) to someone with COVID-19 are to follow guidance for quarantining (see Table 4).
3. If exempt from quarantine, the employee will be cleared by Risk Management
4. Human Resources may provide employees with information on resources to get tested for COVID-19.
5. The Department of Public Health Case and Contact Investigation Program will follow-up

directly with employee who has been exposed to COVID-19. They will collect additional information and issue instructions for quarantining.

6. Any employee with COVID-19 may not return to school until they have met criteria to discontinue home **isolation**.
7. If employee developed symptoms, however, they will need to follow the [Home Isolation Instructions](#) before returning to work or school.

Employees Returning to Work After Isolation or Quarantine

An employee who has tested positive will be notified to follow these procedures:

1. The employee will be advised by Risk Management prior to being released to schedule an appointment with Health Programs for COVID testing.
2. Schedule an appointment for a rapid antigen test on Day 5
3. If the employee tests negative, health programs verifies the negative test result, provides the employee the test result documentation, and a KN95 mask.
4. Employee reports the test result documentation form to Human Resources
5. Human Resources reviews the health protocols to return to work with employee.
6. Employee receives A Return to Work Checklist that verifies the employee is asymptomatic and understands the wearing of the KN95 mask for the following 5 days (for a total of 10 days) is a requirement to maintain their safety and the safety of others.

In the event an employee tests positive on Day 5, they will continue to isolate

Contact Tracing Protocols

The shorter incubation period and increased transmissibility of COVID-19 variants including Omicron currently circulating in California suggest an additional approach to contact tracing may be warranted. The Governor's Office COVID-19 Public Health Guidance for K-12 Schools includes updated recommendations for the management of students exposed to COVID-19 in a K-12 setting, which include reduced time for quarantine with increased testing and "Group" Contract Tracing - a new group-tracing approach strategy as an alternative option for the individual contact tracing. This strategy will allow for a quicker and broader response to cases identified in school settings, accomplishable through prompt notification, testing, and isolation protocols. It also helps schools to provide safe in-person instruction without undertaking intense (and often protracted) contact tracing processes to identify individual students within a specified radius of someone infected. Employees are not part of group tracing and must still be identified as a close contact through individual group tracing. The two approaches are described below.

Group-Tracing Approach to Students Exposed to COVID-19 in a K-12 setting

1. Schools should notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

Appendix A: COVID-19 Health Protocols

- a. Notification should occur to "groups" of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual "close contacts" (e.g., those within 6 feet).
 - b. Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
 - c. For example, if a student in tenth grade is diagnosed with COVID-19, the school should notify groups with whom that student interacted as per the criteria above, such as those in the same classes, sports team, and/or other extracurricular cohorts.
 - d. A sample notification letter will be sent to schools to edit and use.
2. Exposed students, regardless of COVID-19 vaccination status, are required to test for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure, unless they had COVID-19 within the last 90 days.
- a. Exposed students who had COVID-19 within the last 90 days should monitor for symptoms. If symptoms develop, they should isolate and get tested with an antigen test.
 - b. In the event of wide-scale and/or repeated exposures, broader (e.g., grade-wide or campus-wide) once weekly testing for COVID-19 may be considered until such time that exposure events become less frequent.
 - c. Any FDA-authorized antigen diagnostic test, PCR diagnostic test is acceptable for evaluation of an individual's COVID-19 status. For individuals who have been recently infected (within the past 90 days), antigen testing is strongly recommended as PCR results may remain persistently positive and not be indicative of a new active infection. Repeat antigen testing and/or confirmatory molecular testing should be considered in individuals who receive a negative result with an antigen test but have symptoms specific for COVID-19 (such as loss of taste and smell).
 - d. Parents/guardians must submit a digital copy of a negative test result to the school in order for the student to continue with in-person learning. The submission can be done through the Testing Submission system found here. The PUSD at-home testing link is: GoPUSD.com/testkits
3. Exposed students, regardless of vaccination status, may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19. They should test as required, report positive test results to the school, and follow other components of this guidance, including wearing masks as is strongly recommended.

Individual Contact Tracing

PUSD notifies its local health officer of any known case of COVID-19 among any employee who was present on a K-12 public campus within the 14 days preceding a positive test for COVID-19. The district reports the following information:

- The full name, address, telephone number, and date of birth of the individual who tested positive;
- The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
- The full name, address, and telephone number of the person making the report.

This information is reported to the local health officer by telephone or email within twenty-four hours from the time an individual within the local educational agency is first made aware of a new case. This reporting shall continue until the directive is modified or rescinded.

Information reported to the local health officer pursuant to this directive shall not be disclosed except to (1) the California Department of Public Health; (2) to the extent deemed necessary by the local health officer for an investigation to determine the source of infection and to prevent the spread of COVID-19, including with health officers in other jurisdictions as necessary to monitor, investigate, prevent, and/or control the spread of COVID-19; (3) if required by state or federal law; or (4) with the written consent of the individual to whom the information pertains or the legal representative of the individual. This reporting does not replace or supersede any other statutory or regulatory requirements that require reporting of COVID-19 cases and/or outbreaks to other entities or institutions, such as Cal/OSHA.

District and School Compliance Team Roles

Each school site has established a school COVID-19 Compliance Team composed of the site administrators, nurses and/or health clerks, and staff. Each Team member has been trained in Exposure Management Plan developed by the Pasadena Public Health Department and the procedures of contact tracing. The Compliance Team members consistently review updated guidance so they are aware of the required steps they need to follow to ensure that all health and safety guidelines are in place at their school site.

The COVID-19 Compliance Team is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. One member of the School COVID-19 Compliance Team is designated as liaison to Pasadena Public Health Department (PPHD) in the event of an outbreak (or positive C-19 case) on campus. Compliance Team procedures include:

Appendix A: COVID-19 Health Protocols

- The school nurse and health clerk will assess who had close contact with a COVID-19 positive individual and complete the contact tracing protocol in the event of a confirmed case.
- The Health Programs Director will lead or assist school nurse and health clerk to:
 - Determine the potential exposure timeline
 - Conduct contact tracing to identify others who may have had exposure to the confirmed case
- If confirmed case is a student, Group Contact Tracing protocols above will be followed.
- If the confirmed case is an employee: contact tracing will be conducted by HR and District Compliance Team, utilizing the [Johns Hopkins Contact Tracing](#) checklist for cases and contacts.
- If Individual Contact Tracing is required, Nurse and Health Clerk will lead the development of the Case and Contact Line List, a list of students and staff members with exposure to the case while infectious (use the PPHD Case and Contact Line List)
- Nurse or Health Clerk will submit this information to PPHD and District Compliance Team using the COVID-19 Case and Contact Line List for the Educational Sector within 1 day of notification of a confirmed case. If needed, additional time may be requested. For technical assistance on how to complete the line list contact: nursing@cityofpasadena.net.
- Nurse or administrator will notify the District Compliance Team when this information is submitted.
- Employees who are identified to have had an exposure to the case at school are notified by the School Compliance Team of the exposure through a phone call from the Health Office staff.
- School Exposure Notification letters will be issued by the Health Programs Department and sent out by the School Compliance Team.
- School Compliance Team will follow up with employees who are close contacts and confirmed cases.

Key Terms

Asymptomatic: A person who has tested positive for COVID-19 (C-19) but shows no symptoms

Contagious: COVID-19 is called highly contagious because it is easily spread from person to person

Close Contact: A person who was within 6 feet of a C-19+ person for a total of 15 minutes or more over a 24-hour period (revised per LAC DPH 10/28/20). People who live in the same household are always close contacts.

Exposure: A person is considered exposed if they have been in close contact with someone who is infected.

Exposure Management Plan (EMP) contains the required steps for the Site Compliance Team to follow when a laboratory confirmed positive case of COVID-19 is identified at a school. The immediate implementation of the plan can contain the spread of the infection and prevent an outbreak. PUSD is required to follow the Pasadena Public Health Department Exposure Management Plan although it may enact lower risk (stricter) safety measures if it chooses.

Infectious Period: The infectious period for an infected person is 48 hours before symptom onset (or test date for persons with no symptoms) until the infected person is no longer required to be isolated

Isolation: For those who are showing symptoms or who have tested positive

Quarantine: For those who may have been exposed to COVID-19

Symptomatic: A person with one or more of the symptoms associated with COVID-19



PASADENA

Unified School District

COVID-19 SAFETY PLAN

Version 7

March 31, 2022

This COVID-19 Safety Plan/Version 7 replaces the Version 6 dated February 9, 2022 and has important revisions reflecting new state and local measures taking effect after March 12, 2022. It is a fluid working document that may be adjusted as conditions and/or guidance change. To receive this plan in an accessible format, please call (626)396-3680

**PASADENA UNIFIED SCHOOL DISTRICT
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Message from the Superintendent

Dear PUSD Community,

The safety and well-being of our students and staff have always been our top priorities. As described in this seventh edition of our COVID-19 Safety Plan, we have made some critical updates to adapt to changing and improving conditions. In light of the decreased COVID-19 transmission rates and increased vaccination rates, PUSD has revised its Safety Plan once again. The changes are designed to not only mitigate risk by protecting students and staff and preventing outbreaks, but also to minimize potential staffing shortages and align with state and local measures. Major changes will be highlighted in yellow.

We are also providing weekly updates on student and staff cases and testing on our [COVID-19 Dashboard](#).

If you need this document in an accessible format, have questions or suggestions for additional resources, please email the PUSD COVID-19 Compliance Team at HealthPrograms@pusd.us or call the **PUSD Hotline at (626) 396-3680**. Questions and concerns regarding C-19 safety plans can also be submitted to the City of Pasadena Public Health Department online at cityofpasadena.net/CSC or by phone at (626) 744-7311.

Sincerely,

Brian O. McDonald, Ed.D.
Superintendent

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Health and Safety Practices

Guidance from multiple resources emphasizes the importance of offering in-person learning. In-person instruction can occur safely when prevention strategies are implemented. PUSD has a robust set of safety measures already in place and will comply with the State’s public health requirements for schools. We continue to work closely with the Pasadena Public Health Department (PPHD). The PUSD is regularly updating its COVID Safety Plan to present information for students, parents and community members **Major changes from version 6 posted on February 9, 2022 are highlighted in yellow.**

Los Angeles County (LAC) will now be using the Centers for Disease Control and Prevention’s (CDC) COVID-19 Community Level Matrix to assess the level of risk across the county and adopt corresponding prevention strategies. The [CDC COVID-19 community level](#) is determined by the combination of three metrics as shown in Table 1 below. Community levels are then classified as low, medium, or high. The community level may drop after qualifying for the lower level for seven consecutive days.

TABLE 1: CDC COVID-19 Community Levels

New Cases (per 100,000 population in the last 7 days)	Level of Risk Indicators	Low	Medium	High	LA County’s Current Values New Cases: 216.5/100,000 (as of 2/24/2022)
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0	NA
	Proportion of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%	NA
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0	10.6
	Proportion of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%	7.7%
The COVID-19 community level is determined by the higher of the inpatient beds and new admissions indicators, based on the current level of new cases per 100,000 population in the past 7 days.					

LAC has currently transitioned to a Low Community level based on previous CDC guidance. Due to the change in CDC guidance, PUSD will now refer to Community Levels, along with Public Health protocols, to guide changes in our COVID Safety Plan in the areas of testing, contact tracing, and masking. We are now going to rely on Community Level metrics instead of Transmission metrics. Community Transmission refers to measures of the presence and spread of COVID-19 and Community Levels refer to the measures of the impact of COVID-19 in terms of hospitalizations and healthcare system strain, while accounting for transmission in the community. PUSD response to these changes are:

- When LAC is in **MEDIUM or LOW** Community Level based on CDC measures, PUSD may transition from surveillance testing to response testing.
 - PCR testing available at the Primary Clinic for symptomatic or exposed students and employees
 - At home rapid antigen tests available for identified or potential close contacts, regardless of vaccination status.
- When LAC is in **MEDIUM or LOW** Community Level based on CDC measures, PUSD may transition from individual tracing to group tracing, which will include continuing to provide assistance with response testing for exposed students.
- Pasadena Public Health Department (PPHD) will align school masking measures with the state and shift to strongly recommending indoor masking at childcare sites and K-12 schools beginning March 12. For PUSD, these measures will begin Monday, March 14, 2022.

Staying Home When Sick

Students, teachers, and staff who have symptoms of infectious illness, should stay home and be referred to their healthcare provider for testing and care. Staying home when sick is essential to keep COVID-19 and other infections out of schools and prevent spread to others. **Before leaving home all students, employees and parents must conduct a self-check.** Ask these questions:

1. Do I have a fever?
2. Do I have a cough?
3. Am I experiencing shortness of breath or difficulty breathing?
4. Am I experiencing any other symptoms?
5. Have I been in contact with someone who has tested positive for COVID-19 in the last 14 days?
6. In the last two weeks, have I been directed to quarantine, isolate or take a COVID-19 test?

If you respond "yes" to any of the questions, you must stay home and it is recommended that you contact your primary care physician for further medical advice. If you have a fever with cough or shortness of breath, you are urged to contact your primary care physician as these symptoms may be attributed to COVID-19. To protect others, stay home, wear a face mask and get tested. For a

more detailed symptom self-checker, visit the Los Angeles County Public Health Department's [COVID-19 Symptom page](#).

Updated Isolation, Quarantine and Testing Guidance

PUSD is adapting to new public health guidance and has revised the following protocols for isolation and quarantine:

PUSD Student Isolation Protocol

PUSD is implementing the option of a lower-risk exposure management plan for students who have tested positive for COVID-19 and is not changing its 10 day **isolation** guidelines for students who may still be infectious.

STUDENTS who have a **POSITIVE** test result must **ISOLATE** (stay in their home or other residence) for a period of at least 10 days from the date symptoms first appeared or the date of the positive test.

They may return to school if:

- 10 days have passed from the start of symptoms or the date of the positive test
- No fever for at least 24 hours, without the use of medication
- Other symptoms have improved

Isolation is required when you test positive regardless of vaccination status. This revised exposure management plan poses a lower risk by preventing students who test positive from returning to school too soon when they could potentially still be contagious. Studies estimate 31 percent of those who test positive remain infectious on Day 5.

If a student tests positive, please DO NOT send them to the clinic to retest during their isolation period.

PUSD Student Quarantine Protocol

The shorter incubation period and increased transmissibility of recent COVID variants suggest that a quicker and broader response to contact tracing for cases identified in school settings is warranted. The CDPH and PPHD are therefore encouraging schools to move from the Individual Contact Tracing approach PUSD is following to [Group Contact Tracing](#). These protocols will also allow schools to provide safe in-person instruction without the intense demand of individual contact tracing. PUSD will continue to follow the Individual Contact Tracing until April 8, 2022. After an evaluation period following Spring Break, PUSD will transition to Group Contact Tracing.

Until then, STUDENTS who have been EXPOSED and are identified as CLOSE CONTACTS are still REQUIRED to QUARANTINE if they are unvaccinated or not fully vaccinated. A close contact exposure is generally defined as being within 6 feet of an infectious person for a cumulative total of 15 minutes or more over a 24-hour period or living within the same household. A STUDENT who is unvaccinated or not yet fully vaccinated, must self-quarantine (stay in their home or other residence) for 10 full days from their last known exposure and can return on Day 11 after exposure OR they can return to school early on Day 6 after exposure if they:

- Quarantine (stay in their home or other residence) for at least 5 days
- Test on or after Day 5 with negative test result and may return to school on Day 6
- PCR testing and Rapid Antigen Testing are available at the Primary Clinic for symptomatic or exposed students and employees
- If they do not provide a negative test result, they must continue to quarantine for the full 10 days and may return to school on Day 11

If your child is a **close contact** but is **fully vaccinated** or has recovered from COVID-19 in the last 90 days, they do not need to be quarantined and **can remain in school**. They are required to monitor for symptoms for 10 days past the date of exposure and test for COVID-19 on or around Day 5 past the date of exposure. Students who have tested positive for COVID-19 within the past 3 months and recovered, as long as they do not develop new symptoms, do not need to get tested.

***After April 8, when PUSD transitions to a [Group Tracing](#) approach:**

- School team will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.
- Exposed students, regardless of COVID-19 vaccination status, must test for COVID-19 with at least one diagnostic test obtained within 3-5 days after last exposure, unless they had COVID-19 within the last 90 days.
- Exposed students may continue to take part in all aspects of K-12 schooling, including sports and extracurricular activities, unless they develop symptoms or test positive for COVID-19.

Testing results will then be reported as follows:

- At home rapid antigen tests for identified or potential close contacts, regardless of vaccination status, to be conducted at home on the night of Day 5 after the exposure.
- Using the Testing Submission Survey, parent must confirm that the student is not experiencing any symptoms.
- Using the Testing Submission Survey, upload a digital image displaying the negative test results.
- Using the Testing Submission Survey, parent must confirm that the student will wear an upgraded mask indoors AND outdoors when around others
- Parent must monitor for symptoms for 10 days from the date of last exposure.

Parents/guardians are encouraged to get a **booster vaccination for their student to increase protection against severe illness. Even though boosters are not required for exemption as of now, public health quarantine regulations may be dependent on having received the booster in the future.*

Who is eligible for boosters? *Students age 12 and older at least 5 months after completing their primary COVID-19 vaccination series.*

PUSD Employee Protocols

If an Employee Tests Positive:

Employees who test positive for COVID-19 regardless of vaccination status or lack of symptoms, must stay on isolation until

- At least 5 days have passed since symptoms began or the date of the positive test
- AND no fever for at least 24 hours (without the use of medicine that reduces fevers)
- AND currently have no symptoms or symptoms are significantly improved and resolving
- AND A viral diagnostic specimen collected no sooner than Day 5 is negative.

Employees meeting ALL of the above criteria may exit isolation Day 6

- If on Day 5, symptoms have not improved, employee continues to isolate until symptoms have improved
- No test necessary to return after completing 10 full days of isolation **if no longer experiencing symptoms**
- PUSD employees must continue to wear recommended face masks and social distance

If an Employee is Exposed:

If an employee is **unvaccinated or not fully vaccinated** (see [CDC](#) for definitions) and has been exposed to a person diagnosed with COVID-19, they must:

1. Quarantine for a minimum of 5 days
2. Notify Risk Management and Human Resources
3. Participate in contact tracing
4. Follow quarantine guidelines and expectations

If an employee does not have any symptoms and is **fully vaccinated but has not yet received their booster dose** even though currently eligible, and does not work in a healthcare setting, the employee may be allowed to continue to work on the following conditions:

1. Must remain asymptomatic (have no symptoms); and
2. Must receive a negative COVID-19 viral test result obtained 3-5 days after last exposure to the close contact case;

3. Must monitor symptoms for 14 days
4. Wear a well-fitting mask, surgical mask (3-ply) with a nosewire, KN95 or N95 respirator indoors and outdoors, and no eating/drinking around others, for a total of 10 full days; and
5. Must observe home-quarantine when not at work.

If an employee is **fully vaccinated and boosted (if eligible)** or fully recovered from COVID-19 in the 90 days prior to the date of exposure and has **NO symptoms**, the employee is **exempt** from quarantine and can continue to work as long as they remain asymptomatic and receive a negative COVID-19 viral test result obtained 3-5 days after last exposure to the close contact case. Exempt employee must still wear a well-fitting mask, surgical mask (3-ply) with a nosewire, KN95 or N95 respirator indoors and outdoors for 10 days after exposure. If they develop symptoms, must isolate and test for COVID-19 immediately

Employees Returning to Work After Isolation or Quarantine

An employee who has tested positive will be notified to follow these procedures:

1. Schedule an appointment for a rapid antigen test on Day 5*
2. If the employee tests negative, health programs verifies the negative test result, provides the employee the test result documentation, and a KN95 mask.
3. Employee reports the test result documentation form to Human Resources
4. Human Resources reviews the health protocols to return to work with employee.
5. Employee receives A Return to Work Checklist that verifies the employee is asymptomatic and understands the wearing of the KN95 mask for the following 5 days (for a total of 10 days) is a requirement to maintain their safety and the safety of others.

In the event an employee tests positive on Day 5, they will continue to isolate

*The employee will be cleared by Risk Management prior to being released and instructed to schedule an appointment with Health Programs for the appropriate test.

Please see Appendix A: Health Screening Protocols for more details including contact information to soon be released.

Use of Face Masks

Masks are one of the most effective and simplest safety mitigation layers to prevent in-school transmission of COVID-19 infections and to support full time in-person instruction in K-12 schools. SARS-CoV-2, the virus that causes COVID-19, is transmitted primarily by aerosols (airborne transmission), and less frequently by droplets. Physical distancing is generally used to reduce only droplet transmission, whereas masks are one of the most effective measures for source control of both aerosols and droplets. Therefore, masks best promote both safety and in-person learning by reducing the need for physical distancing (CDPH). For more information, see Los Angeles County Office of Education (LACOE) [Masking Updates for Students](#).

The District will supply staff and students with non-cloth, non-woven medical-grade surgical masks (with 3-layers of protection). Site administration will make these masks available and will notify staff and students on how to access the masks on site.

Starting March 14, 2022, masks will be strongly recommended for students, children, teachers, and staff regardless of vaccination status. PUSD will continue to require masking on buses and transportation, at testing and vaccination clinics, during field trips when indoors, and after exposure to COVID-19 as shown in chart below.

Who is required to wear a mask?	Where must they wear a mask?	When are they required to mask?
Exposed Students Identified (INDIVIDUAL TRACING)	Indoors and outdoors at school when they are around others	For 10 days after the exposure.
Students participating in transportation	On the PUSD bus or other PUSD transport vehicle.	When students enter the bus and until they exit.
Students, staff and community members at a PUSD testing or vaccination clinic	In the parking lot or indoor facility of the PUSD testing or vaccination clinic	When individuals enter the parking lot or indoor facility where the testing or vaccination clinic is located
Students and staff Health Office	In the School Site Health Offices	Upon entering
PCC Facilities (PCC Requirement)	Indoors of PCC facilities at John Muir	Upon entering the PCC facility

Please note that visitors and volunteers are still strongly recommended to wear masks when on school campuses. Please see [Appendix E: Visitor and Volunteer Policies](#)

When are masks required for EMPLOYEES?

- All employees must wear a mask at all times when riding on a school bus, van or other school transports.
- Employees must wear masks when indoors on field trips.

What are specific masking requirements for EMPLOYEES?

- All school employees, **when required to mask (such as in a healthcare setting)**, must wear medical-grade surgical masks (also referred to as medical procedure masks and are three-ply) or higher level PPE (e.g., KN95 mask or N95 respirator). For those wearing surgical masks, double masking with a cloth face covering worn over the surgical mask is recommended for enhanced protection. Cloth face coverings alone are no longer recommended, as they do not provide the same level of source control or personal protection as a medical-grade surgical mask or higher level PPE (PPHD TK-12 Protocol, 3.15.22)
- Any employee who cares for sick children or who has close contact with a child with a medical condition that precludes the child's use of a facemask must wear a high-grade surgical mask (3-ply), KN95 mask or respirator, preferably N95.
- Cal-OSHA requires employers to provide, upon request, respirators to any unvaccinated employee along with instructions on how to ensure the mask fits appropriately

Additional recommendation:

- All employees are recommended to replace face masks daily if using a 3-ply surgical mask. Replacing KN95 masks after 2-3 days is suggested.

Exemptions and accommodations:

1. Persons younger than two years old should not wear a mask. Very young children must not wear a mask because of the risk of suffocation.
2. Persons with a medical condition, mental health condition, or disability that prevents wearing a mask should refer to [Considerations for Students with Disabilities](#) for exemptions and accommodations for students with disabilities and employees who work with them.
3. Employees should also refer to [Appendix B: Required Use of Face Masks](#)

Handwashing and Respiratory Etiquette

All employee and campus visitors are asked to follow these safety guidelines:

1. Wash hands frequently for 20 seconds with soap and water — especially before and after eating, after coughing or sneezing, after sharing items in class and before and after using the restroom.
2. Avoid touching your face.
3. Cover coughs and sneezes with a tissue or elbow.
4. Use tissues to wipe your nose.

For informational video on handwashing, please see [How to Wash Your Hands](#)

The District is committed to securing additional handwashing and sanitation stations and PPE to the extent possible.

1. School sites will have hand washing stations or hand sanitizer available at designated locations to allow for frequent hand washing.

2. Hand sanitizer effective against COVID-19 is available to all employees in or near the following locations:
 - a. Central office
 - b. Classrooms
 - c. Faculty break room
 - d. Faculty offices
3. Additional sinks and/or sanitation stations will be provided in high frequency areas for students

Using personal protective equipment (PPE)

1. We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by California Code of Regulations (CCR) Title 8, section 3380, and provide such PPE as needed.
2. PPE, cleaning and sanitizing supplies can be ordered through *Current Solutions*
3. At school sites, Administrators and Health Clerks will monitor PPE supplies to ensure that schools maintain at least a 14-day supply.
4. Training on maintaining PPE (i.e. sanitization procedures)

Health Monitoring and Containment Plan

Vaccinations

Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination, throughout the community and for all who are eligible, can help schools safely return to in-person learning by reducing transmission risk.

As per Governor Gavin Newsom's public health order of August 11, 2021, all school staff will be required to either show proof of full vaccination or be tested at least once per week for COVID-19. The new policy for school staff took effect on August 12, 2021.

Employees:

1. The State's public health order applies immediately to all PUSD employees and PUSD-contracted employees.
2. Employees have two options: show proof of being fully vaccinated and boosted if eligible OR be tested every week. Procedures for showing proof will be sent to employees by Human Resources.
3. Employees can get the vaccine through PUSD's Primary Health Clinic at 351 S. Hudson Ave. To make an appointment, please contact the clinic at (626) 396-3600, ext 88180.

Students:

1. Students are required to either test weekly or get vaccinated for COVID-19 when eligible based on policy approved by the Pasadena Unified Board of Education.

PUSD Health Programs and the City of Pasadena offer opportunities for vaccination. Individuals ages 5 years and older are currently eligible to obtain a vaccine that protects against COVID-19. Individuals may sign up at [MyTurn.ca.gov](https://myturn.ca.gov), call the CA COVID-19 information line at 833-422-4255, email: healthprograms@pusd.us or call the Pasadena Citizen Service Center at 626-744-7311 for assistance. Links to vaccine appointments at pharmacies and other federal, state, and county sites are available at the [PPHD website](#).

Screening & Diagnostic Testing

PUSD will provide opportunities for COVID-19 testing to reduce the risk of transmission and to prevent outbreaks. We will continue to provide access to testing for all individuals who are exposed to a COVID-19 case, and in the case of multiple infections or a major outbreak within the school as the basis for further control measures. When LAC is in MEDIUM or LOW Transmission Level based on CDC measures, PUSD will evaluate the potential transition from surveillance testing to response testing including:

- PCR testing available at the Primary Clinic for symptomatic or exposed students and employees
- At home rapid antigen tests available for identified or potential close contacts, regardless of vaccination status.

How and Where PUSD Students and Staff Can Get Tested

1. PUSD offers COVID-19 PCR nasal swab tests on campuses as part of surveillance testing and at the District's Primary Clinic, 8 a.m. - 3:30 pm.
2. To register for testing, staff and students should use the link provided by their school.
3. Students and staff who have been directed to quarantine, **should not go to schools for testing**. Quarantined individuals can test at the Primary Health Clinic at the PUSD Education Center from 8:00-3:30, Monday through Friday.

Exposure Management and Temporary Class or School Closure

The information in this Covid Safety Plan is not meant to replace the [Exposure Management Plans for TK-12 students](#) and [Early Childhood Education](#) which are required by the Pasadena Public Health Department and were recently updated. Please see excerpt below and refer to [Appendix B: PUSD Exposure Management and Temporary Class or School Closure Plan](#).

The criteria for moving from in-person learning back to remote learning would be determined based on the number of cases and groups impacted, and could be necessary if active in-class or in-school transmission is occurring. Closure would be done in consultation with the Pasadena Public Health Department (PPHD), which is our local health department (LHD).

Operations Plan for Mitigation Measures

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented, consistent with public health guidance. The following measures will still be in place:

Buses and Transportation

1. **Students, adults, and drivers will be required to wear face masks.**
2. Students will fill the vehicle from back to front. The front seat behind the driver will be empty.
3. The students will sit one to a seat unless they are family members from the same house.
4. Students will practice physical distancing to the best extent possible.
5. Parents will be asked to screen their own children (students), so that they can call the transportation office to cancel transportation if the student has a fever. Students will be screened prior to getting on the bus. Screening is conducted before students, visitors and employees may enter the bus similarly to entering the school. Screening includes a check-in concerning fever, cough, shortness of breath and any other symptoms of illness. If a student reports a symptom or does not pass the screening, they will not be allowed to enter the bus.
6. Should a student become ill while in transit, they will be seated in a dedicated seat directly behind the driver.
7. Vehicles will be cleaned and disinfected at the end of each route.

Cleaning and disinfecting

Intensified cleaning, sanitation and ventilation will be put into effect at all schools and work locations.

1. Cleaning and disinfecting of space, surfaces, and objects throughout the school.
2. Cleaning and disinfecting schedules will be established at each school. Classrooms will be cleaned each night to include a disinfection [checklist](#). To include a restroom and main office checklist.
3. Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are disinfected multiple times daily using appropriate products.
4. Restrooms, lobbies, break rooms, and lounges and other common areas are disinfected frequently.
5. Use of shared objects is eliminated wherever possible; for example, water fountains are shut down and/or high touch playground equipment may be taken out of use.

6. Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are cleaned and disinfected between users.
7. Cleaning products that are effective against COVID-19 (these are listed on the [Environmental Protection Agency \(EPA\)-approved list "N"](#)) are used according to product instructions.
8. Deeper cleaning is done when students are not at school with adequate time to let spaces air out before the start of the school day.
9. Custodial and other employee responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer's directions, Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
10. Custodial staff and other employees responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment as required.
11. Classroom carpet or rugs may be returned to the classrooms of teachers who want them returned. Cleaning must be maintained.
12. Students are recommended to maintain physical distancing and to have assigned seating.
13. Teachers will not be responsible for cleaning, disinfecting or sanitizing student supplies

Cohorting

1. It is recommended to have a group with fixed membership that stays together without mixing with any other groups for activities.
2. There is no limit on size or number of students per cohort.
3. Teachers and staff can work with multiple groups and classrooms without a maximum limit.

Field Trips

Starting second semester 2021-22, schools may submit requests for instructional field trips and transportation under the following conditions:

1. The trip is on the Board-approved list of Instructional Field Trips for 2021-22 or a Special Trip Request has been submitted and approved if not.
2. Transportation, which is limited at this time, has been secured if necessary. All participants must implement safety measures such as social distancing and masks while in school-provided transportation, one class per bus, one student per seat staggered seating. Assign and maintain seating chart
3. The location needs to replicate the COVID-19 protocols in place at the school sites. Indoor masking is a requirement.
4. Instructional trip liability form must be completed if the field trip includes possible hazards or unsafe conditions, such as in or near water, camping, mountain climbing, etc.
5. Students participating in field trips must be 1) fully vaccinated; 2) test weekly at school*; or 3) test elsewhere and provide results

*If school testing is not available, student can test at Ed Center (rapid antigen test acceptable)

For overnight trips (if permitted):

1. Students need to have a negative PCR test result or be fully vaccinated and boosted if eligible.
2. Masks are not required while sleeping.
3. Cohorting into consistent groups for indoor small group interactions particularly unmasked, such as sleeping in a cabin.
4. Test 3-5 days after trip

These guidelines are subject to change at any time, please confirm with our PUSD Health Programs if additional safety measures are needed prior to the instructional trip.

Personal protective equipment (PPE), tools and equipment

1. PPE, such as gloves and face shields, must not be shared
2. After using shared materials, students and employees should use hand sanitizer or wash hands

Plexiglass Barriers:

In the case of outbreaks or upon public health guidance, the following may remain in place:

1. Physical plexiglass barriers that were previously installed in front office areas where face-to-face interaction with the public occurs.
2. One plexiglass barrier unit for use for when working one-on-one with a student.

School Events and Meetings

1. At this time, IEPs, SSTs, other Parent Teacher and Faculty meetings shall be conducted virtually unless the IEP team finds it necessary to be in person. If the IEP team finds it necessary for the meeting to be in person, such meetings will be held outdoors if there is a space that allows for confidentiality. Any individuals visiting "on site" for such meetings must follow the PUSD visitor protocols.
2. School events (such as Open House, student dances, proms, assemblies and performances) may be scheduled as public health conditions permit.
3. **For Student Dances, Proms:**
 - Indoor venues allowed
 - Vaccinations Recommended
 - Required verified and observed rapid antigen testing for all students and staff conducted within 48 hours prior to event.
 - Health Services team will conduct testing at school the day before the

event.

Assemblies and Performances:

- Masks recommended for audience of outdoor performances.
- Masks required for audience of indoor performances.
- Visitor protocol required.

School Meals

Cafeterias at each site remain open to provide children a hot breakfast and lunch meal. Meals will be eaten outside as much as possible. All the serving lines have been equipped with plexiglass shields and required signage for social distancing. Staff will continue to wear masks and practice all safety standards in the preparation and serving of the meals.

Ventilation

1. HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate.
2. If HVAC systems are not functioning at maximum capacity, doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate.
3. Air filters have been upgraded from MERV 6 to hospital grade MERV 10 filters.
4. Each classroom and isolation room will have an air purifier.

Visitors and Volunteers

1. At this time, visitors and volunteers to school campuses will be limited to those providing essential direct services. **Essential direct services** are services which either:
 - a) ensure safe operations of schools to meet the basic needs for learning;
 - b) provide specific students with small-group or individual supports that promote mastery of academic content;
 - c) are requirements to complete a licensing/credential program through approved California preparation program as part of “field work”;
 - d) required activities as part of a grant requirement that does not unduly increase the potential transmission of the Covid-19 virus; or,
 - e) required to operate a specific school program.
2. All visitors, volunteers and external groups or organizations are strongly encouraged to use a face mask, sign in before entry, and screen for symptoms. See [PUSD Visitor and Volunteer Policies](#) for more information.

Water

Students will also be encouraged to bring their own water bottles to refill at water filling stations. (Please note: selected drinking water fountains will be closed to minimize COVID-19 exposure)

Supportive Services

The PUSD is committed to ensuring continuity of services when students and their families are impacted by exposure to COVID-19 and by other barriers to learning. Pasadena Unified aims to continue student and staff services related to academics as well as services connected to social, emotional, mental and physical well-being. Students with disabilities and English learners must also be taken into consideration when determining how to ensure continuity of services.

Reset. Re-Engage. Reignite. Returning safely to school this year meant that resources are aligned with trauma informed approaches to address students' academic, behavioral, and social-emotional needs. PUSD has streamlined resources, scope and sequence, and trainings that will offer the classroom teacher, administrator, students or staff to prepare for the return of our students. These will be housed in a "Wellness Hub," to be included in the PUSD Curriculum folder @ gopUSD.com/curriculum.

Continuity of Services Plan

In cases where isolation, quarantine, classroom or school closures are required, the PUSD will provide for the continuity of learning, meals and other supportive services for students and families as follows.

For Individual Students in Quarantine or Self-Isolation

In cases where student, family member, school nurse, health clerk and/or School Covid-19 Compliance Team identifies need for an individual student to isolate or quarantine due to Covid-19 exposure or testing positive, the following steps are planned:

- The Canvas learning platform will remain in place for school year 2021-22, allowing students to access weekly assignments provided by teachers virtually if they are required to isolate or quarantine at home.
- Health Clerk, Community Assistant, or other designated staff will manage services for quarantined students and will provide information to student and family on quarantine or isolation procedures; access to food, health, mental health and social services; and instructions for accessing Canvas, Webex, chromebook or WiFi connectivity as needed.
- School Nurse will provide supports and check in regarding student's health
- Food Services will provide curbside meals for students out of Muir High School if requested.
- Student and family will be connected to mental health and social services
- *Considerations for English Learners:* If a student is required to quarantine, LADD office will collaborate with the teacher to tailor support based on the assignments. Students in

quarantine will be invited to virtual tutoring and English Language Development sessions.

- *Considerations for Students with Disabilities:* in the event the student must be medically quarantined or isolated, case carriers will contact family to discuss virtual service delivery and coordinate with service providers.

Connections to Supportive Services

The following are just a few of the supportive services provided by PUSD and its community partners. Please note that the PUSD Office of Child Welfare, Attendance and Safety (CWAS) has been renamed Student Wellness and Support Services (SWSS).

Resources for Mental Health Services for Students

SWSS and Mental Health Services provide services for students under three scenarios as circumstances allow: remotely/telehealth; in-person/on-site utilizing safety measures to consider for clinicians and clients; and pending room availability for confidential and safe sessions; or hybrid combining both methods.

Additional mental health services, attendance and social emotional learning support is provided by Master of Social Work Interns from various Southern California universities who are placed at school sites. These Interns are able to service students who are uninsured or privately insured, providing individual, group, and family counseling while gaining field experience towards their master's degree. Please contact Lara Choulakian, Manager of Mental Health for further information, x 88233 or choulakian.lara@pusd.us

PUSD Crisis Hotline

Parents also have the option of calling the PUSD crisis line and will be linked to the SWSS Clinical Social Work team who can also help parents system-navigate and link to services at **(626) 396-3680**

Access to Resources and Support Services

The Office of Student Wellness and Support Services as well as programs and initiatives such as Families in Transition and Community Schools provide outreach to ensure students with unique needs, including foster youth and homeless students, have the necessary resources to access learning while following public health guidelines as well as supports to address academic and social-emotional needs. These resources include:

- **Student Wellness and Support Services:** Any PUSD school or district employee, a parent, or the neighbor of a child in need, can access a [School Support Referral](#) process form to help children get the support and services they need to be successful.
- **Community Schools:** Coordination of screening, services and referrals in partnership with community providers. This guide - [Resources for Supporting Pasadena Unified Students and Families during Safe Return to School \(Fall 2021/Spring 2022\) \(English/Espanol\)](#) - first developed by the Pasadena HS Community Schools Initiative will continue to be updated and distributed.
- **PUSD Center for Student & Family Services** located at 750 N. Robles Ave, Pasadena, CA 91104 (next to Madison Elementary School) is the home of **Families in Transition (FIT)** and other programs within the Office of Student Wellness & Support Services. FIT is PUSD's McKinney-Vento Homeless Assistance program for student and family support addressing socioeconomic barriers to student success like housing and food insecurities, lack of access to health and mental health care, recent immigration, and other educational challenges. For assistance or an appointment, please call 626.396.5782 or text the FIT cell at 626.720.2476.
- **Care Solace** Care Solace is a complimentary and confidential service provided to staff and their families by the Pasadena Unified School District. Care Solace can help with mental health or substance use and they can quickly and confidentially find providers matched to employees' needs. If you would like to use Care Solace to help you find a provider:
 - Call 888-515-0595 available 24/7/365 in any language.
 - Visit www.caresolace.com/pasadena and either search on your own
 - OR click "Book Appointment" for assistance by video chat, email, or phone.
- The [Employee Assistance Program](#) provides PUSD employees with 24-hour access to advice for dealing with COVID-19 related stress and/or anxiety.

Considerations for Students with Disabilities

Safety Considerations for Students with Disabilities

1. Any alternatives to face masks should be discussed by the student's IEP team and documented in the IEP. For example, if a student has behavioral, sensory intolerance to the health mandated use of personal protective equipment (PPE), use a face shield or alternative covering to help assist in maintaining health safety.
2. Teachers of students who are deaf/hard of hearing will use a face shield and/or a clear mask for instruction. Contact the Special Education Office to request.

3. School personnel will work closely with families of students who have health conditions that put their child at increased risk of severe illness from COVID-19. As appropriate, a health and safety plan may be developed.

Considerations for Employees Working with Students with Disabilities

Services will now be conducted in-person. If community transmission rates for COVID-19 are high, services for students with disabilities and their families may be conducted with staff remotely as per PPHD guidance.

1. Employees will use the type of face covering that is most conducive to addressing specific students' needs.
2. IEP services, to the extent possible, will be delivered with adherence to the wearing of facial coverings, and increased hand washing and sanitizing.
3. All employees who work with students who require more hands-on services such as diapering, catheterization, feeding, etc. will use face coverings and gloves. Employees who work with students who require modeling of oral tasks to complete work will be issued face shields with drapes so students are able to view their instructor.

ARTS Plan & Procedures

The PUSD Arts and Enrichment Department will follow the [ARTS Reintegration Plan and Safety Procedures 2021-22](#) which are specific to arts education programming, including: all levels of instrumental and choral music, assemblies, performances, teaching artists, community and enrichment partners. Arts department field trips (My Masterpieces, Open Stage, etc) are scheduled to begin in January 2022. Some programs will continue to be conducted virtually this Spring. Buses should limit capacity to one class at a time. Please see additional information regarding all [field trips](#).

Appendices

A. [COVID-19 Health Protocols](#) - (revised 4.19.22)

B. [Exposure Management Plan](#)

C. [Required Use of Face Masks](#) (revised 3.25.22)

D. [Testing Implementation Plan](#) - (revised 3.31.22)

E. [Visitor and Volunteer Policies](#) (revised 3.25.22)

F. [Staff Training and Family Education](#)

G. [Communications and Stakeholder Consultations](#)

H. [Resources & Forms](#)

For Pasadena Unified School District updates: [PUSD COVID-19 Updates](#)

Please provide feedback by sending comments through the [Feedback Form](#)

To see summary of major changes from all Covid Safety Plans, click [here](#).

COVID-19 Compliance Teams

The COVID-19 District and School Compliance Teams are responsible for establishing and enforcing all COVID-19 safety protocols, including this COVID Safety Plan.

District COVID-19 Leadership Team

Brian O. McDonald
Superintendent
mcdonald.brian@pusd.us

Leslie Barnes
Chief of Business Services
barnes.leslie@pusd.us

Elizabeth Blanco
Chief Academic Officer
blanco.elizabeth@pusd.us

Leonard Hernandez, Jr.
Director, Maintenance/Operations
Facilities & Transportation
hernandez.leonard@pusd.us

Tendaji Jamal
Chief Technology Officer
jamal.tendaji@pusd.us

Steve Miller
Chief Human Resources Officer
miller.steven@pusd.us

Core District COVID 19 Compliance Team

Ana Maria (Ria) Apodaca
District Compliance Officer
Director Health Programs
apodaca.ana@pusd.us

Julianne Reynoso
Assistant Superintendent,
Student Wellness and Support Services
reynoso.julianne@pusd.us

Sergio Gomez
Director, Risk Management
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Hilda Ramirez Horvath
Manager, Communications
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Ree Hudson
Director, Early Childhood Education
HUDSON.REE@pusd.us

David Ibarra
Principal, Blair & Athletics Chair
IBARRA.DAVID@pusd.us

Ilene Mehrez
Procurement
mehrez.ilene@pusd.us

Matthew Roper
Coordinator II, Special Education Department
ROPER.MATTHEW@pusd.us

Sarah Rudchenko
Director, Human Resources
rudchenko.sarah@pusd.us

School COVID-19 Compliance Teams

School COVID-19 Compliance Team members can include site administrators, nurses, health clerks, parents, athletic directors, academic coaches, and custodians who then receive training.



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Pasadena Unified School District Unified School District

Don Benito Fundamental School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2023-24 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 Don Benito Fundamental 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 2/23/2024 at Don Benito. Notice was provided by John Maynard.

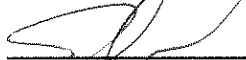
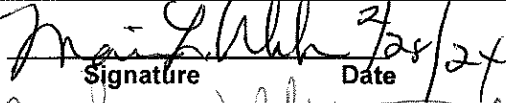

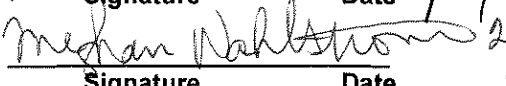

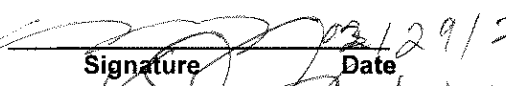
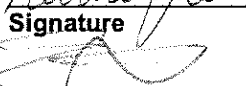
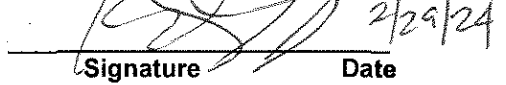

Don Benito Fundamental School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and approved.

Amendments

School Site Council
Mr. John Maynard, Principal

Signatures of Don Benito Fundamental School's Site Council Members

	2/26/24		2/28/24
Signature	Date	Signature	Date
	2/27/24		2/29/24
Signature	Date	Signature	Date
	2/28/24		2/29/24
Signature	Date	Signature	Date
	2/27/24		2/29/24
Signature	Date	Signature	Date
	2/27/24		
Signature	Date	Signature	Date



SSC Meeting Agenda

School Site: Don Benito Fundamental Meeting Date: Feb. 26, 2024, 4:30pm - virtual

meeting link: <https://meet.google.com/ugx-zrve-saf?hs=224>

02-26-24 [Sign in Sheet](#)

SSC Meeting Agenda

Legal Requirements (Check topics to be covered at this meeting):			
SSC Business		SPSA	
	Title I Parent Involvement Policy, Home School Compact	X	SPSA Goal Review
	SSC Bylaws	X	SPSA Target Progress
	DAC, ELAC Merger	X	Modifications for SPSA Goals, Strategies, Funding
	Uniform Complaint Procedures		Assessment and Evaluation Survey for SPSA
	Attendance		Budget
	Parent Education Opportunities	X	Funding Updates (District Information)
	SSC Survey (end of year)		Modifications to Categorical Funding based on Target Updates
X	Safety Plan Review and Update		
	Data Review		
	Site Developed Data		DAC & ELAC
	District Benchmark Data		EL Program
	Quarterly Target Data Review		Reports
			Training

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
1. Call to Order	<ul style="list-style-type: none"> • Meghan Wahlstrom: SSC Chairperson 	<ul style="list-style-type: none"> • Informational
2. SSC Business Approval of Minutes	<ul style="list-style-type: none"> • Action Item: Approval of past minutes from: Jan. 22, 2024 - Meghan Wahlstrom, SSC Chairperson. 	<ul style="list-style-type: none"> • Voting
3. Safety plan updates review and approval	<ul style="list-style-type: none"> • Informational: John Maynard • Approval of 24/25 plan 	<ul style="list-style-type: none"> • Informational • Voting
4. Budget review for 24/25	<ul style="list-style-type: none"> • John Maynard, Principal 	<ul style="list-style-type: none"> • Informational, Discussion
5. Public Comment	<ul style="list-style-type: none"> • 3 min time limit 	<ul style="list-style-type: none"> • Informational
6. Adjournment.	<ul style="list-style-type: none"> • Motion to adjourn 	

Next Scheduled SSC Meeting Date: March 26 , 2024

Time: 4:30

Room: In Person - Science Room

Date Posted: 02/23/24 (Must be 72 hours before the meeting)

Attachments: (These are Hyperlinked for your viewing)

Don Benito SSC Bylaws: [HERE](#)

PUSD SSC Master calendar and timeline [HERE](#)

SPSA Goals: [HERE](#)

SSC Meeting Dates: [HERE](#)

School Safety Plan: [HERE](#)

School Site Council Meeting 2/26/2024

Attendees: Christine Sandoval, Natalie Petersen, Meghan Laughlin Wahlstrom, Eric Martin, John Maynard, John Van Laar, Norma Rodarte, Mario Askary

Absent: Marcia Workman, Karen Rubio

Call to order by Meghan Laughlin Wahlstrom: 4:37 pm

SSC Business/Approval of Minutes: John Maynard moved to approve the January meeting minutes; Eric Martin seconded the motion to approve the minutes. 8 ayes, 0 nays and no abstentions, so minutes were approved.

Safety Plan Review and Update: Principal Maynard asked the SSC to review the revised Site Safety Plan and if there were questions or edits about particular pages (especially the Physical and School Climate Plans.) Wahlstrom asked about editing the year from 2022 to the current year and asked about making some edits on p. 4. Should there be any changes to our Action Plan and why? The subcommittee which included Maynard, Martin, and VanLaar did a walk through of Don Benito and Maynard has a 20 page list with photos of items on our campus that need repair. A fence behind Sandoval's room started getting installed this past weekend for safety reasons to protect students from going up and down the hill. New rubber will be put in on the playground where the old rubber is lifting to protect students from tripping. VanLaar and Sandoval mentioned some "potholes" in the blacktop by the cafeteria and behind some classrooms that need to be filled for safety. Martin said he was so glad that we have a wonderful community and that the HVAC will be put in soon. Maynard added that we would also be able to use our Multi-Purpose Room as a source of money once we have the HVAC so we can rent it out to dance groups and others who could use the space.

SPSA Goal Review: Maynard is working on adding a "Turn Around Room" and a "Game Room" for students to use for wellness. Our PTA is working on getting a foosball table, Lego table and other items to put in there. The spaces could also be used as a reward for classes who complete a particular goal (ie: finishing iReady minutes for the week...). The Principal would like to boost the use of Bobcat Bucks next year and have a deliberate focus during the monthly Spotlight Awards ("Focus on the Good," "Being Responsible..."). We also need more behavior management training for the aides for next year with wellness being the new focus.

Martin motioned to approve the Safety Plan; Van Laar 2nd the motion
8 ayes, 0 nays, no abstentions so the motion passed to approve the Safety Plan. All SSC members will need to add their wet signature to a document Norma has in the office by Thursday (2/29/2024) morning. There is a balanced ratio of parents and staff at the meeting (4:4) and we have a quorum.

Budget Review for 2024/2025: There will be a loss in funds for next year since our LCFF was \$129,581 this last year and we will have \$96,882 to spend next year. Our LCFF/S&C is \$42,840

and our Title 1 is \$54,042 which is up from last year's Title 1 which was \$48,007. ESSR funds from Covid ran out and the carry over can't be given to school sites due to the LACOE budget. We will be dropping about \$50,000 so we'll need to look at data and funding our aides (Cris and Karla were funded by Title 1 and LCFF). Our Intervention teacher, Mr. White, is being used for the ELPAC right now. On a positive note, we had \$70,000 set aside for Ms. Shurney but the district covered her salary this year. Her position has been closed for next year but we could pick her up as 50% and find a wellness teacher. Between now and March, we will need to discuss the positions these funds are covering. Annual fund money is a conversation between the Principal and Annual Fund, not SSC. Sandoval asked if we don't have a Librarian, how will we cover technology and check out chromebooks so that we are in compliance with the Williams' Act? Maynard said that he thinks we will still need a librarian since they are the only ones who can access Destiny and we can't have a volunteer do it. We are still looking at the position and not the person to reduce the cost by 50%. Martin asked if we would rank the wellness teacher higher than a librarian but both safety and access to curriculum are equally important. Maynard said we should have enough funds to pay for both roles. Hopefully we can all dig deep into our pockets for our upcoming Bobcat Bash to help raise money for our school.

Principal's Report: We will need aides to cover the Wellness room while the Wellness teacher teaches SEL lessons in the classrooms next year. Dr. Smith and Maynard discussed helping to train the aides. Martin said we should think ahead to the following years so these things can continue to be considered. At our next meeting, we can continue to look at iReady data to see if students are growing even without intervention. Maynard will discuss the Workshop Model and pulling groups with the staff at our next A meeting and how we can help in the classroom to leverage time efficiently. Martin asked Wahlstrom if we should take another subcommittee approach to look at data and spending money since the SPSA is due at the end of May. We should prepare earlier in April and Maynard said he will have last years' data and this years' data to look at during our next SSC meeting. Eric motioned to table this topic and Maynard 2nd the motion.

Public Comment: None

Adjournment: 5:28 pm (Martin motioned, Maynard 2nd the motion)

Next Meeting: Monday, March 25, 2024 at 4:30 pm (in person/Science Room)