



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Sierra Madre Middle School

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COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Sierra Madre Middle School's Site Council

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Board of Education

Date – February 2024

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Mission Statement

School Site Mission Statement

Sierra Madre Middle School is committed to providing a program of excellence that promotes academic, physical, emotional and social growth for all of our students within a safe and secure environment. Our goal is that these endeavors will foster high academic achievement and creative thinking among our students and staff. We pledge ourselves, as a school and staff, to work together in harmony with parents and the community for the good of all students.

Vision Statement

Sierra Madre Middle School's Safe School Vision

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



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Introduction - School Profile

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

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

School Crime Status and Reporting

N/A

Personal Characteristics of Pupil & Staff

Sierra Madre Middle School has a supportive staff and students who are engaged in their learning.

Additional Data

Sierra Madre Middle School has expanded the comprehensiveness of our programs to include a Math Academy , Specialized Academic Instruction, and our Mandarin Dual Language Immersion Program.

Sierra Madre Middle School has an enrollment of 612 pupils in grades 6-8. Approximately 41 % 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 28, % Hispanic, 5.7, % Black, 35.9 % Caucasian and 29.1% AAPI, 2 or more races. 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 Crating Writing, Visual Arts, Performing Arts: Vocal, Drama & Instrumental, 3-D Printing, Mandarin I, Mandarin Arts & Culture, Mandarin Language Arts, Civics, Hawk News, History vs. Hollywood, Introduction to Drama.

Pupils have the opportunity to participate in noon and after-school activities. These include Entrepreneurs Club, Service Club, After School Sports, After School Intervention, Instrumental Music, Mandarin Enrichment, Marching Band, Student Council, Art Club, GSA Club, Robotics & LEARNS.

Staff provides opportunities and additional activities open to pupils in the areas of Math Field Day, History Day, Forum Festival, Gamble House & Pasadena Museum Docents, Science Olympiad, Art Reflections Contest, Spelling Bee, Huntington Gardens, 8th Grade Catalina Trip, African American History Bee, STEAM Night, Science Innovation, Career Day, Middle School Collaborative for Women's History Month, Mock Trial Club.



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Physical Environment

The Schools' Location and Physical Environment

Sierra Madre Middle School is located in the Sierra Madre, CA 91024 area of Los Angeles County that has a low crime rate and poverty level.

The immediate area round the school includes the community of Sierra Madre.

Present safety hazards include

High traffic concerns during Drop-Off & Pick-Up procedures, Gate Security,, Corners of the buildings, metal peeling up on door jams.

Description of School Ground

The following is a sample - please describe in your own words. The school site encompasses {rCA_SSP_SiteEncomp}. The buildings have numerous corridors and face the playground. The playground is grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds and a lined track. {rCA_SchoolName} 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 twenty permanent classrooms , and no re-locatable classrooms.

Other ancillary structures include

Administration, Amphitheatre, Community Room, Gymnasium, Library, 3 Science Labs, & 2 Visual Arts Labs.

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 Sierra Madre Middle School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2015, and renovated during the 2015-2016 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

Sierra Madre Middle School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and Disaster Preparedness, Response to Intervention, Lockdown Procedures.

Sierra Madre Middle School crime statistics reflect a total of zero 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

Strict adherence to the Pasadena Unified School District's Parent/Student Handbook, Close working relationship with Sierra Madre Police and Fire Departments.



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

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

Yes.

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 Sierra Madre Middle School shall wear appropriate identification badges while on campus conducting business.

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

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

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

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

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

If appropriate, additional internal security procedures affecting the integrity of the school facility include: Weekly meetings of the school's Security Team, Universal Screeners, Staff Professional Development, Comprehensive Coverage Schedule, Second Steps Advisory Curriculum, Trauma Informed Care, Monthly Safety Committee meetings

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

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



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School Climate

The School's Social Environment

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

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

Disaster Procedures, Routine and Emergency : ONLINE

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

Classroom Organization and Structure

Sierra Madre Middle School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

Differentiated Instruction, Integrated Technology, Power School Learning, Thinking Maps, Project Based Learning, Proactive Classroom Management Strategies, Kagan Strategies, and Writer's Workshop Model

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

The School's Cultural Environment

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

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

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

Cultural diversity is celebrated throughout the year by Advisory Lessons, District Competitions, and Special Celebrations honoring African American History, Hispanic Heritage & Chinese New Year.



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Action Plan

Physical Environment

Goal: In order to provide a Safe & Nurturing Environment (Core Value #3) we will focus our efforts on providing increased preparedness through collaboration with SMPD to create a comprehensive emergency response plan, as well as expanded communication during emergency situations.

I. Areas of Pride and Desired Improvements

- a. Pride
 - 1. Improved communication during emergencies via radio & text
 - 2. SMPD held an Active Shooter training at our site over the summer.
- b. Areas of Desired Improvement
 - 1. Collaboration with SMPD to create a comprehensive emergency response plan that includes all of the elements that they need to protect our school.
 - 2. Continued expansion of communication during emergency situations

II. Desired Change #1: Collaboration with SMPD to create a comprehensive emergency response plan that includes all of the elements that they need to protect our school.

- a. Related Strategies and Activities
 - 1. Professional development for teachers and staff, as well as training for students. Admin and teachers attending Active Shooter Training
 - 2. Regularly scheduled lockdown drills as part of our monthly emergency drills.
- b. Resources Required
 - 1. Checklist of information needed from SMPD
 - 2. Support from SMPD and local agencies for training and drills
- c. Personnel Assignments
 - 1. Administration to coordinate with SMPD and local agencies in developing plan
 - 2. Administration to work with Safety Committee in developing an active shooter training
- d. Timeframe for completion
 - 1. 2/24 - 10/24 Collaborate with SMPD and local agencies to enhance safety preparedness.
 - 2. 2/24-10/24 Schedule three lockdown drills to practice procedures.
- e. Budget
 - 1. N/A
 - 2.
- f. Evaluation criteria
 - 1. Comprehensive emergency response plan created in collaboration with SMPD
 - 2. Feedback from Lockdown Drill Debrief.

III. Desired Change #2: Continued expansion of communication during emergency situations

- a. Related Strategies and Activities
 - 1. Implement multiple means of communication during emergency situations.
 - 2. Purchase enough radios to establish a 1:1 teacher:radio ratio
- b. Resources Required



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1. Staff Contact Information, Text Messaging System (Group Text), Functioning Intercom, Blackboard Connect on Principal's Cell Phone
 2. Funding to purchase additional radio communication.
- c. Personnel Assignments
1. Administration to coordinate multiple means of communication.
 2. Administration to identify funds to purchase additional radios.
- d. Timeframe for completion
1. 2/24-8/24 Research and implement multiple means of communication
 2. 2/24-8/24 Inventory and purchase additional radios as needed.
- e. Budget
1. \$1,500 Annual Fund
 - 2.
- f. Evaluation criteria
1. Safety Committee Debriefings after emergency drill
 2. Full stock of radios for each teacher and staff member



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Action Plan

School Climate

Goal: In order to provide a Safe & Nurturing Environment (Core Value #3) we will focus our efforts on consistently implementing our PUSD's Multiple Tier System of Support, as well as developing a Peer Mediation Program at our site.

I. Areas of Pride and Desired Improvements

- a) Pride
 - 3. SMMS now has a fulltime Rtl Wellness Teacher on staff.
 - 4. Chronic Absenteeism has declined by 50%
- b) Areas of Desired Improvement
 - 5. Consistent implementation of PUSD's Multiple Tier System of Support (SEL, Rtl, Attendance)
 - 6. Develop a Peer Mediation Program at SMMS

II. Desired Change #1: Consistently implement PUSD's Multiple Tier System of Support (SEL, Rtl, Attendance)

- c) Related Strategies and Activities
 - 7. Develop an Rtl team to oversee our implementation of PUSD's Multiple Tier System of Support (SEL, Rtl, Attendance), and utilize Quarterly Road Maps to evaluate progress.
 - 8. PD for Teachers & Staff regarding the various elements of PUSD's Multiple Tier System of Support (SEL, Rtl, Attendance)
- d) Resources Required
 - 9. PUSD's MTSS Handbook
 - 10. PD Plan
- e) Personnel Assignments
 - 11. Administration to develop Rtl Team and monitor progress of implementation
 - 12. Leadership Team to design and facilitate PD opportunities for teachers
- f) Timeframe for completion
 - 13. 2/24-2/25 Refine, Implement, and monitor PUSD's Multiple Tier Systems of Support
 - 14. 2/24-2/25 Provide ongoing professional for teachers to support MTSS
- g) Budget
 - 15. N/A
 - 16.
- h) Evaluation criteria
 - 17. Teacher/Staff Survey
 - 18. # of referrals & suspension rate

III. Desired Change #2: Develop a Peer Mediation Program at SMMS

- i) Related Strategies and Activities
 - 19. Identify student mediators, and provide training for students and staff
 - 20. Develop protocols and procedures for how the program will logistically function on a daily basis.
- j) Resources Required
 - 21. Space for mediation
 - 22.



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- k) Personnel Assignments
 - 23. Administration to coordinate with Rtl team in identifying student mediators.
 - 24. Administration to coordinate with Rtl team in developing logistics and training opportunities.

- l) Timeframe for completion
 - 25. 2/24 Identify Student Mediators and provide training
 - 26. 2/24-5/24 Develop protocols and procedures for how the program will logistically function on a daily basis.

- m) Budget
 - 27.
 - 28.

- n) Evaluation criteria
 - 29. # of Referrals for Mediation
 - 30. California Healthy Kids Survey



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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. Sierra Madre Middle School promotes educationally and psychologically healthy environments for all children and youth. Sierra Madre Middle School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Sierra Madre Middle School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

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

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

Preventing and Intervening: Pupil Aggressive Behavior

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

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

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

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

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

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



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

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

Student Recognition Programs. Sierra Madre Middle School offers several recognition and award programs such as Spotlight Awards, Honor Roll, School Spirit Days, Very Improved Performers, Rotary Teen Leadership Camp, Rotary 8th Grade Promotion Awards, Sunday Call & Email, Facebook, Hawk News.

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.

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

Behavior Assemblies, Response to Intervention, Great Kindness Challenge, Second Steps Advisory Curriculum, Gaggle (online security)



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Hotline : At Sierra Madre Middle School, signs and other information pertaining to the "District's Nixle Tipping Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

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

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

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

California Safe Schools Assessment

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

Teacher Notice of Disciplinary History

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

Gang Affiliation

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

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Sierra Madre Middle School uses its links with the City of Sierra Madre 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, Sierra Madre Middle School has access to the district's continuation high school,)** an Independent Study Program, a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sample County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

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

Truancy Learning Center/District Attorney Referral



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

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

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

Parent/Guardian Involvement

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

Sierra Madre Middle School:

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

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

Parent Training: Promoting the Use of Community Resources

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

Problem Solving Teams

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

Community Linkages

When working with parents and students with specific issues, the staff at Sierra Madre Middle School will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of Sierra Madre website cityofsierramadre.com, The staff of Sierra Madre Middle School shall work closely with recognized local city, county and state agencies.



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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.

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

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

Campus Disturbances and Crimes

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

Visitors and Disruptions to Educational Process

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

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

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

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

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

School Safety Strategy #6: At Sierra Madre Middle School, effective procedures will followed to maintain a safe physical plant and school site.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools



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can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Sierra Madre Middle School has a student support team that includes a Security Guard, a Behavior Guidance Aide, a Campus Aide, and a School Counselor.

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

Please select only those areas that apply to your school

Sierra Madre Middle School:

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 Sierra Madre Middle School's Site Council).
February 5, 2020

Supporting statement:



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

School Safety Compliance

Child Abuse Reporting And Procedures

Pasadena 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



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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

Policy Adopted: City: , California

Revised:



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspected Child Abuse Reporting Procedures

I. Initiating the Report

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

Police Department: SMPD
Phone: (626) 355-1414
- 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: Sierra Madre Police Department
Address: Sierra Madre, 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

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))



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Maintenance and Monitoring of Outcome Data

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

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

EDUCATION CODE 212.5 - Sexual harassment 233 - Hate violence 1981-1981.5 - Enrollment of students in community school 8239.1 - Prohibition against expulsion of preschool student 17292.5 - Program for expelled students 32261 - Interagency School Safety Demonstration Act of 1985 35145 - Open board meetings 35146 - Closed sessions (regarding suspensions) 35291 - Rules (for government and discipline of schools) 35291.5 - Rules and procedures on school discipline 48645.5 - Readmission; contact with juvenile justice system 48660-48666 - Community day schools 48853.5 - Foster youth 48900-48927 - Suspension and expulsion 48950 - Speech and other communication 48980 - Parental notifications 49073-49079 - Privacy of student records 52052 - Numerically significant student subgroups Students BP 5144.1 SUSPENSION AND EXPULSION/DUE PROCESS Highlighted language is PUSD Exclusive Page 6 of 7 52060-52077 - Local control and accountability plan 64000-64001 - Consolidated application CIVIL CODE 47 - Privileged communication 48.8 - Defamation liability CODE OF CIVIL PROCEDURE 1985-1997 - Subpoenas; means of production GOVERNMENT CODE 11455.20 - Contempt 54950-54963 - Ralph M. Brown Act HEALTH AND SAFETY CODE 11014.5 - Drug paraphernalia 11053-11058 - Standards and schedules LABOR CODE 230.7 - Employee time off to appear in school on behalf of a child PENAL CODE 31 - Principal of a crime, defined 240 - Assault defined 241.2 - Assault fines 242 - Battery defined 243.2 - Battery on school property 243.4 - Sexual battery 245 - Assault with deadly weapon 245.6 - Hazing 261 - Rape defined 266c - Unlawful sexual intercourse 286 - Sodomy defined 288 - Lewd or lascivious acts with child under age 14 288a - Oral copulation 289 - Penetration of genital or anal openings 417.27 - Laser pointers 422.55 - Hate crime defined 422.6 - Interference with exercise of civil rights 422.7 - Aggravating factors for punishment 422.75 - Enhanced penalties for hate crimes 626.2 - Entry upon campus after written notice of suspension or dismissal without permission 626.9 - Gun-Free School Zone Act of 1995 626.10 - Dirks, daggers, knives, razors, or stun guns 868.5 - Supporting person; attendance during testimony of witness WELFARE AND INSTITUTIONS CODE 729.6 - Counseling UNITED STATES CODE, TITLE 18 921 - Definitions, firearm



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspension And Expulsion/Due Process

Pasadena Unified School District

Administrative Regulation

Number: BP 5144.1

Adopted: 11/20/21

Students

Definitions

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

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

Notice Of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds For Suspension And Expulsion

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

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in selfdefense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b) (cf. 5131 - Conduct) (cf. 5131.7 - Weapons and Dangerous Instruments)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c)) (cf. 3513.4 - Drug and Alcohol Free Schools)



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(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
(cf. 5131.62 - Tobacco)
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)) Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r)) Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

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

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

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

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



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

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

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

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

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

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Specialized Grounds for Suspensions TK-5th Grade:

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

Additional Grounds for Suspension and Expulsion: Grades 6-12

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

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

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

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



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Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

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

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

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

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

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

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



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

Length of Suspension

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

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

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

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911) This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914) If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)
5. When students are placed on suspension of any kind, they will be given access to classwork via the Learning Management System (Canvas), packet or teacher designed work. This will allow students to maintain access to their academics during this time away from class. A Short-Term Independent Study may be of best use during this



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time.

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
 - c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1) (cf. 6173.1 - Education for Foster Youth)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students.

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

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

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

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

(Education Code 48912) The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester.

The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

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



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35146, 48912)

On-Campus Suspension

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

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

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

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

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

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

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a)) The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

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

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))



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

Stipulated Expulsion

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

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

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5) Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

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

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c). (cf. 5119 - Students Expelled from Other Districts)
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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



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

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

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

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

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

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

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

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 6-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f)) In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.



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5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may: (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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



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

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

Final Action by the Board

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

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

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 6-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)



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Decision to Suspend Expulsion Order

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
4. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
5. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 6-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
6. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
7. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
8. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
9. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

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

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

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

Placement During Expulsion

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

1. Appropriately prepared to accommodate students who exhibit discipline problems



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2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension (cf. 6158 - Independent Study)

(cf. 6185 - Community Day School) When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 6-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915) The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion Prior to the date set by the Board for the student's readmission:

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

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

Maintenance of Records

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

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1) (cf. 5119 - Students Expelled from Other Districts) (cf. 5125 - Student Records)



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Procedures For Notifying Teachers About Dangerous Pupils

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

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

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

District Policy
Adopted
Pasadena Unified School District



PASADENA UNIFIED SCHOOL DISTRICT

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Sexual Harassment Policy

Pasadena 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
Approved: November 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:

Address:

, CA

Phone:



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Retaliation Prohibited

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

Regulation Pasadena Unified School District

Approved: City: , California



PASADENA UNIFIED SCHOOL DISTRICT

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School Dress Code

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

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

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

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

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

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

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

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

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

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

Uniforms

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



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

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

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

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

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

Disciplinary Measures

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



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Blood Borne Pathogen Incident Reporting Form And Exposure Control Plan

Pasadena Unified School District 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:



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

3. Hygienic Safety Practices

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

4. Universal Precautions

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

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

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

5. Identification of Risks of Occupational Exposure

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



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Procedures To Ensure A Safe And Orderly Environment

Rules And Procedures On School Discipline

Philosophy Of Discipline

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

Elements Of A Good Discipline Program

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

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

As Principal of our school, I will expect;

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

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

You can expect

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



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I will expect

That when you refer a student for discipline:

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

You can expect

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

I will expect

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

You can expect

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

[Enter Principals Name] Principal

What To Do When Problems Appear

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

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



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School Site Policies

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



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



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Pasadena Unified School District

Reference Guide - Emergency Supplies
2022-23 School Year



Title: School Site Emergency Supplies & Emergency Bin

Date: January 3, 2022

Issuer: Risk Management

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

INSTRUCTIONS:

I. Background

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

II. Site Administrator Responsibilities

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

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

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

III. Site Certification



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

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

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

IV. Water

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

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

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

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

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

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

V. Food

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

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

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

VI. First Aid Supplies



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

The following items should be included in the kit:

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

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

VII. Search and Rescue Team Supplies

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



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

VIII. Bathroom/Washroom Supplies

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

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

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

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



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IX. General Emergency Bin Supplies

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

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

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

X. Classroom Emergency Supplies

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

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

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

XI. School Emergency Documents



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

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

XII. District Contacts & Additional Information

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

During the annual audit, confirm the following:

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

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

Address:

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

Contact:

Eric Sahakian 626-396-3600



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Pasadena Unified School District

Sierra Madre Middle School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2023-24 Update

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

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 7, 2024 at 6:00pm. Notice was provided by Principal.

Sierra Madre Middle School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and monitored

Amendments

In order to provide a Safe & Nurturing Environment (Core Value #3) we will focus our efforts on consistently implementing our PUSD's Multiple Tier System of Support, as well as developing a Peer Mediation Program at our site.

School Site Council

Mike Crowley, Gina Davis, Julie Flad, Charles Frey, Daniel Martinez, Maria Medina, Garrett Newsom, Calvin Ramirez, Brooklyn Sample, Teresa Tubera,

Signatures of Sierra Madre Middle School's Site Council Members

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

School Site Emergency Planning Matrix

Name of Principal:

Name of School: Sierra Madre Middle School

Name of School District: Pasadena

Comprehensive School Safety Plan
ED 32280

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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



PASADENA UNIFIED SCHOOL DISTRICT
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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
		<ul style="list-style-type: none"> • Law Enforcement Review 		X	
12	Compliance	<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.





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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)

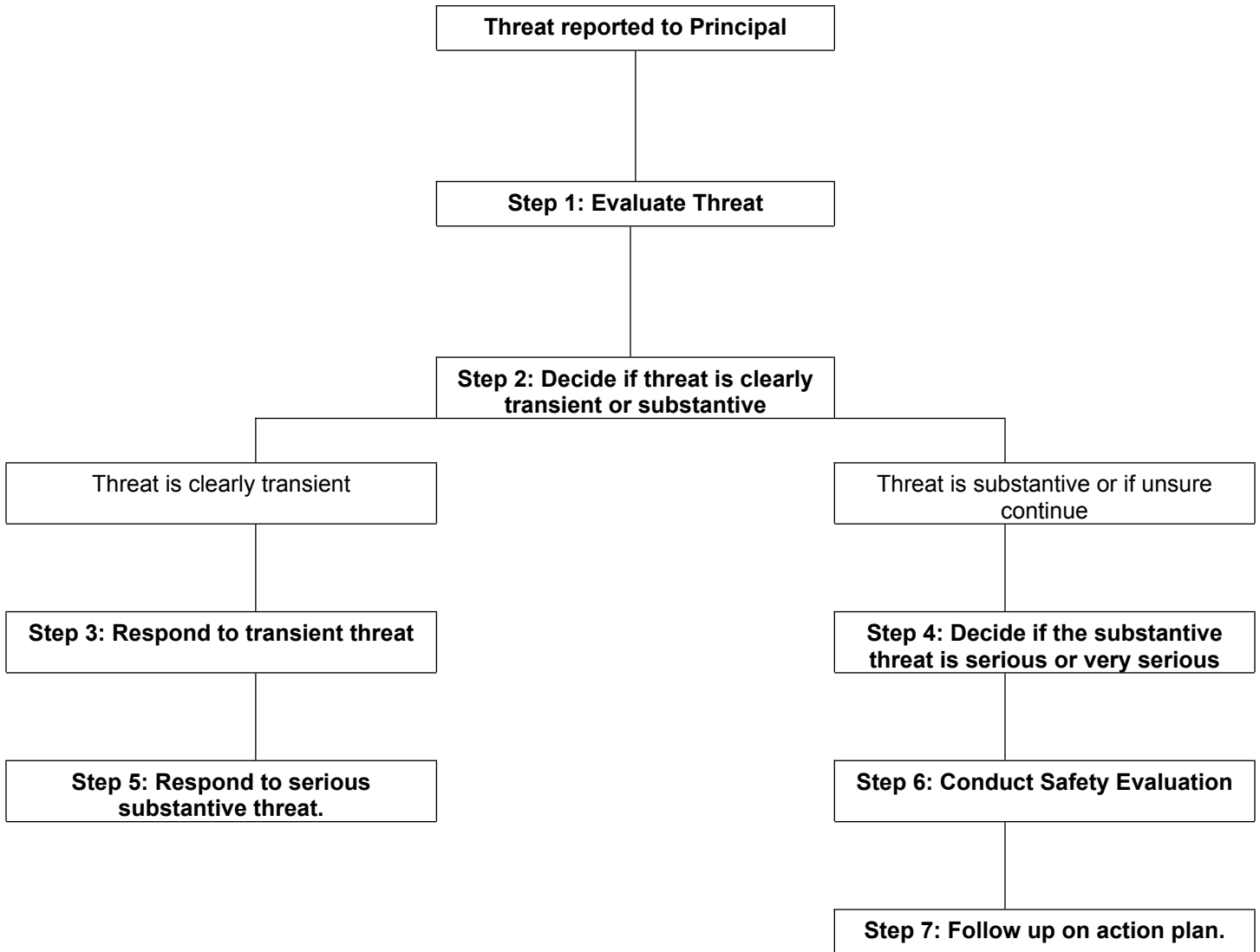
Bullying

Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



PASADENA UNIFIED SCHOOL DISTRICT
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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, co-morbidity)?
- Is there a history of recent losses, trauma, or victimization?

Questions, Indicators, Levels of Risk and Interventions

Low Risk (Ideation)

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

Moderate Risk (Current ideation and previous behaviors)

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

High Risk (Current plan and access to method)

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



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Actions

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

General Interventions for Crisis Teams

Crisis Preparedness

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

Procedures for School Mental Health Personnel

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

Signs of Self Injury (SI)

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

Suggestions for School Personnel: Do

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



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Suggestions for School Personnel: Don't

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

Suggestions for School Personnel to Limit Contagion

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

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

PET Team: 800-854-7771

Psychiatric Mobile Response Team: 626-258-2004

Adapted from:

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

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

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

*Intervening with Suicidal Youth content:
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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



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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.



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

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

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

--	--



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> <i>Did you _____ as a way to end your life?</i> <i>Did you want to die (even a little) when you _____?</i> <i>Were you trying to end your life when you _____?</i> <i>Or Did you think it was possible you could have died from _____?</i></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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

	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 of 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.

Pasadena Unified School District

Sierra Madre Middle School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2023-24 Update

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

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 7, 2024 at 6:00pm. Notice was provided by Principal.

Sierra Madre Middle School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and monitored

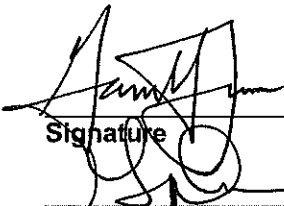


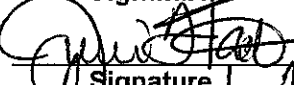
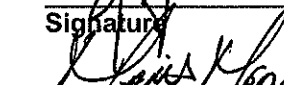

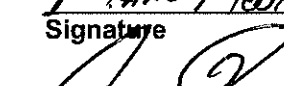
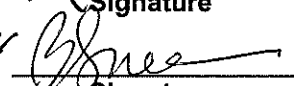
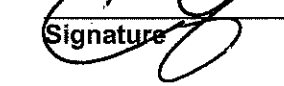
Amendments

In order to provide a Safe & Nurturing Environment (Core Value #3) we will focus our efforts on consistently implementing our PUSD's Multiple Tier System of Support, as well as developing a Peer Mediation Program at our site.

School Site Council

Mike Crowley, Gina Davis, Julie Flad, Charles Frey, Daniel Martinez, Maria Medina, Garrett Newsom, Calvin Ramirez, Brooklyn Sample, Teresa Tubera,

Signatures of Sierra Madre Middle School's Site Council Members

	2/15/24		2/16/24
Signature	Date	Signature	Date
	2/15/24		2/16/24
Signature	Date	Signature	Date
	2/15/24		2/17/24
Signature	Date	Signature	Date
	2/15/24		2-28-24
Signature	Date	Signature	Date
	2/15/24		
Signature	Date	Signature	Date

Sierra Madre Middle School School Site Council (SSC)



February 7, 2024
6:00 p.m.

I. Welcome

- Approval of Minutes 1/10/24

II. Principals' Report

III. New Business

- Budget Updates & Expenditures
- Data Analysis: iReady Diagnostic II
- SPSA Goals: Closing the Gap
- School Safety Plan

IV. Reports

- Annual Fund:
- District Advisory Council:
- Gifted and Talented Education:
- Mandarin Dual Language Immersion Program:
- Parent, Teacher & Student Association:
- Special Education:

V. Announcements

- Next SSC Meeting: March 1
- Future Events:
 - Lincoln's Holiday: February 13
 - Spotlight Assemblies: February 17
 - Presidents' Holiday: February 20
 - PTSA Executive Board Meeting: February 21
 - Pajama Day: February 24

VI. Open Discussion

Sierra Madre Middle School
School Site Council (SSC)



February 7, 2024
6:00 p.m.

A Meeting Of The SSC (The "Council") Of Sierra Madre Middle School (SMMS) Was Held Via Webex on behalf of SMMS, Located At 160 N. Cañon Ave. Sierra Madre, Ca 91024, At 6:03 P.M. On February 7, 2024 For The Purpose Of Reviewing The Affairs Of And To Transact Such Other Business That May Come Before The Council. Mr. Newsom Called The Meeting Order and Noted The Presence of A Quorum of Members Of The Council In Attendance: Mike Crowley, Gina Davis, Julie Flad, Charlie Frey, Daniel Martinez, Garrett Newsom, Brooklyn Sample and Teresa Tubera. Others in attendance: Rick Kidd

I. Welcome

- Unanimous Approval of Minutes: January 11, 2024
 - i. Motion to approve: Brooklyn Sample
 - ii. 2nd: Charlie Frey

II. Principals' Report

No major issues with rain on campus.

III. New Business

- Mr. Newsom presents Budget Updates & Expenditures
 - Estimated \$44,000 ending balance.
 - \$75,000 Annual Fund Fall fundraiser (estimated total \$119,000).
 - Expenditures by Budget Priorities reviewed
- Data Analysis: iReady Diagnostic II (Trend a lot of growth or not at all)
 - Math: 85% growth for ½ year (expectation is at least 50%)
 - Teachers planning time together. TNTP process, feedback & observation. Students engaging with each other. Listen to them and address where they need clarification.
 - Reading: 14% growth as school.
 - Good planning day with ELA and reading teachers. Same group that worked with math will be working with ELA teachers.
- SPSA Goals: Mr. Newsom presented a detailed overview of Closing the Gap
 - Instructional strategies
 - Prof development
 - Intervention
- Mr. Newsom presented a detailed overview of the School Safety Plan
 - Physical environment
 - School Climate
 - Chronic absenteeism decreased by 50%!
 - Developing a peer mediation program
- Unanimous Approval of Motion to approve safety plan as presented by Mr. Newsom and emailed as an attachment.
 - i. Motion to approve: Teresa Tubera
 - ii. 2nd: Brooklyn Sample

IV. Reports

- Annual Fund: Potential Spring Gala-community event
- Mandarin Dual Language Immersion Program: Chinese Year Event. Year of the Dragon
- Parent, Teacher & Student Association: Family restaurant night

V. Announcements

- Next SSC Meeting: March 6
- Future Events:
 - Lincoln's Holiday: February 12
 - Spotlight Assemblies: February 17
 - Presidents' Holiday: February 19
 - PTSA Executive Board Meeting: February 21
 - Pajama Day: February 24

VI. Open Discussion

There Being No Further Business The Meeting Was Adjourned At 7:06
P.M. Submitted by: Julie Flad, Secretary

DAILY/MONTHLY Epi/AED/NARCAN INSPECTION LOG

MONTHLY CHECK - Epi		(Y)
Date	2/7/2024	
Epi kit stored in a manner consistent with manufacturer guidelines.		✓
Epi kit protected from direct sunlight and stored in an area between 59 – 86 degrees Fahrenheit.		✓
Epi kits kept in a secure area that is accessible to trained staff.		✓
Epi within the manufactures expiration date	6/2025	
Initials	SSJ	

MONTHLY CHECK - AED		(Y)
Date	2/8/2024	
AED Secured in Case		✓
Battery Status and within the manufactures expiration date		✓
Electrodes in place and within the manufactures expiration date		✓
AED Operation Verified *(see below for list)		
Initials	SS	

***Operation Checklist:**

1. Verify battery is not expired (expires 4 years from date).
2. Open the AED lid.
3. Wait for the AED to indicate status: Observe the change of the STATUS INDICATOR to RED. After approximately five seconds, verify that the STATUS INDICATOR returns to GREEN.
4. Check the expiration date on the electrodes. (Replace if expired) 2025
5. Listen for the voice prompts.
6. Close the lid and observe the change of the STATUS INDICATOR to RED. After approximately five seconds, verify that the STATUS INDICATOR returns to GREEN. If the STATUS INDICATOR does not return to GREEN, Contact CHSA or designee.

MONTHLY CHECK - NARCAN		(Y)
Date	2/7/2024	
Naloxone kits stored in a manner consistent with manufacturer guidelines.		✓
Naloxone kits protected from direct sunlight and stored in an area between 59 – 86 degrees Fahrenheit.		✓
Naloxone kits kept in a secure area that is accessible to trained staff.		✓
Naloxone within the manufactures expiration date	5/2024, 6/2024, 2/2026	
Initials	SS	

***Operation Checklist:**

1. Naloxone kits stored in a manner consistent with manufacturer guidelines.
2. Naloxone kits will be protected from direct sunlight and be stored in an area between 59 – 86 degrees Fahrenheit.
3. Naloxone kits will be kept in a secure area that is accessible to trained staff.
4. Damaged or expired kits reported to the Correctional Health Services Administrator (CHSA) or designee.

Staff Name	Initial	Staff Name	Initial
Laura Young	LY	SSJ	SS

Staff Name	Initial	Staff Name	Initial



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Sierra Madre Middle School

Address: 160 N. Canon Ave.

Phone: (626) 396-5910

Website: smms.pusd.us

COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Sierra Madre Middle School's Site Council

School Site Council Members:

Mike Crowley

Gina Davis

Julie Flad

Amanda Leja

Kim Lee

Daniel Martinez

Maria Medina

Irada Melkumyan

Angelica Nessman

Garrett Newsom



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Board of Education

Date – February 2022

Board of Education

President	Michelle Richardson Bailey
Vice President	Kimberly Kenne
Clerk	Jennifer Hall Lee
Member	Patrick Cahalan
Member	Tina Fredericks
Member	Patrice McKenzie
Member	Yarma Velazquez

Administration

Brian McDonald
Superintendent
Dr. Elizabeth Blanco
Deputy Superintendent
Tendaji Jamal
Chief Of Technology
Dr. Leslie Barnes
Chief Of Finance
Chief Of Human Resources
Dr. Jovan Jacobs
Associate Superintendent, Specialized Student Support/SELPA



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Mission Statement

School Site Mission Statement

Sierra Madre Middle School is committed to providing a program of excellence that promotes academic, physical, emotional and social growth for all of our students within a safe and secure environment. Our goal is that these endeavors will foster high academic achievement and creative thinking among our students and staff. We pledge ourselves, as a school and staff, to work together in harmony with parents and the community for the good of all students.

Vision Statement

Sierra Madre Middle School's Safe School Vision

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Introduction - School Profile

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

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

School Crime Status and Reporting

N/A

Personal Characteristics of Pupil & Staff

Sierra Madre Middle School has a supportive staff and students who are engaged in their learning.

Additional Data

Sierra Madre Middle School has expanded the comprehensiveness of our programs to include a Math Academy , Specialized Academic Instruction, and our Mandarin Dual Language Immersion Program.

Sierra Madre Middle School has an enrollment of 585 pupils in grades 6-8. Approximately 41 % 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 26.8, % Hispanic, 6.7, % Black, 36.4 % Caucasian and 30.1% AAPI, 2 or more races. 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 Crating Writing, Visual Arts, Performing Arts: Vocal, Drama & Instrumental, 3-D Printing, Mandarin I, Mandarin Arts & Culture, Mandarin Language Arts, Civics, Hawk News, History vs. Hollywood, Introduction to Drama.

Pupils have the opportunity to participate in noon and after-school activities. These include Entrepreneurs Club, Service Club, After School Sports, After School Intervention, Instrumental Music, Mandarin Enrichment, Marching Band, Student Council, Art Club, LGBTQ Club, Robotics & LEARNS.

Staff provides opportunities and additional activities open to pupils in the areas of Math Field Day, History Day, Forum Festival, Gamble House & Pasadena Museum Docents, Science Olympiad, Art Reflections Contest, Spelling Bee, Huntington Gardens, 8th Grade Catalina Trip, African American History Bee, STEAM Night, Science Innovation, Career Day, Middle School Collaborative for Women's History Month, Mock Trial Club.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Physical Environment

The Schools' Location and Physical Environment

Sierra Madre Middle School is located in the Sierra Madre, CA 91024 area of Los Angeles County that has a low crime rate and poverty level.

The immediate area round the school includes the community of Sierra Madre.

Present safety hazards include

High traffic concerns during Drop-Off & Pick-Up procedures, Gate Security,, Corners of the buildings, metal peeling up on door jams.

Description of School Ground

The following is a sample - please describe in your own words. The school site encompasses {rCA_SSP_SiteEncomp}. The buildings have numerous corridors and face the playground. The playground is grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds and a lined track. {rCA_SchoolName} 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 twenty permanent classrooms , and no re-locatable classrooms.

Other ancillary structures include

Administration, Amphitheatre, Community Room, Gymnasium, Library, 3 Science Labs, & 2 Visual Arts Labs.

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 Sierra Madre Middle School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2015, and renovated during the 2015-2016 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

Sierra Madre Middle School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and Disaster Preparedness, Response to Intervention, Lockdown Procedures.

Sierra Madre Middle School crime statistics reflect a total of zero 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

Strict adherence to the Pasadena Unified School District's Parent/Student Handbook, Close working relationship with Sierra Madre Police and Fire Departments.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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

Yes.

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 Sierra Madre Middle School shall wear appropriate identification badges while on campus conducting business.

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

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

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

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

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

If appropriate, additional internal security procedures affecting the integrity of the school facility include: Weekly meetings of the school's Security Team, Universal Screeners, Staff Professional Development, Comprehensive Coverage Schedule, Second Steps Advisory Curriculum, Trauma Informed Care, Monthly Safety Committee meetings

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

School Climate

The School's Social Environment

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

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

Disaster Procedures, Routine and Emergency : ONLINE

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

Classroom Organization and Structure

Sierra Madre Middle School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

Differentiated Instruction, Integrated Technology, Power School Learning, Thinking Maps, Project Based Learning, Proactive Classroom Management Strategies, Kagan Strategies, and Writer's Workshop Model

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

The School's Cultural Environment

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

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

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

Cultural diversity is celebrated throughout the year by Advisory Lessons, District Competitions, and Special Celebrations honoring African American History, Hispanic Heritage & Chinese New Year.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Action Plan

Physical Environment

Goal: In order to provide a Safe & Nurturing Environment (Core Value #3) we will focus our efforts on providing increased preparedness through collaboration with SMPD to create a comprehensive emergency response plan, as well as expanded communication during emergency situations.

I. Areas of Pride and Desired Improvements

- a. Pride
 - 1. Increased number of radios on campus to improve communication during emergencies.
 - 2. Monthly drills to increase the efficiency of our evacuation and student accountability.
- b. Areas of Desired Improvement
 - 1. Collaboration with SMPD to create a comprehensive emergency response plan that includes all of the elements that they need to protect our school.
 - 2. Continued expansion of communication during emergency situations

II. Desired Change #1: Collaboration with SMPD to create a comprehensive emergency response plan that includes all of the elements that they need to protect our school.

- a. Related Strategies and Activities
 - 1. Professional development for teachers and staff, as well as training for students. Admin and teachers attending Active Shooter Training
 - 2. Active Shooter Drill to practice various scenarios for Run, Hide, Fight
- b. Resources Required
 - 1. Checklist of information needed from SMPD
 - 2. Support from SMPD and local agencies for training and drills
- c. Personnel Assignments
 - 1. Administration to coordinate with SMPD and local agencies in developing plan
 - 2. Administration to work with Safety Committee in developing an active shooter training
- d. Timeframe for completion
 - 1. 2/23 - 10/23 Collaborate with SMPD and local agencies to enhance safety preparedness.
 - 2. 4/23 Active Shooter Drill
- e. Budget
 - 1. N/A
 - 2.
- f. Evaluation criteria
 - 1. Comprehensive emergency response plan created in collaboration with SMPD
 - 2. Active Shooter Drill Feedback

III. Desired Change #2: Continued expansion of communication during emergency situations

- a. Related Strategies and Activities
 - 1. Implement multiple means of communication during emergency situations.
 - 2. Purchase enough radios to establish a 1:1 teacher:radio ratio
- b. Resources Required



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1. Staff Contact Information, Text Messaging System, Access to Intercom in every classroom, Functioning Intercom
 2. Funding to purchase additional radio communication.
- c. Personnel Assignments
1. Administration to coordinate multiple means of communication.
 2. Administration to identify funds to purchase additional radios.
- d. Timeframe for completion
1. 2/23- 8/23 Research and implement multiple means of communication
 2. 2/23-3/23 Inventory and purchase additional radios as needed.
- e. Budget
1. \$1,500 Annual Fund
 - 2.
- f. Evaluation criteria
1. Safety Committee Debriefings after emergency drill
 2. Full stock of radios for each teacher and staff member



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Action Plan School Climate

Goal: In order to provide a Safe & Nurturing Environment (Core Value #3) we will focus our efforts on increasing the consistency of our school wide Behavior Management Plan, as well as restructuring our Guidance Room to create a space designated for trauma informed care practices and student redirection.

I. Areas of Pride and Desired Improvements

- a) Pride
 - 3. Students and families have been provided a number of supports through our school's EIR Grant (Intervention Teacher, SEL Coach, Parent Workshops, Day One etc.)
 - 4. Students accomplishments are recognized through Spotlight Assemblies, Honor Roll, Very Improved Performers, Hawks News, Facebook & SMMS Students
- b) Areas of Desired Improvement
 - 5. Increased consistency of our school wide Behavior Management Plan
 - 6. Restructured Guidance Room to create a space designated for Trauma Informed Care practices and student redirection.

II. Desired Change #1: Increased consistency of our school wide Behavior Management Plan

- c) Related Strategies and Activities
 - 7. Consistent Behavior Management Protocols to include appropriate consequences, remediations and accommodations
 - 8. PD for Teachers & Staff regarding Rtl, Proactive Classroom Management, Trauma Informed Care Instruction, Yoga & Mindfulness, Restorative Justice
- d) Resources Required
 - 9. PUSD Student Handbook
 - 10. PD Plan
- e) Personnel Assignments
 - 11. Administration to create and implement protocols for School Wide Behavior Management Plan
 - 12. Leadership Team to design and facilitate PD opportunities for teachers
- f) Timeframe for completion
 - 13. 2/23-2/24 Refine, Implement, and monitor and the School Wide Behavior Management Plan
 - 14. 2/23-2/24 Provide ongoing professional for teachers to support the Behavior Management Plan
- g) Budget
 - 15. N/A
 - 16.
- h) Evaluation criteria
 - 17. Teacher/Staff Survey
 - 18. # of referrals & suspension rate

III. Desired Change #2: Restructured Guidance Room to create a space designated for Trauma Informed Care practices and student redirection.

- i) Related Strategies and Activities
 - 19. Collaboration with Student Support Staff to review suggested designs and create a plan for our space.
 - 20. PD for teachers and staff on how the new Guidance Room space will be utilized.



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- j) Resources Required
 - 21. Furniture
 - 22. Additional office space

- k) Personnel Assignments
 - 23. Administration to coordinate with Student Support Team in creating a design
 - 24. Administration to provide orientation for teachers as to location and purpose of the TIC room.

- l) Timeframe for completion
 - 25. 2/23-2/24 Refine, implement, and monitor the structure and use of the TIC room
 - 26. 8/23 Tour the TIC room with teachers and staff as part of orientation.

- m) Budget
 - 27. \$1,000
 - 28.

- n) Evaluation criteria
 - 29. # of Student Referrals and suspension rate
 - 30. California Healthy Kids Survey



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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. Sierra Madre Middle School promotes educationally and psychologically healthy environments for all children and youth. Sierra Madre Middle School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Sierra Madre Middle School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

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

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

Preventing and Intervening: Pupil Aggressive Behavior

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

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

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

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

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

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



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

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. Octavia E. Butler 6-8

Foothill Family

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 Accelerated and Octavia E. Butler

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
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

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. Sierra Madre Middle School offers several recognition and award programs such as Spotlight Awards, Honor Roll, School Spirit Days, Very Improved Performers, Rotary Teen Leadership Camp, Rotary 8th Grade Promotion Awards, Sunday Call & Email, Facebook, Hawk News.



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

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.

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

Behavior Assemblies, Response to Intervention, Great Kindness Challenge, Second Steps Advisory Curriculum, Gaggle (online security)

Hotline : At Sierra Madre Middle School, signs and other information pertaining to the "District's Nixle Tipping Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

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

Crisis Intervention and Disaster Planning The staff of Sierra Madre Middle School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb



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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.

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

California Safe Schools Assessment

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

Teacher Notice of Disciplinary History

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

Gang Affiliation

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

Gangs and Graffiti

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Sierra Madre Middle School uses its links with the City of Sierra Madre 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, Sierra Madre Middle School has access to the district's continuation high school,)** an Independent Study Program, a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sample County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

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

Truancy Learning Center/District Attorney Referral

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

Megan's Law Notification The staff of Sierra Madre Middle School shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious



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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.

Sierra Madre Middle School:

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

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

Parent Training: Promoting the Use of Community Resources

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

Problem Solving Teams

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

Community Linkages

When working with parents and students with specific issues, the staff at Sierra Madre Middle School will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of Sierra Madre website cityofsierramadre.com, The staff of Sierra Madre Middle School shall work closely with recognized local city, county and state agencies.

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

Campus Supervisor and Administrative Positions

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



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

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

Campus Disturbances and Crimes

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

Visitors and Disruptions to Educational Process

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

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

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

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

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

School Safety Strategy #6: At Sierra Madre Middle School, effective procedures will followed to maintain a safe physical plant and school site.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Sierra Madre Middle School has a student support team that includes a Security Guard, a Behavior Guidance Aide, a Campus Aide, and a School Counselor.

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



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Please select only those areas that apply to your school

Sierra Madre Middle School:

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 Sierra Madre Middle School's Site Council).

February 5, 2020

Supporting statement:



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School Safety Compliance

Child Abuse Reporting And Procedures

Pasadena 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



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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

Policy Adopted: City: , California

Revised:



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspected Child Abuse Reporting Procedures

I. Initiating the Report

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

Police Department: SMPD
Phone: (626) 355-1414
- 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: May 12, 2022

Police Department: Sierra Madre Police Department

Address: Sierra Madre, 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

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



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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))



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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

Administrative Regulation

Number: BP 5144.1

Adopted: 11/20/21

Students

Definitions

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

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

Notice Of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds For Suspension And Expulsion

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

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in selfdefense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b) (cf. 5131 - Conduct) (cf. 5131.7 - Weapons and Dangerous Instruments)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c)) (cf. 3513.4 - Drug and Alcohol Free Schools)



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(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
(cf. 5131.62 - Tobacco)
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)) Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r)) Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

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

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

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

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



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

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

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

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

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

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Specialized Grounds for Suspensions TK-5th Grade:

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

Additional Grounds for Suspension and Expulsion: Grades 6-12

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

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

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

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



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Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

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

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

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

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

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

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



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

Length of Suspension

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

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

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

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911) This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice may state the date and time when the student may return to school.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914) If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)
5. When students are placed on suspension of any kind, they will be given access to classwork via the Learning Management System (Canvas), packet or teacher designed work. This will allow students to maintain access to their academics during this time away from class. A Short-Term Independent Study may be of best use during this



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time.

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
 - c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1) (cf. 6173.1 - Education for Foster Youth)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students.

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

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

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

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

(Education Code 48912) The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester.

The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

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



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35146, 48912)

On-Campus Suspension

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

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

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

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

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

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

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a)) The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

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

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))



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

Stipulated Expulsion

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

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

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5) Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

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

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c). (cf. 5119 - Students Expelled from Other Districts)
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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



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

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

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

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

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

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

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

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 6-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f)) In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.



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5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may: (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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



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

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

Final Action by the Board

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

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

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

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

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

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 6-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)



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Decision to Suspend Expulsion Order

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
4. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
5. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 6-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
6. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
7. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
8. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
9. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

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

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

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

Placement During Expulsion

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

1. Appropriately prepared to accommodate students who exhibit discipline problems



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2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension (cf. 6158 - Independent Study)

(cf. 6185 - Community Day School) When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 6-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915) The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion Prior to the date set by the Board for the student's readmission:

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

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

Maintenance of Records

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

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1) (cf. 5119 - Students Expelled from Other Districts) (cf. 5125 - Student Records)



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Procedures For Notifying Teachers About Dangerous Pupils

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

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

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

District Policy
Adopted
Pasadena Unified School District



PASADENA UNIFIED SCHOOL DISTRICT

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Sexual Harassment Policy

Pasadena 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
Approved: November 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:

Address:

, CA

Phone:



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Retaliation Prohibited

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

Regulation Pasadena Unified School District

Approved: City: , California



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School Dress Code

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

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

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

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

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

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

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

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

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

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

Uniforms

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



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

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

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

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

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

Disciplinary Measures

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



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Blood Borne Pathogen Incident Reporting Form And Exposure Control Plan

Pasadena Unified School District 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:



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

3. Hygienic Safety Practices

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

4. Universal Precautions

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

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

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

5. Identification of Risks of Occupational Exposure

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



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Procedures To Ensure A Safe And Orderly Environment

Rules And Procedures On School Discipline

Philosophy Of Discipline

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

Elements Of A Good Discipline Program

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

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

As Principal of our school, I will expect;

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

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

You can expect

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



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I will expect

That when you refer a student for discipline:

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

You can expect

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

I will expect

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

You can expect

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

[Enter Principals Name] Principal

What To Do When Problems Appear

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

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



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School Site Policies

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



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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Emergency Procedures ([on website](#))



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Pasadena Unified School District

Reference Guide - Emergency Supplies
2022-23 School Year



Title: School Site Emergency Supplies & Emergency Bin

Date: January 3, 2022

Issuer: Risk Management

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

INSTRUCTIONS:

I. Background

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

II. Site Administrator Responsibilities

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

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

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

III. Site Certification



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STUDENT WELLNESS AND SUPPORT SERVICES

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

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

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

IV. Water

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

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

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

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

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

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

V. Food

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

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

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

VI. First Aid Supplies



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

The following items should be included in the kit:

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

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

VII. Search and Rescue Team Supplies

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



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STUDENT WELLNESS AND SUPPORT SERVICES

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

VIII. Bathroom/Washroom Supplies

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

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

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

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



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IX. General Emergency Bin Supplies

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

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

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

X. Classroom Emergency Supplies

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

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

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

XI. School Emergency Documents



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

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

XII. District Contacts & Additional Information

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

During the annual audit, confirm the following:

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

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

Address:

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

Contact:

Eric Sahakian 626-396-3600



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Crisis Communication Guide – Schools
PUSD School Support Services

September 2021

Responsibilities

Coordinates with Superintendent & Board Members

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

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

Emergency Contacts

Dr. Elizabeth Blanco
626.720.2416

Senior Director. K-12
Dr. Shannon Malone
Ext. 88219/(626) 720-2450

Dr. Sarah Rudchenko
626.720.2404
Dr. Leslie Barnes
626.626.720.2468

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

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

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

Alternates

Ria Apodaca
626.720.2473
Dr. Jovan Jacobs
626-720-2410

Beth Leyden
626.720.2447

Steps

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

Principals

In an emergency:

- Dial 911
- Contact Dr. Malone AND Dr. Blanco
- Release statement to parents via Communications Office

Crisis Communication Triggers:

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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Utility Location Map



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Pasadena Unified School District

Sierra Madre Middle School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2022-23 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 Sierra Madre Middle School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 1, 2023 at 6:00pm. Notice was provided by Principal.

Sierra Madre Middle School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and monitored

Amendments

School Site Council

Signatures of Sierra Madre Middle School's Site Council Members

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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//](http://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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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

What additional information would assist:

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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

School Site Emergency Planning Matrix

Name of Principal: Garrett Newsom

Name of School: Sierra Madre Middle School

Name of School District: Pasadena

Comprehensive School Safety Plan
ED 32280

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
		<ul style="list-style-type: none"> • Individual Student Evacuation Plans (NEW) 			X
11	Student and Staff Rosters	<ul style="list-style-type: none"> • Student attendance sheets 			X
		<ul style="list-style-type: none"> • Emergency card information 			X
		<ul style="list-style-type: none"> • List of students with special needs 			X
		<ul style="list-style-type: none"> • Law Enforcement Review 		X	
12	Compliance	<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
		<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

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

Mental Health Care Providers

D'Veal Family and Youth Services

1. Altadena Elementary
2. John Muir High School

Five Acres

1. 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
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

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



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Assessing Risk in Suicidal Students

Questions to ask students:

To assess for suicide, utilize the Columbia Suicide Severity Rating Scale. Please refer to the district's School Site Mental Health Crisis Management Manual for a list of procedures, risk levels and action plan, documentation of actions, re-entry plan, the Columbia Suicide Severity Rating Scale, and other pertinent information.

Below are additional, helpful questions to ask:

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

Questions to ask parents, teachers, and staff

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

Questions, Indicators, Levels of Risk and Interventions

Refer to the Suicide Risk Levels and Action Plan document in the district's School Site Mental Health Crisis Management Manual. Below is a helpful summary of risk levels and action plan.

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



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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
- 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 Student Wellness and Support Services division to get updated mental health resources.

Procedures for assessing students for non-suicidal self-injury.

Please refer to the Procedures for Responding to Students Who Self-Injure document in the School Site Mental Health Crisis Management manual. Summary of procedures are below.

- Assess for suicide risk. While students who self-injure are generally low risk for suicide they often have complex mental health histories. If moderate or high risk for suicide please follow action plan for these risk levels.
- Conduct an administrative search for access to means
- Communicate with and involve parents
- Utilize school/community resources. Tighten the circle of care by obtaining appropriate signed releases of information.
- Encourage appropriate coping and problem-solving skills, do not discourage self-harm.
- Develop a safety plan with the student. Identify caring adults at school and appropriate replacement skills.
- 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.
- Provide necessary mental health resources and referrals
- Document all actions.

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.



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- 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, be calm and caring.
- Understand that this is the student's 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

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, the 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 Pasadena: 626-430-2901



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

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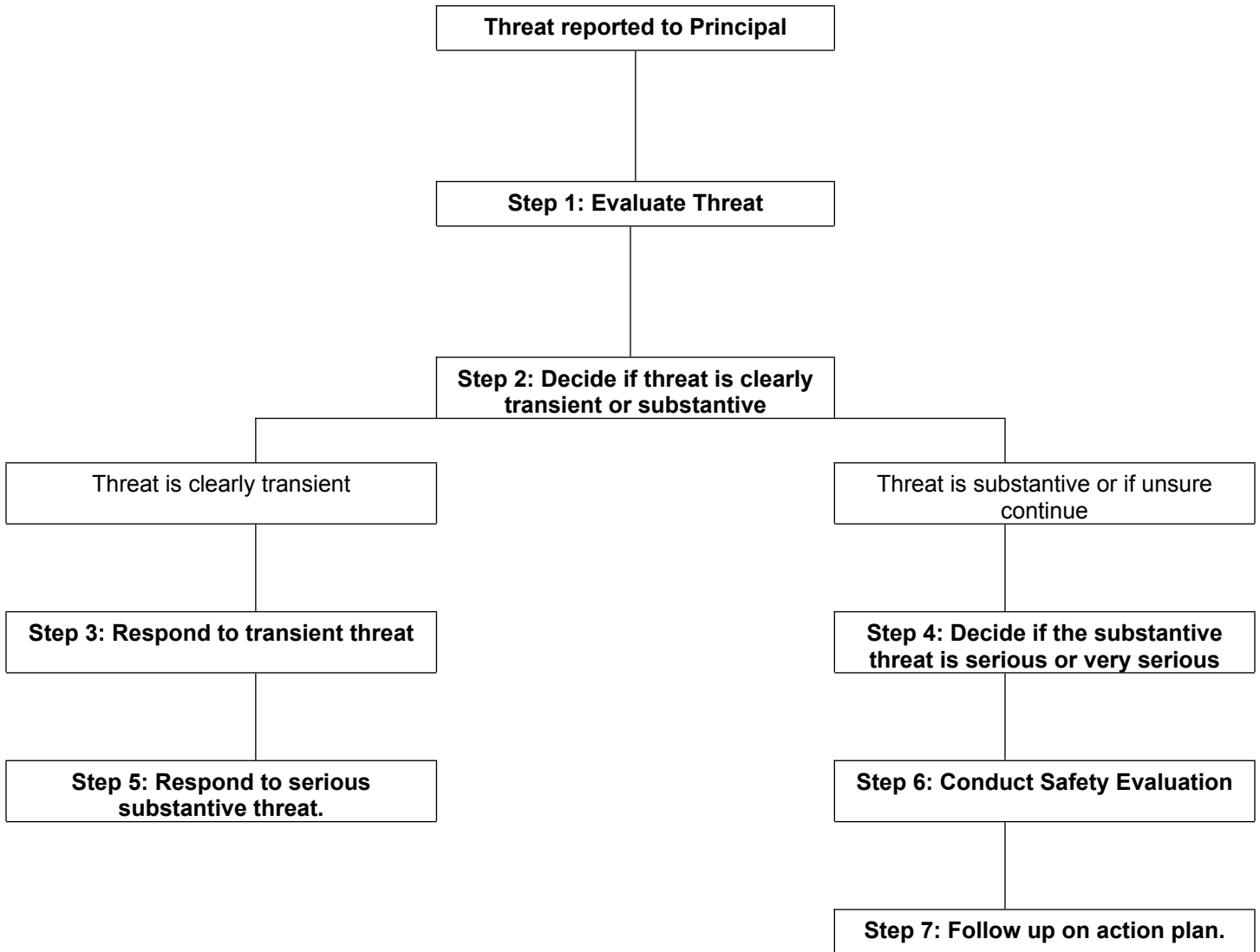
Bullying

Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



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STUDENT WELLNESS AND SUPPORT SERVICES

Threat Assessment Addendum





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STUDENT WELLNESS AND SUPPORT SERVICES

What is a threat?

A threat is an expression of intent to harm someone

Types of Threats

Transient threats-

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

Substantive threats

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

Identifying threats as transient or substantive

Step 1: Evaluate the threat

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

Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

Step 3: Responses to a transient threat

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

Step 4: Responses to substantive threat

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



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Active Shooter Situations: Responding to an Active Shooter Situation

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

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

Respond Immediately

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

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

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

Run

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

Students and staff should be trained to:

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

Hide

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

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

Lock the doors;



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Barricade the doors with heavy furniture;

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

Turn off lights;

Silence all electronic devices;

Remain silent;

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

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

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

Fight

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

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

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



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INTERVENING WITH SUICIDAL YOUTH

Instructions for Crisis Teams

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



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Assessing Risk in Suicidal Students

Questions to ask students:

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

Questions to ask parents, teachers, and staff

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

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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



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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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PASADENA UNIFIED SCHOOL DISTRICT
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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
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Reasons for Ideation

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

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

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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> <i>Did you _____ as a way to end your life?</i> <i>Did you want to die (even a little) when you _____?</i> <i>Were you trying to end your life when you _____?</i> <i>Or Did you think it was possible you could have died from _____?</i></p> <p>Or did you do it purely for other reasons / without ANY intention of killing yourself (like to relieve stress, feel better, get sympathy, or get something else to happen)? (Self-Injurious Behavior without suicidal intent)</p> <p>If yes, describe:</p>	Yes	No	Yes	No
	Total # of Attempts		Total # of Attempts	
<p>Has subject engaged in Non-Suicidal Self-Injurious Behavior?</p>	Yes	No	Yes	No
<p>Interrupted Attempt:</p> <p>When the person is interrupted (by an outside circumstance) from starting the potentially self-injurious act (<i>if not for that, actual attempt would have occurred</i>).</p> <p>Overdose: Person has pills in hand but is stopped from ingesting. Once they ingest any pills, this becomes an attempt rather than an interrupted attempt. Shooting: Person has gun pointed toward self, gun is taken away by someone else, or is somehow prevented from pulling trigger. Once they pull the trigger, even if the gun fails to fire, it is an attempt. Jumping: Person is poised to jump, is grabbed and taken down from ledge. Hanging: Person has noose around neck but has not yet started to hang - is stopped from doing so.</p> <p>Has there been a time when you started to do something to end your life but someone or something stopped you before you actually did anything?</p> <p>If yes, describe:</p>	Yes	No	Yes	No
	Total # of Interrupted		Total # of Interrupted	
<p>Aborted or Self-Interrupted Attempt:</p> <p>When person begins to take steps toward making a suicide attempt, but stops themselves before they actually have engaged in any self-destructive behavior. Examples are similar to interrupted attempts, except that the individual stops him/herself, instead of being stopped by something else.</p>	Yes	No	Yes	No
	Total # of Aborted or		Total # of Aborted or	



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<p><i>Has there been a time when you started to do something to try to end your life but you stopped yourself before you actually did anything?</i></p> <p>If yes, describe:</p>	Self Interrupted	Self Interrupted
<p>Preparatory Acts or Behavior: Acts or preparation towards imminently making a suicide attempt. This can include anything beyond a verbalization or thought, such as assembling a specific method (e.g., buying pills, purchasing a gun) or preparing for one's death by suicide (e.g., giving things away, writing a suicide note).</p> <p><i>Have you taken any steps towards making a suicide attempt or preparing to kill yourself (such as collecting pills, getting a gun, giving valuables away or writing a suicide note)?</i></p> <p>If yes, describe:</p>	Yes No	Yes No
	Total # of Preparatory Acts	Total # of Preparatory Acts



PASADENA UNIFIED SCHOOL DISTRICT
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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>

PUSD District Wide Emergency Management Plan

Address: 160 N. Canon Ave.

City, State Zip: Sierra Madre, CA 91024

Phone: (626) 396-5910

Fax: (626) 836-2964

PUSD District Wide Emergency Management Plan

Standardized Emergency Management Plan

Updated:

Multiple Agencies Involved in a Single School Site Incident

If a school site situation requires the assistance of multiple public agencies, the District will be part of a **Unified Command**. The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure. The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Emergency Operations Center. When other agencies respond to a school disaster or emergency, an Emergency Operations Center will be established to include all the Incident Commanders from each agency, including the school site Incident Commander. If a Unified Command EOC is established, it will probably not be at the District Office. The District EOC can continue to monitor the situation and support the school site Incident Commander or the Superintendent may decide to demobilize the school district office EOC and operate out of the multi-agency EOC.

One Operations Section ONLY. In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person available. Below is a sample Operations Section organization chart for a school bus incident.

Unity of command is maintained within the Operations Section. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command, the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.

Multi-School Incident

District Office Emergency Operations Center. Where there is an incident involving several schools within the District and other agencies are not yet involved, the District Office EOC may set up a unified command. For example, if there is a major earthquake, first responders may not be able to reach the school sites for a couple of days. During this time, the District Office would set up an EOC and form a unified command with all the site incident commanders (e.g., school principals). The Incident Commanders would meet with the Superintendent to jointly make decisions about incident operations. Once other agencies, such as police and fire, become involved, the EOC will likely be moved to another location with more resources and space.

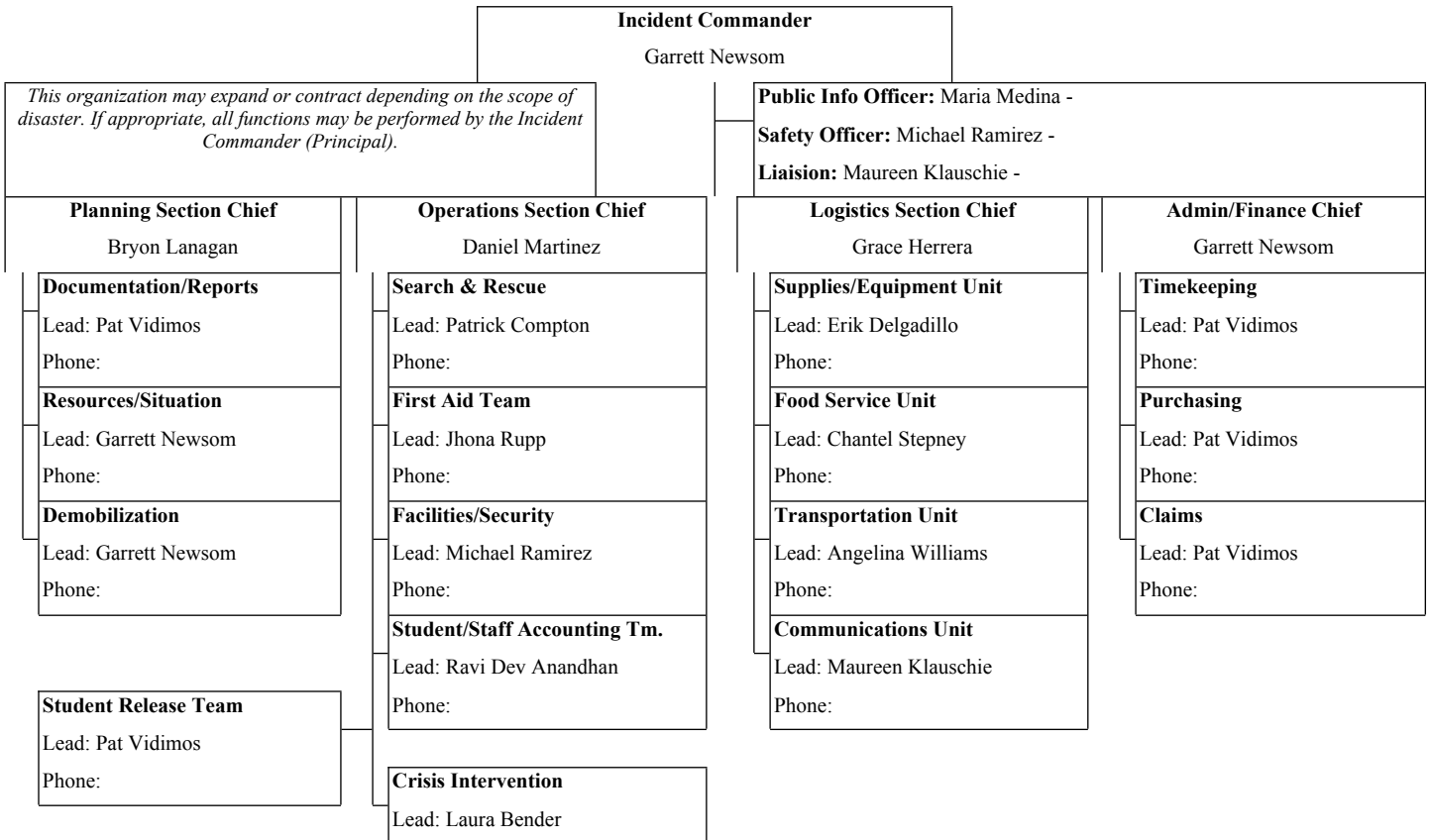
NIMS Resources

The list below is not inclusive. See also Chapter 5 for emergency phone numbers.

Resource	Description and Contact Information
Readiness & Emergency Management Technical Assistance Center	The REMS Technical Assistance Center is a division of the U.S. Department of Education's Office of Safe and Drug-Free Schools. They provided assistance on Plan development and NIMS integration. See http://rems.ed.gov or contact 1-866-540-7367.
LA County Office of Emergency Management	LACOEM provided assistance with the integration of NIMS. Contact for NIMS is Krystin Goethals at 323-980-2076 (kgoethal@lacoec.org). See also http://lacoa.org .
Los Angeles County Office of Education	LACOE provided assistance with the integration of NIMS. Contact: Frank Kwan, Communications Director (562-922-6360 or Kwan_Frank@lacoec.edu) or Chris Dayian, Safe Schools Center Director (562-922-6247 or Dayian_Chris@lacoec.edu). See http://www.lacoec.edu/orgs/158/index.cfm .
Red Cross of Greater Los Angeles	Red Cross can assist with shelter planning. Contact is Stephanie Regalado at 323-780-7625 or Keith Garcia at 323-780-5305. See also http://www.redcrossla.org/index.php .
California Office of Emergency Services	OES provided assistance with NIMS compliance and NIMSCAST issues. See http://www.oes.ca.gov or contact Glenn Cadman, Senior Emergency Services Coordinator, at 916-845-8775 or Glenn_Cadman@oes.ca.gov .
Federal Office of Emergency Management	FEMA provided assistance with NIMS compliance and NIMSCAST issues. Contact Michael Docterman, Analyst, Incident Management Systems Division, Natl Integration Center (FEMA/DHS) at Fema-NIMS@dhs.gov .
City of Sierra Madre Police	(626) 355-1414
Introduction to the ICS for Schools (IS-100.SC)	This course was developed by FEMA and the DOE to promote school safety by the use of ICS principles in school-based incidents. See http://training.fema.gov/EMIWeb/IS/IS100SC.asp
Multi-Hazard Planning for Schools (IS-362)	This course provides instruction on how to assess potential hazards to a school and to develop an Emergency Operations Plan to address those hazards. See http://training.fema.gov/EMIweb/IS/is362.asp .
IS700 NIMS: An Introduction	This is a Web-based awareness level course designed to explain NIMS concepts. See http://training.fema.gov/EMIWeb/IS/is700.asp .
IS 200 - ICS for Single Resources	IS 200 is designed for personnel likely to assume an ICS supervisory position. See http://training.fema.gov/EMIWeb/IS/is200.asp .
IS 800 - National Response Plan	This course is for federal, state, and local emergency management professionals. See http://www.training.fema.gov/emiweb/is/is800.asp .
National Incident Management System	The U.S. Dept. of Homeland Security's NIMS document published March 2004 can be found at: http://www.fema.gov/pdf/emergency/nims/nims_doc_full.pdf .

PUSD Board of Education

PUSD District Wide Emergency Management Plan Date: 2/7/24



PUSD Board of Education

**PUSD District Wide Emergency Management Plan
Staff Emergency Assignments**

Emergency Assignment	Emergency Role	Primary	Alternate or Deputy	Location	Phone
Command Staff	Incident Commander	Garrett Newsom			
	Public Information Officer	Maria Medina			
	Safety Officer	Michael Ramirez			
	Liaison Officer	Maureen Klauschie			
General Staff	Operations Section Chief	Daniel Martinez			
	Finance & Admin. Sec. Chief	Garrett Newsom			
	Logistics Section Chief	Grace Herrera			
	Planning Section Chief	Bryon Lanagan			
Planning Section	Documentation	Pat Vidimos			
	Resources/Situation Planning	Garrett Newsom			
	Demobilization	Garrett Newsom			
	Runners/Messengers	Maureen Klauschie			
Operations Section	Search & Rescue	Patrick Compton			
	First Aid	Jhona Rupp			
	Facilities/Security	Michael Ramirez			
	Student/Staff Accounting	Ravi Dev Anandhan			
	Crisis Management	Laura Bender			
Logistics Section	Supplies/Equipment Unit	Erik Delgadillo			
	Food Service Unit	Chantel Stepney			
	Transportation Unit	Angelina Williams			
	Communications Unit	Maureen Klauschie			
Finance and Administration Section	Timekeeping	Pat Vidimos			
	Purchases	Pat Vidimos			
	Workers Comp Claims	Pat Vidimos			

FORM ICS 207 - PG 2

REPLACE THIS PAGE WITH A MAP OF ALL UTILITY LOCATIONS

THE MAP MUST SHOW:

- LOCATION OF ALL UTILITY SHUTOFF CONTROLS
- LOCATION OF TOOLS TO SHUT-OFF THE UTILITIES

Emergency Drills

The Principal or designee (e.g., Assistant Principal) is responsible for recording all drills on the Drill Log [Form C](#) included in Appendix B and submitting the completed form to the Director of Maintenance and Operations and to the Executive Director of Administrative Services at the end of each school year.

Types of Drill	Signal	Procedure Summary
Fire	Continuous short bells followed by a walkie/talkie or intercom communication by the school office.	Teachers have students walk in a single line to assembly area and wait for the “All Clear” signal.
Earthquake	Principal announces on the PA: “We are experiencing some seismic activity. For everyone’s protection, all students and staff should follow duck and cover procedures, which mean you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until I give further instructions.”	Students and staff should drop to their knees facing away from windows; get under desks or tables if possible; fold body onto floor with arms close to knees; place head as far as is possible between knees; cover crown of the head with hands; and stay in this position for 10 seconds. Teachers will direct students to return to seats.
Lockdown	A long steady bell for 10 seconds with five seconds of silence, then repeated and/or principal announces on the PA: “We have an emergency situation and need to implement lock down procedures. Keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.”	Teachers are to lock classroom doors and keep all students inside the classroom. Teachers will instruct students to lie down on the floor, lock doors, and close shades or blinds. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom. If in a restroom, remain there until authorized to vacate.
Shelter-In-Place	A long steady bell for 10 seconds followed by a series of short bells with a five second silence and/or principal announces on the PA: “We have a hazard in the community and are instituting Shelter-In-Place Procedures. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff that are outside are to immediately move inside. We will let you know as soon as we have further information.”	All classes will remain in their rooms, and P.E. classes will go to the gym. Students should be in the most protected areas in the room, facing away from windows. Close all doors and windows. Turn off gas, lights, power equipment, and appliances. Remain in the shelter area until the “All Clear” signal. If the doors and windows are not tightly sealed, cover noses and mouths with a wet paper towel. If outside, go inside the nearest building. If in a restroom, go to the nearest classroom.
Lockdown Team Response	A long steady bell for 10 seconds with five seconds of silence, then repeated and/or principal announces on the PA: “We have an emergency situation and need to implement lockdown Team Response procedures. Keep all students inside the classroom or office space until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.” All available staff report to the office.	Teachers and staff are to lock classroom doors and keep all students inside the classroom. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom. If in a restroom, remain there until authorized to vacate.

Fire Drills

A fire drill must be conducted monthly in elementary schools, four times a year in middle school, and twice a year in high school (see Education Code S32001).

TEACHER CHECKLIST IN A FIRE DRILL

- Refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
- Familiarize yourself with your class' route before the drill begins.
- When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
- If a fire occurs during passing period or lunch, principal may instruct students to report to the assembly area. Students should line up according to previous period classroom numbers.
- Check to see that all students are out of the classroom; take your emergency bag and student roster and attendance cards and CLOSE ALL DOORS. Do NOT lock any doors.
- Place the placard on your door, GREEN side up if everyone has evacuated the room. If someone is left behind because they are missing/injured/ deceased, place the placard RED side up and write on it (with Sharpie pen) the number of
- Have students walk QUIETLY in single file to the Assembly Area. Teachers should walk at the rear of the line.
- Ensure that each disabled student is partnered with his/her pre-designated staff buddy.
- Have students form a single line in the designated Assembly Area according to the class at the time the emergency occurred.
- Students in classrooms other than their own at the time the drill begins are to remain with that class until given permission to rejoin their class by both teachers.
- If students are between classes, at lunch or at PE, and are instructed to report to the Assembly Area, students should line up according to the previous classroom numbers.
- Take attendance from your student roster. Report the attendance to the Student/Staff Accounting Team. If the drill scenario includes injuries, report these to the First Aid/Medical Team.
- Activate the Teacher Buddy System. If you are assigned an emergency response team position, leave your class with your teacher Buddy and go to the Incident Command Post for instructions.
- Wait for "All Clear" signal, then return quickly to your classroom in a single file.

ALL OTHER PERSONNEL

Report to Assembly Area for further instructions.

Earthquake Drills

A drop procedure practice must be held at least once each school quarter in elementary schools and at least once a semester in secondary schools (Ed Code §35297). No advance warning or signal normally will be given.

TEACHER CHECKLIST IN AN EARTHQUAKE DRILL

- If students are between classes or at lunch or PE, all students shall take immediate cover in the closest shelter available.
- Students in classrooms other than their own at the time the drill begins are to remain in that class until given permission to rejoin their class by both teachers.
- Students and teachers should drop to their knees, facing away from windows.
- Have students get under desks or tables where possible.
- Fold body onto floor with arms close to knees.
- Place head as far as is possible between knees; cover head with hands.
- Stay in this position until you receive instructions from the Incident Commander (e.g., Principal or designee).

All Clear	Orders to Evacuate
<input type="checkbox"/> Direct students to return to their seats.	<input type="checkbox"/> Have students quickly line up.
	<input type="checkbox"/> Take your emergency bag, student roster and attendance cards. LEAVE DOORS OPEN.
	<input type="checkbox"/> Place the GREEN side of the placard up if everyone has evacuated or the RED side up if someone is left behind (write on it the number of adults/ children and their location in the room).
	<input type="checkbox"/> Have students walk QUIETLY in single file to the Assembly Area.
	<input type="checkbox"/> If students are between classes, at lunch or at PE, and are instructed to report to the Assembly Area, line up according to the previous classroom nos.
	<input type="checkbox"/> Take attendance. Report the attendance to the Student/Staff Accounting Team. If the drill scenario includes injuries, report these to the First Aid/Medical Team.
	<input type="checkbox"/> Activate the Teacher Buddy System. If you are assigned an emergency response team position, leave your class with your teacher Buddy and go to the Incident Command Post for instructions.
	<input type="checkbox"/> Wait for "All Clear" signal, then return quickly to your classroom in a single file.

ALL OTHER PERSONNEL

Remain in your office until you hear the "All Clear."

If the Incident Commander (i.e., principal) directs students and staff to evacuate instead of resuming classroom instruction and school operations, evacuate to your pre-designated Assembly Area and/or assume your assigned emergency response role.

Lockdown Drills

A Lockdown drill indicates that an emergency that requires students and staff to remain inside has occurred, such as an intruder-on-campus or a crime nearby.

TEACHER CHECKLIST IN A LOCKDOWN DRILL

- When the announcement has been given, all classes will remain in their classrooms.
- Physical education classes will proceed into the gym.
- If the announcement is during passing period or lunch, students will be directed to go to the cafeteria or the closest open classroom, unless the principal announces other instructions.
- If the announcement is made before or after school, students will be directed to go into the closest open classroom, unless the principal announces other instructions.
- Lock all windows, exterior doors, and any other openings to the outside.
- Move students to the most protected areas of the room (e.g., away from windows and the possibility of broken glass).
- Instruct students to lie down on the floor.
- Close all windows. If possible, cover windows by lowering blinds, drawing curtains, or pulling shades. Turn off lights.
- Do not release students or staff for restrooms.
- Do not use radio, TV, walkie talkies, or cell phones in the classroom.
- Write down the names of everyone in the room. Report the attendance to the Student/Staff Accounting Team. If the drill scenario includes injuries, report these to the First Aid/Medical Team.
- Wait for “All Clear” signal before allowing children or staff out of the room or resuming classroom instruction.

ALL OTHER PERSONNEL

Remain in your office and close all doors (lock the doors in a real lockdown) unless you are designated Facility/Security staff. Wait for further instructions.

Facility/Security staff report to the Incident Commander (e.g., Principal or designee) if safe to do so. Otherwise communicate by available means for instructions.

Pasadena Unified School District
EMERGENCY LOCKDOWN PROTOCOL

This **Emergency Lockdown Protocol** is universal for all Pasadena Unified Schools. It applies to all on-campus activities and will be used during class time, snack, lunch, and also before or after school.

	STEPS TO FOLLOW: At the first indications of an emergency situation. PA announcement "LOCKDOWN."
1.	<p>Direct students to enter/remain in a CLASSROOM (WITH ASSAILANT OUTSIDE):</p> <ul style="list-style-type: none"> • Duck and cover • Keep students inside • Close and lock the outside door to the classroom. • Close the blinds, turn off the lights, and stay on the floor, away from windows. • Call the office (if possible) to report location of the assailant. • Doors must never be opened • Begin calling the Phone Tree (if unsure where to call, call the Main Office <i>to report</i> the status of your room. <p>If teachers or students are in the bathrooms, they should move to a stall, lock it and stand on the toilet. Anyone in the hallway should move to the closest classroom immediately. PE classes held in gym should move into a locker room, lock all doors and find a safe area. Students and staff in library should remain and lock the doors, turn out lights and locate a safe area.</p>
2.	<i>In an ACTIVE SHOOTER SCENARIO:</i> Barricade doors with desks, chairs, filing cabinets, etc. DO NOT OPEN THE DOORS UNDER ANY CIRCUMSTANCES!
3.	Stay calm and be quiet. Listen for instructions from school administrators and/or police.
4.	OFFICE PERSONNEL <ul style="list-style-type: none"> • Duck and cover, making phone calls from this position. • Keep students out of danger. • Consider if a LOCK DOWN should be implemented to contain those students in their classrooms. • Call 9-1-1 • Identify school site and address, and specific location in the school (where in the school?)
5.	While police are in transit, relay information: <ol style="list-style-type: none"> a. Is suspect still on campus? b. Where did suspect go? c. Specific location of occurrence d. Any shots fired? e. Describe sound and number of shots fired f. Number of wounded/type of injury (CALL PARAMEDIC) g. Description of all weapon(s), dangerous object(s) and any visible ammunition. h. LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS. i. Keep PA system on to provide instant announcements.
6.	No one leaves the room until the police come and escort students/faculty out or you get the "ALL CLEAR" on the intercom or class phone.
7.	Updates regarding the incident will be given as soon as possible through the most appropriate and available means of communication (i.e. loudspeaker, e-mail, telephone, etc.)

Safe areas "corners": a place where an intruder can not see when they are looking through the door. For example, against a wall away from window view.

Radio

In the event of a major emergency or disaster, radio communication may be the only system available to request aid and coordinate District emergency response management. If the telephone system is not operational, the District emergency ham radio, walkie talkies, and cell phone system should be utilized for contact with the District EOC. In this situation, the radio(s) should be tuned to on mode and constantly monitored.

IMPORTANT: DO NOT USE WALKIE TALKIES, RADIOS OR CELL PHONES IF THERE IS A BOMB THREAT. BOMBS CAN BE ACTIVATED BY USE OF THESE DEVICES.

Hand held radios at the individual sites can be used for site control activities, but ensure they are on another channel than that for the District EOC so as not to disrupt the emergency communications systems use.

The Emergency Alert System - EAS is the official emergency warning system for the United States. EAS is managed by the Los Angeles County Sheriff in conjunction with local media affiliates who determine whether to broadcast warnings on local television and radio stations. When an EAS bulletin is aired via television, radio and the National Weather Service, you should immediately turn to any one of the 3 emergency alert systems on the AM dial:

- (a) **KFI-640 AM**
- (b) **KNX 1070 AM**
- (c) **KFWB 980 AM**

You may be instructed to take immediate action such as evacuation, shelter-in-place, or to remain where you are for the duration of the event.

Transportation

The use of transportation services which may be available from the District, the City and/or other available agencies will be requested and provided on an as needed and available basis. Contact shall be made directly to the City's EOC by the District's Incident Commander. All transportation made available shall be done in accordance with the agreed upon criteria which is based on a system which allows for imminent danger to life situations to be dealt with first.

(1) ***Pre-Incident***

The Director of Maintenance and Operations is responsible for maintaining an inventory of available vehicles. The Director of MO may choose to use form **ICS 218A** but is not required to do so. The Director of MO may delegate this task to the Transportation Coordinator.

(2) ***During a Disaster***

The use of transportation services which may be available from the District and/or other available agencies on an as needed and available basis. Contact shall be made directly to or by the Logistics Officer in coordination with the Incident Commander. Any transportation requires made to the District will be also include coordination with the Director of Maintenance and Operations, the Director of Purchasing, and the Associate Superintendent of Business Services, and any transportation requests will be recorded on form **ICS 218A**.

All transportation made available shall be done in accordance with the agreed upon criteria which is based on a system which allows for imminent danger to life situations to be dealt with first.

(3) ***Demobilization***

When authorized by the Incident Commander, the Director of MO shall track all vehicles used during the disaster and shall proceed to contact agencies that may have requisitioned District vehicles during an emergency. Once all vehicles have been accounted for, the Director of MO shall submit form **ICS 218A** to the Finance and Administration Section.

Emergency Phone Numbers

District Office Emergency Numbers		
Position	Cell Phone Number	Office Phone Number
Superintendent	Elizabeth Blanco	88099
Chief Facilities/Business Officer	Manuel Carrasco	
Chief Human Resources Officer	Sergio Canal	
Chief Technology Officer		
Chief Business Officer		
Associate Superintendent	Helen Hill	
Assistant Superintendent - Academics		
Assist. Superintendent–School Support	Julianne Reynoso	
Senior Director	Shannon Malone	
Director – Business Services		

School Site: Sierra Madre Middle School Emergency Numbers		
Position	Cell Phone Number	Office Phone Number
Principal	Garrett Newsom (626) 720-2460	51098
Assistant Principal	Grace Herrera (818) 987-6744	52097
Nurse	Jhona Rupp (626) 394-1749	52089
Psychologist	Laura Bender (909) 440-7771	
Office Manager	Pat Vidimos (626) 226-7701	51094
Head Custodian	Michael Ramirez (626) 216-8175	

COMMUNITY/AGENCY NUMBERS (Non-Emergency)	
LA County Office of Education	562-922-6360 (Frank Kwan) 562-922-6247 (Chris Dayian)
LA County Office of Emergency Management	323-980-2076 (Krystin Goethals)
CA Office of Emergency Services	916-845-8775 (Glenn Cadman)
Federal Emerg. Mngmt Agency	800-621-3362 (assistance application line)
LA County Dept. of Mental Health	213-738-4919 ofc; 213-305-3218 cell (Halla Alsabagh)
LA County Dept. of Public Health	310-419-5319; 310-354-2218 (Barbara Smith, Public Health Nurse Manager SPA 8); Public Health Emergency Preparedness hotline at 1-866-999-LABT (5228)
LA County West Vector Control	310-915-7374
LA County Bee Removal	800-825-3400
America States Water Company/Southern California, Region II	Southwest CSA #20-1,2,3, Golden State Water Company, 1600 W Redondo Beach Blvd, Suite 101, Gardena, CA 90247; Customer Line (800) 999-4033; Fax (310) 329-2139
Southern California Gas Company	800-427-2000 (www.socalgas.com)-business customer service
Southern California Edison	800-655-4555 (www.sce.com) - general services
LA County Disaster Communications Services	Volunteer organization administered by the Sheriff's department. For info, contact Sergeant Jeff Jablonsky at (323) 980-2246 or staff1@lacdcs.com .

COMMUNITY/AGENCY EMERGENCY NUMBERS (continued)	
AT&T	(800) 222-3000 or 611 (repair); (800) 222-0400 or (800) 750-2355 (business customer service)
Sprint	(800) 222-3000 (repair); (800) 877-2000 (business customer service)
Time Warner Cable	(877) 779-8954
NOAA Weather Radio	NOAA Weather Radio, Stock #: NOAA PA 76015

NOAA/National Weather Service (NWS) Weather Alerts

The National Weather Service may issue a severe weather advisory, flash flood warning, or flood watch using the Emergency Alert System (EAS) function. When such warnings are issued, the County of Los Angeles Sheriff's Department EAS System will override the normal programming for up to hours. The community will be provided with live weather bulletins and emergency information for the duration

Responses to Specific Emergencies



Fire



Earthquake



National Security
Emergencies

National Security Emergencies

Immediate Responses

The immediate responses to a disaster or emergency are either (1) duck and cover (e.g., earthquake), (2) lockdown (e.g., intruder on campus or criminal activity on or near campus), (3) shelter-in-place (hazardous materials spill), or (4) evacuation (e.g., if there is a fire). Each of these immediate responses are described below.

Duck and Cover

This action is taken to protect students and staff from flying or falling debris.

- (1) **Announcement.** The Principal will make the following announcement on the PA system. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

- (2) If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- (3) If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- (4) Teachers and students should move away from windows.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

- (1) The Principal will give a long steady bell lasting ten seconds followed by a series of short bells with a five-second silence (repeat as necessary) and/or make the announcement below on the PA system. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions or using a walkie/talkie.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

- (2) If inside, teachers will keep students in the classroom until further instructions are given. Teachers shall turn off air conditioning and heating equipment; turn off fans; close all doors, windows or other openings to outside air and use duct tape to seal doors, as needed; seal vents with aluminum foil or plastic wrap; turn off sources of ignition, such as pilot lights. If your room has gaps on the windows/inlets; cover noses and mouths with a wet paper towel especially for persons with chronic respiratory problems.
- (3) If in a restroom, go to the nearest classroom and wait until authorized by the administration office or local authorities to return to your classroom.
- (4) If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
- (5) In emergency situations where cellular sites are handling a high volume of calls, text messaging and cell phone use should be kept to a minimum so that emergency services have priority.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

- (1) The Principal will ring a long stead bell for approximately 10 seconds followed by a 5-second silence between rings and/or will make the announcement below on the PA system. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

- (2) If inside, teachers will instruct students to lie on the floor away from windows, lock the doors, and close any shades or blinds if it appears safe to do so.
- (3) If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
- (4) If in a restroom, remain until authorized by the administration office of local authorities.
- (5) Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
- (6) Text messaging and cell phone use should be kept to a minimum so that emergency services have priority.
- (7) The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Lock Down (Team Response)

This action is taken when the threat of violence or weapons is identified or directed by law enforcement, or site administration to engage in the LOCKDOWN TEAM RESPONSE and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down Team Response, students are to remain in the classrooms or designated locations at all times. However, the Administration may engage members of the team to conduct other duties since the threat is not imminent.

- (1) The Principal will engage in this drill upon their site alerts. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN Team Response PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

- (2) If inside, teachers will instruct students to lie on the floor away from windows, lock the doors, and close any shades or blinds if it appears safe to do so.
- (3) If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
- (4) If in a restroom, remain until authorized by the administration office of local authorities.
- (5) Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
- (6) Text messaging and cell phone use should be kept to a minimum so that emergency services have priority.
- (7) The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

- (1) The Principal will make a series of short, reoccurring bells and/or the announcement below on the PA system. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

- (2) Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
- (3) Teachers will take the student roster and classroom disaster supplies when leaving the building and take attendance once the class is assembled in a safe location.
- (4) In emergency situations where cellular sites are handling a high volume of calls, text messaging and cell phone use should be kept to a minimum so that emergency services have priority.
- (5) Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

- (1) The Principal will make the following announcement on the PA system. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

- (2) The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated in **Form B**.
- (3) Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
- (4) Once assembled off-site, teachers and students will stay in place until further instructions are given.
- (5) In emergency situations where cellular sites are handling a high volume of calls, text messaging and cell phone use should be kept to a minimum so that emergency services have priority.
- (6) In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

Summary of Immediate Response Actions

SIUMMARY OF IMMEDIATE RESPONSE ACTIONS				
Action	Purpose	If inside	If outside	Other measures
Duck and Cover	To protect students and staff from flying or falling debris.	Teachers will instruct students to duck under their desks and cover their heads with their arms and hands.	If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.	Teachers and students should move away from windows.
Shelter in Place	To keep students indoors as protection from airborne contaminants. To take shelter where you are within a facility or structure to provide protection	Teachers will keep students in the classroom until further instructions are given. Teachers will shut down air conditioning or heating systems in their room, and seal doors and windows.	Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings.	Teachers are responsible for securing individual classrooms. The Security/Utilities Team will assist in shutting down the HVAC system if located outside and as needed.
Lock Down	To protect students and staff from threat of violence or gunfire	Teachers will instruct students to lie on the floor, away from windows, and will lock doors and close shades or blinds.	Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings.	Teachers and students will remain in the classroom or secured area until given further instructions by Principal or police. Front entrance is to be locked.
Evacuate Building	To protect students and staff if it is unsafe to remain in bldg. Principal will initiate fire alarm.	Teachers will instruct students to evacuate to designated assembly areas, bring emergency supplies and staff roster	Principal will initiate fire alarm, and teachers will instruct students to evacuate.	Teachers will take role in the assembly area and assume any buddy or other emergency tasks.
Off-Site Evacuation	To protect students and staff when it is unsafe to remain on campus.	Teachers will direct students to the off-site location, either walking or using transportation.	Principal will determine the safest method of evacuation (e.g., use of school buses or walking)	Teachers will take student roster. Once assembled off-site, teachers will take role, assess injuries, and students will stay in place until instructions given.

Responses to Specific Types of Emergencies

Checklists for initial responses to the following types of disasters and emergencies are on the following pages.

Type of Disaster or Emergency	Typical Immediate Responses*
Aircraft Crash	Duck and Cover; Evacuation or Shelter-in-Place
Air Quality	Shelter-in-place
Anthrax	Containment of powdery substances; Evacuation
Biological/Chemical Threat outdoors	Shelter-in-place
Biological/Chemical Threat indoors	Evacuation
Bomb Threat	Evacuation
Earthquake	Duck and Cover; Evacuation
Fire	Evacuation
Flood	Evacuation
Hazardous Materials Incident outdoors	Shelter-in-place
Homeland Security Code Red	To be determined by Incident Commander
Medical Emergency	To be determined by Incident Commander
Nuclear Attack	Shelter-in-place
Riot/Civil Disorder	Lockdown
Severe Windstorm	Shelter-in-place
Suspicious Mail Package	Shelter-in-place
Suspicious Person on Campus	Lockdown
Threat of Violence	Lockdown
Utility Failure	Evacuation
Walkout	Lockdown

* Each response depends on the individual facts and the Incident Commander may choose alternative responses which he/she deems to be safer for students and staff

Active Shooter Situations

Active Shooter Situations: Responding to an Active Shooter Situation

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

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

Respond Immediately

It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. An investigation by the National Institute of Standards and Technology (2005) into the collapse of the World Trade Center towers on September 11, 2001, found that people close to the floors impacted waited longer to start evacuating than those on unaffected floors.³⁰ Similarly, during the Virginia Tech shooting, individuals on campus responded to the shooting with varying degrees of urgency.³¹ These studies highlight this delayed response or denial. For example, some people report hearing firecrackers, when in fact they heard gunfire.

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

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

Run

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

Students and staff should be trained to:

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

Hide

- If running is not a safe option, hide in as safe a place as possible.
- Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition
- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible, (e.g., in rooms with exterior windows make signs to silently signal law enforcement and emergency responders to indicate the status of the room’s occupants);
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room); and
- Remain in place until given an all clear by identifiable law enforcement.

Fight

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

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

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

<p>Superintendent</p> <p>Initial ICS Forms:</p> <ul style="list-style-type: none"> • Incident Action Plan (Form F) • ICS Check-In Log (Form I) • Incident Information Report (Form E) 	<p>If the County Health Plan directs you to close a school(s) because of a pandemic, initiate your pandemic plan. You are the incident commander if this involves your district only. If this involves more than one district, the incident commander role may be taken by the County Department of Health or LACOE and you will be part of the Unified Command.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Communication to Students, Parents, and the Board</u> <input type="checkbox"/> Advise parents of the initial directive from the Dept of Health with the assistance of the Associate Supt of Business and the Director of Technology. <input type="checkbox"/> Update the Board regularly on developments regarding the Health Dept Directive. <input type="checkbox"/> Associate Supt of Business Services can assist with writing regular updates to update parents via ConnectEd and which Technology can post to the website at regular intervals (no less than twice a day) <input type="checkbox"/> Liaison with Other Agencies <input type="checkbox"/> If other District schools are open, consult with the Health Department as to whether students can be moved to those schools. <input type="checkbox"/> If other Districts are not closed, consult with the Health Department as to whether students can be moved to a different District and what the medical preconditions are. Assistant Supt. of Ed Services can assist to ensure continuity of educational instruction and Dir. of Special Education can assist to ensure that special needs students are accommodated. <input type="checkbox"/> If all schools are closed in the county, consult with LACOE as to whether LACOE is providing a countywide delivery system for educational instruction. If not, implement the delivery of educational services via the Internet and by physical pickup from the District Office. Assistant Supt. of Ed Services can assist to ensure continuity of educational instruction and Dir. of Special Education can assist to ensure that special needs students are accommodated. <input type="checkbox"/> If all schools are closed and the Internet is not feasible, then arrange for physical pickup of educational material from the District Office. Chief Facilities Officer and Director of CIPD. <input type="checkbox"/> If all schools are closed in the county, you will be part of a Unified Command. LACOE or the Department of Health will be the EOC Incident Commander. <input type="checkbox"/> <u>District/School Operations</u> <input type="checkbox"/> Direct principals to arrange with their teachers to pick up homework and tests and deliver lesson plans to the District Office <input type="checkbox"/> Direct critical classified staff to work from home, except for those that are assisting in the distribution, photocopying, and preparation of educational materials. Critical staff that may be able to work at home shall be determined by the Incident Commander based on need and these may includes but are not limited to: please see page 45 of 85, and other staff as directed. <input type="checkbox"/> Determination of which classified staff are not able to continue during the pandemic depends on a number of factors and this list is for guidance only: <ul style="list-style-type: none"> ❖ Food service: if a school is used as a shelter, temporary staging area or POD, food service staff may be used by another agency or the Red Cross ❖ Maintenance: the number of maintenance staff needed to continue during the pandemic is determined by the Chief Facilities Officer. ❖ Custodial staff: the number of custodial staff needed to continue during the pandemic is determined by the principal in consultation with the Chief Facilities Officer. ❖ Clerical staff: the number of clerical staff needed to continue during a school closure is determined by the principal with respect to each school and determined by the department head and approved by the _____ with respect to clerical staff in the District Office. ❖ Afterschool Staff: Afterschool staff may not be needed during a school closure but principal may at his/her discretion utilize staff for other critical duties, subject to the approval of the Superintendent.
<p>Teachers:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop study guides, homework, tests, and other educational instruction to be delivered by district to students during the pandemic. <input type="checkbox"/> Grade and evaluate student homework and tests. <input type="checkbox"/> Take phone calls and e-mails from students regarding questions about homework or instructional materials. <input type="checkbox"/> Provide period updates to the lead teacher for your grade.

<p>Chief of Specialized Instruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Alternate Public Information Officer.</u> Director for KLRN will act as the alternate Public Information officer to the Superintendent and all communications with third parties, including but not limited to the press and parents must be directed through the Director for KLRN. <input type="checkbox"/> <u>Alternate Liaison Officer.</u> The Superintendent will deal with LACOE, the Los Angeles County Health Department, the Los Angeles County Department of Public Health, the Los Angeles County Department of Mental Health, the Los Angeles County Office of Emergency Management, the California Department of Education, and the Los Angeles County Sheriff’s Department. _____ will act as an alternate when directed to do so by the Superintendent. <input type="checkbox"/> <u>Alternate Safety Officer.</u> _____ with will work with and as an alternate to the on safety issues. <input type="checkbox"/> <u>Finance and Administration Section Chief.</u> The Assoc Supt of Business Services is the Finance and Administration Section Chief, which is responsible for collection of ADA throughout the school closure, payment of payroll to staff that is working during the pandemic, determination of benefit adjustments to staff that is not working or working reduced hours, oversight workers’ compensation claims and any third party claims, revision of the district budget to account for any loss of ADA and adjustment for staff reductions. The Director of Purchasing is the alternate Section Chief. <input type="checkbox"/> <u>Alternate Logistics Section Chief.</u> _____ is the Logistics Section Chief and responsible for determining whether there is sufficient resources. Technology also reports to the Logistics Chief. _____ is the alternate Section Chief.
<p>Assistant Superintendent- School Support Services Safety/Damage Survey (Form G)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Safety Officer and Facilities/Security Team Leader.</u> The Assistant Superintendent- School Support Services is the Safety Officer and responsible for completed the Safety/Damage Assessment and providing the Supt. with updates on the safety and security of the campuses. The Director of CIPD is responsible for organizing the delivery process of educational materials to students.
<p>Chief Technology Officer</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Communications Team Leader.</u> Chief Technology Officer is responsible for working with communications equipment to ensure the maintenance of communications between the Supt. and other agencies and with critical staff as well as maintenance of the information delivery vehicles (e.g., computer systems, cell phones).
<p>Director of Business Services</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Purchasing Team Leader.</u> The Director of Business Services handles all staff requests for resources needed during the pandemic, including but not limited to educational supplies, maintenance supplies, and security equipment. During the pandemic, any purchases not typically during normal school operations should be approved by the Finance and Admin Section Chief (Chief Business Officer).
<p>Asst Supt of Educational Services</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Educational Services Team Leader.</u> The Asst Supt of Educational Services is responsible for determining what curriculum will be provided to students and coordinating with teachers and principals to ensure that the curriculum is adequate to meet the California State Standards.
<p>Assistant Superintendent- School Support Services Injury/Information Reporting (Form O)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Crisis Management Team Leader.</u> The Assistant Superintendent- School Support Services is responsible for implementing the crisis management plan (also responsible for the development of this plan). The Director of Pupil Services shall coordinate the services of the school psychologists to develop materials and online or telephone counseling for students and parents, as well as the services of school nurses to provide health information and counseling. The Director of Pupil Services shall also be responsible for completion of the Injury/Information Form within the first 24 hours of the directive being issued by the County Health Department.
<p>Asst Supt of Human Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Timekeeping and Comp Claims Team Leader.</u> The Chief Business Officer shall be responsible for timekeeping of staff that continues to work during the pandemic and adjustment of benefits for staff that does not continue to work during the pandemic. The Chief Human Resources Officer can activate HR staff as needed to assist with timekeeping, benefits, workers’ compensation claims, and other employee-related issues.