



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Jackson STEAM Multilingual Magnet Elementary

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COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Jackson STEAM Multilingual Magnet Elementary's Site Council
Approved on February 15, 2024

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Date – February 22, 2024

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Mission Statement

School Site Mission Statement

School Mission Statement:

Jackson STEM Dual Language Magnet Academy seeks to provide a challenging academic environment where our students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery. We encourage our students to be innovative thinkers while preparing for an increasingly global future and fostering a community of mutual respect and social responsibility. Jackson's students will develop the knowledge, communication skills, and confidence to become transformational leaders of the 21st century.

Shared School Philosophy:

The community of Jackson STEM Dual Language Magnet Academy has a shared stake in the educational philosophy of the school. We believe that:

All children can discover and develop their passion for learning.

Knowledge and academic success instill self-motivation in our students.

A rigorous, meaning-centered, thinking curriculum based on significant content and 21st century skills is the centerpiece of instruction.

An academic program that seamlessly integrates the STEM disciplines will prepare students for a highly technological future. Early second language acquisition leads to bi-literate and bi-cognitive students with a multi-cultural understanding that helps them develop a global perspective.

The involvement of parents and community members is integral to the success of our students.

Vision Statement

Jackson STEAM Multilingual Magnet Elementary's Safe School Vision

1. Jackson STEAM Multilingual Magnet Elementary will provide a safe, orderly, and secure environment conducive to learning.
2. Jackson STEAM Multilingual Magnet Elementary will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Jackson STEAM Multilingual Magnet Elementary 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. Jackson STEAM Multilingual Magnet Elementary 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. Jackson STEAM Multilingual Magnet Elementary will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Jackson STEAM Multilingual Magnet Elementary will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Jackson STEAM Multilingual Magnet Elementary 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



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and community.

School Vision Statement:

Jackson STEAM Multilingual Magnet Elementary will support the whole child by empowering students to reach their full potential and strive for academic excellence and exemplary citizenship. We will provide an interdisciplinary approach to teaching and learning, inspiring our students to work as a team in developing creative solutions to real-world problems. We will equip our students with the skills to make positive choices, motivating them through engaging, research-based instruction that builds resilience and is relevant to their experiences.

We will welcome parents and members of the community to participate collaboratively with the school staff as we foster a nurturing atmosphere among our diverse population. We will be united in purpose and develop innovative strategies with the potential to make our community a better place.



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Introduction - School Profile

Jackson STEAM Multilingual Magnet Elementary is one of twenty-three schools in the Pasadena Unified School District. Jackson STEAM Multilingual Magnet Elementary has an abundant and diverse pupil body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Jackson STEAM Multilingual Magnet Elementary 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

None

Personal Characteristics of Pupil & Staff

The personal characteristics of pupils and staff are guided by our school's mission, vision, and staff philosophy. Teachers and staff treat all students fairly, follow protocols to ensure equitable practices, and are committed to providing the best education possible. We prepare students for an increasingly technological and global society through an outstanding STEAM program and popular Spanish dual language immersion option. We instill in our students an understanding of inclusion, diversity, kindness, and respect towards one another and the adults around them.

Additional Data

Jackson STEAM Multilingual Magnet Elementary is serving 623 students in TK-5th grade in the 2022-23 school year. There are 26 regular classroom, 16 of which are Spanish dual language immersion classes and 10 of which are English mainstream classes. All of our students participate in our STEAM program. We also have a preschool classroom serving two separate groups of 3 and 4-year-olds in a 3-hour program.

Jackson STEAM Multilingual Magnet Elementary has an enrollment of 634 pupils in TK-5. Approximately 62 % 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 64.15, % Hispanic, 9.32, % Black, 15.92 % Caucasian and 10.61% 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 hands-on STEM lab lessons with an emphasis on science connections to engineering, school library visits, and gardening and cooking classes focusing on the life sciences and health instruction. Our music teacher instructs students in grades TK-5. Technology is integrated throughout the day and accessible to students via Chromebooks.

Pupils have the opportunity to participate in noon and after-school activities. These include Available through LEARNs and Parks and Recreation: award-winning after-school football, basketball, soccer, and cheerleading. Available through the School District and School Funds: after-school clubs (Innovation Club; Math Field Day) and the opportunity to compete in the district-wide African American History Bee and Spelling Bee.

Staff provides opportunities and additional activities open to pupils in the areas of Student Council, Reading Partners individual tutoring, Math Power Hour tutoring, Running Club, Math Field Day district-wide competition, African-American History Bee, Spelling Bee.



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Physical Environment

The Schools' Location and Physical Environment

Jackson STEAM Multilingual Magnet Elementary is located in the Altadena, CA 91001 area of Los Angeles County that has a low crime rate and 62% poverty level.

The immediate area round the school includes District Service Center, JPL offices, John Muir High School, and La Canada High School.

Present safety hazards include

Traffic and parking difficulties exist; however, a new drop-off and pick-up zone and staff parking lot have alleviated some of the congestion. Older playground asphalt area is uneven and cracked.

Description of School Ground

The school site encompasses one block of Casitas Avenue, Woodbury Road, and a partial block of Crosby Street and Spaulding Avenue. The buildings have numerous corridors and face the playground. The playground is composed of grass, concrete and asphalt and includes basketball, baseball diamonds and a new track around the field. Jackson Magnet 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 26 classrooms and 7 re-locatable classrooms.

Other ancillary structures include

Main Office, Auditorium, Cafeteria, Health Office, Teachers' Lounge, and LEARNs Office. Some of the permanent classrooms house our Library, Science Lab, Garden Room, and Preschool Program. Four of the portables are used as classrooms, and the other three are used for RSP/Speech Services, Reading Partners/Book Room, and our Music Room.

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 Jackson STEAM Multilingual Magnet Elementary 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 and renovated during the 2011-12 school 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

Jackson STEAM Multilingual Magnet Elementary has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and attendance reporting, including truancy and excessive absences.

Jackson STEAM Multilingual Magnet Elementary 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

Optimum supervision of the playground by aides, closed campus with only one entrance through the main office during the school day, and clearly specified emergency evacuation, shelter-in-place, and lock down procedures.



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Jackson STEAM Multilingual Magnet Elementary 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.

Updated in August 2023.

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 Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary.

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. Jackson STEAM Multilingual Magnet Elementary 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:

Jackson has two drop-off zones where students can safely exit their parents' automobiles in the morning. In the afternoon, they serve as safe pick-up zones. All peripheral gates remain locked during school hours. The only access into the school during hours (7:30am-2:15pm) is through the main gate which leads directly to the main office. Visitors and volunteers must sign in and wear badges identifying themselves while on campus. In addition, the double doors in the primary wing (B-Building) serving as an emergency exit have been alarmed to alert staff if any child goes out the doors (and consequently, off campus).

Community involvement is encouraged to help increase school safety.

Volunteers are welcome to help supervise the morning drop-off zone as well as the playground in the mornings or during recess and lunch times. Our Reading Partners Center attracts many active weekly volunteers to our campus to provide valuable reading tutoring services to struggling students. We have an active PTA whose volunteers provide many varied activities for our students, both during and outside of the school day.

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 Jackson STEAM Multilingual Magnet Elementary is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Jackson STEAM Multilingual Magnet Elementary 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

Jackson STEAM Multilingual Magnet Elementary teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

Social-emotional learning, Balanced Literacy, sequential phonemic awareness and phonics instruction, targeted small group instruction in reading and math (Reader's, Writer's, and Math Workshop, cooperative learning strategies, including Kagan Cooperative Structures), 5E instructional model, hands-on learning strategies, cross-curricular instruction, STEAM focus, engineering and design process, technology (including individual Chromebooks for all students, robotics, and coding), garden and life science program.

The teachers at Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary. 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 Hispanic Heritage, African-American Heritage, Asian Heritage, Cultural Performances, participation in the Latino Heritage Parade, the African-American History Bee, and Martin Luther King essay/art contests.



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Action Plan

Physical Environment

Goal: Jackson STEAM Multilingual Magnet Elementary (Jackson Magnet) provides a safe learning environment for students, staff, and parents. Jackson takes pride in providing a positive and nurturing climate of which the community can be proud. For maximum benefits to our students, it is important that all efforts are exhausted to maintain playground safety with renovations of areas to enhance opportunities for movement in play. Ongoing school beautification will enhance our environment and provide additional shrubs, shade trees, and playground modifications that will better serve our students and our community.

I. Areas of Pride and Desired Improvements

a. Pride

1. A drop-off zone off of Casitas Street was constructed in the Fall of 2018. It is long and wide, and it allows parents to conveniently drive their cars onto a drive-through area adjacent to our field that has been sectioned off by fencing. The area is also used as a pick-up zone at dismissal times. State-of-the-art lighting has been installed at the drop-off zone for safety in the dark, early evenings during the winter months. With the assistance of L.A. County, the Woodbury curb at the southern end of our school was converted into a loading zone in order to create an additional drop-off and pick-up area for grades kindergarten and first. A new staff parking lot located north of the field on Crosby Street helps open up curbside space for parents to park as needed. Solar panels above a shade structure were added in the Summer of 2020 between the field and the new parking lot.
- 2.
3. A defensible space has been adopted for the entire campus, allowing one entry/exit for visitors at the front gate (directing people to the front office). Gates beyond the entryway prevent access to the rest of the campus. Visitors are required to sign in at the main office and wear identification. All gates, doors, and barriers are maintained with locks in good working condition. The emergency double doors on the eastern side of the B-Building have been fitted with alarms to alert staff of students who may be eloping.
- 4.
5. Jackson STEAM Multilingual Magnet Elementary has a beautiful garden off of Spaulding Place completed with the labor of parent/community volunteers and dedicated staff. Beautiful murals were added in the Summer of 2018 to the Kindergarten Courtyard and to the two staircase landings in the B-Building. In the fall of 2018, a Dr. Seuss-themed mural was added at the south entrance to the B-Building hallway welcoming students, parents, and staff to the primary wing.
- 6.
7. Drought-resistant plants, logs, and boulders were added to convert the F-Building courtyard to a rain garden in the Winter and Spring of 2020. Since 2020, Amigos de los Rios has continued to partner with us to transform our playground into a water conservation model with natural play structures for our students to play and climb on. Large tree trunks have been converted into benches and a wooden throne, and a large tree trunk imported from Canada serves as a climbing structure. The B-Building courtyard has also been remodeled and transformed into a bio-swale to slow water infiltration. Plants and shrubs will continue to be planted in this space to beautify the area and further slow the flow of water. In addition, the garden area located on Woodbury, featuring many drought resistant plants, welcomes students, parents, and visitors to our school every day.
- 8.

b. Areas of Desired Improvement

1. Two of the areas originally identified for renovation were the Kindergarten Courtyard and the kindergarten playground. Amigos de los Rios has since supported our efforts and is currently in the process of writing more grants to support our plans for these two areas. The Kindergarten Courtyard needs additional plants, but the Kindergarten Playground facing Spaulding Avenue has not yet been completed according to the Master Plan. Two swings, however, have been added to replace the aging swings that had been in the area.
- 2.



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3. Shade structures are also desired over the Kindergarten Playground and the play structure located in the main playground to protect the children from the sun when they are at play.
- 4.
- 5.
6. We will need cooperation from the PUSD Maintenance Department to replace the lawn on our field because it was damaged in the summer of 2021. While working on the shade structures supporting solar panels, the irrigation system was damaged, and in the August heat, the Bermuda grass died. Students returned to campus shortly afterwards, and there was no opportunity to tend to the grass. Due to the construction taking place in the Summer of 2022, sod could not be added. Currently, there is a mixture of different kinds of grasses and weeds growing on the field (as well as an area covered only with dirt), a problem we hope can be rectified in the Summer of 2024.
- 7.
8. Fortifying our defensible spaces with taller fencing, doorbells on the door leading to the front office, and security cameras will be funded by the school district, and the installations are expected to take place in the near future.
- 9.
10. Our campus needs a hydrating station for our students, especially in the summer and autumn heat every year. This is a project that can take place with cooperation between the Maintenance Department, Jackson administration, and the Jackson PTA.
- 11.

II. Desired Change #1: During the Summer of 2024, re-sodding our field is a top priority. We will be able to work around PEF Summer School with cooperation between PEF and the Maintenance Department.

a. Related Strategies and Activities

1. The irrigation system was repaired, but plans will need to be made to replace the grass on our field.
2. The field can be reseeded while summer school is in session. We will rope off the field area during summer school so that the work can take place.

b. Resources Required

1. Sod will need to be purchased through the Maintenance Department.
2. Caution tape and other barriers will need to be used to prevent the students from using the field in the summer.

c. Personnel Assignments

1. Support from the PUSD Maintenance and Facilities Department is required to complete this project.
2. Groundskeepers from the Maintenance Department will be needed to make this project happen.

d. Timeframe for completion

1. The project should be completed during the Summer of 2024.
2. Starting the first week of summer break will ensure that the grass has plenty of time to grow and gain the strength needed to welcome our students in August 2024.

e. Budget

1. The budget will be determined through the PUSD Facilities Department.
2. N/A

f. Evaluation criteria

1. The effect of the summer work will be evident when strong, healthy grass is observed on our field.
2. Watching the students engage in soccer, kickball, and other sports on the grassy field once school begins will be part of the evaluation.



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- III. Desired Change #2:** We will work on installing the Public Address System in the garden area and improving the Public Address System school-wide - to ensure that students and staff on the field, playground, and exterior corridors would be able to hear clearly any announcements or be alerted of emergencies.
- a. Related Strategies and Activities
 - 1. Support from the PUSD Maintenance and Facilities Department is required to complete this project.
 - 2. Support from IT Dept.

 - b. Resources Required
 - 1. Support from the PUSD Maintenance and Facilities Department is required to complete this project.
 - 2.

 - c. Personnel Assignments
 - 1. Maintenance and Operations
 - 2. IT dept.

 - d. Timeframe for completion
 - 1. Within the 2024-25 School Year
 - 2.

 - e. Budget
 - 1. TBD by the PUSD Maintenance and Facilities Department
 - 2. N/A

 - f. Evaluation criteria
 - 1. The success of the project can be measured by observing garden teacher and students respond to fire drills.
 - 2.



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Action Plan School Climate

Goal: By the end of the 2024-2025 school year, we will decrease behavior incidents and for all students and instead equip them with conflict resolution strategies supported by our RTI Coach.

I. Areas of Pride and Desired Improvements

a) Pride

3. Jackson Magnet has a clearly articulated Response to Intervention Coach who supports teachers and students in order to assure a safe learning environment and suspensions decrease.
4. Our Response to Intervention Coach and licensed clinical social worker continues to work with the school administration, members of staff, and parents to provide expert opinions and professional development regarding social-emotional strategies that benefit students. Our social worker has formed social skills groups to work with students on appropriate ways to interact with each other in work and in play and has visited classrooms to reinforce the SEL lessons. Our Behavior Rtl coach who works with students on appropriate ways to play as she checks in and out with them and guides their choices on the playground. She teaches lessons in the classroom to support our SEL curriculum and frequently gathers students on the playground when they are in need of peer mediation. Jackson students practice the 4 B's and align them with SEL and RTI strategies.
- 5.
- 6.
7. Our Behavior Committee has been a significant asset and support in setting the stage for appropriate behavior both in the classroom and on the playground.
- 8.

b) Areas of Desired Improvement

9. Continue to strengthen the implementation of Response to Intervention (RTI) strategies to support students school-wide.
10. We have designed and implemented a Behavior Rtl Plan, including behavioral expectations, behavioral matrix, behavior form, and Dolphin Dollar rewards that will continuously reinforce positive actions. We will continue to implement Social Emotional Learning activities in the regularly in the classroom. To ensure consistency across the school, continuous professional development and collaboration are needed.

II. Desired Change #1: To continue to strengthen implementation of Response to Intervention (RTI) strategies to support all students.

c) Related Strategies and Activities

11. RTI Coach to continue the work in refining procedures for RTI implementation.
12. Jackson's social worker and RTI coach will continue to train and collaborate with teachers and staff to align RTI implementation schoolwide.

d) Resources Required

13. Our Clinical Social Worker will be funded through LCAP and general school funding and or Annual fund for the 2024-25 School Year, but the Annual Fund will need to provide the shortfall between available funds and the cost.
14. The Behavior Rtl Coach is provided by the PUSD, and we pay for our Behavior and Recreation Aides through LCAP and general school funding.

e) Personnel Assignments

15. Our principal, RTI Coach and clinical social worker
16. Our Behavior Committee

f) Timeframe for completion



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17. Professional development for staff and collaboration between specialists, classroom teachers, and members of staff are ongoing.
18. Our plan will be maintained and fortified throughout the 2024-25 School Year.

g) Budget

19. A clinical social worker costs about \$120,000.00, including benefits.
20. Between the Behavior Aide and Recreation Aide, the cost is about \$50,000.

h) Evaluation criteria

21. The Review 360 Universal Screener provides excellent data related to the students on campus who need extra behavioral support. Behavior Data in Aeries.
22. State-wide suspension data, including home and in-school suspension, provides a wide perspective on school climate.

III. Desired Change #2: To improve our attendance data which is affecting our school climate and academic achievement.

i) Related Strategies and Activities

23. Incentives to encourage families to bring students to school by having Dolphin plush animals as tokens. Our RTI Coach will assist with monitoring and encouraging students.
24. Lunch with Principal raffle- Principal will select 5 students monthly who have been present in school consecutively for one month.

j) Resources Required

25. Dolphin plush animals
- 26.

k) Personnel Assignments

27. Principal
28. RTI Coach

l) Timeframe for completion

29. 2024-25 School Year
30. 2024-25 School Year

m) Budget

31. n/a
32. n/a

n) Evaluation criteria

33. CAASPP Dashboard
34. Progress can be tracked by attendance data on Aeries.



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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. Jackson STEAM Multilingual Magnet Elementary promotes educationally and psychologically healthy environments for all children and youth. Jackson STEAM Multilingual Magnet Elementary 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. Jackson STEAM Multilingual Magnet Elementary 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. Jackson STEAM Multilingual Magnet Elementary'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 Jackson STEAM Multilingual Magnet Elementary have received training in conflict resolution and confrontation skills. Jackson STEAM Multilingual Magnet Elementary 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. Jackson STEAM Multilingual Magnet Elementary offers several recognition and award programs such as Implementation of the Second Step social-emotional curriculum, Trimester Awards for Academic Achievement and Citizenship, Perfect Attendance, Excellent and Improved Attendance, and awards for Reclassification of English learners to Fluent English Proficient Students (FEP)..

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.

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



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School-Wide Positive Behavior Plan, Behavior Rtl, Trauma-Informed Care model, Fun Fridays, Class Do-Jo, and the Second Step social-emotional curriculum.

N/A Hotline : At Jackson STEAM Multilingual Magnet Elementary, signs and other information pertaining to the "District's N/A Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

School Safety Strategy #3: Jackson STEAM Multilingual Magnet Elementary'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 Jackson STEAM Multilingual Magnet Elementary 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.

Jackson STEAM Multilingual Magnet Elementary 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

Jackson STEAM Multilingual Magnet Elementary actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary. The staff at Jackson STEAM Multilingual Magnet Elementary 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. Jackson STEAM Multilingual Magnet Elementary uses its links with the City of Pasadena and Altadena 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, Jackson STEAM Multilingual Magnet Elementary 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



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

Truancy Learning Center/District Attorney Referral

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

Megan's Law Notification The staff of Jackson STEAM Multilingual Magnet Elementary 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.

Jackson STEAM Multilingual Magnet Elementary:

- 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

Jackson STEAM Multilingual Magnet Elementary 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. Jackson STEAM Multilingual Magnet Elementary 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



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<http://www.ci.pasadena.ca.us/humanservices/>

When working with parents and students with specific issues, the staff at Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary shall work closely with recognized local city, county and state agencies.

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

Campus Supervisor and Administrative Positions

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

Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary 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

Jackson STEAM Multilingual Magnet Elementary 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 Jackson STEAM Multilingual Magnet Elementary 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

Jackson STEAM Multilingual Magnet Elementary is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Jackson STEAM Multilingual Magnet Elementary 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.

Jackson STEAM Multilingual Magnet Elementary 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.

Jackson STEAM Multilingual Magnet Elementary 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.



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

School Safety Strategy #6: At Jackson STEAM Multilingual Magnet Elementary, effective procedures will followed to maintain a safe physical plant and school site.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Jackson STEAM Multilingual Magnet Elementary has gates that completely block entry to the school except for through the front office. Gates are opened during arrival and dismissal times and are locked by 8:15 a.m. All visitors and volunteers must sign in at the front office and wear badges identifying themselves as such while on campus..

Schools can enhance physical safety be conducting a building safety audit in consultation with the Office of Child Welfare and Attendance and/or law enforcement. Recent safety audits of Jackson STEAM Multilingual Magnet Elementary, has identified the following issues:

Jackson STEAM Multilingual Magnet Elementary operates a closed campus, where pupils can only leave during school hours under approved adult supervision.

Jackson STEAM Multilingual Magnet Elementary has helped create and maintain a safe learning environment via the following: SEL curriculum, Behavior Committee, Licensed Clinical Social Worker, Behavior Rtl Coach, and numerous aides who provide supervision during the school day.

Jackson STEAM Multilingual Magnet Elementary has minimized blind spots around the school facility.

Jackson STEAM Multilingual Magnet Elementary has installed an alarm system (and/or) a closed-circuit television monitoring system: the alarm system alerts us when the double-doors in the B-Building are opened. This is important because they lead off campus.

Jackson STEAM Multilingual Magnet Elementary has set a priority to keep buildings clean and maintained.

Jackson STEAM Multilingual Magnet Elementary has located its playground equipment where it is easily observed.

Jackson STEAM Multilingual Magnet Elementary has limited roof access by keeping dumpsters away from building walls.

Jackson STEAM Multilingual Magnet Elementary has covered drainpipes so they cannot be climbed.

Jackson STEAM Multilingual Magnet Elementary keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.

Jackson STEAM Multilingual Magnet Elementary keeps the school grounds free of gravel or loose rock surfaces.

Jackson STEAM Multilingual Magnet Elementary keeps trees and shrubs closely trimmed to limit outside hiding places for people or weapons.

Jackson STEAM Multilingual Magnet Elementary has two staff parking lots to help clear street parking for parents and a student drop-off/pick-up zone to facilitate transport to and from school.

Jackson STEAM Multilingual Magnet Elementary has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.

Jackson STEAM Multilingual Magnet Elementary ensures vehicle access around the buildings for night surveillance and emergency vehicles.

Jackson STEAM Multilingual Magnet Elementary has established a procedure to have the school campus partially lighted at night.

Jackson STEAM Multilingual Magnet Elementary keeps a complete list of staff members who have keys to buildings.

Jackson STEAM Multilingual Magnet Elementary does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.

Jackson STEAM Multilingual Magnet Elementary provides maximum supervision in heavy traffic areas.

Jackson STEAM Dual Language Magnet Academy has established two-way communication between the front office and each classroom.

Jackson STEAM Multilingual Magnet Elementary offers school-or-community-based activities for students after school and on the weekends.

Jackson STEAM Multilingual Magnet Elementary has instituted after-school academic and recreational programs for latchkey students.



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Please select only those areas that apply to your school

Jackson STEAM Multilingual Magnet Elementary:

has helped assure a safe learning environment by the following (Select all that apply):

has limited roof access by keeping dumpsters away from building walls.

has located its playground equipment where it is easily observed.

has relocated safe activities near typical trouble spots (e.g. relocate a counselor's office next to a corridor where problems have occurred).

has closed off all unused stairwells and avoids leaving areas of the school unused;

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 Jackson STEAM Multilingual Magnet Elementary's Site Council). Jackson STEAM Multilingual Magnet Elementary would like to see safety hazards around our school corrected and our facilities enhanced, including renovations to the remaining asphalt on our playground, shade structures added to protect students from the sun over the play structure and in the TK playground, a crossing guard maintained in the mornings and afternoons at the corner of Woodbury Road and Casitas Avenue, and trees and shrubs added and maintained to enhance the curb appeal of our school and courtyards within school grounds. One of our top priorities is to refurbish our grassy field that was damaged by contractors in the Summer of 2021. We would like to add a hydrating station for our campus so students have access to filtered water while on the playground, especially on hot days.

Supporting statement:

Jackson STEAM Multilingual Magnet Elementary is currently using the Second Step socio-emotional learning (SEL) curriculum as part of our Tier 1 efforts. We would like to see more options for play during recesses for students to benefit from the positive effects that social-emotional curricula and interactive games can have on our their peer relations. We are working on enhancing our playground to offer additional play options for our students that make use of natural materials.



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: N/A City: Pasadena, California

Revised: N/A



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: Altadena Sheriff Department
Phone: (626) 798-1131
- 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: Altadena Sheriff Department
Address: 780 East Altadena Drive, Altadena, California

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



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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 N/A

Adopted N/A

Pasadena Unified School District Unified School District



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Sexual Harassment Policy

Pasadena Unified School District Unified School District

Board Policy

Policy Numbers: BP6020

Personnel

Sexual Harassment

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

Legal Reference:

Education Code

200 et al. Prohibition of discrimination on the basis of sex
212.5 Sexual harassment, defined
230 Particular practices prohibited, including sexual harassment

TITLE VII, CIVIL RIGHTS ACT as amended by Title IX, Equal Employment Opportunity Act
Meritor Savings Bank, FSB v. Vinson et al.
86 Daily Journal D.A.R. 2130
Regulation Pasadena Unified School District Unified School District
Approved: November 14, 1995 City: Pasadena, California

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

Sexual Harassment Defined

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

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

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

Examples Of Sexual Harassment

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

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



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

Complaint Process

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

Enforcement

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

1. Maintaining an available supply of the policy and the district's brochures and materials regarding this policy.
2. Prompt removal of vulgar or sexually offensive graffiti or other displays.
3. Providing annual staff in-services within the first four weeks of each work year.
4. Taking appropriate disciplinary action as needed.
5. All supervisors, managers, and administrators shall instruct employees on the procedure for reporting sexual harassment on an as needed basis.
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: Pasadena Unified School District, Human Resources Department
Address: 351 South Hudson Avenue
Pasadena, CA 91109
Phone: (626) 396-3600



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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: N/A City: Pasadena,, 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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STUDENT WELLNESS AND SUPPORT SERVICES

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: N/A



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Blood Borne Pathogens – Safety Practices

Procedures And Regulations

1. General

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

1.2. Assessment

2. Students:

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

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

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

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

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

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

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

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

Employees

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

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

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

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

3. Hygienic Safety Practices

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

4. Universal Precautions

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

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

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

5. Identification of Risks of Occupational Exposure

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



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Procedures To Ensure A Safe And Orderly Environment

Rules And Procedures On School Discipline

Philosophy Of Discipline

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

Elements Of A Good Discipline Program

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

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

As Principal of our school, I will expect;

Each teacher to have a defined system of classroom management. A written description of this system, including representative examples of the progressive interventions you intend to employ, will be approved and filed by me.

Whenever possible and appropriate, teachers are encouraged to use standards and systems that are consistent with other village/department members.

You can expect

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



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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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STUDENT WELLNESS AND SUPPORT SERVICES

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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Emergency Procedures ([on website](#))



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Pasadena Unified School District Unified School District

Jackson STEAM Multilingual Magnet Elementary

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 Jackson STEAM Multilingual Magnet Elementary 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 January 27, 2024 at Jackson STEAM Multilingual Magnet Elementary. Notice was provided by announcement at prior SSC meeting, phone call, email, posting on our school's informational bulletin board..

Jackson STEAM Multilingual Magnet Elementary's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan for Comprehensive School Safety has been properly implemented and approved.

Amendments

Evacuation Plan in the Event of Emergencies or Disasters

School Site Council

Approved on February 15, 2024

Signatures of Jackson STEAM Multilingual Magnet Elementary's Site Council Members

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



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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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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. N/A
2. N/A
3. N/A
4. N/A
5. N/A
6. N/A
7. N/A



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

School Site Emergency Planning Matrix

Name of Principal:

Name of School: Jackson STEAM Multilingual Magnet Elementary

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



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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		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)

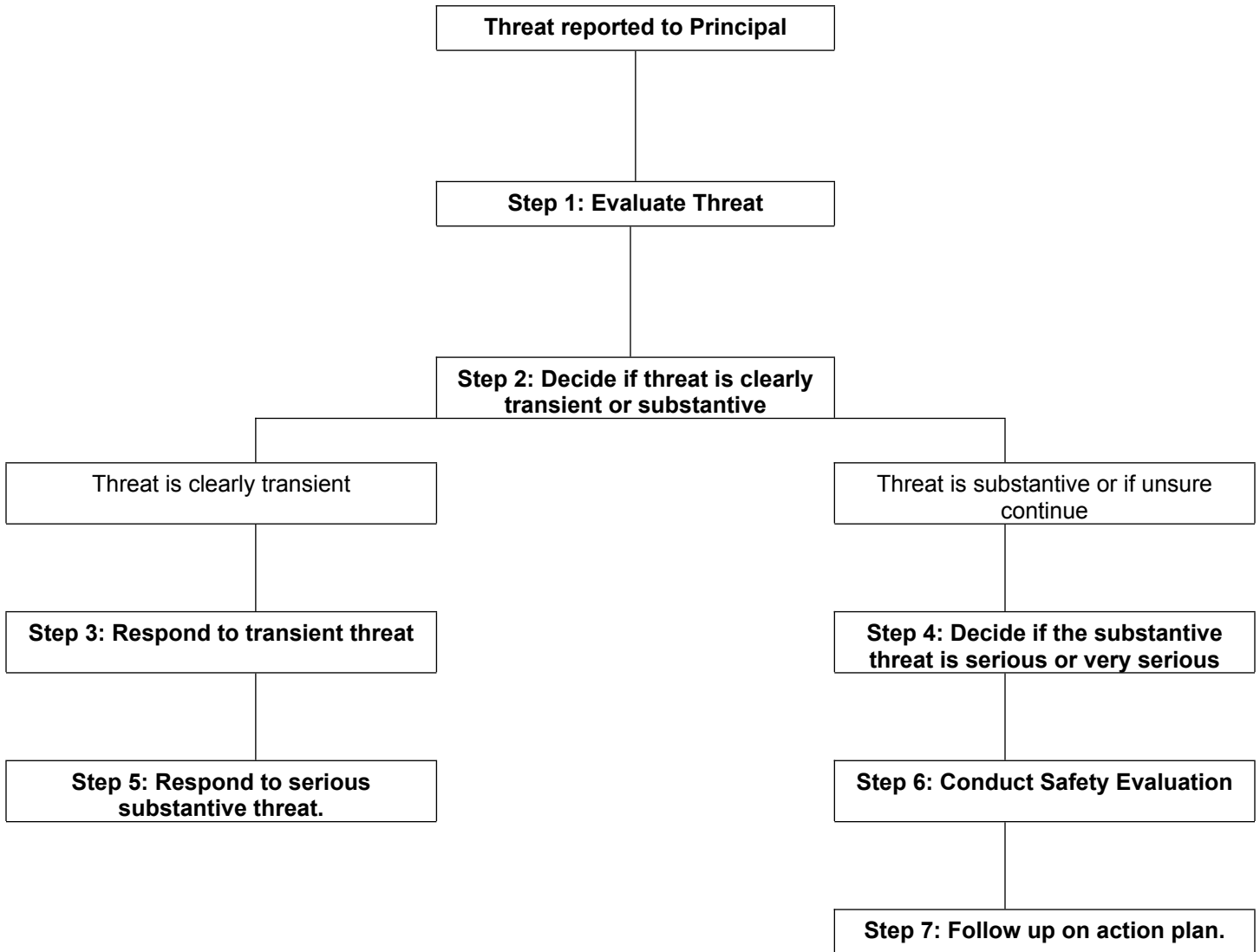
Bullying

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

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What is a threat?

A threat is an expression of intent to harm someone

Types of Threats

Transient threats-

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

Substantive threats

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

Identifying threats as transient or substantive

Step 1: Evaluate the threat

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

Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

Step 3: Responses to a transient threat

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

Step 4: Responses to substantive threat

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



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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

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Assessing Risk in Suicidal Students

Questions to ask students:

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

Questions to ask parents, teachers, and staff

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

Questions, Indicators, Levels of Risk and Interventions

Low Risk (Ideation)

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

Moderate Risk (Current ideation and previous behaviors)

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

High Risk (Current plan and access to method)

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



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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.



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Suggestions for School Personnel: Don't

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

Suggestions for School Personnel to Limit Contagion

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

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

PET Team: 800-854-7771

Psychiatric Mobile Response Team: 626-258-2004

Adapted from:

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

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

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

*Intervening with Suicidal Youth content:
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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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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>			
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>			



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

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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PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

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	



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

<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>



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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)



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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.



Mary W. Jackson STEAM Multilingual Magnet

School Site Council Agenda
 February 15, 2024
 2:45 p.m - 3:45 p.m

Link: meet.google.com/hrh-thbi-pgp

Jackson's MISSION

Mary W. Jackson STEAM Multilingual Magnet Elementary seeks to provide a challenging academic environment where our students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery.

Desired Outcomes: By the end of this meeting, we will have:

- Approved the Minutes from the SSC Meeting of January 25, 2024
- Reviewed, provide input and approve the Comprehensive School Safety Plan
- Budget Review

Time	Agenda Item	Presenter/ Facilitator
I.	Welcome and Call to Order	Veronica Villagrana
II.	Public Comment	Veronica Villagrana
II.	Business Items	Veronica Villagrana
	Review and approved the SSC Minutes from 1.25.24	Veronica Villagrana
	<ul style="list-style-type: none"> ● Comprehensive School Safety Plan ● Comprehensive Needs Assessment Review and Approval. 	Veronica Villagrana
	Budget Review <ul style="list-style-type: none"> ● Preliminary budget for 2024-2025 ● priorities and needs assessment 	Veronica Villagrana
	Reports from Advisory Groups: <ul style="list-style-type: none"> ● Report from English Learner Advisory Council ● Report from GATE Advisory Committee ● Report from African-American Parent Council ● Report from DAC and CAC 	Veronica Villagrana
.	<ul style="list-style-type: none"> ● Adjourn 	

Next meeting: February 29th



Mary W. Jackson STEAM Multilingual Magnet

School Site Council Agenda
 January 25, 2024
 2:45 p.m - 3:45 p.m

Link: meet.google.com/wuy-bnkf-pva

Jackson's MISSION

Mary W. Jackson STEAM Multilingual Magnet Elementary seeks to provide a challenging academic environment where our students develop a love of learning through exploration, problem-solving, critical thinking, collaboration, and discovery.

Desired Outcomes: By the end of this meeting, we will have:

- Approved the Minutes from the SSC Meeting of October 26, 2023 and November 16, 2023
- Review and Analyze Student Achievement Data
- Reviewed the Comprehensive School Safety Plan and the Comprehensive Needs Assessment Review and input

Time	Agenda Item	Presenter/ Facilitator
I.	Welcome and Call to Order	Veronica Villagrana
II.	Public Comment	Veronica Villagrana
II.	Business Items	Veronica Villagrana
	Review the Minutes from SSC Minutes 10.26.23 and SSC Minutes 11.16.23	Veronica Villagrana
	Review and Analyze Student Achievement Data: <ul style="list-style-type: none"> ● Identify Student group performance levels, including greatest needs and performance gaps. ● Local benchmarks and measures ● CAASPP Data ● iReady Reading and iReady Math Data 	Veronica Villagrana Sandra Banuelos
	<ul style="list-style-type: none"> ● Comprehensive School Safety Plan ● Comprehensive Needs Assessment Review and input 	Veronica Villagrana
	Reports from Advisory Groups: <ul style="list-style-type: none"> ● Report from English Learner Advisory Council ● Report from GATE Advisory Committee ● Report from African-American Parent Council ● Report from DAC and CAC 	Veronica Villagrana
.	<ul style="list-style-type: none"> ● Adjourn 	

Next meeting: February 29th

2023-2024 Jackson Elementary Emergency Evacuation Assignments

All Classroom Teachers Send Student Runners to Sandra Banuelos and/or John Newell to Report In

ASSIGNMENT	JOB DESCRIPTION
COMMAND POST	
<p>INCIDENT COMMANDER</p> <p>Veronica Villagrana Site Administrator</p>	<p>Has ultimate responsibility for site disaster preparedness. Assigns and trains all positions. Remains at Command Post to observe and direct all operations. Ensures that activities are in alignment with appropriate disaster plan. Obtains personal safety equipment (vest, clipboard, hard hat). Assesses total school situation. Checks with team leaders for periodic updates. Reassigns personnel as needed. Approves all information before release to parents or the public. Considers options for relocation if needed. Begins student release when appropriate. No student should be released until student accounting is completed. Plans breaks for staff and volunteers. Releases teachers as appropriate per district guidelines. Remains on and in charge of campus until redirected or released by the Superintendent of Schools.</p>
<p>OPERATIONS & PLANNING/ INTELLIGENCE CHIEF: Debbie Ayala: Intervention Teacher John Newell: Science Teacher</p>	<p>Oversees smooth operation of center, assisting incident commander and communicating with documentation & situational analysis captains, search & rescue, medical branch, student care, and student release.</p>
<p>STUDENT RUNNERS (2)</p>	<p>Carries messages to others when necessary. Wears a red student runner hat for easy identification.</p>
<p>DOCUMENTATION: Sandra Banuelos and Cybele Garcia Back up to Incident Commander</p>	<p>Keeps Event Log. Documents everything that happens. This log becomes an official document.</p>
<p>SITUATIONAL ANALYSIS/ "TRAFFIC COP" Office Manager and Attendance Clerk: Aurora Flores and Amy Munoz</p>	<p>Handles classroom and staff check-in. Keeps running record of number of names of students in first aid, dead, or missing and number of students and adults still at school.</p>
<p>SITUATIONAL ANALYSIS & ADULT CHECK IN: Maria Hernandez and Larry Snyder</p>	<p>Handles adult support staff's check in. All adults except classroom teachers need to report in. Reports missing persons to command post.</p>

(Go to gates and help after check-in)	
PUBLIC INFORMATION OFFICER/ LIASON OFFICER Veronica Villagrana, Principal	Is knowledgeable about the site's disaster plan and keeps informed of what is happening. Does not release any information to parents or the public before getting permission. Must be able to relay information to the press.

SAFETY OFFICER: John Newell	Consults with Command Post, records damage and missing/ injured students on map, prioritizes needs, plans and directs Search and Rescue teams to areas, first checking that all team members have hard hat, flashlight, gloves, dust masks, goggles, whistles, masking tape, pen, notebook, map, vest, first aid kit, and each team has a walkie-talkie and master key. Consults with Command Post to determine the circumstances, such as who is still missing, and documents who has been rescued and/or has been given first aid. Team bags are kept in the earthquake bin and are numbered for each team member.
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LOGISTICS	
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FACILITY/ SECURITY & SUPPLIES LOGISTICS CHIEF: Head Custodian (Jada Brown) (Night Custodians: Caesar Bryant and Abel Cisneros)	<p>Immediately secures campus and checks for fire, gas and water leaks. Opens Emergency Bin. Custodian has a key and there is also a key in the office emergency bag. Set up tables at Command Post and both Reunion Gates. Pass out Search & Rescue Bags (they have assigned numbers-see below under search & rescue) and supplies for reunion gates (see boxes marked Gate 1 and Gate 2). Set up toilets. Check in frequently with Command Post for assignments.</p> <p>Use student helpers to set up an area. Set up the Sound System. Be sure Gate 2 adults have the key to let students out.</p>
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<p>LOGISTICS TEAM:</p> <p>Maria Hernandez</p> <p>Larry Snyder</p> <p>Noon Aide Staff</p> <p>ALL Custodial Staff on Campus</p> <p>LEARNS Staff</p> <p>Volunteers as needed and available</p>	<p>Open the Emergency Bin if the custodian has not already done so. Help custodian set up tables at Command Post and both Reunion Gates. Help to pass out Search & Rescue Bags (they have assigned numbers-see below under search & rescue) and supplies for reunion gates (see boxes marked Gate 1 and Gate 2). Help set up toilets. Check in frequently with Command Post for assignments.</p> <p>Use student helpers to set up an area.</p> <p>Set up the Sound System. Be sure Gate 2 adults have the key to let students out.</p>
<p>STUDENT HELPERS (4)</p>	<p>Help custodians set up and pass out materials to stations. They have tan student runner caps.</p>
<p>SEARCH & RESCUE TEAM/ DAMAGE ASSESSMENT TEAM</p>	
<p>SAFETY OFFICER:</p> <p>John Newell</p>	<p>Safety officer consults with command post and directs teams to priority areas. Greatest need (injuries, damage, fire, cave-in.) Trains and directs Search and Rescue teams in procedures listed below.</p>

<p><u>Team 1</u></p> <p>Ashley Nava Olivia Cardenas</p> <p>B-Building Office/Library</p>	<p><u>Team 2</u></p> <p>Alejandra Jimenez Linda Keavy</p> <p>F-Building Pre-K Class (A100) Health Office Auditorium</p> <p>Community Volunteers if needed and</p>	<p>Check for fire, gas & water leaks first. (DO NOT TURN OFF GAS DURING DRILLS.) Size up situation. Develop a plan. Be sure to have all necessary equipment. Get bags with your number in the bins. Use appropriate safety gear. Search and Rescue teams inspect all areas on their team map for structural damage. Reverse batteries in flashlight even in drills to check if they are still working. At end of drill, reverse batteries again. Safety: take no action that would endanger you. Search assigned area visually, vocally, and auditorily for injured. Give immediate first aid for bleeding (apply pressure) and breathing (check airway, pulse, start CPR if necessary.) Help injured out of building to medical station. If unable to move, one person on team remains with victim. Other team member reports to medical escorts (the two-person first aid team who tends to the victim) and resumes search with team members. Mark one slash on door with tape going in room, write times entering in classroom, close slash to make an X after room is checked, and</p>
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<p><u>Team 3</u> Eduardo Chenu Jennifer Fernandez</p> <p>G-Building Cafeteria C-Building Garden</p>	<p><i>available</i></p>	<p>write time leaving room on tape. Report back to Safety Officer and document what you did.</p>
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MEDICAL

<p>MEDICAL TEAM TEAM CAPTAIN Zayda Valladres: Nurse Health Clerk: Jocelin Machado</p>	<p>Team captain trains medical team and S&R in triage and emergency first aid. Team determines safety of pergola area to set up Medical First Aid Station. Get medical bag & supplies from Emergency Bin. Set up for triage (immediate, delayed, minor, morgue). Complete form on each injured student before student is released to parents or sent to hospital.</p>
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<p>STUDENT RUNNERS (4)</p>	<p>Runners send messages to Command Post indicating names and condition of those receiving first aid. They are not to be in area where they can see injuries as this may be traumatizing.</p>
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MENTAL HEALTH/EMOTIONAL TRAUMA

<p>MENTAL HEALTH Kiana Jannesari (Psychologist) Erica Nellessen (Clinical Social Worker) Pacific Clinics Counselors Counseling Interns on site</p>	<p>Circulate in assembly area, talk with students and staff, assess trauma and counseling, and assist with behavior management when needed. Check in with Command Post frequently for possible crisis or assignment to new area of need due to vacancies.</p>
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STUDENT RELEASE

<p>STUDENT RELEASE TEAM TEAM CAPTAIN FOR BOTH GATES Sandra Banuelos John Yang</p>	<p>Team captain reviews release procedure, trains teams, fine-tunes the process for efficiency. Supervise student release; bring to attention of command post any problems or needs. Circulate to both gates to take care of and report any problems. Reassign people to cover gates where most needed. Get keys from office secretaries, custodian, or principal for Gate 2 adults to release students.</p>
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<p style="text-align: center;">REQUEST GATE (GATE 1) CASITAS GATE</p> <p style="text-align: center;">Office Manager, Aurora Flores (bring emergency cards & volunteer/student sign-out notebooks from office. Give notebooks to Veronica Villagrana at Command Post), John Yang</p> <p style="text-align: center;">STUDENT RUNNERS (7)</p>	<p>Get table, chairs, signs, and box of supplies from Emergency Bin and set up stations. Hang signs on gates for parents. Table at Gate 1 should be placed right up to fence, but the gate should remain locked. Parents make request and papers are passed through the fence. Make two lines A-M and N-Z. Use two boxes of emergency cards. Parents will be very upset so please BE PATIENT! Check emergency card to be sure student can be released to that adult. Have parent fill out request form. Complete runner form, staple request form to runner form, give to runner, and send runner to get student. Staple copy release form to emergency card and file in OUT Box. If student is missing, in first aid, or absent that day, teacher records the information on runner slip, and runner reports information to the command post. If student is present, runner escorts student to Gate 2. If adult is not listed on emergency card, mark that on card. Student can be given permission to go with person if child recognizes and feels comfortable with that adult. Fully document on form the name of the person the child was released to and the time. In this case adult rather than runner should get child to make sure child recognizes adult. See next section on Gate 2 for the full picture. If parents wish to stay, have them sign in. Take names of all siblings coming in also and tell parent they may stay but they MUST be sure to sign their younger children out when they decide to leave. Ask them to go to their child's class and help supervise the children.</p>
<p style="text-align: center;">REUNION GATE (GATE 2) CROSBY STREET GATE</p> <p style="text-align: center;">Attendance Clerk (Amy Munoz) & Larry Snyder (or available noon aide): Bring key for Gate 2, emergency cards & volunteer and student sign-out notebooks from office. Give notebooks to Operations and Planning Chief (Sandra Banuelos) at Command Post.</p> <p style="text-align: center;">STUDENT RUNNERS (2)</p>	<p>Parent goes to Gate 2 after filling out form at Gate 1. Runner escorts student to Gate 2 and gives forms to staff. Staff checks form and records time student is released and files form in Outbox. Name Tags are also placed in outbox. If card is marked indicating that adult is not listed on emergency card, adult checks to make sure student is comfortable leaving with that person and marks information on card before releasing student to adult.</p> <p>Student helpers may be used to send notes back and forth to command post or to gates and to help setup station. They do not take students from one gate to another.</p>

PARENT ADVOCATES/HELPERS

PARENT ADVOCATES

Any parent volunteers/advocates not assigned.

Position yourself at gates to school and direct parents where to go. Parents must go to Gate 1 first. Be available to help at any station needing more adult help.

STUDENT CARE

STUDENT CARE: ALL PRE-K & K-5 TEACHERS SUPERVISE OWN CLASSROOM (after S&R is complete).

PRE-K-Paik and Pre-K Aides

TK - Holle

K – De La O

K - Parker

K – Ruiz

K – Suarez

1st– Briggs

K/1st– Ghazarossian

1st– Sava

1st– Nava: Sava and Silk supervise Nava’s students.

1st– Silk

2nd– Cardenas: Iida & Lopez supervise Cardenas’ students.

2nd– Iida

2nd– Lopez

2nd– Reese

2nd– Reyes

3rd– Chenu: Serna supervises Chenu’s students.

3rd– Fernandez (Dye/Medina supervises Fernandez’s students.)

3rd– Grimes

3rd– Strickland

3rd– Serna

4th– Jimenez: Zendejas supervises Jimenez’s students.

Supervision of children:

- Make nametags for all the groups you will be supervising ahead of time so that they are easily identified.
- Check map for assigned area.
- Plan activities and gather materials needed ahead of time to entertain, comfort, and care for students over prolonged period.
- **Release students to runners with appropriate paperwork.** ▪ If confronted with angry, upset parent, don’t fight it, release student ONLY IF STUDENT RECOGNIZES ADULT AND WISHES TO GO WITH THIS PERSON. Document time and person taking student, and destination. Report incident to Command Post.
- If student is missing, in first aid, or absent, teacher records that on runner slip and instructs runner to report information to the command post rather than going back to the gate and the parent.
- If student is present, runner escorts student to Gate 2.
- **Have Buddy Classroom List in Emergency Bag. Make name tags ahead of time for all students you are supervising.**
- Students keep name tag on until being released from Gate 2. Gate 2 adults will take name tag and put in Outbox.
- Keep record of number of students in your group, fill out form when requested and give to Situational Analysis at Command Post (Office Manager, Attendance Clerk, and Behavior Aide).

*Noon Aides help supervise students unless more help is needed at gates.

<p>4th– Zendejas 4th– Smith 5th– Keavy (Noble supervises Keavy’s students) 5th– Campos 5th- Noble</p>	
FOOD SERVICES	
FOOD SERVICES Gina Gallegos Cafeteria Workers	<p>Check on food supply; Be prepared to distribute food/water in case of emergency. Be ready to help at any station needing more adult help. If not distributing food and water, check in with Command Post to see if your help is needed elsewhere.</p>
ALTERNATE STUDENT HELPERS Any responsible 4 th or 5 th graders still on campus.	



2023-2024

BUDDY CLASSES

(Help ensure safe exit from the classroom and arrival at the evacuation meeting area: play field)

Pre-Kinder/Trans-Kinder/Kinder

Ana Paik (PK) ~ Liz Holle (TK)
Cristina De La O ~ Diana Suarez
Corrine Parker ~ Melissa Ruiz

First Grade

Caroline Ghazarossian ~ Ashley Nava
Geraldine Sava ~ Julie Silk

Second Grade (First and Third Grade)

Janneke Briggs (1) ~ Whitney Reese (2nd)
Olivia Cardenas (2nd) ~ Jacqueline Lopez (2nd)
Rocio Iida (2nd) ~ Elaine Serna (3rd)

Third Grade (Second, Third, Fourth and Fifth)

Salvador Reyes (2nd) ~ Elianna Campos (5th)
Eduardo Chenu (3rd) ~ Sabrina Grimes (3rd)
Jennifer Fernandez (3rd) ~ Nadia Zendejas (4th)

Fourth/Fifth Grade

Linda Keavy (5th) ~ Maureen Noble (5th)
Alejandra Jimenez (4th) ~ Shanon Smith (4th) ~ Jocelyn Strickland (3rd) (With the help of John Newell)



School Site Council Minutes

School Name: Jackson STEM Dual Language Magnet Academy

Date: Thursday, February 15, 2024

Location: Remote Location - meet.google.com/hrh-thbi-pgp

Minutes Recorder:

Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)

Member Name * SSC Chair's Name	Membership Category	Present/Absent
Veronica Villagrana	Principal	Present
Fernandez, Jennifer	Classroom Teacher	Present
Reese, Whitney	Classroom Teacher	Present
Nguyen, Peggy	Parent	Present
Newell, John	Other Staff	Present
*Betsy Pajveski	Parent	Absent
Wendy Silva	Parent	Present
Vachani, Shantel	Parent	Present
Nava, Ashley	Classroom Teacher	Present
Ruiz, Adriana	Parent	Present

School Site Council Minutes

Others Present:



Agenda Items

	Items	
I.	Call to Order: Veronica Villagrana	The meeting was called to order at 2:53p by Ms. Villagrana
II.	Public Comment	No public comments
III.	Review and approved the SSC Minutes from 1.25.24	<p>-Newell motioned to approve and Ms. Reese second. All minutes approved from 1-25-24</p> <p>-All members of the SSC who are present approved</p>
	<ul style="list-style-type: none"> ● Comprehensive School Safety Plan ● Comprehensive Needs Assessment Review and Approval. 	<p>-The Comprehensive School Safety Plan was approved. The SSC team had opportunities to provide input. Mr. Newell motioned to approve the safety plan and Ms. Vachani second</p> <p>-All members of the SSC who are present approved</p>



School Site Council Minutes

	<p>Budget Review</p> <ul style="list-style-type: none"> • Preliminary budget for 2024-2025 • priorities and needs assessment 	<p>-ESSER Funds are not available anymore for our Intervention and Social Worker for the 2024-2025 school year</p> <p>-Budget cuts of up to 30% for the 2024-2025</p> <p>-Teacher survey results show Lexia, Xtra Math, and Junior Library Guild are not being used by staff</p> <p>-Next Steps: Continue to get input from parent and staff groups to get a better idea around unrestricted funds</p>
	<p>Reports from Advisory Groups:</p> <ul style="list-style-type: none"> • Report from English Learner Advisory Council • Report from GATE Advisory Committee • Report from African-American Parent Council • Report from DAC and CAC 	<p>-ELAC: Meeting on 2-14-24 with high attendance</p> <p>-AA History Parade on Saturday, 2-17-24 and Chocolate Story Time on 2-29-24</p>
	<p>Adjourn</p>	<p>Ms. Silva motioned adjourn and Ms. Ruiz second. All members of the SSC who are present approved. Meeting adjourned at 3:35p.</p>



School Site Council Minutes: Template

School Name: Jackson STEM Dual Language Magnet Academy

Date: Thursday, January 25, 2024

Location: Remote Location - meet.google.com/wuy-bnkf-pva

Minutes Recorder: Veronica Villagrana

Time: 2:45 p.m.

Members Present (* indicates the Chair of the SSC)

Member Name * SSC Chair's Name	Membership Category	Present/Absent
Veronica Villagrana	Principal	Present
Fernandez, Jennifer	Classroom Teacher	Present
Ashley Nava	Classroom Teacher	Absent
Nguyen, Peggy	Parent	Present
Newell, John	Other Staff	Present
*Betsy Pajveski	Parent	Not Present
Whitney Reese	Classroom Teacher	Present
Wendy Silva	Parent	Present
Vachani, Shantel	Parent	Present

School Site Council Minutes: Template

Others Present:



Agenda Items

	Items	
I.	Call to Order: Veronica Villagrana	The meeting was called to order at 2:48
II.	Public Comment	No public comment.
III.	Review and approval of 9/28/23 minutes	Minutes for October and November were read and approved by Fernandez, Mr. Newell. Meeting approved.
	Review and Analyze Student Achievement Data: <ul style="list-style-type: none"> ● Identify Student group performance levels, including greatest needs and performance gaps. ● Local benchmarks and measures ● CAASPP Data ● iReady Reading and iReady Math Data 	Ms. Villagrana presented on CA Dashboard and iReady Reading and Mathematics Data. SSC members had the opportunity to ask clarifying questions. The team discussed and identified the 2 major school-wide performance factors that are red. English Learner progress and chronic absenteeism. The team agrees that our SPSA goals will be written in those areas.
	<ul style="list-style-type: none"> ● Comprehensive School Safety Plan ● Comprehensive Needs Assessment Review and input 	Next, Ms. Villagrana reviewed the Comprehensive School Safety Plan and spoke about next steps. She presented her slides and asked parents to provide input. She also encouraged parents to email her if they think of any input. She explained next steps which include review and approval of the comprehensive safety plan next month.
	Reports from Advisory Groups:	



School Site Council Minutes: Template

	<ul style="list-style-type: none"> ● Report from English Learner Advisory Council ● Report from GATE Advisory Committee ● Report from African-American Parent Council ● Report from DAC and CAC 	<ul style="list-style-type: none"> ● Report from English Learner Advisory Council <ul style="list-style-type: none"> ○ ELAC meetings have increased parent participation. ○ Ms. Ruiz will be able to update ELAC and SSC ● Report from GATE Advisory Committee ● Report from African-American Parent Council <ul style="list-style-type: none"> ○ The AA Parent Council is growing ○ Black History Month activities coming in February 2/17 - Black History parade ○ Next AAPC meeting is January 29, 2024. ● Report from DAC and CAC: No report ● Two teacher members will need to be voted in
IV	Adjournment	The meeting adjourned at 3:38 p.m.



PASADENA

Unified School District

COVID-19 SAFETY PLAN

Version 4 Employee Handbook

- I. COVID-19 School Guidance for In-Person Learning
- II. COVID-19 Prevention Program

Updated April 5, 2021

This COVID-19 Safety Plan/V4 Employee Handbook replaces the Version 3 Employee COVID-19 Handbook dated February 1, 2021 and has been aligned to Consolidated School Reopening guidance of the California Department of Public Health released on January 14, 2021 and Pasadena Public Health Department March 15, 2021 Reopening Protocols. It is a fluid working document that may be adjusted as conditions and/or guidance change

Message from the Superintendent

Our goal has always been that we would reopen schools when it was safe to do so, and that time has come for the return of in-person learning. At the Board of Education special meeting on Thursday, March 4, the Board voted to set a date for the gradual and careful return of students to our campuses. Student cohorts in PreK-2nd grades will now begin returning the week of April 12 (student return in-person on April 13); student cohorts in grades 3-5 and 6-12 will return April 20.

As we take this step, I want to recognize the hard work that our teachers and staff have put in over the past year to support our students, families, and community.

In November 2020, PUSD published the PUSD Employee COVID-19 Employee Handbook, with the understanding that it would change or be revised as circumstances with the pandemic changed. The Handbook has now been reorganized to meet the requirements COVID-19 Safety Plan, per the revised state guidelines issued January 14, 2021 and updated to meet the [Pasadena Public Health Department Reopening Protocols](#) and subsequent technical assistance guidance. The work in this document has its roots in the [School Opening Guide for 2020-21](#) that PUSD sent to parents and the community prior to the start of school under remote learning on August 17, 2020. Included are links to resources on a variety of topics pertinent to COVID-19 and school reopening.

We hope you find these resources helpful. If you 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.

Contents Overview

- District and School Site COVID-19 Compliance Team Members
- Requirements for Opening for In-Person Instruction
- [COVID-19 School Guidance Checklist](#)
- COVID-19 Prevention Program Plan
 - [Testing Implementation Plan](#)
 - [Exposure Management and Temporary Class or School Closure](#)
- Templates and Resources

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District Leadership Network

Emergency Operations
Committee (EOC)
Bogaard Group International
Young & Healthy

*With deep gratitude to the many
others who are providing
valuable input and service*

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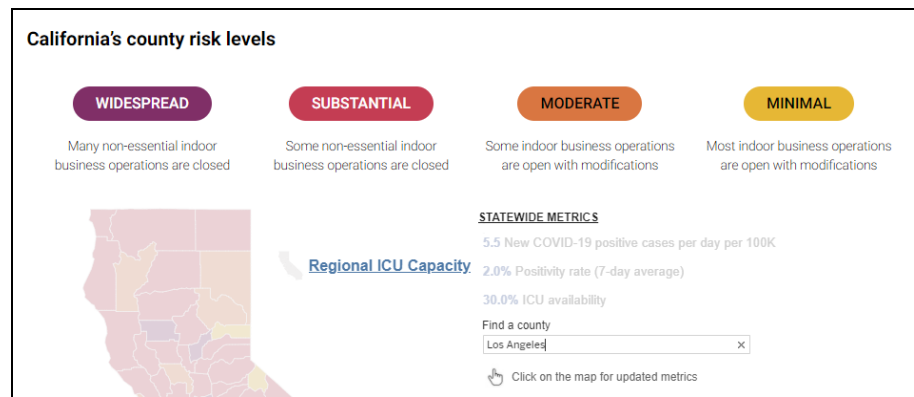
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Section I: COVID-19 School Guidance

A. Requirements for Opening for In-Person Instruction

Under the guidance issued by the [California Department of Public Health on January 14 and updated March 20, 2021](#), all schools in the Yellow, Orange or Red Tier must post a COVID-19 Safety plan (CSP) to their website homepages 5 days prior to reopening for in-person instruction. As of March 30, 2021, Los Angeles County and the City of Pasadena is within the Orange Tier (moderate level). Schools may therefore reopen fully for in-person instruction, with local school officials deciding whether and when that will occur.

Please check the [Blueprint for a Safer Economy](#) for reopening and tier status, with criteria for loosening and tightening restrictions on activities based on the level of spread of COVID-19. Searchable by county.



This Version 4

Handbook consists of the two required sections of the Covid-19 Safety Plan (CSP): (1) the Cal/OSHA COVID19 Prevention Program (CPP) and (2) the COVID-19 School Guidance Checklist and Plan and is intended to consolidate requirements to develop written plans pursuant to CDPH guidance first issued in May 2020 and the Cal/OSHA Emergency Temporary Standards finalized in November 2020.

Other Links & Resources

Our state, county and local agencies provide the following key communications resources:

- [CA Safe Schools for All](#) - new state website consolidates key resources
- [Cal/OSHA COVID-19 Guidance and Standards](#)
- [COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year \(3.20.21 Update\)](#)
- [City of Pasadena Schools K-12 Reopening Protocols \(updated frequently\)](#)
- [Operating Schools during COVID-19: CDC Guidance](#)
- [Guidance for the Prevention of COVID-19 Transmission for Commencement/Graduation Ceremonies](#)

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

B. Programming Changes to Create Stable Group Structures

1. Academic Programming Changes

PUSD began the first semester of the 2020-21 school year in a remote learning setting due to public health concerns. This recommendation was grounded in the need to keep our students and staff safe while ensuring that students get the best possible instruction.

Small In-Person Learning Cohorts

Beginning in the Fall of 2020, PUSD has been operating or plans to operate the following small in-person learning cohorts as conditions allow:

- LEARNs supervised care has been open for some students
- Blair Viking Scholars offers specialized support for small groups of English learners who need the 1:1 support provided by a teacher or instructional aide from International Academy program and whose living situation is not conducive to learning and/or has inconsistent internet access.
- Phoenix Flyers at Rose City serves high school students whose living arrangements are not conducive to learning, have severe social emotional issues, struggle with maintaining tech access, have already been unsuccessful in distance learning, and need in-person support.
- Special Education program is set to open when conditions allow and would serve eligible students with disabilities PreK-12+ grade students with current placement in moderate-severe classes, the opportunity to receive additional face to face support with a small cohort of their peers in strict adherence with cohort guidelines. Teachers will provide instruction remotely while students are supported by instructional assistants and one substitute teacher per cohort

More information on the above programs can be found at [Return to In-Person Learning Recommendations](#) as well as [Cohorting Guidance](#) from California Department of Public Health.

Phased Return

The gradual return of PreK-5th grade elementary students who wish to participate in on-campus instruction begins the week of April 12, 2021. Schools will operate on a hybrid simultaneous learning with groups (or "stable cohorts") of students physically in the classroom with their teacher while a group of their classmates participates via distance learning. Families can choose to keep their students in distance learning or return to school for in-person learning via the Return to Campus Survey).

Reopening Dates:

- April 5-9, 2021 - Spring Recess
- Monday, April 12 - all students on distance learning
- Tuesday, April 13 - PreK, Transitional Kindergarten and Kindergarten in-person cohorts on campus
- April 13 - Middle and high school teachers return to work locations on April 13 to teach from classrooms while 6-12th grade students remain in distance learning.
- Tuesday, April 20 - Grades 3-5 and Grade 6-12 in-person student cohorts will begin returning to campus

Early Childhood Education (ECE) programs are planning to open together with the District's PreK-2 grades with in-person full and half-day programs.

Per Legislation, we are planning to return PK-2nd grade and 3rd-5th grade as Tiers allow and in staggered return transitions:

- All students will be rostered with teachers in a ratio of 14:2 (fourteen students to 2 adults).
- Instructional Simultaneous Schedules will remain as is to create a stable environment for both in-person students and Distance Learning students. PUSD will continue to offer 100% distance learning opportunities to families who prefer it.
- Recess, PE, and breaks will be staggered and student must remain with class cohort at all times
- Lunch will be a Grab-N-Go; as student will receive a lunch, supper and breakfast upon departure
 - Snacks will be allowed but in designated area and with cohort
- All sites have identified ingress and egress to minimize movement
- All sites have identified directional flow throughout the campus to minimize intersections of students and staff
- All sites have identified multiple spaces for anticipation of inclement weather, specialized service and electives (most likely will remain virtual)
- Volunteers will not be allowed on campus, unless approved
- Sites are preparing orientation presentations to inform staff, families and students of expectations surrounding campus, health, and safety
- All required documentation is completed as advised by Pasadena Public Health Department and posted on PUSD website:
 - District COVID Safety Plan
 - (CDE) Checklist with attached District CSP
 - Exposure Management Plan (PPHD)
 - K-12 Re-Opening Protocol (PPHD)
 - Certificate(s) of completion of Johns Hopkins Contact Tracing Course

Hybrid Simultaneous Learning

The PUSD Board of Education approved the introduction of a [Hybrid Simultaneous Instructional Model](#) when the conditions of the pandemic allow for transition to in-person learning. Instead of separate in-person and fully online programs, the simultaneous model keeps classes intact, whether students return to campus or choose to stay online. This way, students keep access to our programs like dual language and Advanced Placement (AP). We have now had time to acquire and test equipment and train teachers and staff before students return to their campuses. Please see Simultaneous Learning [Fact Sheet \(PDF in English/Spanish\)](#)

Stable Group Structures

Students and staff will be kept in stable groups with fixed membership by attending daily within a cohort of students, X & Z (Y If needed). Cohort Y shall be created should the number of students requesting in person access exceed the number of students permitted on campus. In such cases, Cohorts X & Y will rotate between in-person and online access. Cohort X shall be on campus for live, in person instruction Tuesdays through Fridays, and Cohort Z shall be online for live, synchronous instruction Tuesdays through Fridays.

Students stay together for all activities (e.g., instruction, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Mondays will be a remote learning day for students and a remote work day for all bargaining unit members which shall include distance learning, planning, "A" district driven meetings, and "B" unit member driven activities. These meetings and instructional sessions shall be in a virtual setting.

Overview of Simultaneous

Simultaneous Learning	On-Campus, In-Person	Distance/Online
Whole class daily instruction	✓	✓
Student Schedule: Follows the same start and end times as the current distance learning schedule. Mondays: all students online for synchronous check-in (no on-campus learning this day) Tuesday-Friday: 4 days of simultaneous synchronous classes	Days on campus may change depending on the number of students who select in-person	✓
Synchronous Learning Time Follows the current distance learning schedule K-5: 240 daily minutes x 4 days = 960 minutes 6-12: 300 daily minutes x 4 days = 1,200 minutes	✓	✓
Student Impact Student community remains intact. Students stay with their current teachers and classmates for stability and continuity as a whole class. Social-emotional connections continue.	✓	✓

Renorming into two groups may be needed.		
Teachers create and deliver synchronous lesson plans for students in classrooms and in distance learning.	✓	✓
Student Cohorts: X, Y and Z Students will be cohorted into <ul style="list-style-type: none"> • 1-2 in-person groups (X, Y) • distance/online (Z) 	Depending on physical space, large classes may be cohorted into 1-2 separate groups and days on campus rotated	Z cohort always online
Lunch/Nutrition/Recess	On campus, with distancing	No change
If a student self-quarantine is needed due to COVID-19	Student logs in online	No change. Students log in online
If a school or cohort is closed due to COVID-19	Revert to distance learning. No change in schedule.	No change. Students log in online

Number of Students and Staff

The District will be in compliance with the maximum occupancy guidelines from the [Pasadena Department of Public Health \(PPHD\) Reopening Protocols \(March 15, 2021\)](#).

Each classroom will have no more than 16 persons (14 students and 2 supervising adults per classroom). Supervising adults may not be assigned to work with more than two different cohorts.

Students returning for full-grade in person instruction for grades TK-2 in schools with an approved waiver must be assigned to stable groups, but are not limited to 14 students maximum. Maximum number of students in stable group depends on maintaining proper physical distancing between students and staff within the available instructional space.

Aides assigned to individual students do not have to be counted as supervising adults but must be counted against the maximum of 16 individuals who can be included in a cohort.

Deployment of substitute providers who are covering for short-term absences is allowed, but they must work with no more than 2 cohorts of children per day.

“Floaters” who cover for supervising adults during the day for employee breaks, may constitute a third supervising adult in the cohort, but may not provide coverage for more than two different cohorts during a day and should be spending limited time with any one cohort.

Additional Guidance Documents

The following documents designed for parents and general public offer more information about changes and plans for:

- [School Opening Guide for 2020-21](#)
 - [2020-21 Parent Student Handbook](#)

- [PasadenaLEARNS 2020-21 COVID-19 Reopening Plan](#)
- [ARTS Procedural Handbook](#)

Students with Disabilities

Safety Considerations for Students with Disabilities

1. Students with IEPs will have access to distance learning if the student's family deems necessary.
2. Any alternatives to face coverings 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 will be used to help increase use of PPE and assist in maintaining health safety.
3. Teachers of students who are deaf/hard of hearing will use a face shield and/or a clear mask for instruction.
4. 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

While our county is still in the Purple Tier (Widespread) for COVID-19, services for students with disabilities and their families will be conducted with staff remotely as per PPHD guidance. Once services are conducted in-person: Classrooms that serve special education students should remain at 16 or less total individuals in the classroom. This may be any combination of students and adults. Self-contained special education classrooms will follow the same maximum capacity guidelines as general education classrooms in accordance to the Covid-19 guidelines and will be spaced 6 feet away from each other and have plexiglass at each station.

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, physical distancing, 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.

To the extent possible Specialized services must be provided one-on-one, or in small groups from no more than two cohorts per rotation with at least 2 days between cohort cycles, by the appropriate specialist in a secure space that is apart from all other people (this may include outdoor areas). To the extent possible Specialized services must be provided one-on-one, or in

small groups from no more than two cohorts per rotation with at least 2 days between cohort cycles, by the appropriate specialist in a secure space that is apart from all other people (this may include outdoor areas).

Early Childhood Education

Early Childhood Education (ECE) programs are planning to open together with the District's TK-2 grades. For updated information on ECE program, please see

- [PUSD ECE 2020-21 COVID-19 Reopening Program Plan 3.11.21](#)
- [PUSD Early Childhood Reopening Video](#)

Socially Distanced Physical Activities

PUSD will minimize mixing in both indoor and outdoor spaces and provide instructions that are easy for students to understand and are developmentally appropriate, such as no-touch playground games and social distancing physical activities shared by PUSD Arts Coordinator Karen Anderson: <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>

Athletics

PUSD has been given clearance by the California Interscholastic Federation (CIF), LA County and Pasadena Public Health to allow student athletes to start practicing. High contact sports in season 1 (football and water polo) require that all athletes and coaches associated with these teams get weekly COVID testing while in the purple tier. We are beginning in-person athletic conditioning, following the guidelines of PPHD Youth Sports Protocol. As per the guidance of the National Federation of High School Sports (NFHS) and CIF, we will use a phased approach to our return to athletics. In the pre-phase 1, athletes will be grouped in small "pods," with activity focusing on general fitness, while observing the recommended six-feet of social distance and wearing masks/face shields. Progression to the next phase of training, with increased activity and contact, will be dependent on guidance from Los Angeles County and Pasadena Public Health authorities, the successful completion of our own first phase of return to campus, and the overall course that the coronavirus takes. For more information, please see:

- [CIF Sport COVID-19 Guidelines 1.21.21](#)
- [CIF All Sports Guidelines 1.25.21.](#)
- [PPHD Reopening Protocol for Outdoor and Indoor Youth Recreational Sports](#)

Please note that all coaching staff members **must** be currently cleared by Human Resources to begin any phases of athletics. This will include the new (per CIF-SS) free NFHS Learn course: [NFHS COVID-19 Course](#) for Coaches and Administrators.

2. Student Attendance, Mental Health Services & Support

Attendance

More detailed guidance relevant to attendance procedures and tiered support is provided in this [Child Welfare, Attendance and Safety web page](#)

Mental Health Services for Students

CWAS and Mental Health Services has developed a plan to provide services for students in three scenarios as circumstances allow:

- Remote/Telehealth mental health services
- In-person/On-site mental health services utilizing safety measures to consider for clinicians and clients; and pending room availability for confidential and safe sessions, and personal protective equipment (PPE)
- Hybrid scenario combines in-person and remote services

See Updated [Student Wellness and Support Services 11.2.20 Memo](#) for specific instructions for schools to refer students to mental health services.

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 CWAS 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

CWAS provides 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:

- [PUSD List of Extended Resources 2020](#)
- [Resources for Supporting Pasadena Unified Students and Families during Distance Learning \(Fall 2020\) \(English/Espanol\)](#) - Developed by the Pasadena HS Community Schools Initiative
- [School Support Referral Process](#)

Mental Health Services for Employees

The [Employee Assistance Program](#) provides employees with 24-hour access to advice for dealing with [COVID-19 related stress and/or anxiety](#).

The [LA County Dept. of Mental Health](#) has also created a new Wellbeing Line as a resource specifically for teachers and school staff continuing to work during the pandemic. School personnel experiencing unique challenges as they continue to serve youth in LA County are encouraged to call if they feel like they could use someone to talk to:

- Work through their own stress
- Process student wellbeing needs and challenges
- Find wellbeing and mental health resources for themselves and others

The Wellbeing Line is staffed with trained listeners 7 days a week from 10 am to 6 pm. The number to call is: 833-307-0509

3. Technology

Students, families and employees are kept informed of changing technology and procedures through weekly [Tech Bytes](#) updates. Office Hours for teachers and instructional employees are available and provide an additional avenue for teachers and employees to receive timely support on questions during non-campus student days in the hybrid model. These office hours are staffed by TechLeader Innovators and Instructional Coaches familiar with the systems, programs and instructional needs. For more information, visit [Tech Support for Students](#) or [Resources for Teachers and employees](#)

Helpdesk Reminders:

- Parents/Guardians can submit support tickets for their students by sending an email to helpdesk@pusd.us
- Extended helpdesk calling hours, 7:00am - 7:00pm Monday - Friday (626) 396-3699
- Students and employees can still submit support tickets at gopusd.com/helpdesk

Online Safety / Acceptable Use Policies

Per SB 820 in August 2020, which clarified aspects of Budget Bill SB 98, the PUSD has been reviewing their notices to parents and students regarding distance learning, including all acceptable use of technology policies and agreements to ensure that such notices inform both parents and students that it is illegal for them to independently make any audio, video, or digital recording of distance learning activities without the prior consent of the teacher and principal of the school, and potential consequences for violation ([Ed Code 51512](#))

Per the 2020 Distance Learning Handbook, for student privacy and security, employees should also not use apps that have not been approved by PUSD, as these apps may collect or share students' information (photographs, videos, or audio files, where such files contain a child's

image or voice). Use only PUSD-secured apps to connect with students: Canvas, Webex, and PUSD email. When a teacher records live lessons in Webex, they must ensure that only they (the teacher) is being recorded.

Current PUSD acceptable use policies:

[2020-21 Acceptable Use Policy for Students from Parent/Student Handbook](#)

[BP 4040 Acceptable Use of Technology Board Policy](#)

[E4040 Acceptable Use Agreement for Employees](#)

C. Entrance, Egress, and Movement Within the School

As part of their individual site safety plans, individual schools outline specific entrance and exit procedures, as well as how movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts. School sites will designate routes for entry and exit in order to limit direct contact with others and will have signage and floor markings throughout campus to remind students and employee about required physical/social distancing of six feet or more, hand washing, and preventing the spread of germs. Anyone entering school property (school buses as well as school buildings and grounds) who has contact with others (students, parents, or other employees) is required to wear a cloth face covering.

Changes in School Meals to Avert Risk for Students

Starting March 30th, curbside meals will be offered all at elementary sites from 9 am - 11 am. The secondary sites times will remain 9 am - noon with Marshall times 9 am - 3 pm. For elementary sites, we will be providing a snack at recess for the students and when they leave school to go home, we will be providing their meal bags with lunch, supper for the day and also a breakfast for the next day. Those families whose students are not on campus can continue to pick up meal bags at the curb from 9 am - 11 am. Those sites that have preschool and child care, we will be offering those children a hot breakfast and lunch on site to be eaten in the classroom and they will leave the campus with their supper and snack bag.

Secondary sites will continue to offer curbside meals from 9 am - noon that are open now. Closed sites are Focus Point, Sierra Madre Middle, Blair Middle and Washington Middle. For updates and details, click [here](#).

When students return in-person, school meals will look slightly different as we implement measures to maintain physical distancing. These measures include:

1. To the extent possible, meals will be eaten without any mingling of elementary school students from different classrooms and/or grab and go.
2. If students line up to pick up food, tape or other markings will be used to assure a 6-foot distance between any two students. If meals take place in a cafeteria or outdoor setting, meal times are staggered to the extent feasible to reduce the number of students in the cafeteria at one time and space between tables/chairs has been increased to support 6

feet of physical distancing.

3. Food preparation and service operations have been redesigned, where possible, to achieve physical distancing between employees. For example, kitchen and other back of house floors are marked to reinforce physical distancing requirements.

Changes for Employee Meals:

When eating or drinking, it is preferred to do so outdoors and away from others, if possible. Eating or drinking at a cubicle or workstation is preferred to eating in a breakroom.

No UTP bargaining unit members shall participate in any aspect related to service of classroom meals.

School Bus Transportation

1. Students will fill the vehicle from back to front. The front seat behind the driver will be empty.
2. The students will sit one to a seat unless they are family members from the same house.
3. 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.
4. 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 the person may be experiencing. If a student reports a symptom or does not pass the screening, they will not be allowed to enter the bus.
5. Vehicles will be cleaned and disinfected at the end of each route.
6. Students and drivers will be required to wear face masks.
7. Students will practice physical distancing to the best extent possible.
8. Should a student become ill while in transit, they will be seated in a dedicated seat directly behind the driver.

Other measures to avert risk

1. IEPs, SSTs, other Parent Teacher and Faculty meetings shall be conducted virtually.
2. The District shall have no in-person Back-to-School and Open House event
3. Students will be encouraged to bring their own water bottles. (Please note: water fountains will be closed to minimize COVID-19 exposure.)

Visitor Policies

As a preventative measure, visitors to the school are limited to essential workers. Parents are encouraged to conduct business with school personnel remotely when possible. However, there will be times when visitors need to be at the site and the following protocols will be enforced:

1. Visits must be by appointment only.
2. PUSD employees from other locations and those who are working remotely are

considered visitors and are expected to adhere to visitor policy.

3. Visitors must pre-register in a [visitor log](#) that includes their name, phone number and email address. Additional templates provided in Section III.
4. Visitors are instructed to come to their appointments alone. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor or has minor students) their information is captured in the visitor log.
5. Visitors arriving at the school with non-enrolled children (e.g., younger siblings of students) must ensure that these children stay next to an adult, avoid touching any other person or any item that does not belong to them, and are masked if two years of age or older and not at risk due to a respiratory condition.
6. Movement of visitors is limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms and public restrooms, to the extent feasible.
7. Visitors must wear cloth face coverings at all times while in PUSD schools and/or PUSD offices.

Level 1 Volunteer must be supervised at all times, is subject to Megan's law requirements, and application is processed by school site

Level 2 Volunteer can work without direct supervision, application must be pre-authorized by Principal or Volunteer Coordinator and then processed by PUSD, requires fingerprint check

For further information, see [Family and Community Engagement website](#).

Volunteer Policies

Currently, while PUSD is in remote/distance learning mode, volunteers are not allowed on any school campus. This includes through in-person and online platforms, with the exception of major and special circumstances. Requests for access by Level 2 Volunteers will be reviewed for approval by the District's Executive Leadership Team (ELT). If Principals believe the services of Level 1 volunteers during remote/distance learning are considered a special circumstance and are necessary, Principals will contact their supervisor for further consideration.

When students return to school for in-person learning and given the limited capacity for classrooms and the need to prioritize teachers, students and instructional aides while adhering to physical distancing requirements, access for Level 1 volunteers may still be restricted until PPHD guidelines change. Any volunteer on a school campus or district office will be considered a visitor and adhere to policy above.

D. Health & Safety Protocols

Overview

The Basics: for Employees

All employees will be expected to follow Public Health guidelines for physical distancing, face covering and hygiene. These include the daily requirements and measures summarized below:

1. Perform a daily self-assessment before you come to work. Do not come to work if you are feeling sick.
2. Enter and exit the building at the main entrance only, checking in and out each day.
3. Wear a face covering while in the building, the lobby, hallways and open work areas at all times (if you are in a single office or cubicle where there is enough distance from other people, you may take your mask off).
4. Practice required physical distancing to the extent possible (6' or more).
5. Practice regular hand washing, including upon entering the building, regularly throughout the day, and before exiting. Use soap and water or hand sanitizer as needed.
6. Utilize Personal Protective Equipment (PPE): gloves, face coverings, sanitizing wipes, and hand sanitizer as needed.
7. Maintain clutter free surfaces and workstations for efficient regular cleaning and disinfecting of workstations.

The Basics: for Students

Students will also be expected to follow Public Health guidelines as follows:

1. Perform a daily self-assessment before you come to school. Do not come to school if you are feeling sick.
2. Enter and exit the building at the main entrance only, checking in and out each day.
3. Wear a face covering while in the building, hallways and open-areas at times. Students will be provided with face covering if they do not have one or accommodation if medically necessary. See [Required Use of Face Coverings](#).
4. Practice required physical distancing to the extent possible (6' or more).
5. Practice regular hand washing, including upon entering the building, regularly throughout the day, and before exiting. Use soap and water or hand sanitizer as needed.
6. Utilize Personal Protective Equipment (PPE): face coverings and hand sanitizer as needed.



Source: [Pasadena Public Health Department](#)

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 in close contact with someone who has COVID-19?

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 facemask when you seek medical care and follow the Los Angeles County Department of Public Health's [Home Isolation Instructions](#). For more detailed symptom self-checker visit the Los Angeles County Public Health Department's [COVID-19 Symptom page](#).

Stay Home When Sick

"Stay home when sick" will be promoted and encouraged with all students and employees to keep everyone safe and healthy. Download and post [Stay Home When Sick Poster](#) from the Department of Public Health.

1. Health Screening Protocols for Students and Staff

Screening is conducted before students, employees, and visitors may enter the school. Screening includes a check-in concerning fever, cough, shortness of breath and any other symptoms the person may be experiencing and if the person has been in contact with someone who has tested positive for COVID-19 in the last 14 days. All visitors must sign in and provide an email and phone number.

For Students

1. Students will be assigned an entrance and exit to use as part of each school's site safety plan. Specific procedures for checking temperatures prior to entry will also be stated in each school's plan to be reviewed by PPHD for approval.
2. Students who report or exhibit symptoms at entry or who report symptoms at any point during the school day will be given a medical grade mask and accompanied to an isolation space where they need to remain while arrangements are made for their return home. See [Required use of face coverings](#) for description of masks and face coverings.
3. The COVID-19 Compliance Team will be informed of any positive screening results in the school and initiate the School Exposure Management Plan consistent with Pasadena Public Health Department (PPHD) directives.
4. Students who have had contact with an individual who is showing COVID-19 symptoms will be notified that they may have been exposed at school. Students may remain in their cohort while waiting for confirmation of exposure. Once the school confirms that students were exposed to COVID 19, the students at the school site are instructed to begin the 10-day quarantine period and advised to get a COVID 19 test. See [Revised Quarantine Order](#) (Dec 17, 2020) instructions.
5. Screening of middle and high school age students includes a question about close contact with anyone at home, school or elsewhere that the individual has been told has tested positive for COVID-19.
6. Any middle or high school student who is screened for exposure and reports close contact with an infected person will be provided with a medical grade mask and accompanied to a predetermined space in the school while arrangements are made for them to be picked up by parents in order to initiate quarantine at home. Parents will be advised to seek testing for the child.



Key Term

The **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](#).

Adult Visitors and Employees

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.

1. A designated screener will pre-screen visitors using a touchless thermometer or temperature scanning system upon entrances to a campus/office. If using a touchless thermometer, the screener, while wearing a face covering and gloves, will take the temperature of the visitor. Employees may conduct their own temperature checks provided the thermometer is sanitized before and after each use.
2. If an employee or visitor is screened and 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 and advised to go home if the temperature remains at 100.4 degrees or higher.
3. 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.
4. Adult visitors and employees who report symptoms at entry or at any point during the school day will be instructed to return home and self-isolate as required by Health Officer Order of [Oct 26 Isolation Order](#).
5. The COVID-19 Compliance Team will be informed of any positive screening result in the school and initiate the School Exposure Management Plan consistent with DPH directives.
6. Adult visitors and employees who have had close contact with an individual who has screened positive will be instructed to return home to self-quarantine as required by Health Officer Order of Dec 17, 2020, until such time as it has been determined that the individual screening positive for COVID-19 symptoms is negative for COVID-19. (See [Revised Quarantine Order](#) (Dec 17, 2020).)
7. Screening of adults includes a question about close contact with anyone at home, school or elsewhere that the individual has been told has tested positive for COVID-19.
8. Any adult who is screened for exposure and reports close contact with an infected person will be instructed to leave the school, return home to initiate self-quarantine, and provided with information on [options for COVID testing](#).

<p> Key Term</p> <p>Visitor: any adult or child who is not employed or enrolled at that specific school or district facility will be considered a visitor who will need to follow Visitor Policies.</p>	<p> Templates & Examples</p> <p>See PasadenaLEARNS 2020-21 Daily Health Screening Procedures for examples of daily check-in questionnaires for students and employees as well as Exposure Management Plan</p>
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3. If Student or Employee Has Symptoms

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 or their Principal's Office if they or their child 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 Human Resources. Human Resources 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

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 employee 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/>.

Key Terms

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

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

Contagious: C-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.

4. Isolation Policies

If you test positive, you must stay in isolation. If you are exposed, you must be in quarantine.

For Students - Isolation Policies:

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 Principal's 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. They are to notify the District COVID-19 Compliance Team at the Health Programs Office at (626)396-3600 ext 88249 of the positive test and follow up with their health care provider.
3. When a student develops symptoms of illness consistent with COVID-19 at school, the student will wait in an isolated area staffed by personnel trained by nursing staff, away from others to limit exposure and the possible spread of the virus and be given a medical grade mask, if available, 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 with the fogger.
4. The school health office staff will provide information to the parent, guardian or family member on resources 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. More information will be provided in the Communications toolkit.
6. Anyone with a confirmed case of COVID-19 is to follow [Home Isolation Instructions](#).
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 can be discontinued 10 days after the date of testing positive.



Links & Resources

The [Screening and Exposure Decision Pathways](#) from LA County Department of Public Health is a valuable training tool for School C-19 Compliance Teams

For Employees - Isolation Policies:

1. Any employee showing symptoms consistent with COVID-19 before coming to work needs to stay home, notify Diana Su, Workers Compensation Technician in Human Resources, and your School Supervisor of illness. Be sure to report your absence in Current Solutions. 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](#)



Key Terms

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

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

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

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

5. Quarantine Policies

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.

For Students - Quarantine Policies

1. Any student who has been in close contact with someone diagnosed with or suspected to have COVID-19 is to stay home and not go to school. "Close contact" is now defined as being within 6 feet for more than 15 minutes over a 24 hour time 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. When a student has had a close contact exposure at school, the student will wait in a quarantine area while arrangements can be made for parent/guardian to pick up the student.
3. The school will provide information to the parent/guardian or employee member on resources to get tested for COVID-19.
4. The school will identify all students and employees who have had exposure (close contact) at school with someone diagnosed with or suspected to have COVID-19.
5. The school shall notify the parents or guardians of students about exposure at school.
6. Anyone who has been exposed (close contact) to someone with COVID-19 is to follow [Home Quarantine Instructions](#) (revised Dec 17, 2020), where these instructions are available in multiple languages.
7. If they do not develop any symptoms of Covid-19, student will be required to self-quarantine (separate themselves from others) for 10 days from last contact with infected person AND they take the precautions of wearing face covering, physical distancing, washing hands often, and continuing to monitor themselves daily for symptoms. If a student tests negative, they still need to complete the full 10 days of quarantine.
8. If a student develops symptoms and/or receives a positive (viral) diagnostic test, they must follow the [Home Isolation Instructions](#) described on the previous page.
9. 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 been exposed to COVID-19. They will collect additional information and issue the [Health Officer Order for Quarantine](#).
10. Any student with COVID-19 may not return to school until they have met criteria to discontinue home quarantine.

For Employees – Quarantine Policies

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. If an employee has had close contact at school/work, they will be instructed to go home, notify their health care provider, and get tested for COVID-19.
3. Human Resources may provide employees with information on resources to get tested for COVID-19.
4. Anyone who has been exposed (close contact) to someone with COVID-19 is to follow [Home Quarantine Instructions](#). They are to home quarantine for 10 days from the last date of exposure. If someone tests negative, the person will still need to complete the full 10 days of quarantine.
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 the [Health Officer Order for Quarantine](#).
6. Any employee with COVID-19 may not return to school until they have met criteria to discontinue home quarantine.
7. When quarantine period ends (see [How to Calculate When Your Quarantine Period Ends](#)), employee can resume usual activities, including returning to work and/or school.
8. If employee developed symptoms, however, they will need to follow the [Home Isolation Instructions](#) before returning to work or school.

E. Health Hygiene Practices

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

- 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.
- Avoid touching your face.
- Cover coughs and sneezes with a tissue or elbow.
- Use tissues to wipe your nose.

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
4. PPE, cleaning and sanitizing supplies can be ordered through **Current Solutions**

F. Identification and Tracing of Contacts

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. As described in the COVID-19 Compliance Team memo [insert link],

- The school nurse and health clerk will assess who had close contact with the employee 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 the confirmed case is employee: contact tracing will be conducted by HR and District Compliance Team, utilizing the [Johns Hopkins Contact Tracing](#) checklist for cases and contacts.

- If confirmed case is student: 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.
- Students 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 before dismissal and a School Exposure Notification letter upon dismissal.
- School Exposure Notification letter will be issued by the Health Programs Department and sent out by the School Compliance Team.
- School Compliance Team will follow up with close contacts and confirmed cases. Support will be offered including Home Quarantine Instructions for Close Contacts of COVID-19; education, information, and support to help them understand their risks; referral information for testing; and services they may need during the quarantine period. Academics, Special Education, Student Wellness and Support Services Divisions will work to ensure that instructional services and support for students will continue (and not be interrupted).

G. Physical Distancing

Physical distancing measures will be put into place in the different physical environments at school. All adults must stay six feet from one another and six feet away from children, while students should maintain six feet of distance from one another as practicable and except for momentary exposure while persons are in movement.



At Schools sites and in classrooms:

1. School sites will designate routes for entry and exit in order to limit direct contact with others.
2. School sites will have signage and floor markings throughout campus to remind students and employee about required physical/social distancing of six feet or more, hand washing, and preventing the spread of germs.
3. Anyone entering school property (school buses as well as school buildings and grounds) who has contact with others (students, parents, or other employees) is required to wear

- a cloth face covering.
4. Classroom furniture is arranged to permit a distance of at least 6 feet between the teacher's desk and between each student.
 5. Parent and employee meetings will be conducted virtually.
 6. *Class scheduling and one-way traffic; staggered lunchtime or grab & go will be in place.*

For Offices:

Follow [Protocols for Office Worksites](#) (Appendix D) that have been updated. A district office can follow school protocols or office worksites protocols. Offices at schools are to follow school protocols.

1. Maximum occupancy for an office worksite is limited to 50% based on the number of employees at the worksite.
2. All employees must wear face coverings at all times. Face coverings must be worn by employees working in cubicles, including cubicles equipped with partitions. Employees are not required to wear face coverings when working alone in private offices with closed doors.
3. When eating or drinking, it is preferred to do so outdoors and away from others, if possible. Eating or drinking at a cubicle or workstation is preferred to eating in a breakroom.
4. Frequently touched items and bathrooms must be disinfected on an hourly basis.



Link: For more information about physical distancing visit the DPH [Physical Distancing webpage](#).

H. Staff Training and Family Education

Training and education will be provided to all students, employees and parents on COVID-19 signs and symptoms, preventing the spread and proper health and safety measures.

Each school will need to designate a COVID-19 Compliance Lead to serve as liaison to both the District COVID-19 Compliance Task Force and the Pasadena Public Health Department (PPHD) in the event of a COVID-19 case, cluster or outbreak at the setting. Each school should have a team that is able to complete the following responsibilities:

- Liaison to PPHD and PUSD Task Force
- Monitors implementation of Health and Safety measures at site
- Educates or ensures education of employees, students, and families of COVID-19 symptoms and site health and safety measures.
- If lab confirmed case identified, responsible for ensuring steps are followed per CDC guidelines

- Works with student/family to create "Case and Contact line trace list" from school site to be submitted to PPHD
- Notifies those who have been identified as close contacts at school site - of a confirmed positive case - through a phone call and/or written communication. Communication includes a notification letter, Home Quarantine Instruction for Close Contacts, referral information for testing, and services they may need during the quarantine period.
- Consults with PPHD and PUSD Compliance Team to determine the appropriate message for the school community.

The following is a sample timeline for training and communication.

Timeframe	Topic	Who
To be completed prior to reopening	Training on implementation of Health and Safety Protocols, Exposure Management, Flu Vaccination organized by Health Programs	COVID-19 Compliance Site Teams (recommended members include: site administrators, nurses, health clerks, athletic directors, academic coaches, custodians)
To be completed prior to reopening	Johns Hopkins Contact Tracing course . 6-hour free course that is required to reopen for in-person learning any phase	COVID-19 Compliance Site Team Lead and Team members
During A Mondays/ as scheduled	Training on COVID-19 signs and symptoms, Health and Safety Protocols led by Health Programs & Risk Management with help from CIPD and ITS.	Teachers, Employees
As scheduled	Parent University - parent training workshops on COVID-19, Health and Safety Protocols	Parents, guardians
As scheduled	Health and Safety Protocols, Exposure Management Plan, Flu Vaccination	District offices & service providers (Vendors, Mental Health, Community Partners who are in PUSD buildings - Young & Healthy, PEF, etc.)
As scheduled	COVID-19 signs and symptoms, how to wear a mask, physical distancing measures, health and safety measures	Students, parent groups

Short training videos & brochures/fact sheets will be available for teachers, students, parents. See Section III Templates & Resources.

I. Testing of Staff and Students

State Program Objectives:

[\(COVID-19 K-12 School Testing Considerations Information 1-14-21\)](#)

- Continue to grow testing capacity to meet Californians' testing needs.
- Improve accessibility of testing so individuals can obtain tests when appropriate
- Ensure cost sustainability of testing for individuals, healthcare stakeholders, and the state budget over time.
- Increase equity in the distribution of tests by reaching communities most affected by the pandemic.

PUSD Program Objectives:

- 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
- Implement regular workplace testing for employees in the higher-risk exposed work areas
- Implement required testing of student athletes in accordance with state and local guidelines: <https://www.cityofpasadena.net/public-health/wp-content/uploads/sites/32/Youth-Sports-Reopening-Protocol.pdf?v=1617049041329>
- Test samples of the PUSD employee population to monitor the spread of COVID-19 among certain schools, divisions, and departments

Protocol for handling students and staff who become ill at school Staff at each PUSD school site will monitor students and staff throughout the day for signs of illness. Students or staff who display COVID-19 symptoms (fever, cough, fatigue, or shortness of breath) will be sent home immediately.

If a student becomes sick, the supervising staff member needs to notify the Health Office or site administrator. The student who displays COVID-19 symptoms will be placed immediately in the isolation area until they can be transported home. The nurse, health clerk, or administrator will contact the parent and instruct them to pick up their child outside the front office. Parents will need to call the front office upon arrival and the student will be walked out to the car. Parents will not be allowed to enter the campus to pick up their child. Testing and consulting with a primary physician are recommended.

If a staff member becomes sick, they will be instructed to go home and self-isolate. If they need to wait for a ride home, they will be instructed to go to the Isolation/Care area to wait. Testing and consulting with a primary physician are recommended.

If staff or students think or know they had COVID-19 and had symptoms, they may return to school after:

- 10 days since symptoms first appeared and

- 24 hours with no fever without the use of fever-reducing medications and
- other symptoms of COVID-19 are improving

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

If an employee or student is sent home with symptoms and DOES NOT have a known COVID-19 close contact, they can return to school with a negative test results and once symptoms have improved.

PUSD Testing Administrative Team:

Adrienne Floriano, RN;
 Katia Ahmed, RN;
 Ria Apodaca, Health Programs Director

Target Audience: PUSD employees and PUSD students

Testing Purpose: Surveillance and exposure

Testing Strategy: The following testing schedule is required according to the LA County tier assignment; however, the PUSD BOE has directed staff to conduct weekly surveillance testing throughout the month of April. After April, PUSD will follow the requirements under the County tier assignments below.

	Yellow	Orange	Red	Purple	Purple >14
Staff	Symptomatic and response testing	Symptomatic and response testing	Symptomatic and response testing Every 2 weeks asymptomatic testing	Symptomatic and response testing Every 2 weeks asymptomatic testing	Symptomatic and response testing Weekly asymptomatic testing
Students K-12	Symptomatic and response testing	Symptomatic and response testing	Symptomatic and response testing Every 2 weeks asymptomatic testing	Symptomatic and response testing Every 2 weeks asymptomatic testing	Symptomatic and response testing Weekly asymptomatic testing

Symptomatic Testing: testing for individuals with symptoms of COVID-19 Response

Testing: testing used to identify positive individuals with known or suspected exposure to an individual infected with COVID-19

Asymptomatic Testing: testing used for surveillance to determine district level in school transmission rates

Surveillance Testing for Asymptomatic Staff (*Asymptomatic Testing*):

To ensure the safety of students and staff, the surveillance testing program will be implemented. While in the deep purple tier, all staff members required to be on campus will participate in surveillance testing on a weekly basis. While in red, orange, and yellow tiers, surveillance testing is voluntary and made available to staff and students.

During the one designated week, all teachers, support staff, and administrators will receive a testing kit from Quest Diagnostics at their home address on record. The Quest Diagnostics direct-mail program allows employees to self-collect their sample in the safety of their home. The employee self-collects with a swab that only goes ½ an inch inside each nostril. The employee ships their sample back to Quest Diagnostics via the pre-paid FedEx mailer. COVID-19 test results are available within approximately 2 days from the date the sample is collected. Employees can retrieve their results from the Quest Diagnostics site. Subsequent testing procedures for the remaining weeks of the school year will occur on site or at the PUSD Primary Health Clinic depending on the LA County tier assignment.

On-site surveillance testing materials will be provided by Valencia Lab. Each school site will have a designated day to conduct surveillance testing. Staff will have to register with the COLOR system and make an appointment prior to testing. Staff who will be provided with a self-administered PCR test on site to be administered under the supervision of a nurse. If staff is not able to make an appointment on the assigned day for the school, they can come to the PUSD Health Clinic for testing. Students under 12 years will be assisted by the nurse or parent to complete their testing kit. Results will be received within 24 - 48 hours.

Response Testing:

Any open PUSD school will provide the minimum testing requirement standards established by Cal/OSHA's COVID-19 Emergency Temporary Standards in the event of an exposed case and outbreak. Response testing and outbreak testing will be provided until no longer considered an outbreak.

Testing materials for response testing will be provided by the CDPH and Valencia Branch Laboratory. Once exposure or outbreak is determined by the Site Compliance Team and Pasadena Public Health Department (PPHD), staff and students will be provided with assistance to register with the Color system and given a self-administered PCR test on site to be administered under the supervision of a nurse. Results will be received in 24 - 48 hours.

Symptomatic Testing:

Students or staff who display COVID-19 symptoms (fever, cough, fatigue, or shortness of breath) will be sent home immediately. Symptomatic testing and consulting with a primary physician are recommended. Symptomatic testing is available to PUSD staff and students by appointment through the PUSD Primary Health Clinic, 626-396-3600 xt 88180, and through the ChapCare clinic located at 1595 N. Lake Ave., Pasadena. To register for the ChapCare Clinic use this link: <https://lhi.care/covidtesting>.

Testing Students and Parental Consent:

From CDPH Testing Considerations for LEAs and School Communities:

The testing approach for students includes the option of supervised self-collection for students in any grades, which has demonstrated feasibility and acceptability even in the youngest groups.

Because SARS-CoV2 is recognized as a communicable disease, which is required to be reported, California state law provides that minors 13 years, and older can consent to diagnosis and treatment of COVID-19. Accordingly, for students under the age of 13, the parent or guardian must provide consent, and use their email/phone to obtain results. A parent or guardian can receive their results on behalf of a child (ages under 13) when they provide onset on behalf of that child.

Students ages 13-17 may consent on their own and receive results through their own contact information or through their parent’s contact information. Consent can be obtained once through the school for the duration of the testing program throughout the school year. Consent can be gathered from parents and from school staff using the technology platform engaged by the state.

On-site Asymptomatic Testing Schedule:

April 12 - 16: On site testing for elementary staff

April 19 - 23: On site testing for elementary staff, At home testing for secondary staff

April 26 - 30: At home testing for elementary staff, On site testing for secondary staff

Testing Location	Monday	Tuesday	Wednesday	Thursday	Friday
PUSD Health Clinic	8:00 - 9:30 2:30-3:30	8:00 - 9:30 2:30-3:30	8:00 - 9:30 2:30-3:30	8:00 - 9:30 2:30-3:30	8:00 - 9:30 2:30-3:30
Altadena			11:00-2:00		
Don Benito		11:00-2:00			
Field		11:00-2:00			
Hamilton			11:00-2:00		
Jackson				11:00-2:00	
Longfellow				11:00-2:00	

Madison					11:00-2:00
McKinley		11:00-2:00			
Norma Coombs		11:00-2:00			
San Rafael			11:00-2:00		
Sierra Madre ES					11:00-2:00
Washington					11:00-2:00
Webster				11:00-2:00	
Willard			11:00-2:00		
ECE		7:30-10:30			
FPA					11:00-2:30
Washington MS		11:00-2:30			
Sierra Madre MS			11:00-2:30		
Eliot MS				11:00-2:30	
Blair MS/HS			11:00-2:30		
Marshall MS/HS				11:00-2:30	
Muir HS					11:00-2:30
Pasadena HS		11:00-2:30			

Schedule:

11:00-11:45: Office and support staff

11:45-12:30: Nurses lunch

ELEMENTARY:

12:30-1:00: LEARNS staff, support staff

1:00 - 2:00: Teachers

SECONDARY:

12:30-2:30 Teachers

Communication:

Surveillance Testing (Asymptomatic Testing): Health Programs will send an email out to staff one week prior to their designated date for surveillance testing. Staff will have to register with the Color system prior to testing. The link to register for Color is:

<https://home.color.com/covid/sign-up/start?partner=cph094>

Response Testing:

- If an employee is identified as a close contact, Human Resources staff will notify employees of possible exposure at the school site through email. Notified staff members will receive an email explaining the process to schedule an appointment at a school site or the District Health Clinic.
- If a student is identified as a close contact, Health Programs staff will notify students and their families of possible exposure at the school site through a phone call or email. The student will also be contacted by the PPHD Contact Tracing Team.

Fact Sheet for Patients:

Centers for Disease Control and Prevention (CDC) has issued this fact sheet with more information regarding PCR Tests and False Test Results.

https://www.cdc.gov/coronavirus/2019-ncov/downloads/Factsheet-for-Patients_2019-nCoV.pdf

The District will use the [SISC/Quest surveillance testing program](#) to supplement the District's in-house testing program in partnership with Valencia lab, when necessary.

To download a PDF of this plan, click on [COVID-19 Testing Implementation Plan 4.01.21](#)

J. Identification and Reporting of Cases

PUSD notifies its local health officer of any known case of COVID-19 among any student or employee who was present on a K-12 public or private school campus within the 10 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 within twenty-four hours from the time an individual within the local educational agency or private school 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.

K. Communications Plans

Our ability to communicate quickly and accurately to our students, families, and one another will be critical to reducing the risk of transmission of COVID-19. Our City and County Departments of Public Health have specific requirements for schools to notify families regarding health and safety protocols prior to students returning to the school campus and then when certain health circumstances require notification according to the PUSD's Exposure Management Plan. It is important that all PUSD employees are mindful of the need to mitigate health risks while still protecting the privacy of individuals' health information.



PUSD 2020-21 Covid-19 Communications Templates

Toolkit with templates for communications with PUSD stakeholders on a variety of topics pertinent to COVID-19 and school reopening will be sent directly to Principals, Department and Division Heads, and District and School Site Compliance Team members. Templates are available in English and Spanish. If you have questions or suggestions for additional resources, please contact the PUSD Communications Department at communications@pusd.us or extension 88190

Watch PUSD's [Return to School: A Day in the Life video](#)
See PUSD-created videos [here](#)

Updating Emergency Contact Info

PUSD will contact parents via email, text or voice message to communicate school emergencies, including school closures. Parents are asked to regularly provide updated contact information to the school site's front office. This shall include emergency contact information.

The Office of Student Wellness and Support Services provides [Ongoing Tiered Levels of Attendance Support](#) for personalized support that is triggered when students are absent and/or miss interactions.

We will keep you updated via email/text/phone with latest information as it becomes available. Using your Aeries Parent Portal account, please be sure your child's school has your most recent contact information (email and telephone number). [How to Sign Up for Parent Portal](#)
If you have issues with Aeries, first contact school, helpdesk. See Family Engagement office page for help setting up Parent Portal.

Emergency Operations Center (EOC)

The PUSD's Emergency Operations Center (EOC) serves as the District's central coordination, command, and control point for emergency-related operations and activities. COVID-19 planning has been incorporated into the EOC's duties, with teams meeting regularly since March to plan for the safe reopening of schools. Plans are being continually adjusted as state and county guidelines are updated. EOC meetings start with update from Health Programs on rates of community transmission of COVID-19 and other vital public health information.

M. Consultation Process

Since the pandemic began in March 2020, PUSD and its labor partners have conducted a series of meetings. Three Memoranda of Understanding related to this COVID-19 Safety Plan have been developed with the United Teachers of Pasadena (UTP) for 1) COVID-19 Health and Safety Provisions dated July 29, 2020; 2) Hybrid Simultaneous School Reopening dated November 10, 2020; and 3) Hybrid Simultaneous for Reopening dated March 16, 2021.

PUSD and UTP negotiating teams met regarding the TK-2 waiver process on December 15, 2020 prior to the criteria and directions for the CSP replacing that process. In November, PUSD posted and distributed its Employee COVID-19 Handbook to all employees and labor partners, as well as parent and community groups. This handbook contained much of what is now in this CSP but also this Feedback Form from which stakeholders could convey concerns and questions.

On January 11 and 14, 2021, leadership staff met with parent groups to gain feedback on their concerns in regard to reopening. School principals have also been meeting virtually with their staff and parent groups to discuss reopening plans. More recently, the PUSD held a virtual Town Hall on March 30, 2021 to answer questions from parents, students, and employees about the reopening.

After endeavoring to address the many questions and concerns raised during this process and rise to the challenge of providing the best possible education for our students in these challenging times, we are please to attach herewith our [School Guidance Checklist](#) with

Memoranda of Understanding (MOUs) with the United Teachers of Pasadena dated March 16 and 26, 2021.

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

You must be logged into your PUSD email.

For a summary of revisions from previous versions, please click [here](#)

Section II: COVID-19 Prevention Program (CPP)

The Pasadena Unified School District has based this COVID-19 Prevention Program (CPP) on the Model COVID-19 Prevention Program (CPP) pursuant to Emergency Temporary Standard Cal/OSHA set in place for COVID-19 (California Code of Regulations (CCR), Title 8, section 3205(c)). We have created our own unique CPP with guidance from [Cal/OSHA](#), tailored to our workplaces as schools, district offices, and other types of facilities. The CPP is also based on our own Injury & Illness Prevention Plan (IIPP), which is being updated.

COVID-19, SARS, MERS, SWINE FLU, AVIAN FLU, AND OTHER PANDEMICS

PUSD recognizes that many viruses and other communicable diseases may impact the safety and health of our employees. While we cannot predict what the next pandemic will be, we have taken measures in a variety of our safety policies, training programs and the like to address COVID-19 and pandemics generally. All employees should follow the protocols outlined in our ATD; Bloodborne Pathogens; Respiratory Protection; Hazard Communication and PPE safety programs. Regarding COVID-19, we have specific policies and procedures which are outlined in our COVID-19 Safety Plan/Employee Handbook and CPP which should be followed. All other provisions of our IIPP apply to pandemics as new and emerging threats to safety and health develop.

(excerpted from draft PUSD IIPP 2021)

1. Identification, Evaluation, and Correction of COVID-19 Hazards

Risk Management is a key member of the District COVID-19 Compliance Team, working to:

- Conduct workplace-specific evaluations
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluates existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

The following are COVID-19 Prevention Plan templates for reference only, that will be tailored to specific PUSD circumstances:

[Appendix A: Identification of COVID-19 Hazards](#)
[Appendix B: COVID-19 Inspections](#)

2. Control of COVID-19 Hazards

The following measures will be put into place to prevent unsafe or unhealthy workplace conditions:

a) Physical Distancing

Physical distancing measures will be put into place in the different physical environments at school. All adults must stay six feet from one another and six feet away from children, while students should maintain six feet of distance from one another as practicable.

The Pasadena Public Health recommends 2 adults per maximum of 14 students. Signage stating the maximum occupancy for a room based on having six feet of physical distance between persons has been provided to schools..

At Schools sites and in classrooms:

1. School sites will designate routes for entry and exit in order to limit direct contact with others. Schools have outlined specific exit procedures as part of individual site safety plans.
2. School sites will have signage and floor markings throughout campus to remind students and employee about required physical/social distancing of six feet or more, hand washing, and preventing the spread of germs.
3. Anyone entering school property (school buses as well as school buildings and grounds) who has contact with others (students, parents, or other employees) is required to wear a cloth face covering.
4. Classroom furniture is arranged to permit a distance of at least 6 feet between the teacher's desk and between each student.
5. Parent and employee meetings will be conducted virtually.
6. *Class scheduling and one-way traffic; staggered lunchtime or grab & go will be in place.*

For Offices:

Follow [Protocols for Office Worksites](#) (Appendix D) that have been updated. A district office can follow school protocols or office worksites protocols. Offices at schools are to follow school protocols.

1. Maximum occupancy for an office worksite is limited to 50% based on the number of employees at the worksite.
2. All employees must wear face masks at all times. Face masks must be worn by employees working in cubicles, including cubicles equipped with partitions. Employees

are not required to wear face masks when working alone in private offices with closed doors.

3. When eating or drinking, it is preferred to do so outdoors and away from others, if possible. Eating or drinking at a cubicle or workstation is preferred to eating in a breakroom.
4. Frequently touched items and bathrooms must be disinfected on an hourly basis.

b) Required use of Face Masks

Face masks are an important tool that individuals should use to help slow the spread of COVID-19 In accordance with [Los Angeles County Public Health](#) requirements:

1. All students and employees will be required to wear a face mask as directed by the Los Angeles County Department of Public Health. Masks will be provided for students and employees who need them. The CDC recommends that cloth masks are made of multiple layers of tightly woven, breathable fabric and have a nose wire.
2. Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
3. We will review the needs of students with documented disability and/or medical contraindications to face masks on a case by case basis, with efforts made to not stigmatize the student.
4. Employees with a documented medical contraindication to a face mask may be allowed to wear a face shield with a cloth drape on the bottom tucked into the shirt as long as their medical condition permits it. A drape that is form fitting under the chin is preferred. Human Resources requires a doctor's note be on file for any employees with a mask exemption.
5. If a student refuses to wear a face covering or alternative described above, standard protocol will be to contact parent/caregiver to restate policy, provide student with a mask from the site, and return to instruction. Continued refusal to follow requirements will result in communication to parent/caregiver by central office (Student Supports) and school site administration. See also revised [Student Discipline Measures during COVID-19 \(revised 3.18.21\)](#) to be incorporated into Student/Parent Handbook and posted on PUSD website [here](#).
6. Employees will be offered a mask at no cost and a face shield if requested. Face shields without a mask are not recommended by CDC. The evaluation of face shields is ongoing, but effectiveness is unknown at this time. The mask is to be worn by the employee at all times while on-site and in contact or likely to come into contact with others. Employees need not wear a mask or face covering when alone in a private office or booth or a walled cubicle that is 6 feet or more from neighboring person.
7. A medical grade mask is provided to any employee who cares for sick children or who has close contact with any child with a medical condition that precludes the child's use of a cloth face mask. See key terms on previous page.

8. Staff who supervise isolation spaces for individuals showing symptoms will also be provided with a medical grade mask. Student or adult visitor with symptoms who are directed to isolation area will be provided with a medical grade mask.
9. Employees are instructed to wash their cloth face masks daily. Parents are instructed to ensure that children have clean face masks.



Links & Resources

See [Get the Most out of Masking](#) from LA County DPH, including appropriate uses and washing instructions, [Your Guide to Masks](#) and from CDC, and video with tips on [How to Wear a Tighter Mask](#)

c) Engineering Controls

Plexiglass Barriers:

We will implement the following measures for situations where we cannot maintain at least six feet between individuals:

1. Physical plexiglass barriers were installed in front office areas where face-to-face interaction with the public occurs.
2. One plexiglass barrier unit will be located in the classroom 5 days prior to return to in-person learning to use for when working one-on-one with a student. Use of physical barriers, such as plexiglass, are recommended when 6-feet of distance cannot be maintained between teachers and students. (CDC)

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.

d) 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 schedule 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. Classrooms are disinfected and fogged on a daily basis.

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 by the product.
11. Classroom floor rugs have been removed. Students are not to sit on carpets.
12. Teachers will not be responsible for cleaning, disinfecting or sanitizing student supplies

e) Shared tools, equipment and personal protective equipment (PPE)

1. PPE, such as gloves and face shields, must not be shared
2. Use of shared objects is eliminated wherever possible.
3. Testing materials shall be consumable and not shared.

f) Hand sanitizing

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 offices

- d. Faculty break room (if connected to restroom)
3. Additional sinks and/or sanitation stations will be provided in high frequency areas for students
4. Students, employees, and visitors shall be required to wash their hands or use hand sanitizer upon entering district sites and every time a classroom is entered.

g) Personal protective equipment (PPE) used to control employees' exposure to COVID-19

1. We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by 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)
5. See also Considerations for Employees Working with Students with Disabilities (insert link)

3. Investigating and Responding to COVID-19 Cases

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.

4. System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. See PUSD COVID-19 Testing Implementation Plan Revised 4.1.21.
- System for communication of information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures is in place with District and School COVID-19 Compliance Teams as well as through Communications Plans.

5. Exposure Management and Temporary Class or School Closure

This document is not meant to replace the [Exposure Management Plan](#) required by the Pasadena Public Health Department. This document is meant to provide more explanation appropriate to Pasadena Unified School District procedures.

The criteria for assigning an individual class or school from in-person learning to remote learning is recommended based on the number of cases and stable groups impacted, which suggest that active in-class or in-school transmission is occurring. Closure will be done in consultation with the Pasadena Public Health Department (PPHD), which is our local health department (LHD).

Situation that may indicate the need for in-person class closure:

- When it has been determined that a person with COVID-19 was infectious and was in the classroom for at least 15 minutes a classroom may be closed. Contact tracing will be conducted to determine who, if any individuals, in the classroom are identified as close contacts and need to quarantine.

Situations that may indicate the need for school closure:

- Individual school closure is recommended based on the number of cases and stable groups impacted. Closure should be done in consultation with the local health officer. Situations that may indicate the need for school closure:
 - Within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school.
 - Within a 14-day period, at least three outbreaks (see definition above) have occurred in the school AND more than 5% of the school population is infected.
 - Outbreak criteria: at least 3-confirmed cases with symptomatic or asymptomatic COVID-19 within a 14-day period in a group* with members who are epidemiologically linked, do not share a household, and are not a close contact of each other outside of the campus. *School groups include persons that share a common membership at school (e.g., classroom, school event, school extracurricular activity, academic class, sport teams, clubs, transportation). Epidemiological links require the infected persons to have been present at some point in the same setting during the same time period while infectious.
 - PPHD may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Classes and schools may typically reopen after 10 days and if the following have occurred:

- *Cleaning and disinfection:* The School must follow Public Health cleaning and disinfection guidance, which includes providing a thorough cleaning and disinfection of equipment, the educational/work environment, and frequently touched surfaces and objects following a possible COVID-19 exposure and increasing routine cleaning and disinfection with an approved cleaning agent, listed on the Environmental Protection Agency (EPA)-approved list “N”, per product instructions.
- Public health investigation
- Consultation with the PPHD

Please see more detailed [PUSD Exposure Management and Temporary Class or School Closure Plan \(4.15.21\)](#).

Section III: Templates & Resource Links

1. Communications

[PUSD Return to School Playbook](#)

Slide deck template for schools to request access, copy and tailor to communicate health and safety protocols and changes to school. Includes KLRN videos that can be accessed in Spanish and links to this Handbook in the notes section.

2. COVID-19 Prevention Plan Appendices (for reference only, will be tailored to PUSD)

[Appendix A: Identification of COVID-19 Hazards](#)

[Appendix B: COVID-19 Inspections](#)

3. Templates

- Visitor Sign-in Templates - please translate if needed and make sure to include date, time, name, location, email and phone number
 - [PDF Visitor Sign-in sheet to print](#)
 - [Google Sheet Visitor Sign in template](#)
 - [Google Doc Sign-in sheet](#)
- Template with links for schools to tailor for COVID-19, Mental Health and Community Resources
 - [School C-19 Contact Template](#)
- Health Programs - All District and School Site Compliance Team Members should contact their Compliance Lead or Health Program for training and access to most up to date templates.

4. COVID-19 Resources

- [CA Safe Schools for All](#)
- [Consolidated Framework](#) (January 14, 2021)
- [Cal/OSHA COVID-19 Guidance and Standards](#)
- [Blueprint for a Safer Economy](#)
- [City of Pasadena Public Health Department Covid-19 Info for Schools](#)

5. Employee-Related Forms and Information

[Human Resources for Non-Industrial Leaves & Workers Compensation](#)

Including information on paid leave entitlements under Families First Coronavirus Response Act (FFCRA)

Section IV. Individual School Planning

PUSD Principals have extensively reviewed Pasadena Public Health Department (PPHD) School Reopening Protocols, Exposure Management Plans, and formed School Covid-19 Compliance Teams who underwent John Hopkins Contact Tracing training.

Prior to offering specialized, in-person services or opening for grades PK-2, schools must be in compliance with the following public health COVID-19 protocols. The following documents are being compiled for each individual PUSD elementary schools:

School Site Reference Documents:

- District COVID Safety Plan
- (CDE) Checklist with attached District CSP
- Exposure Management Plan (PPHD)
- K-12 Re-Opening Protocol (PPHD)
- Certificate(s) of completion of Johns Hopkins Contact Tracing Course
- Current Solutions PPE Ordering-14 day supply
- COVID-19 Compliance Team Members

Instructional Services items:

- Notification Letter
- Current Solutions Ordering Catalog and Process
- Influenza vaccination plan-Vaccine Information
- Attestations of Collaboration-Letter from Superintendent (not applicable for Gov. Legislation)

The District Compliance Team reviews, submits to Pasadena Public Health, and notifies school contacts of changes needed and approval.

We appreciate your flexibility and patience.



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Pasadena Unified School District Unified School District

Jackson STEAM Multilingual Magnet Elementary

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 Jackson STEAM Multilingual Magnet Elementary 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 January 27, 2024 at Jackson STEAM Multilingual Magnet Elementary. Notice was provided by announcement at prior SSC meeting, phone call, email, posting on our school's informational bulletin board..

Jackson STEAM Multilingual Magnet Elementary's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan for Comprehensive School Safety has been properly implemented and approved.


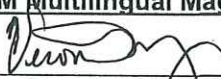

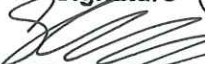
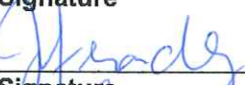

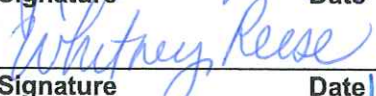


Amendments

Evacuation Plan in the Event of Emergencies or Disasters

School Site Council

Approved on February 15, 2024

Signatures of Jackson STEAM Multilingual Magnet Elementary's Site Council Members

	2/16/24		2/20/24
Signature	Date	Signature	Date
	2/20/24		2/20/24
Signature	Date	Signature	Date
	2/20/24		2-28-24
Signature	Date	Signature	Date
	2/20/24		
Signature	Date	Signature	Date
	2/27/24		
Signature	Date	Signature	Date
	2/27/24		
Signature	Date	Signature	Date