



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Washington Elementary STEM Magnet School

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COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Washington Elementary STEM Magnet School's Site Council

Karrone Meeks	Principal
Debbie Afsharian	Teacher (Chair)
Karina Evans	Teacher
Yasmin Trujillo	Teacher
Maricore Garaniel	Staff
Jessica Hernandez	Parent
Cheryl Lough	Parent
Leira Ruperto	Parent
Shima Talaei	Parent

See attachment for signatures

School Site Council Members:
Staff & Teachers

Karrone Meeks	Principal
Debbie Afsharian	Teacher Chairman
Yasmin Trujillo	Teacher
Katherine Mickelson	Teacher
Karina Evans.	Teacher

Parents & Community Members

Lira Ruperto	Parent	Secretary
Maricor Garaniel		Community Member
Cheryl Lough.		Parent
Jessica Hernandez		Parent
Shima Talaei		Parent



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Board of Education

Date – 2024 - 2025

Board of Education

President	Jennifer Hall Lee Dist. 2
Vice President	Tina Fedricks Dist. 6
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Member	Michelle Richardson Bailey. Dist. 3
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Member	Scott Harden. Dist 4
Member	Patrice Marshall McKenzie Dist. 5

Administration

Dr Elizabeth Blanco
Superintendent
Dr. Helen Hill
Chief Academic Officer
Chief Of Technology
Saman Bravo-Karimi
Chief Of Finance
Sergio Canal
Chief Of Human Resources



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Mission Statement

School Site Mission Statement

Washington Elementary STEM Magnet (WESM) is dedicated to preparing all students to meet the challenges and opportunities of 21st-century standards. We aim to foster academic excellence and socio-emotional growth by developing critical thinking, communication, collaboration, creativity, positive attitudes, and respect for self and others. As a unified community of learners, we are committed to addressing the individual needs of every child, every day.

WESM Values: To fulfill the vision of Washington Elementary STEM Magnet, we pledge to:

Fostering a Positive School Culture

1. Provide a creative, inviting, and safe learning environment for all students and staff.
2. Model a positive and respectful attitude to build trust and mutual respect within the school community.

Promoting Academic Excellence

3. Establish high expectations to maximize learning potential by addressing the unique needs of every student.
4. Utilize data to inform instruction and ensure every child receives personalized, effective teaching strategies.

Building Collaborative Partnerships

5. Foster strong partnerships among students, staff, families, and the community to work collaboratively for the success and well-being of all.

Encouraging Lifelong Growth

6. Accept responsibility for global learning and personal development, empowering students to become adaptable, responsible, and innovative thinkers.

Through these values, Washington Elementary STEM Magnet will inspire and equip students to thrive as capable, compassionate contributors to a dynamic and ever-changing world.

Mission Statement:

Washington Elementary STEM Magnet will continue its academic and socio-emotional goals as we prepare ALL students to meet the challenges and changes which the 21st Century standards have demanded. In addition, we are committed to the development of Critical thinking, Communication skills, Collaboration, Creativity, positive attitudes, and respect for self and others. As a community of learners, we will address the individual needs of every child every day.

WESM Values:

In order to fulfill the vision of Washington Elementary STEM Magnet, we will:



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1. Provide a creative, inviting, and a safe learning environment for all students and staff
2. Foster partnerships with students, staff, families and community to work for the success and well-being of all
3. Establish high expectations to maximize learning potential by addressing individual needs
4. Model a positive and respectful attitude
5. Accept responsibility for global learning and personal growth
6. Utilize data to drive instruction and meet the needs of every child every day

Vision Statement

Washington Elementary STEM Magnet School's Safe School Vision

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

Washington Elementary STEM Magnet School is one of twenty-three schools in the Pasadena Unified School District. Washington Elementary STEM Magnet School has an 433 pupil body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

Washington Elementary STEM Magnet 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

- Washington STEM shall complete individual School Crime Incident Reports as required.
- The Administration will also insure that California Safe School Assessment reporting forms are completed as required.
- Crime data will guide the school in the development of strategies and programs that will maintain a high level of school safety.
- Maintenance of copies of School Crime Incident Reports and C.S.S.A reports on school site.
- In-Service on School Crime Incident Report by P.P.D and Office of Child Welfare and Attendance on C.S.S.A reporting to City Police PUSD District crime statistics,

Personal Characteristics of Pupil & Staff

Washington is staffed by

17	General Education classroom teachers
2	SDC Teachers
1	RSP Teacher
1.	0.5 RSP Teacher
0.6	School Psychologist
1	Science Teacher
1	Math Coach
1	Instructional Coach
1	RTI Academic / Behavior Coach
1.	EL Coach
1	Roving Substitutes
1	Community Liaison
1	Community Advocate
0.5	Clinical Social Worker
1	Office Manager
1	Attendance Clerk
1	(50%) Clerk & (50) Bilingual Aid

Additional Data



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Washington Elementary STEM Magnet School has an enrollment of 433 pupils in Tk - 5th Grader or homeless Youth. Approximately 94% % 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 (337) 84%, % Hispanic, (32) 8%, % Black, (13) 3% % Caucasian and (10) 2% Multi-ethnic. 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 Heggerty Phonics & Phonemic Awareness K - 2

Engage NY Reading. K - 2
Magnetic Reading 3rd - 5th
95% Group Phonics 3rd - 5th

Ready Math. K - 5th
iReady Reading & Math. K - 5th
ZooPhonics Kinder
StemScopes Science
TCL Social Studies

LLi Intervention Curriculum for K - 5th

On site mental health provider: Five Acres

SEL: Second Chance Curriculum for daily SEL time

My Master Piece Math & Art
STEM integration focus
Weekly hands on experiences in our Science STEM Lab
Weekly instruction through technology in our Innovation Technology Lab
World Language Spanish K - 5th
Innovation Technology Lab & STEAMCODERS

K - 5th Interactive Music
After School Clubs
Organized Sports during lunch recess 2nd - 5th grade

Pupils have the opportunity to participate in noon and after-school activities. These include

- Lunch Buddies
- Peer Mediation groups facilitated by Middle School students

Pasadena LEARNs

- Robotic Club
- Math Club
-
- Coding Club



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- 3D Printing Club
- Innovative Exploration Club
- Scifi Writing Club
- Guitar
-
- Basketball Competitions
- Soccer Competitions
- Flag Football Competitions
-
- Tinker Club
- Gardening Club

Staff provides opportunities and additional activities open to pupils in the areas of

- Dance
- Music
- Art
- Lunch Sports competitions
- Student Council
- Performing Arts
- Cooking Club
- STEM Challenges



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Physical Environment

The Schools' Location and Physical Environment

Washington Elementary STEM Magnet School is located in the Pasadena, CA 91103 area of Los Angeles County that has a low crime rate and high poverty level.

The immediate area round the school includes

- Many apartment complexes
- Many single family homes that are converted into multi-family dwellings

Present safety hazards include

Zip code 91103 ratio of number of residents to the number of sex offenders compared to county and state: (Note: Higher values mean more residents per sex offender)

Zip code 91103: 920
 Los Angeles County: 839
 California: 698

Pasadena (zip 91103) violent crime is 34.6. (The US average is 22.7)
 Pasadena (zip 91103) property crime is 50.3. (The US average is 35.4)

Description of School Ground

The Washington Elementary STEM Magnet School is located in Pasadena, CA, spanning across three blocks: Penn Avenue, Howard Avenue, and Grandview Avenue. The campus consists of several buildings, each with various corridors that face the playground. The playground is a mix of grass, concrete, and asphalt and is equipped with basketball courts, handball courts, and large climbing structures for students' recreation.

The school grounds are fully enclosed by a fence, with locked gates during school hours for security. However, there are multiple entry and exit points spread across the three blocks, making it difficult to prevent unauthorized individuals from entering the campus. The presence of push-bar gates at these entry points allows for easy access, which has led to concerns about non-Washington visitors entering and exiting the campus.

Previously, Washington Elementary was the only school in the area with a dedicated campus security position. However, due to budget cuts, this position was eliminated. As a result, parents, staff, and students have witnessed several instances of non-Washington individuals accessing the school grounds.

There are several wings an/or clusters of classrooms including 23 classrooms 2 re-locatable classrooms.

Other ancillary structures include

1	Environmental	Studies	Imagination	Lab
1	World	Language	Spanish	Class
1				Labs
1	STEM		Computer	Lab
1	STEM		Science	Lab
1	STEM		Math	Lab
1				Library
1		Main		Office
1		Attendance		Office
1		Nurse's		Office



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1				Faculty				Lounge
1				Parent				Room
1			Community			Parent		Room
1	Community		Schools		/	Staff	Work	Room
1			Community			Assistant		Room
1				Arts				Lab
1			RTI			Intervention		Room
1	Staff	/	Community	Conference	-	Professional	Development	Room
1				Multi-Purpose				Room
1			Instructional			Baking		Kitchen
1			SpEd			RSP		Room
1			SpEd	Psychologist			&	Speech
1			Mental			Health		Room
1			Balanced	Reading			Book	Room
1			Reading			Partner's		room

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

It shall be the practice of Washington Elementary STEM Magnet 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 during the Measure Y renovated during the 2000 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

Washington Elementary STEM Magnet School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and anti-bullying awareness. All grade levels receive quarterly lessons and awareness about anti-bullying..

Washington Elementary STEM Magnet School crime statistics reflect a total of 34.6 US Average Rate is 22.7 crimes reported during the 201X-1X school year.

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

We will continue to utilize our Security Cameras and communication with Pasadena Police Department to monitor our school campus; however, only our new buildings are equipped with cameras, leaving 2/3 of the school without any surveillance cameras. In addition, we have requested from the district for Washington Elementary to be granted a full time Campus Security Guard to monitor the school during school hours..

Washington Elementary STEM Magnet 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.



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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.
See Attachment.

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 Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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. Washington Elementary STEM Magnet 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:
PPD, 1 full time Campus Security, Cameras and buzzing in system to view visitors entering the campus

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 Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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

Washington Elementary STEM Magnet School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

Teachers utilize a variety of teaching strategies to accommodate diverse learning styles and individual needs. This inclusive approach ensures that all students can access content in ways that best support their learning.

Engagement Strategies

1. Turn and Talk: Promotes student interaction by encouraging peers to discuss content, helping deepen understanding through dialogue.
2. Cooperative Groups: Fosters teamwork, communication, and peer-to-peer support through collaborative learning experiences.
3. Buddy Systems: Offers additional support through teacher or peer buddies, helping students stay engaged and providing a reliable source for assistance.

Instructional Support

1. Small Group Instruction: Enables teachers to provide personalized attention and targeted instruction based on student needs.
2. SEL Curriculum and RTI: Social-emotional learning (SEL) and Response to Intervention (RTI) structures—such as “Greet & Meet” routines and positive reinforcement strategies (e.g., a 5:1 ratio of positives to corrections)—create a nurturing environment that addresses both academic and behavioral growth.

Academic Discourse and Core Subjects

1. Instructional Coaching: Coaches partner with teachers to enhance academic discourse, encouraging critical thinking and meaningful dialogue in core subjects.
2. Science of Reading Focus: Building on the previous year's work, the continued emphasis on the Science of Reading demonstrates the school's commitment to evidence-based literacy instruction and the development of strong reading skills for all students.

Professional Learning Communities (PLCs)

1. Weekly PLCs: Provide dedicated time for teachers to collaborate, analyze student data, and refine instructional practices. These sessions support continuous professional growth and ensure instruction remains responsive to student



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needs.

In summary, the school's approach is multifaceted and student-centered. Through collaborative teaching practices, individualized support, social-emotional integration, and ongoing professional development, the school fosters a rich and supportive learning environment for all students.

The teachers at Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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 Hispanic Heritage Celebrations, Latino Heritage Parade participants, African American Parade participants, Cinco de Mayo celebration, and African-American Celebrations.



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Action Plan

Physical Environment

Goal: Our goal is to create a physical environment that communicates respect for learning, students, staff, and the environment.

I. Areas of Pride and Desired Improvements

a. Pride

1. Washington School is committed to fostering both academic success and social development. By offering programs like Peer Mediation, The Lunch Buddy Club, Social Development Groups, and Character Education, we provide a well-rounded approach to education that helps students build essential life skills, such as communication, empathy, and leadership. The focus on encouraging high goals academically and socially sets a positive environment where students can thrive and become active, productive members of their community. These programs contribute to developing well-rounded individuals ready to make a difference.
- 2.
- 3.
4. A. Washington continuously evaluates its practices to ensure a safe environment for students, staff, and parents.
- 5.
6. B. Washington STEM takes pride in providing a positive environment that the community can be proud of. Given the school's location, we prioritize securing the school perimeter to ensure the safety of students and staff during school hours.
- 7.
8. C. Washington Elementary is dedicated to fostering a caring and connected school climate where students feel safe. Our goal is to strengthen relationships among students, staff, parents, and different groups within the school community.
- 9.
10. D. Community groups, such as STEMulate, will collaborate with upper-grade students and teachers to build pride in learning mathematics and promote self-regulation skills.
- 11.
12. E. Community groups like STEAMCODERS will inspire students to engage in learning through technology.
- 13.
14. F. Community groups such as Harambee will support students during recess, building confidence and offering tutoring for those struggling academically.
- 15.

b. Areas of Desired Improvement

1. 1. Full-Time Campus Security or Aide: As requested by the community, hiring a dedicated full-time security professional could help monitor the entrances and exits throughout the day. This individual could ensure that only authorized visitors are allowed on campus and help prevent any potential security risks.
- 2.
- 3.
4. 2. Access Control Systems: Implementing a visitor check-in system at main entry points could help ensure that unauthorized individuals are prevented from entering. This could involve badge access, a security gate, or a visitor sign-in process.
- 5.
6. 3. Surveillance Cameras: Installing cameras at key points, such as entrances and exits, can help monitor the campus and provide footage if any suspicious activity occurs. This could serve as both a deterrent and a tool for reviewing any incidents.
- 7.



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8. 4. Safety Protocols and Drills: Regularly scheduled safety drills, including those for lockdowns, evacuations, and other emergency scenarios, would help ensure that staff and students are prepared in the event of a real emergency.
- 9.
10. 5. Community Involvement: Encouraging communication between parents, staff, and local law enforcement to discuss safety measures could help in creating a more secure environment. Parent volunteers or community watch programs could assist in
11. monitoring the campus as well.
- 12.
13. 6. Fencing or Barriers: If the openness of the campus is a particular concern, adding fencing or other barriers around certain sections of the school could help limit access to the campus and make it more difficult for unwanted visitors to enter unnoticed.
- 14.
15. RTI Integration:
16. Incorporate behavior expectations tied to the "Keep Our Campus Clean" campaign within the RTI framework. For example, in Tier 1, establish universal expectations about cleanliness and responsibility. In Tier 2, provide additional support for students who struggle with these behaviors. In Tier 3, offer intensive interventions for students who need more individualized strategies.
- 17.
18. Incentives and Recognition:
19. Create a rewards system for students or classes that consistently adhere to campus cleanliness expectations. This could be tied to positive behavior reinforcement strategies in RTI. For example, students who engage in cleanliness efforts could earn points toward school-wide recognition or rewards.
- 20.
21. Behavioral Tracking:
22. Use data from RTI to track student progress in terms of behavior related to campus cleanliness. This could involve monitoring instances of littering, improper disposal of waste, or non-compliance with cleanliness rules, and then adjusting the interventions as needed.
- 23.
24. Ongoing Reflection:
25. Periodically assess how well the "Keep Our Campus Clean" campaign is impacting student behavior, and adjust your RTI strategies accordingly. This could include surveys or feedback from both students and staff to measure the campaign's success and areas for improvement.
- 26.

II. Desired Change #1: 1. We ensure that all students and staff members are provided with a safe, supportive, and conducive environment for teaching and learning.

2. We strive to create an atmosphere at Washington where all students, staff, and parents feel that the school is orderly, purposeful, and free from physical or psychological harm, allowing students to learn and grow without fear.

a. Related Strategies and Activities

1. A. Ensure and practice continuous evaluation of our Evacuation Routes
2. B. Improve monthly disaster drill practice by including drill types other than fire and earthquake (i.e. lockdowns, disaster drills)
3. C. Continue to review and update EOC Commander for School Site
4. D. Development of a plan that allows one entry/exit for visitors. Staffing should be available to monitored in the AM or beginning of school and throughout the day hours.
5. E. All gates, doors and barriers shall be maintained in good working condition, with locks in good working condition.
6. F. All signage will be posted clearly for visitors and will direct person to the office for conducting business.
- 7.
- 8.
- 9.



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10.

b. Resources Required

1. A. New site diagrams from school new drawings (playground, buildings and fencing).
2. B. Short duration drill scenarios.
3. C. Personnel ---Dedicated District Employee to monitor / patrol the school grounds at all times to ensure that the school grounds are inhabited by school personnel and appropriate parents
4. D. Continued housing of a Full Time On site Clinical Social Worker to support ongoing student emotional needs
5. E. Playground support staff available to engage students in activities and minimize non productive behaviors
6. F. Seeking a full time Campus Security Guard
7. G. STEMulate / Harambee to build socio-emotional learning and facilitate understanding mathematics
8. H. Full Time RTI or Wellness Coach to provide ongoing classroom support for teacher and students as well as monitor student attendance
- 9.
- 10.
11. A. Full time RTI Coach
12. B. Site Based Security, Campus Aides, and Custodial Staff.
13. C. Custodial Staff and School Security.
14. D. Site Administration, School Security and Custodial Staff.
- 15.

c. Personnel Assignments

1. Site Administrator, RTI Coach, Custodial Staff and School Project Aide Behavior
- 2.
- 3.
4. Noon / Project / Campus Aides during Recess and Lunch

d. Timeframe for completion

1. On-going
- 2.
- 3.
4. Beginning of School year we need to update EOC Commander.
- 5.
- 6.

e. Budget

1. A. District Cost for Administrator, RTI Coach, Security, and Custodians
2. A. School and District Cost for Noon Aides

f. Evaluation criteria

1. A. New site evacuations posted in the room.
2. B. District SEM log of monthly site drills.
3. C. Emergency evacuation assignment/plan established and located in disaster bin and office.
- 4.
- 5.
- 6.

III. Desired Change #2: : Create a physical environment that communicates respect for learning and for individuals. In addition, we would like to create positive and engaging Outdoor work spaces for students Part 2 of the “safe and orderly environment”

a. Related Strategies and Activities

1. A. To improve attendance... students will be referred to the district School Attendance Review Board.



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2. B. Students who are behaviorally at risk will receive additional support through our RTI strategies
 3. C. The school shall access all available district resources in support of children at risk, such as: Child Welfare and Attendance Office
 4. D. Provide students with an opportunity for counseling on school site.
 5. E. Provide peer mediation program on site
 6. F. Provide group counseling for parents and students on/off school site.
 7. G. Provide students with outside activities during and after school.
 8. H. Provide students with ethnic and cultural events.
 9. I. Provide students the opportunity to pursue academic interests.
 10. J. Reduce absences and tardies.
 11. K. Provide Staff Development Activities for Teachers.
 - 12.
 - 13.
 - 14.
- b. Resources Required
1. A. Bi-Weekly Conflict Resolution classes facilitated by trained impact teacher, weekly meeting with support mental health providers.
 2. B. Parent Education Workshops through Five Acres, Pacific Clinic and/or other community family health providers.
 3. C. After school Athletic programs, tutoring and, Pasadena Learns.
 4. D. Multi-Cultural festivals, Cinco de Mayo, Black History Celebration.
 5. E. Math Field Day and Student Council.
 6. F. Monthly Perfect Attendance Assemblies, hold students accountable for missed time due to tardies by making up the minutes through detention.
 7. G. Monthly Staff development, Banking Time, Grade level mtg. and observations.
 8. H. Socio-emotional building groups
 9. I. Full Time RTI or Wellness Coach
 10. J. FULL TIME CAMPUS SECURITY or AIDE to help with the security and monitoring of visitors entering and exiting the campus through school hours.
 - 11.
 - 12.
 - 13.
- c. Personnel Assignments
1. A. Office of Child Welfare and Attendance
 2. B. Existing District Resources.
 3. C. Peer Mediators, Five Acres, Behavior Assist...
 4. D. Pasadena Parks and Recreation, Pasadena Learns and After School Tutoring.
 5. E. Festival location, supplies, posters and Black History Bee.
 6. F. Staff, PTA, Administrative Team Support and Aeries.
 7. G. Meeting time, funds for Staff Development.
 8. H. Full time Clinical Social Worker on campus
 9. I. 6 hour Behavior Aide to support classrooms
 10. J. Additional personnel to provide in classroom support for disruptive students
 - 11.
 - 12.
- d. Timeframe for completion
1. On-going
 2. On-going with Quarterly Assemblies.
 - 3.
 - 4.



PASADENA UNIFIED SCHOOL DISTRICT

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5.

e. Budget

1. A. District Cost for Administrator, RTI Coach, Campus Security / Campus Aide
2. B. District Cost for Security Camera Camera
3. C. District /Grant Cost for full time Clinical Social Worker
4. D. District / School cost for Behavior Aide
- 5.
6. A. School Cost for additional part time cost for Behavior Aides to provide intervention to keep students in class and minimize classroom disruptions
7. B. School Cost for Conflict Resolution Materials
8. C. School Cost for student incentives
9. D. School Cost for After School Activities
- 10.

f. Evaluation criteria

1. A. Reduced Parent calls and letters.
2. B. Reduced Suspension and Behavior Contracts
3. C. More Students enrolled in Learns and After School Clubs
4. D. Cultural Fair, Black History, Cinco de Mayo, Recognition and Celebrations scheduled yearly.
5. E. Various after school and school day activities conducted and offered all year.
6. F. Meeting district attendance goals, Data reflects a reduction in absences and tardies.
7. G. Staff Development Day agendas.
- 8.
- 9.
- 10.



PASADENA UNIFIED SCHOOL DISTRICT

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Action Plan School Climate

Goal: To provide a safe and orderly school that provides a purposeful place where students and staff are free to learn and teach without threat of physical and psychological harm”

I. Areas of Pride and Desired Improvements

a) Pride

11. Washington School is proud of the active role we take in our students’ lives. By striving to encourage our students to set high goals for themselves academically and socially, we inspire our students to take a positive and productive role in our community. We are fortunate, through the Community Schools’ Grant to have a part-time Clinical Social Worker and Community Advocate added to our staff. These additions have provided students, staff, and families additional community resources that support students and parents.
12. Unfortunately, the only mental health support for WESM students this year are: Five Acres, PUSD mental health; however, the addition of our part-time Clinical Social Worker has been instrumental. There is a great need for a full time Clinical Social Worker based on student needs.

b) Areas of Desired Improvement

13. Washington’s students have experienced numerous home and community challenges which have created an increase of mental health challenges. A full time Clinical Social Worker / Guidance Counselor is needed to provide more mental health and Classroom support to minimize classroom disruptions so that instruction isn’t impacted
14. In addition, there is a great need for a full time Campus Security Aide to monitor the constant flow of non-parent visitors who walk through our campus
- 15.
16. A stronger presence from our Mental Health providers (5 Acres) to support students in class

- #### II. Desired Change #1:
- A. Washington STEM shall complete individual School Crime Incident Reports as required. The Administration will also insure that California Safe School Assessment reporting forms are completed as required. Crime data will guide the school in the development of strategies and programs that will maintain a high level of school safety.
 - B. The Staff at Washington STEM shall report all suspected child abuse as mandated by Section 11166 of California Penal Code and district Administrative Regulations.
 - C. Washington STEM shall implement district policies on suspension and expulsion as they apply to California Ed. Code 48900 guidelines.
 - D. Washington STEM school rules shall be established, modified, and implemented in accordance with approved district policy.
 - E. Washington STEM school rules shall be communicated to students, parents and staff, and shall be posted
 - F. Teachers at Washington STEM shall be notified of students who have engaged in acts leading to suspension or expulsion pursuant to Calif. Ed. Code 49079.
 - G. Washington STEM shall implement P.U.S.D policies pertaining to “Sexual Harassment” pursuant to Title VII of Federal Civil Rights Act of 1964, Title IX of the Ed. Amendments of 1972 and Calif. Ed Code 480900.2
 - H. Washington STEM shall implement district dress code for students, pursuant to California Ed. Code 35183, and implement a school wide uniform policy adopted by P.U.S.D board of Education Spring of 2000.
 - I. Staff will make various attempts to remediate students that are disruptive to the education and well being of others. If the behavior continues, students will be referred to our In house RTI team to develop behavior plans
 - J. Communication to security and key personnel shall be through radio. Staff shall be notified of emergency situations through a bell system in which all staff members will be trained.
 - K. Update school site disaster plan.
 - L. Update child emergency cards Bi-Annually.
 - M. Establish Emergency Evacuation Assignments and Procedures.



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- N. Purchase additional emergency radio frequencies.
 - O. Increase personnel to support in class behaviors and minimize students being sent out of the classroom
- c) Related Strategies and Activities
- 17. A. In-Service on School Crime Incident Report by P.U.S.D police and Office of Student Support Services on C.S.S.A reporting
 - 18. B. Administration will review mandated child abuse reporting procedures with school staff at the start of new school year and during staff meeting.
 - 19. C. Continued update of California Ed. Code 48900 and 48915 by Office of Student Support Services and Review with staff at the beginning of the school year.
 - 20. D. Administration and School Site Council, yearly review of school rules.
 - 21. E. Disseminate and review school rules at School Site Council, PTA, and Student Assemblies.
 - 22. F. Development of notification process that is set in motion as soon as student is suspended or school administration is notified of expulsion.
 - 23. G. All employees/students will be notified and provided orientation on sexual harassment on a yearly basis.
 - 24. H. Development of Dress Code by School Site Council pursuant to Ed. Code 35183 and Board policy as well as orientation of students, staff and parents.
 - 25. I. Follow district guidelines for placement into alternative education.
 - 26. J. Training seminars and PUSD Police random calls to sites.
 - 27. K. Make changes as needed.
 - 28. L. Send home new cards in September and February
 - 29. M. Training for positions of duty.
 - 30. N. Training on radio use and codes for related emergency incidents.
 - 31.
 - 32.
 - 33.
- d) Resources Required
- 34. A. School Police PUSD District crime statistics, Office of Student Support Services C.S.S.A. Procedural Manual, and District C.S.S.A. data.
 - 35. B. Office of Student Support Services, District Administrative Regulation AR5141 and Child Abuse Interview Protocol Memorandum.
 - 36. C. Board Policy 5144.1 Suspension and Expulsion due process, Administrative Regulations 5144.1 Memo #146 and Student Expulsion Guidelines.
 - 37. D. Annually revised district Handbook for Appropriate and Expected School Behavior.
 - 38. E. Office of Child Welfare and Attendance informs administration the name of student being expelled. Student Support Services sends list of all expelled students to all the principals at the beginning of the
 - 39. semester.
 - 40. F. Office of Human Resources, Sexual Harassment Board Policy 5145.7 and Administrative Regulation 5145.7.
 - 41. G. California Ed. Code 35183 and Board Policy 5132.
 - 42. H. SBRD, Office of Student Support Services, Director of Alternative Ed. SST team recommendation.
 - 43. I. Training seminars.
 - 44. J. Add emergency cards.
 - 45. K. Safety Team.
 - 46. L. Radios
 - 47. M. Full time Campus Security
 - 48.
 - 49.
 - 50.
- e) Personnel Assignments
- 51. A. Administrative team (Principal, Resource Staff, Office Manager, Clinical Social Worker, and Learns)



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- 52. B. All Staff members at Washington STEM are mandated to report suspected child abuse.
- 53. C. Administrative Team
- 54. D. Discipline Committee
- 55. E. School Site Council.
- 56.
- 57.
- 58.

f) Timeframe for completion

- 59. A. Daily
- 60. B. On-going
- 61. C. August at the start of school year (Child Abuse reporting procedures and bullying reviewed at staff meeting.
- 62. D. Spring Semester
- 63. E. At the start of each new semester and new student enroll.
- 64. F. Beginning of School Year.
- 65.
- 66.
- 67.

g) Budget

- 68. District paid personnel: (Principal, Office Manager, Security, Classroom Teachers, Behavior Aide Classroom Reduction Teachers, Behavior RTI Coach, 50% Clinical Social Worker, Instructional Coach, Science Teacher)
- 69.
- 70.
- 71. School Paid personnel (Behavior Assist. ELD / STEM Coach, Computer Learning Specialist).

h) Evaluation criteria

- 72. A. Maintenance of copies of School Crime Incident Reports and C.S.S.A reports on school site.
- 73. B. Maintenance of copies of child abuse reports on school site (in the main office with office manager).
- 74. C. Review of district Student Suspension Report Review of LSS (List Student Suspension) field on district data base Review district Expulsion Report.
- 75. D. Annually revise school rules
- 76. E. Review of rules posted in classrooms Parent/Student Handbook Evidence of assemblies reviewing school rules.
- 77. F. Communication process established in writing at school site (i.e. memos suspension forms).
- 78. G. Evidence of dissemination of sexual harassment awareness information and grievance procedure
- 79. H. Evidence of Dress Code Policy in Student Handbook. Evidence of Student and Parent Orientation on Dress Code for new parents. Assembly Bulletin, SSC, PTA...
- 80. I. Review of Placement Records and CUMS which include SBRD documentation.
- 81. J. Functional 2 way radio system being used on a consistent basis.
- 82. K. An updated plan on file at District main office and disaster bin
- 83. L. Update records on file.
- 84. M. Have a completed Emergency Evacuation Assignment and Procedure in main office and disaster bin.
- 85. N. Key personnel use 2 way radios & add to the disaster bin.
- 86.
- 87.
- 88.

III. Desired Change #2:

- i) Related Strategies and Activities
- 89.
- 90.



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- j) Resources Required
 - 91.
 - 92.

- k) Personnel Assignments
 - 93.
 - 94.

- l) Timeframe for completion
 - 95.
 - 96.

- m) Budget
 - 97.
 - 98.

- n) Evaluation criteria
 - 99.
 - 100.



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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. Washington Elementary STEM Magnet School promotes educationally and psychologically healthy environments for all children and youth. Washington Elementary STEM Magnet 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. Washington Elementary STEM Magnet 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. Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet School have received training in conflict resolution and confrontation skills. Washington Elementary STEM Magnet 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. Washington Elementary STEM Magnet School offers several recognition and award programs such as

Awards								Assemblies
Student		of						Month
Teacher								Awards
Academic								Awards
The	Crew	for	3rd	-	5th	gr.		students
Bear	Tickets	in	recognition	of	9	character		Traits
Friday			Morning					Assemblies
Student			Council					Leadership
Attendance Improvement awards (2 times a month) to celebrate targeted students attendance and timely school arrival								
Monthly	"Thoughtful		Thursdays"		lunch	recess		activities
Weekly	team		building		activities	through		Harambee

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,



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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.

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

After school programs

Student Clubs

Conflict Resolution/Peer Mediation

Name : Character Education

Early Intervention and Counseling

School Policies

California Healthy Kids Survey

WeTip 1-800-78CRIME Hotline : At Washington Elementary STEM Magnet School, signs and other information pertaining to the "District's WeTip 1-800-78CRIME Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

School Safety Strategy #3: Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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.

Washington Elementary STEM Magnet 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

Washington Elementary STEM Magnet School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet School. The staff at Washington Elementary STEM Magnet 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



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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. Washington Elementary STEM Magnet School uses its links with the City of Pasadena to enhance its effort to curb gang influence. When appropriate, the city's graffiti removal service is used and community service hours are assigned.

Alternative Programs. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. **(If appropriate, Washington Elementary STEM Magnet 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

Washington Elementary STEM Magnet School recognizes the importance of punctuality and regular attendance. The staff of Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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.

Washington Elementary STEM Magnet 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.



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Parent Training: Promoting the Use of Community Resources

Washington Elementary STEM Magnet 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. Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet School will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of Pasadena's website www.ci.pasadena.ca.us, The staff of Washington Elementary STEM Magnet 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.

Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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

Washington Elementary STEM Magnet 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 Washington Elementary STEM Magnet 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

Washington Elementary STEM Magnet School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Washington Elementary STEM Magnet 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



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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.

Washington Elementary STEM Magnet 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.

Washington Elementary STEM Magnet 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.

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

School Safety Strategy #6: At Washington Elementary STEM Magnet 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. Washington Elementary STEM Magnet School has

- All campus visitors will enter through a single entrance and register to eliminate unauthorized ingress and to minimize interruptions.
- Administration will institute a telephone protocol to minimize classroom disruptions

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 Washington Elementary STEM Magnet School, has identified the following issues:

Basement Flooding (Drainage issues in the B Building)

Please select only those areas that apply to your school

Washington Elementary STEM Magnet School:

- operates a closed campus, where pupils must have permission to leave the campus during school hours.
- has helped assure a safe learning environment by the following (Select all that apply):
- has set a priority to keep buildings clean and maintained.
- has established two-way communication between the front office and each classroom.
- has instituted after-school academic and recreational programs for latchkey students.

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



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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 Washington Elementary STEM Magnet School's Site Council). At Washington STEM, we take pride in our active role in shaping students' futures. We encourage our students to set high academic and social goals, inspiring them to become positive and productive members of the community. Through a variety of enriching programs, we provide opportunities for students to grow, collaborate, and develop essential life skills.

Our programs include Peer Mediation, where students learn conflict resolution skills; Math Clubs to enhance problem-solving abilities; and Robotics, which fosters innovation and teamwork. Additionally, Five Acres engages students in hands-on learning experiences, while Washington Crew builds leadership and camaraderie. We also offer Cheerleading, promoting school spirit, and Character Education, which instills values that shape responsible, ethical individuals.

Supporting statement:

Washington STEM is dedicated to fostering a caring and connected school environment where all students feel safe and supported. Our goal is to strengthen relationships among students, staff, parents, and diverse groups, promoting inclusivity and mutual respect.



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STUDENT WELLNESS AND SUPPORT SERVICES

School Safety Compliance

Child Abuse Reporting And Procedures

Pasadena Unified School District Unified School District

Board Policy

[Enter appropriate Board Policy]

Students

Child Abuse Reporting Procedures

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

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

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

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

(cf. 4131 - Staff Development)

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

Legal Reference:

Education Code

33308.1 Guidelines on procedure for filing child abuse complaints

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

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

Penal Code

152.3 Duty to report murder, rape or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

Welfare And Institutions Code

15630-15637 Dependent adult abuse reporting



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

Cde Legal Advisories

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

Web Sites

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

School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safety/partnership.html>

California Attorney General: <http://caag.state.ca.us>

California Department of Social Services: <http://www.dss.cahwnet.gov>

Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>

Policy Pasadena Unified School District Unified School District

Policy Adopted: BP 1312.3 City: Pasadena, California

Revised: January 7, 2025



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: Pasadena Police Department
Phone: 626-744-4241
- 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: January 7, 2025

Police Department: 626-744-4241 or 800-540-4000

Address: 532 Colorado Blvd. 91101

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

Caution:

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspension And Expulsion Policies

Pasadena Unified School District Unified School District

Board Policy

[BP 5144]

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

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

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

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

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

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

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

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



PASADENA UNIFIED SCHOOL DISTRICT

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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))



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Maintenance and Monitoring of Outcome Data

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

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

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspension And Expulsion/Due Process

Pasadena Unified School District Unified School District

Administrative Regulation

Number: BP 5144.1

Adopted: July 2024

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 AR 4158
Adopted 2024 - 2025
Pasadena Unified School District Unified School District



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Sexual Harassment Policy

Pasadena Unified School District Unified School District

Board Policy

Policy Numbers: BP 5145.3 AR 5145.7

Personnel

Sexual Harassment

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

Legal Reference:

Education Code

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

TITLE VII, CIVIL RIGHTS ACT as amended by Title IX, Equal Employment Opportunity Act
Meritor Savings Bank, FSB v. Vinson et al.
86 Daily Journal D.A.R. 2130
Regulation Pasadena Unified School District Unified School District
Approved: 2024 - 2025 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: Department of Fair Employment and Housing
Address: 324 4th Street Ste. #10
Los Angeles, CA 90013
Phone: 213-439-6799



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Retaliation Prohibited

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

Regulation Pasadena Unified School District Unified School District

Approved: 2024 - 2025 City: Pasadena, 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 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: 2024 - 2025



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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 ([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
 - FOOD SERVICE OPERATIONS/CAFETERIA FUND ([AR/BP](#))
 - Food Service/Child Nutrition Program ([AR/BP](#))
11. Campus Visitors ([AR/BP](#))
12. Classroom Disruption/Insubordination ([AR](#))
13. Communications ([BP](#))
14. Conduct ([BP](#))
15. Conflict Resolution ([BP](#))
16. [Construction](#)
17. Discipline ([AR/BP](#))
 - Disciplinary Action- Certificated Personnel ([AR/BP](#))
 - Disciplinary Action- Classified Personnel ([AR/BP](#))
 - [Parent/Student Handbook](#)
18. Drill Schedule ([AR](#))
19. Extracurricular Eligibility Policy ([AR/BP](#))
20. Eye Protection Devices ([AR/BP](#))
21. [First Aid](#)
22. Fire/Emergency Drills
 - Fire Drills and Fires ([AR](#))
23. Gangs ([AR/BP](#))
24. Graduation Requirements
 - High School Graduation Requirements ([AR/BP](#))
 - Alternative Credits Toward Graduation ([AR/BP](#))
 - Differential Graduation and Competency Standards for Students with Disabilities ([BP](#))
 - Elementary/Middle School Promotion Requirements ([BP](#))



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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

Washington Elementary STEM Magnet School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2024-2025 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 Washington Elementary STEM Magnet 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 18, 2025 at Washington STEM Room C119. Notice was provided by SSC Agenda Item and Committee input.

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

The plan 2024 - 25 been properly implemented and we have seen progress in our efforts to combat Bullying; however, there is a great need to provide more support with Mental Health concerns for students and parents.

Amendments

School Site Council

Karrone Meeks	Principal
Debbie Afsharian	Teacher (Chair)
Karina Evans	Teacher
Yasmin Trujillo	Teacher
Maricore Garaniel	Staff
Jessica Hernandez	Parent
Cheryl Lough	Parent
Leira Ruperto	Parent
Shima Talaei	Parent

See attachment for signatures



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Signatures of Washington Elementary STEM Magnet 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
_____ Signature	_____ Date	_____ Signature	_____ Date



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Safe School Plans

Executive Summary
School Year 2025-26

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



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. Because Washington Elementary STEM Magnet encompasses a three blocks span and with multiple points of unsupervised school entrance and exits, it has been repeatedly expressed by our school community of parents and staff that Washington has a great need for Campus Security or a Campus Aide to monitor the campus
2. Because Washington is located adjacent to a local park that entertains local gangs, additional eyes, support, etc. is needed to monitor and support school safety
3. With the addition of two SDC classes and a higher percentage of students who are in need of alternative interventions, a full time RTI or Wellness Coach is needed to support students and the implementation of classroom strategies designed to keep students in class and reduce suspensions.
- 4.
- 5.
- 6.
- 7.



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

School Site Emergency Planning Matrix

Name of Principal: Karrone Meeks

Name of School: Washington Elementary STEM Magnet School

Name of School District: Pasadena Unified School District

Comprehensive School Safety Plan
ED 32280

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Mental Health Programs

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

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

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

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

Mental Health Care Providers

D'Veal Family and Youth Services

1. Altadena Elementary
2. John Muir High School

Five Acres

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

Foothill Family Services

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

Hillsides

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

Pacific Clinics

1. Jackson Elementary
2. Rose City High School

PUSD Mental Health Services

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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

Sycamores

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Addressing Discrimination, Harassment, Intimidation, or Bullying

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

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





PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Active Response to Safety

Threat Assessment and Responding

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

Child Abuse Reporting

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

Intervening with Suicidal Youth

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

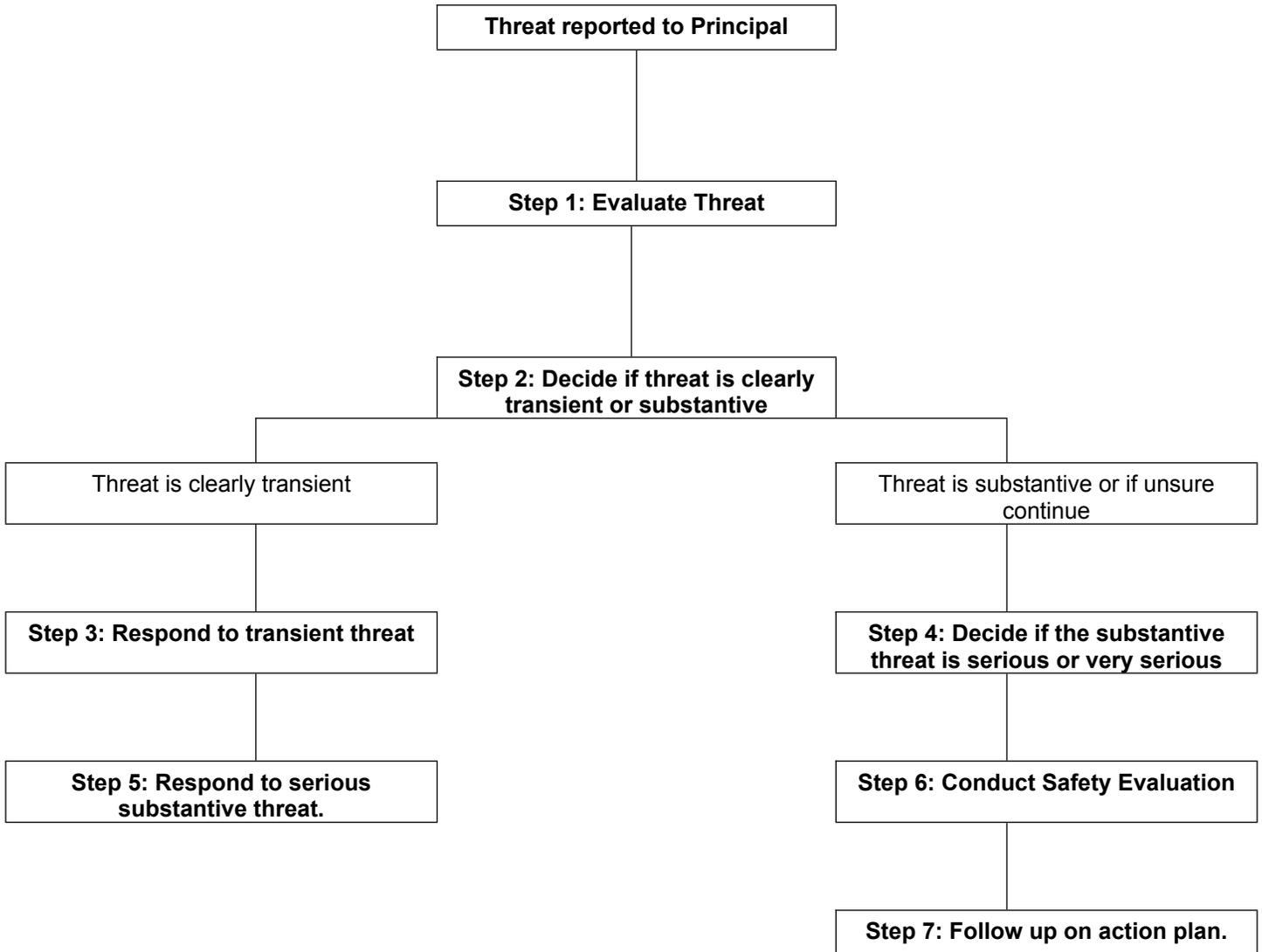
Bullying

Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Threat Assessment Addendum





PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

What is a threat?

A threat is an expression of intent to harm someone

Types of Threats

Transient threats-

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

Substantive threats

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

Identifying threats as transient or substantive

Step 1: Evaluate the threat

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

Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

Step 3: Responses to a transient threat

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

Step 4: Responses to substantive threat

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

INTERVENING WITH SUICIDAL YOUTH

Instructions for Crisis Teams

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

1. Report concerns to the Incident Commander (typically the Principal or Administrative Designee) or Mental Health Crisis Team Coordinator, as identified by the Principal. Supervise the student at all times, do not leave the student alone. Trained crisis team members, Principal, and/or Administrative Designee shall conduct a suicide risk assessment. Under no circumstances should the student be allowed to leave school or be alone (even in the restroom) until a risk assessment has been completed and a plan has been generated. It may be appropriate to solicit the aid of collaborators to monitor the child while the crisis team member seeks a phone in private if a call needs to be made to the Psychiatric Mobile Response Team, law enforcement, guardians/parents, or other supports.
2. The administration and crisis team members shall collaborate on assessing the student to identify risk level, and shall intervene accordingly using the Suicide Risk Levels and Action Plan guide in the School Site Mental Health Crisis Management Manual. Many potentially difficult decisions will have to be made and having the support and consultation among crisis team members is both reassuring and prudent.
3. Communicate with and inform guardians/parents, even if low risk. The Department of Children and Family Services may need to be contacted depending on the situation. If the risk is moderate or high, the crisis team members shall contact the county Psychiatric Mobile Response Team to conduct a thorough assessment.
4. Provide resources to parents. Provide parents with additional school-site and local mental health resources as appropriate.
5. Utilize law enforcement when appropriate. If a student resists, becomes combative or attempts to flee, law enforcement can be of invaluable assistance. In some cases they can assume responsibility for securing a "72-hour hold" which will place the youth in protective custody up to three days for psychiatric observation.
6. Develop a safety plan with the student.
7. Monitor and manage



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Assessing Risk in Suicidal Students

Questions to ask students:

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

Questions to ask parents, teachers, and staff

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Actions

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

General Interventions for Crisis Teams

Crisis Preparedness

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

Procedures for School Mental Health Personnel

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

Signs of Self Injury (SI)

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

Suggestions for School Personnel: Do

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suggestions for School Personnel: Don't

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

Suggestions for School Personnel to Limit Contagion

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

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

PET Team: 800-854-7771

Psychiatric Mobile Response Team: 626-258-2004

Adapted from:

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

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

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

*Intervening with Suicidal Youth content:
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PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Child Abuse Reporting

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

Who must report - Mandated reporters

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

Failing to report Child Abuse

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

Reasonable Suspicion

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

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

How to report

Immediately or as soon as possible by telephone

- Pasadena Police department: 626-744-4241
- Sierra Madre Police department: 626-355-7135
- Altadena Sheriff station: 626-798-1131
- (PUSD) Student Wellness and Support Services: 626-396-3600, extension 88238
- You must make a report even if some information is not known or is uncertain. Cross report, don't always assume the authorities will do it.

Also, in writing

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

Confidentiality

Mandated reports are confidential and may be disclosed only among agencies receiving, investigating, and prosecuting. If the police or a child protective worker discloses to anyone that you made a report, report to CWAS to follow up with a call to their supervisor.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Bullying Assessment

BULLYING PREVENTION AND INTERVENTION

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. The District prohibits bullying. This includes, but is not limited to: discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual-orientation, or association with a person or group with one or more of these actual or perceived characteristics.

**Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act.*

Student Instruction

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

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

Reporting Bullying

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

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

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Transient Typical Initial Interview Questions

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

Typical Witness Questions

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

Substantive Key Questions

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

When in doubt, treat threats as substantive

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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

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

Lifetime Recent - Clinical

Version 1/14/09

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

Disclaimer:

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

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

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

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PASADENA UNIFIED SCHOOL DISTRICT
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SUICIDAL IDEATION			
	Lifetime Time He/She Felt Most Suicidal	Past 1 Month	
<p>Ask questions 1 and 2. If Both are negative, proceed to "Suicidal Behavior" section. If the answer to question 2 is "yes", ask questions 3, 4, and 5. If the answer to question 1 and/or 2 is "yes", complete "Intensity of Ideation" section below.</p>			
<p>1. Wish to be Dead. Subject endorses thoughts about a wish to be dead or not alive anymore, or wish to fall asleep and not wake up. Have you wished you were dead or wished you could go to sleep and not wake up? 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. Have you actually had any thought of killing yourself? 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." Have you been thinking about how you might do this? 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." Have you had these thoughts and had some intention of acting on them? 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. 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:</p>	Yes No	Yes No	
INTENSITY OF IDEATION			



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Reasons for Ideation

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

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

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PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Suicidal Behavior <i>(Check all that apply, so long as these are separate events; must ask about all types)</i>	Lifetime		Past 3 Months	
	Yes	No	Yes	No
<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? What did you do? Did you _____ as a way to end your life? Did you want to die (even a little) when you _____? Were you trying to end your life when you _____? Or Did you think it was possible you could have died from _____?</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>	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>	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>	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
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

Response Procedures for Dangerous, Violent, or Unlawful Activities

According to SB 671 districts and schools directly address violent, dangerous, or unlawful activities on school grounds and/or at school-sponsored events. Specifically, the bill requires school district, COE, and charter school safety plans to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

LOCK DOWN PROCEDURES

Lock Down Procedures Armed Intruder/Hostage Situation/Shots Fired

General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation.
4. Call 911.
Provide:
 - School site name and location
 - Suspect description, direction of travel
 - Number of shots fired
 - Location on campus
 - Hostage situation: victims, etc.
 - Obey the Police.
 - Everyone may be treated as a suspect.
5. Obtain accurate information:
 - Where in the building is the event occurring?
 - How many are involved (both perpetrators and hostages)?
 - What demands, if any, have been made?
6. Render appropriate assistance.

IC Responsibilities

1. Direct 911 to be called.
2. Declare a Lock-Down.
3. Isolate the area.
 - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so).

7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Lock-Down, follow established procedures.
 - a. **Lock Doors**
Door is not to be opened for anyone. All doors will remain locked until the "all clear" signal or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - b. **Direct students** to Duck, Cover, and Hold On in the safest place possible.
 - c. Create a visual and physical barrier.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Lock Down Procedures

1. Immediate recognition

- o Emergency Signals:
 - Lock Down
 - Lock Down – Team Response
 - Fire Alarm
 - Severe Weather Alert
 - Duck, Cover, and Hold on
 - Shelter-in-Place
 - Immediate action

Lock Down – Team Response:

- o Close the classroom door.
- o Make a list of all students NOT in the classroom when the signal was given.
- o Add to the list the names of any students who enter the classroom after the signal was given.
- o Maintain order in the classroom.
- o Do not call the office unless there is a problem in your classroom.
- o Any adult who does not have supervisory responsibilities for students at the time the Lock Down – Team Response is given should report to a central location to assist in the management of the crisis/emergency.

Lock Down

This command is only used when:

- *there is a gunman in the school, or*
- *shots are fired, or*
- *there is a hostage situation in the school*
- o Close the classroom door.
- o Create a visual and physical barrier.
- o Use basic duck and cover techniques: Lie flat, face down, on floor; get under tables/desks if possible.
- o Stay away from windows.
- o Prepare a list of all missing students.
- o Add to list the names of anyone who enters the classroom after the signal was given.

- o Be prepared to give information to the office or SERT members (wait until you are contacted).
- o Be prepared to move quickly if directed to do so by the police or school official.
- o If directed to evacuate the classroom, take roll book or attendance record with you.

2. You and your students are taken hostage.

- o Stay calm.
- o Don't be a hero.
- o Follow instructions of captor.
- o Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
- o Inform captor of medical or other needs.
- o Be prepared to wait; elapsed time is a good sign.
- o Don't try to escape; don't try to resolve situation by force.
- o Be observant and remember everything you see and hear.
- o When rescue takes place, lie on floor and await instructions from the rescuers.

3. Other Considerations.

- o If students are outdoors, use basic duck and cover techniques: lie flat on ground; if safe, move to sheltered area and await further instructions.
- o Do not attempt to enter building unless directed to do so by the police or school administrator.
- o Care for injured; provide for the needs of individuals with disabilities.
- o Limit your exposure to danger.
- o If possible, report status or significant changes to office/command post.
- o Be prepared to respond to directions from the police, Incident Commander, or SERT members.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Open with ▾

Student Walkout

Indications of a potential walkout

1. Students inform teachers, counselors, or the Principal's office of their plans for a walkout.
2. Student Walkout Leaders or a group of students meet with Principal to present issues and concerns that are causing them to plan a walkout.

Upon Hearing About Potential Walkout

Principal Responsibilities

1. Identify the issues and concerns that have led up to a potential walkout.
2. Obtain the date and time of the planned walkout and the names of the students involved.
3. Notify District Office.
4. Determine the course of action to avert the walkout, in conjunction with School Police and the District Office.
5. Meet with staff members to inform them of the potential walkout.
6. Meet with student leaders, student council, and leaders of school organizations to explain the situation, clear up rumors, and attempt to gain support to avert the walkout.
7. Meet with community leaders to enlist their support to avert a walkout.

Pre-Plan for Day of Walkout

Principal Responsibilities

1. Assign staff members to a "supervision schedule" for the day that the walkout is supposed to occur.
2. Pre-plan to have teachers stand at specific locations in halls and on the school grounds to supervise if the walkout occurs.
3. Instruct teachers to take attendance before the time of the walkout and after the time of the walkout.
4. Instruct teachers to prepare a special absentee list to document the names of students who participate in the walkout.
5. Instruct teachers to watch their actions and comments so they do not aggravate the situation.
6. Designate a person to make a video recording using an audio/video camera, of all students and adults who participate in the walkout.
7. Emphasize to the video operator the importance of the recording for later use in identification purposes and for documenting verbal communications between the principal and the walkouts.
8. Confer with the Superintendent and notify District Office for advice and decision-making.

9. Ensure that the PIO is on campus to assist with the news media.

During the Walkout

Principal Responsibilities

1. Instruct all staff members to allow the students to leave the building.
2. Do not stop any student from leaving.
3. Encourage staff member to say the following to walkouts: "Students, if you go to class now, there may be no disciplinary action. If you walk out, you may be subject to disciplinary action."
4. Ensure that the video operator is recording the students, any outsiders, or adults that may be participating in the walkout.
5. Make the following announcement: "Students, we want you to go to class. You have five minutes to return to class. If you leave, you are subject to disciplinary action."
6. Wait five minutes to give students the initial opportunity to return to class.
7. Instruct personnel assigned to hall duty to conduct a "hall sweep" to clear the halls of all students after five minutes.
8. Ensure that all students are either in class or outside (the school perimeter).
9. Secure the building doors and all perimeter entrances.
10. Monitor the on-going situation.
11. Activate the SERT.
12. If students are outside of the school perimeter, make similar announcements in an attempt to get students back into school/class.

After the Walkout

Principal Responsibilities

1. Instruct teachers to take attendance each period after the walkout so that a list can be generated to identify the students who participated in the walkout.
2. Be responsible for developing the list of all students who walked out.
3. Use the attendance lists and the video tape to develop the list of all students who walked out.
4. Contact the parents or guardians of walkout students to arrange for the return of each student.
5. Inform the parents or guardians of the disciplinary action.
6. Develop a system for admitting students back to school after the walkout.

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PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Riot, Racial Conflict or Altercation

General Procedures

- Notify the IC.
- Notify District Office.
- Make verbal contact in a calm, low-toned voice.
- Never grab or touch a violent student, unless they are causing harm to themselves or others.
- Violence is time-lined – if you can delay long enough, it may subside.

IC Responsibilities

- Evaluate the severity of the situation.
- Notify District Office.
- Activate the SERT.
- Be prepared to declare a lock down-response.
- Make contact in a calm, low-toned voice.
- If behavior does not cease, shout "STOP", and then lower your voice and encourage students to talk about the issue someplace else.
- Separate opposing factions and try to get them to a more isolated area so they can calm themselves down without losing face.
- Assist school police, as necessary.
- Identify participating students and any gang affiliations.
- Notify parents or guardians.
- Recommend for counseling.
- File an incident report.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Weapons

General Procedures

NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ ARMED INTRUDER EVENT (Lock Down – No Response).

IN ALL OTHER SITUATIONS:

1. Notify the IC.
2. Assess information.
3. Keep calm until assistance arrives.
4. Pull contact information of parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun). Police will make notification.
5. Notify District Office.

IC Responsibilities

1. Call 911.
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search, if safe to do so.
5. Turn all weapons over to the police.

Teacher/Staff Considerations

1. Upon being made aware of the presence of a gun in school, notify the IC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the office.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to his or her next class.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Opioid 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

STUDENT WELLNESS AND SUPPORT SERVICES

2025 Laws

- AB 1858-Prohibits, to the extent that a CSSP contains procedures to prepare for active shooters or other armed assailants, a local educational agency (LEA), county office of education (COE), or charter school from conducting high-intensity active shooter drills and requires an LEA, COE, or charter school to use a trauma-informed approach in the design and execution of any drill.

PUSD conducts all drills with a trauma-sensitive and responsive approach. All staff must respond accordingly and revisit practices and strategies in the MTSS Framework.

- SB 15) also added a requirement that, beginning July 1, 2025, LEAs must include in their CSSP an instructional continuity plan to establish communication with pupils and their families and provide instruction when in-person instruction has been disrupted due to an emergency. The plan must include all the following:
- Procedures for pupil engagement, as soon as practicable, but no later than 5 calendar days following an emergency. The procedures must be designed to establish two-way communication with pupils and their families and to identify and provide supports for pupils' social-emotional and mental health as well as their academic needs.

In the event of an unexpected emergency, PUSD will communicate with students and families a plan for continuity of instruction and support within 5 days or sooner. Communication will be specific to the emergency situation and can be delivered via known district platforms, such as phone, email, and text blasts. PUSD will work with teachers to update instructional information via its learning management system, Canvas, so that coursework and updates are accessible to all students via their individual account. Continuity of instruction may include access to in-person or remote instruction via independent study, depending on the circumstances of the emergency.

- A plan to provide access to in-person instruction or remote instruction throughout independent study, as soon as practicable, but not later than 10 instructional days following the emergency.

PUSD school sites will send tailored communication to students and families about available mental health supports at their respective school sites. District will continue providing social emotional support. There will be ongoing communication with families regarding available resources and services via e-blast, phone blast, district wide newsletters/updates, and other communications. We'll be working closely with school sites and our community based mental health agencies to ensure services continue to be delivered in the most accessible manner (i.e., telehealth, phone, etc.). PUSD's internal mental health programs, THRIVE School Mental Health and PUSD Mental Health Services will continue delivering mental health services in the most accessible manner. Additionally, both programs will have updated information regarding available mental health services on their webpages, including services available from partnering agencies. In addition PUSD will provide emergency, crisis, and urgent hotline numbers available to students and families, such as 988 Suicide and Crisis Lifeline, The Trevor Project (LGBTQ Crisis Hotline), Crisis Text Line (text Home to 741-741), and local hospital and urgent behavioral health care centers.

WESM Safety Plan for Mudslide Evacuations

Washington Elementary STEM Magnet School in Pasadena, California, is situated in an area with a low risk of mudslides. However, it's prudent to have an evacuation plan in place for all potential emergencies.

1. Review Existing Safety Plans:

- **School Site Safety Plan:** The school has a comprehensive safety plan that includes protocols for various emergencies. Reviewing this plan will provide insights into current procedures and areas for improvement.

[Washington STEM Magnet School](#)

2. Assess Local Hazards:

- **Geographical Considerations:** While Pasadena is not typically prone to mudslides, it's essential to consider other natural disasters like earthquakes or wildfires.
- **Historical Data:** Consult local authorities or the Pasadena Unified School District for information on past incidents and any specific risks to the area.

3. Develop and Update the Evacuation Plan:

- **Evacuation Routes:** Identify and clearly mark multiple evacuation routes that lead to safe zones, ensuring they are accessible and free from potential hazards.
- **Safe Zones:** Designate assembly points away from buildings and potential hazards.
- **Communication:** Establish a reliable communication system to inform staff, students, and parents during emergencies.

4. Conduct Training and Drills:

- **Regular Drills:** Schedule and conduct evacuation drills at least twice a year to ensure everyone is familiar with procedures.
- **Staff Training:** Provide training for staff on emergency response, first aid, and specific roles during evacuations.

5. Engage the Community:

- **Parent Involvement:** Inform and involve parents in the evacuation plan, ensuring they understand procedures and their roles.
- **Local Authorities:** Coordinate with local emergency services to align school plans with community-wide emergency response strategies.

6. Review and Revise the Plan:

- **Annual Review:** Regularly review and update the evacuation plan to incorporate new information, address identified weaknesses, and adapt to any changes in the school's infrastructure or surrounding environment.

By proactively assessing risks and preparing comprehensive evacuation procedures, Washington Elementary STEM Magnet School can enhance the safety and well-being of its students and staff. However, due to the recent fires, WESM has developed an effective mudslide evacuation plan that prioritizes the safety of students and staff while ensuring a swift, organized response. Here's a detailed plan:

1. Risk Assessment and Preparedness

- **Identify Risk Areas:** Collaborate with local authorities and geologists to identify the school's vulnerability to mudslides. Map high-risk zones around the school.
- **Install Early Warning Systems:** Equip the school with weather monitoring tools and subscribe to local emergency alerts.
- **Pre-Define Safe Zones:** Designate on-campus or nearby safe areas at higher ground or away from mudslide paths.
- **Build Structural Defenses:** Consider retaining walls, diversion channels, or other barriers if the school is in a high-risk area.

2. Planning and Procedures

- **Develop a Clear Evacuation Plan:**
 - Establish multiple evacuation routes to avoid bottlenecks.
 - Ensure routes avoid potential mudslide paths and hazards like slopes or water bodies.
- **Assign Roles and Responsibilities:**
 - **Teachers:** Guide and account for students.
 - **Staff:** Secure records, assist with evacuation, and manage communication.
 - **Administrators:** Coordinate with emergency services and activate the evacuation plan.
- **Prepare Emergency Kits:** Stock kits with first aid supplies, flashlights, batteries, food, water, and communication devices in classrooms and key locations.
- **Communication Plan:** Establish a system for notifying parents and coordinating with emergency responders. Use phone trees, apps, or social media.

3. Training and Drills

- **Conduct Regular Drills:** Practice evacuation drills at least twice a year, simulating various mudslide scenarios.
- **Educate Students and Staff:** Teach about mudslide warning signs, such as unusual water flow, rumbling sounds, or cracks in the ground.
- **Train Staff:** Ensure staff knows first aid and emergency response protocols.

4. Evacuation Process

- **Early Evacuation:** Evacuate at the first signs of potential mudslides or official warnings. Do not wait for the situation to worsen.
- **Follow Established Routes:** Direct everyone along safe paths to pre-identified safe zones.
- **Account for All Individuals:** Maintain attendance lists and account for everyone during and after the evacuation.
- **Provide Assistance:** Assign staff to help younger children, those with disabilities, or anyone needing additional support.

5. Post-Evacuation Actions

- **Report to Authorities:** Notify emergency services and provide updates.
- **Communicate with Parents:** Inform parents of the situation and reunification plans.
- **Check for Hazards:** Avoid returning to the school until it has been inspected and declared safe.
- **Provide Support:** Offer counseling and emotional support to students and staff after the incident.

6. Regular Review and Updates

- **Review the Plan Annually:** Update the plan based on new risks, school changes, or lessons learned from drills or incidents.
- **Involve the Community:** Coordinate with local disaster response teams and include parents in discussions about the plan.

Active Shooter Drill Materials

Drill Script for WESM Teachers

Purpose: To practice active shooter procedures in a calm and age-appropriate way, ensuring safety without causing fear.

Before the Drill:

1. Communicate with Students:

- "Today, we're going to practice staying safe in case there is ever an emergency where we need to stay quiet and hidden. Just like we practice fire drills, this is another way to keep us safe."
- Reassure students: "There is no emergency right now, and this is just for practice."

2. Set Expectations:

- Explain that everyone will need to follow directions, stay quiet, and move quickly to a safe space in the classroom.

During the Drill:

1. Teacher Instructions:

- Calmly announce: "It's time to practice our safety drill. Let's move to our safe spot now."
- Guide students to:
 - Move away from windows and doors.
 - Sit in the designated safe area (e.g., a corner of the room).
 - Stay quiet.
- Turn off the lights and lock the door.
- Cover windows or pull blinds if applicable.

2. Reinforce Calmness:

- "Great job moving quickly and quietly. We're just practicing to make sure we all know what to do."

3. Stay in Position:

- Remain in the safe spot for the duration of the drill

After the Drill:

1. Debrief with Students:

- "You all did an excellent job following directions. Thank you for practicing so we can all stay safe."
- Answer questions in an age-appropriate way: "We practice this to make sure we know what to do, just like with fire drills."

2. Provide Reassurance:

- "Remember, this is just to help us be prepared. Our school is very safe."

Step-by-Step Drill Guide for Teachers

Preparation:

1. Review the safety plan and classroom-specific procedures.
2. Ensure your classroom has:
 - Locking doors.
 - Window coverings or blinds.
 - Designated safe areas for students.

Conducting the Drill:

1. **Alert:**
 - Respond to the drill announcement (e.g., "This is a drill. Secure your classroom now.").
2. **Secure the Room:**
 - Lock the door.
 - Turn off lights.
 - Close or cover windows.
 - Ensure all students are in the designated safe area.
3. **Keep Everyone Quiet and Calm:**
 - Remind students to stay silent and still.
 - Use a calm tone to reassure them.
4. **Follow Instructions:**
 - Await an all-clear signal before resuming normal activities.

Post-Drill Actions:

1. **Reassure Students:**
 - Explain that the drill is over and thank them for their cooperation.
2. **Discuss:**
 - Ask if students have any questions or feelings they want to share.
3. **Document and Report:**
 - Note any challenges or areas for improvement during the drill.
 - Share feedback with the administration.

Active Shooter Drill Materials

Drill Script for Teachers (Elementary Students)

Purpose: To practice active shooter procedures in a calm and age-appropriate way, ensuring safety without causing fear.

Before the Drill:

1. Communicate with Students:

- "Today, we're going to practice staying safe in case there is ever an emergency where we need to stay quiet and hidden. Just like we practice fire drills, this is another way to keep us safe."
- Reassure students: "There is no emergency right now, and this is just for practice."

2. Set Expectations:

- Explain that everyone will need to follow directions, stay quiet, and move quickly to a safe space in the classroom.
-

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- Calmly announce: "It's time to practice our safety drill. Let's move to our safe spot now."
- Guide students to:
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- Turn off the lights and lock the door.
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2. Reinforce Calmness:

- "Great job moving quickly and quietly. We're just practicing to make sure we all know what to do."

3. Stay in Position:

- Remain in the safe spot for the duration of the drill
-

After the Drill:

1. Debrief with Students:

- "You all did an excellent job following directions. Thank you for practicing so we can all stay safe."
- Answer questions in an age-appropriate way: "We practice this to make sure we know what to do, just like with fire drills."

2. Provide Reassurance:

- "Remember, this is just to help us be prepared. Our school is very safe."

Step-by-Step Drill Guide for Teachers

Preparation:

1. Review the safety plan and classroom-specific procedures.
2. Ensure your classroom has:
 - Locking doors.
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1. **Alert:**
 - Respond to the drill announcement (e.g., "This is a drill. Secure your classroom now.").
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Post-Drill Actions:

1. **Reassure Students:**
 - Explain that the drill is over and thank them for their cooperation.
 2. **Discuss:**
 - Ask if students have any questions or feelings they want to share.
 3. **Document and Report:**
 - Note any challenges or areas for improvement during the drill.
 - Share feedback with the administration.
-

WESM Safety Plan

Dangerous Student Notification Procedures

Handling situations involving dangerous or potentially violent behavior from an elementary student requires a clear, well-documented procedure to ensure the safety of all students and staff while addressing the needs of the student involved. Below is a general outline of notification procedures for such incidents:

1. Immediate Safety Measures

- **Alert Staff:** Ensure that all nearby staff members are aware of the situation. Use a predetermined code word or phrase (if applicable) to communicate discreetly.
- **Evacuate or Isolate:** Depending on the severity, either:
 - Evacuate other students from the area.
 - Escort the student exhibiting dangerous behavior to a safe, designated location (e.g., an intervention room).
- **Contact Administration:** Notify the principal or designated administrator immediately.

2. Emergency Services (if necessary)

- **Call 911:** If the behavior poses an immediate physical threat to anyone's safety, contact emergency services.
- **School Resource Officer (SRO):** If available, involve the school's SRO for assistance in de-escalating the situation.

3. Notify Parents or Guardians

- **Timing:** Contact the parents/guardians of the student involved as soon as the situation is under control.
- **Tone:** Maintain a calm, factual tone and provide a clear explanation of the incident.
- **Documentation:** Inform parents that a formal incident report will be shared.

4. Communication with Other Families (if applicable)

- **Affected Students:** Notify the parents of any other students directly involved or impacted by the behavior.
- **General Notification (if widespread):** Send a school-wide or class-wide message only if necessary, ensuring the privacy of the student involved is protected.

5. Documentation

- **Incident Report:** Record the incident in detail, including:
 - Date, time, and location.
 - Specific behaviors observed.
 - Actions taken by staff.
 - Names of individuals involved or witnessing the behavior.
- **Behavior Log:** Update any ongoing records related to the student's behavioral interventions.

6. Follow-Up Procedures

- **Behavioral Support Team:** Convene with counselors, special education staff, or behavior specialists to assess the incident and plan appropriate interventions.
- **Review Safety Plans:** If the student has an Individualized Education Program (IEP) or a Behavior Intervention Plan (BIP), review and adjust as necessary.
- **Staff Training:** Debrief staff to discuss the incident and provide training or resources as needed for future prevention.

7. Ensure Confidentiality

- **Limit Information Sharing:** Only share details with individuals directly involved or responsible for addressing the situation.
- **Student Rights:** Ensure compliance with FERPA or other applicable privacy laws when communicating about the incident.

Shelter In Place Guidelines

Shelter-in-place guidelines for elementary teachers are designed to ensure the safety of students and staff during emergencies such as severe weather, chemical spills, or other threats. Here are the general steps and considerations for implementing a shelter-in-place procedure in an elementary school setting:

Preparation

1. **Know the Plan:**
 - Familiarize yourself with your school's emergency protocols and designated shelter-in-place locations.
 - Understand the signals for initiating and ending a shelter-in-place.
 2. **Supplies:**
 - Maintain an emergency kit in the classroom with items such as water, snacks, a flashlight, a first-aid kit, and activities to keep students calm.
 3. **Practice:**
 - Participate in regular drills with students to ensure they understand what to do and remain calm during an actual event.
-

During a Shelter-in-Place Order

1. **Initiate the Procedure:**
 - Follow the announcement or signal indicating a shelter-in-place order.
 - Quickly gather students and keep them inside the classroom or move to the designated shelter location.
 2. **Seal the Room (if needed):**
 - Close and lock all doors and windows.
 - Turn off HVAC systems or block vents if the situation involves hazardous air quality, like a chemical spill.
 - Use tape, towels, or other materials to seal gaps under doors or around windows as necessary.
 3. **Maintain Order:**
 - Take attendance to ensure all students are accounted for.
 - Keep students calm and occupied with quiet activities or read-alouds.
 - Avoid unnecessary communication with the outside unless instructed or in case of an emergency.
 4. **Communication:**
 - Monitor school communication systems (PA, text alerts, radios, etc.) for updates.
 - Do not allow students to use cell phones unless permitted, to avoid panic or misinformation.
-

After the Event

1. **Wait for Instructions:**
 - Stay in place until an official "all-clear" is given by school authorities or emergency responders.

2. **Reassure Students:**
 - Explain what happened in an age-appropriate way to reduce anxiety.
 - Offer reassurance and emotional support.
 3. **Document and Debrief:**
 - Submit reports or attendance records as required.
 - Participate in debrief sessions to improve future responses.
 4. **Inform Families:**
 - Ensure communication about the event is sent to families via official school channels.
-

Additional Considerations

- **Special Needs:** Be prepared to assist students with special needs, ensuring they are included in the plan.
- **Cultural Sensitivity:** Understand that students may react differently to emergencies due to past experiences or cultural backgrounds.
- **Local Variations:** Tailor your approach based on specific threats common to your region (e.g., tornadoes, wildfires, or industrial accidents).

By preparing in advance, maintaining calm during the event, and supporting students afterward, teachers can help ensure a safe and effective shelter-in-place procedure.

Shelter in Place Drill Guidelines for Teachers

Shelter-in-place drills help prepare teachers and students to respond effectively during emergencies that require staying inside a safe location. Below are detailed guidelines to help teachers conduct a shelter-in-place drill successfully:

Before the Drill

1. **Understand the Purpose:**
 - Shelter-in-place drills simulate scenarios where staying indoors is safer, such as severe weather, hazardous materials release, or an external threat.
 2. **Review School Policies:**
 - Familiarize yourself with your school's shelter-in-place protocols, including locations, communication methods, and responsibilities.
 3. **Prepare the Classroom:**
 - Ensure your emergency supplies are accessible, including water, first-aid kits, flashlights, and any materials for sealing windows/doors if required.
 - Identify areas in your classroom or building that are safe (e.g., away from windows and exterior doors).
 4. **Explain the Drill to Students:**
 - Use age-appropriate language to explain the purpose of the drill.
 - Reassure students that this is practice to keep everyone safe.
 - Provide instructions on expected behaviors during the drill, such as being quiet and following directions.
 5. **Plan for Special Needs:**
 - Ensure accommodations for students with disabilities or specific needs are in place, such as mobility assistance or sensory supports.
-

During the Drill

1. **Follow the Signal:**
 - When the drill begins, respond immediately to the shelter-in-place signal (e.g., PA announcement, bell tone).
 - Calmly direct students to the designated safe area or ensure they remain inside the classroom.
2. **Secure the Classroom:**
 - Lock doors and close windows.
 - If applicable, turn off lights and HVAC systems to reduce airflow and minimize visibility from outside.
 - Use tape, towels, or other materials to seal gaps around doors or windows for chemical/hazardous material scenarios (only if required).
3. **Take Attendance:**
 - Account for all students in your care and report any missing or extra students as per school protocol.
4. **Maintain Order:**
 - Keep students calm and quiet.
 - Provide simple activities or encourage silent reading to keep them occupied.

5. Monitor Communications:

- Stay tuned to school announcements for updates and the “all-clear” signal.
-

After the Drill

1. Debrief with Students:

- Discuss what went well and address any concerns or questions students might have.
- Reassure them about the importance of preparation.

2. Provide Feedback:

- Report any issues or observations (e.g., confusion, delays) to school administrators to improve future drills.
- Share ideas for making the process smoother or more effective.

3. Reinforce Safety Practices:

- Remind students of the importance of staying calm, following directions, and practicing drills seriously.
-

Additional Tips for Teachers

- **Model Calmness:** Your demeanor will influence how students react. Stay composed and confident during the drill.
- **Practice Regularly:** Familiarity with the drill routine helps students react appropriately during real emergencies.
- **Address Anxiety:** Be attentive to students who may feel scared or stressed during the drill. Provide reassurance and emotional support.
- **Collaborate:** Work with colleagues to ensure all students, including those in hallways or shared spaces, are accounted for and safe.

By practicing these steps, teachers can help create a well-coordinated shelter-in-place response, ensuring safety and preparedness for real-life scenarios.

Individual Student's Evacuation Plan

An Individual Elementary Student's Evacuation Plan is a detailed document created to ensure the safety of a student during emergencies such as fire drills, severe weather, or other school-related incidents. It is particularly important for students who have special needs, mobility challenges, sensory sensitivities, or other considerations that might require additional support during evacuation. Below is an outline for such a plan:

Individual Elementary Student's Evacuation Plan

Student Name: [Full Name]

Grade/Classroom: [Grade/Classroom]

Teacher Name: [Teacher's Name]

Plan Date: [Date]

Reviewed/Updated: [Date of Review/Update]

1. Emergency Contact Information

- **Primary Contact:** [Name, relationship, phone number]
- **Secondary Contact:** [Name, relationship, phone number]
- **Medical Alerts or Special Instructions:** [e.g., allergies, medications, or specific conditions]

2. Identified Needs

- **Mobility:** [Details about wheelchair use, walking assistance, etc.]
- **Sensory Needs:** [Details about noise sensitivity, visual aids, etc.]
- **Communication Needs:** [Preferred communication methods, such as sign language or visual cards.]
- **Behavioral Considerations:** [Details of anxiety triggers or behavioral challenges.]

3. Evacuation Procedures

- **Assigned Staff Support:** [Names of staff responsible for assisting the student.]
- **Evacuation Route:** [Description of the designated route, including any alternative routes if necessary.]
- **Safe Area:** [Identify the predetermined location where the student will be taken after evacuation.]
- **Transportation Aids:** [Details about wheelchairs, mobility devices, or other aids.]

4. Specific Emergency Scenarios

Fire or Building Evacuation

- **Procedure:** [Steps to guide the student safely outside the building.]
- **Support Needs:** [Details of staff roles and special equipment.]

Severe Weather (e.g., Tornado or Earthquake)

- **Procedure:** [Steps for guiding the student to the designated safe area within the building.]
- **Support Needs:** [Noise-canceling headphones, weighted blankets, etc.]

Lockdown/Shelter-in-Place

- **Procedure:** [Details about securing the student in place.]
- **Support Needs:** [Calming strategies, preferred items or tools for comfort.]

5. Training and Practice

- **Student Preparation:** [Outline how the student is trained to respond to drills and emergencies.]
- **Staff Training:** [Details of staff training for implementing the plan.]
- **Drill Participation:** [Frequency and adjustments for drills involving the student.]

6. Plan Monitoring and Updates

- **Review Schedule:** [Frequency of review (e.g., annually or after each drill).]
- **Key Personnel Signatures:**
 - Teacher: _____ Date: _____
 - Parent/Guardian: _____ Date: _____
 - School Administrator: _____ Date: _____

This personalized evacuation plan ensures a collaborative and proactive approach to student safety during emergencies.

Active Shooter Procedures

1. Preparation and Prevention

- **Risk Assessment:** Conduct regular evaluations of the school's vulnerabilities.
 - **Staff Training:** Provide comprehensive training for teachers, administrators, and support staff on active shooter response protocols (e.g., ALICE: Alert, Lockdown, Inform, Counter, Evacuate).
 - **Student Drills:** Conduct age-appropriate lockdown drills to prepare students without causing undue fear.
 - **Physical Security:** Ensure doors have locking mechanisms, windows can be covered, and entry points are monitored.
 - **Visitor Management:** Implement strict policies for visitor sign-in and access to the building.
-

2. Immediate Actions During an Incident

- **Alert and Notification:**
 - Use the school's intercom or mass notification system to announce the presence of a threat.
 - [One continuous bell](#)
 - [Intercom Announcement...Stating](#)
 - [Email to staff with updated information](#)
 - Provide as much information as possible, such as the location and nature of the threat.
 - **Lockdown:**
 - Teachers and staff should immediately secure classrooms by locking doors and windows and turning off lights.
 - Direct students to move to a safe area within the room, away from windows and doors.
 - Maintain silence and minimize movement.
 - **Evacuation (if safe):**
 - If the shooter's location allows, staff may lead students to predetermined evacuation routes and assembly points.
 - **Hide and Barricade:**
 - If evacuation is not an option, use furniture or other objects to block entry points.
 - **Defend as a Last Resort:**
 - Adults should be prepared to take action to protect students if faced with immediate danger.
-

3. Communication

- **Contact Authorities:** Call 911 immediately, providing precise details about the location and nature of the threat.
- **Internal Updates:** Use discreet communication methods (e.g., apps, walkie-talkies) to coordinate between staff.
 - [Communication will be through email and / text messages](#)
- **Parent Notification:** Ensure parents are informed through the school's emergency communication system with clear instructions on where to gather and how to stay updated.

- Community Assistant and / or Designated staff will work with District Communications director to send out appropriate messages and information
-

4. Coordination with Law Enforcement

- Work with local law enforcement during drills and plan development.
 - Provide law enforcement with building maps and access to security camera feeds, if available.
 - Follow all instructions from emergency responders during the incident.
-

5. Post-Incident Response

- **Reunification Plan:** Have a system in place to safely reunite students with their families at a secure location.
 - **Counseling and Support:** Offer trauma counseling for students, staff, and families.
 - **Incident Review:** Conduct a detailed review of the incident to identify areas for improvement.
 - **Ongoing Training:** Regularly update training and drills based on lessons learned.
-

6. Age-Appropriate Considerations

- Ensure language and instructions during drills are developmentally suitable for elementary-aged children.
- Reinforce the idea of safety and calmness to reduce fear and anxiety.



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COMMUNITY SCHOOL

1520 North Raymond Ave.
Pasadena, CA 91103
Phone: 626.396.5840
washington.pasadenausd.org

Drill: Parent Communication Template

Subject: Upcoming Safety Drill at WESM

Dear Washington's Parents and Guardians,

As part of our commitment to keeping students safe, Washington Elementary will be conducting a safety drill on _____. This drill is designed to practice procedures that we would follow in the unlikely event of an emergency requiring us to stay inside and secure our classrooms.

We understand that safety drills can sometimes be concerning, especially for young children. Please rest assured that our staff will lead the drill in a calm and age-appropriate manner, emphasizing the importance of being prepared without causing fear. Students will be told that this is only practice, similar to a fire drill.

If you have any questions or concerns about the drill, please don't hesitate to contact us at 626-396-5840 ext. 75095 or meeks.karrone@pusd.us.

Thank you for your support in helping us keep our school community safe.

Sincerely,

Ms. Karrone Meeks

WESM Principal

Washington Elementary's Active Shooter Plan

Active Shooter on Campus

An Active Shooter on Campus involves one or more individuals on school grounds who are armed with a firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Procedure

1. Upon first indication of an active shooter, personnel should proceed to safety and immediately notify the school administrator.
2. The school administrator will initiate the recommended appropriate Immediate Response Action(s), which is one long bell; (#) **LOCKDOWN** or **CODE BLUE**. Any rooms not connected to a PA System will receive a phone call.
3. All **Staff members** must IMMEDIATELY
 - a. Secure themselves and all students and school personnel in their immediate vicinity into a secure location
 - b. LOCK all exterior doors and windows
 - c. Pull all shades down
 - d. Move everyone away from doors and windows; sit away from areas of high visibility
 - e. Divide students into small manageable groups with one adult supervising each group
 - f. Adults model calming strategies (*i.e. breathing techniques, whisper, comfort touch, etc.*)
 - g. **DON'T OPEN THE DOOR FOR ANYONE UNTIL YOU HAVE RECEIVED AN OFFICIAL "ALL CLEAR"**
 - h. Silence all cell phones and classroom phones
 - i. If there is a life threatening emergency, and it is safe to do so, text the Main Office immediately
 - j. Official "ALL CLEAR" will be made via intercom announcements and/or a phone call from the Main Office for classrooms without a PA system.

General Protocol for the staff member assigned to Command Post

Parent Info

1. Contact the Pasadena Police Department 9-1-1. The School Administrator should designate a person to remain online with police.
2. Contact Dr. Malone, Dr. Reynoso, and Hilda Ramirez
3. Contact Dina Perez and ensure that ECP contacts their program director, Lindsey Lewis. Director Lewis will contact ECP parents.
4. Contact Key PUSD District Support Staff
5. Notify Parents via ConnectEd (text and/or email contact).
6. Prepare to communicate with classrooms using school phones, email, radios, or cell phones. Maintain communications to keep all classrooms updated.
7. Contact LEARNs site coordinator, Crystal Bustamante, and ensure that LEARNs is aware of the situation. Ms. Bustamante will prepare a message and notify all LEARNs parents.
8. Follow up notifications to all parents with any updated information.

General Protocol for the staff member assigned to Command Post
Staff Copy

1. Contact the PPD 9-1-1. The School Administrator should designate a person to remain online with police.
2. Contact Superintendent Dr. Elizabeth Blanco's office at **(626) 396-3619** or Dr. Hill's Office at (626) 396-3600 ext. **88087**.
3. Call the **Child Welfare & Attendance** office to seek guidance at 626-396 - 3600 ext. **88238**
4. Work with Hilda Ramirez- Horvath at (626) 396-3606 to prepare a message for parents to be sent on ConnectEd.
5. Contact Dr. Shannon Malone (88216)
6. Notify Parents (Create a Blackboard message - see sample)
7. Prepare to communicate with classrooms using school phones, email or cell phones or radios. Establish a means of keeping all classrooms informed.
8. Contact Lorna Washington (75401) and ensure that ECP contacts their program director, Lindsey Lewis (10099). Director Lewis will contact ECP parents.
9. Contact Crystal Bustamante (75411) and ensure that LEARNs is aware of the situation. Ms. Bustamante will prepare a message and notify all LEARNs parents.
10. Follow up notification to all parents with any updated information.

The process outlined below is intended to allow for an orderly process to safely reunite all students with their appropriate parents/guardians (authorized in WESM attendance records). In the event that circumstances require any modifications to the reunion procedures (for the safety of students), parents/guardians will be notified of new reunion procedures asap (via phone, email, and at location).

TK - 2nd Grade

Guidelines when students & parents/guardians need to be reunited

- 1. Parents/Guardians of TK - 2nd grade students should arrive at the Kindergarten drop-off gate on Raymond (main entrance).*
- 2. Parents/Guardians will need to present valid ID for verification (Student safety is first priority).*
- 3. Parents/Guardians will receive a Pick-up form to take to the Primary Reunion Gate at the Howard and Raymond intersection (Entry gate by the stop sign).*
- 4. Parents/Guardians will present the Pick-up form to WESM reunion staff at that gate.*
- 5. WESM reunion staff will radio for the appropriate student to be escorted to the Primary Reunion Gate at the Howard and Raymond intersection for reunion and dismissal.*

3rd - 5th Grade

Guidelines when students & parents/guardians need to be reunited

- 1. Parents/Guardians of 3rd - 5th grade students should arrive at the emergency gate on Raymond Avenue playground (Driveway that goes onto the playground).*
- 2. Parents/Guardians will need to present valid ID for verification (Student safety is first priority).*
- 3. Parents/Guardians will receive a Pick-up form to take to the Upper Grade Reunion Gate at the service entrance on Raymond Avenue playground (Small gate by the Raymond Playground climbing structure and supply bins).*
- 4. Parents/Guardians will present the Pick-up form to WESM reunion staff at that gate.*
- 5. WESM reunion staff will radio for the appropriate student to be escorted to the Upper Grade Reunion Gate at the service entrance on Raymond playground for reunion and dismissal.*

ECP Program

Parent Guidelines When Students & Parents Need to be Reunited

- 1. Parents/Guardians of Children's Center students should arrive at the Grandview drop-off gate on Grandview Street.*
- 2. Parents/Guardians will need to present valid ID for verification (Student safety is first priority).*
- 3. Parents/Guardians will receive a Pick-up form.*
- 4. WESM reunion staff will radio for the appropriate student to be escorted to the Grandview gate for reunion and dismissal.*

The Staff member assigned to Operations will:

1. Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors. **In cases of imminent danger on campus, forgo locking perimeter gates and immediately proceed to safety.**
2. Begin the process of accounting for all students, staff, and volunteers with badges.
 - Anyone without a badge will not be pulled into a class for safety.
3. Staff should take steps to calm and control students with regular P.A. announcements and attempt to maintain separation between students and the perpetrator, if safe to do so.
4. If there is an active shooter and students are in imminent danger, the administrator may initiate RELOCATION **procedures** if they do not place students in the path of the danger. This action may apply to the entire campus, or just an affected portion.

The school administrator will:

1. Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
2. Inform the **Command Post** of the decision to leave campus and the destination. Keep Command Post updated with information about any students and staff who do not arrive at the designated relocation point.
3. Calm students, create a perimeter to separate the school population from others who may be present, and re-establish **Incident Command** teams with available staff.

The Educational Center & Child Wellness Center Operations Coordinator will:

1. Connect with the school **Incident Commander** in person, by phone or radio and provide resources from the Educational Center or Child Wellness Center that might include the following:
 - Dispatch the Educational Service Center Crisis Team to the school relocation point.
 - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
 - Send out a Blackboard Connect message to parents from the Communications Office with additional information.

- Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the District Office
 - Assist with reunification.
 - The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
2. The school administrator will prepare a verified list of any wounded, and the locations to which they were transported. The school administrator will confer with the Crisis Team and the Psychological First Aid Team to ensure notification of parents and family members of the wounded.
 3. All media inquiries will be referred to the designated Public Information Officer.
 4. The school administrators will debrief staff and school police officers.

LOCK DOWN PROCEDURES

Lock Down Procedures Armed Intruder/Hostage Situation/Shots Fired

General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation.
4. Call 911.
 - Provide:
 - School site name and location
 - Suspect description, direction of travel
 - Number of shots fired
 - Location on campus
 - Hostage situation: victims, etc.
 - Obey the Police.
 - Everyone may be treated as a suspect.
5. Obtain accurate information:
 - Where in the building is the event occurring?
 - How many are involved (both perpetrators and hostages)?
 - What demands, if any, have been made?
6. Render appropriate assistance.

IC Responsibilities

1. Direct 911 to be called.
2. Declare a Lock-Down.
3. Isolate the area.
 - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so).

7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Lock-Down, follow established procedures.
 - a. **Lock Doors**
Door is not to be opened for anyone. All doors will remain locked until the "all clear" signal or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - b. **Direct students** to Duck, Cover, and Hold On in the safest place possible.
 - c. Create a visual and physical barrier.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

Lock Down Procedures

1. Immediate recognition

- o Emergency Signals:
 - Lock Down
 - Lock Down – Team Response
 - Fire Alarm
 - Severe Weather Alert
 - Duck, Cover, and Hold on
 - Shelter-in-Place
 - Immediate action

Lock Down – Team Response:

- o Close the classroom door.
- o Make a list of all students NOT in the classroom when the signal was given.
- o Add to the list the names of any students who enter the classroom after the signal was given.
- o Maintain order in the classroom.
- o Do not call the office unless there is a problem in your classroom.
- o Any adult who does not have supervisory responsibilities for students at the time the Lock Down – Team Response is given should report to a central location to assist in the management of the crisis/emergency.

Lock Down

This command is only used when:

- *there is a gunman in the school, or*
- *shots are fired, or*
- *there is a hostage situation in the school*
- o Close the classroom door.
- o Create a visual and physical barrier.
- o Use basic duck and cover techniques: Lie flat, face down, on floor; get under tables/desks if possible.
- o Stay away from windows.
- o Prepare a list of all missing students.
- o Add to list the names of anyone who enters the classroom after the signal was given.

- o Be prepared to give information to the office or SERT members (wait until you are contacted).
- o Be prepared to move quickly if directed to do so by the police or school official.
- o If directed to evacuate the classroom, take roll book or attendance record with you.

2. You and your students are taken hostage.

- o Stay calm.
- o Don't be a hero.
- o Follow instructions of captor.
- o Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
- o Inform captor of medical or other needs.
- o Be prepared to wait; elapsed time is a good sign.
- o Don't try to escape; don't try to resolve situation by force.
- o Be observant and remember everything you see and hear.
- o When rescue takes place, lie on floor and await instructions from the rescuers.

3. Other Considerations.

- o If students are outdoors, use basic duck and cover techniques: lie flat on ground; if safe, move to sheltered area and await further instructions.
- o Do not attempt to enter building unless directed to do so by the police or school administrator.
- o Care for injured; provide for the needs of individuals with disabilities.
- o Limit your exposure to danger.
- o If possible, report status or significant changes to office/ command post.
- o Be prepared to respond to directions from the police, Incident Commander, or SERT members.

Student Walkout

Indications of a potential walkout

1. Students inform teachers, counselors, or the Principal's office of their plans for a walkout.
2. Student Walkout Leaders or a group of students meet with Principal to present issues and concerns that are causing them to plan a walkout.

Upon Hearing About Potential Walkout

Principal Responsibilities

1. Identify the issues and concerns that have led up to a potential walkout.
2. Obtain the date and time of the planned walkout and the names of the students involved.
3. Notify District Office.
4. Determine the course of action to avert the walkout, in conjunction with School Police and the District Office.
5. Meet with staff members to inform them of the potential walkout.
6. Meet with student leaders, student council, and leaders of school organizations to explain the situation, clear up rumors, and attempt to gain support to avert the walkout.
7. Meet with community leaders to enlist their support to avert a walkout.

Pre-Plan for Day of Walkout

Principal Responsibilities

1. Assign staff members to a "supervision schedule" for the day that the walkout is supposed to occur.
2. Pre-plan to have teachers stand at specific locations in halls and on the school grounds to supervise if the walkout occurs.
3. Instruct teachers to take attendance before the time of the walkout and after the time of the walkout.
4. Instruct teachers to prepare a special absentee list to document the names of students who participate in the walkout.
5. Instruct teachers to watch their actions and comments so they do not aggravate the situation.
6. Designate a person to make a video recording using an audio/video camera, of all students and adults who participate in the walkout.
7. Emphasize to the video operator the importance of the recording for later use in identification purposes and for documenting verbal communications between the principal and the walkouts.
8. Confer with the Superintendent and notify District Office for advice and decision-making.

9. Ensure that the PIO is on campus to assist with the news media.

During the Walkout

Principal Responsibilities

1. Instruct all staff members to allow the students to leave the building.
2. Do not stop any student from leaving.
3. Encourage staff member to say the following to walkouts: "Students, if you go to class now, there may be no disciplinary action. If you walk out, you may be subject to disciplinary action."
4. Ensure that the video operator is recording the students, any outsiders, or adults that may be participating in the walkout.
5. Make the following announcement: "Students, we want you to go to class. You have five minutes to return to class. If you leave, you are subject to disciplinary action."
6. Wait five minutes to give students the initial opportunity to return to class.
7. Instruct personnel assigned to hall duty to conduct a "hall sweep" to clear the halls of all students after five minutes.
8. Ensure that all students are either in class or outside (the school perimeter).
9. Secure the building doors and all perimeter entrances.
10. Monitor the on-going situation.
11. Activate the SERT.
12. If students are outside of the school perimeter, make similar announcements in an attempt to get students back into school/class.

After the Walkout

Principal Responsibilities

1. Instruct teachers to take attendance each period after the walkout so that a list can be generated to identify the students who participated in the walkout.
2. Be responsible for developing the list of all students who walked out.
3. Use the attendance lists and the video tape to develop the list of all students who walked out.
4. Contact the parents or guardians of walkout students to arrange for the return of each student.
5. Inform the parents or guardians of the disciplinary action.
6. Develop a system for admitting students back to school after the walkout.

Riot, Racial Conflict or Altercation

General Procedures

- Notify the IC.
- Notify District Office.
- Make verbal contact in a calm, low-toned voice.
- Never grab or touch a violent student, unless they are causing harm to themselves or others.
- Violence is time-lined - if you can delay long enough, it may subside.

IC Responsibilities

- Evaluate the severity of the situation.
- Notify District Office.
- Activate the SERT.
- Be prepared to declare a lock down-response.
- Make contact in a calm, low-toned voice.
- If behavior does not cease, shout "STOP", and then lower your voice and encourage students to talk about the issue someplace else.
- Separate opposing factions and try to get them to a more isolated area so they can calm themselves down without losing face.
- Assist school police, as necessary.
- Identify participating students and any gang affiliations.
- Notify parents or guardians.
- Recommend for counseling.
- File an incident report.

Weapons

General Procedures

NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ ARMED INTRUDER EVENT (Lock Down – No Response).

IN ALL OTHER SITUATIONS:

1. Notify the IC.
2. Assess information.
3. Keep calm until assistance arrives.
4. Pull contact information of parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun). Police will make notification.
5. Notify District Office.

IC Responsibilities

1. Call 911.
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search, if safe to do so.
5. Turn all weapons over to the police.

Teacher/Staff Considerations

1. Upon being made aware of the presence of a gun in school, notify the IC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the office.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to his or her next class.



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**Comprehensive Schools Safety Plan:
School Site Council Evaluation and Public Hearing Certification
2024 - 2025**

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 Washington Elementary STEM Magnet School and readily available for inspection by the public.

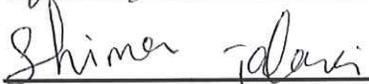
California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided **February 18, 2025** at **Washington STEM**. Notice was provided by **SSC Agenda Item and Committee**.

Washington Elementary STEM Magnet School’s “school site council” has evaluated our Comprehensive School Safety Plan and has determined the following:

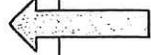
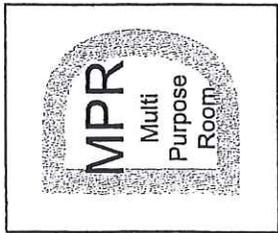
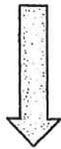
The **2024-2025 School Safety Plan** has been properly implemented and approved. **Continued attention is needed in the area of student bullying and Campus Security.**

Amendments: February 18, 2025

School Site Council:

Debbie Afsharian		Date: <u>3-28-25</u>
Karrone Meeks		Date: <u>3-28-25</u>
Yasmin Trujillo		Date: <u>3/28/25</u>
Maricore Garaniel		Date: <u>3-28-25</u>
Shima Talaei		Date: <u>3/28/25</u>

Evacuation Route



Street



Howard

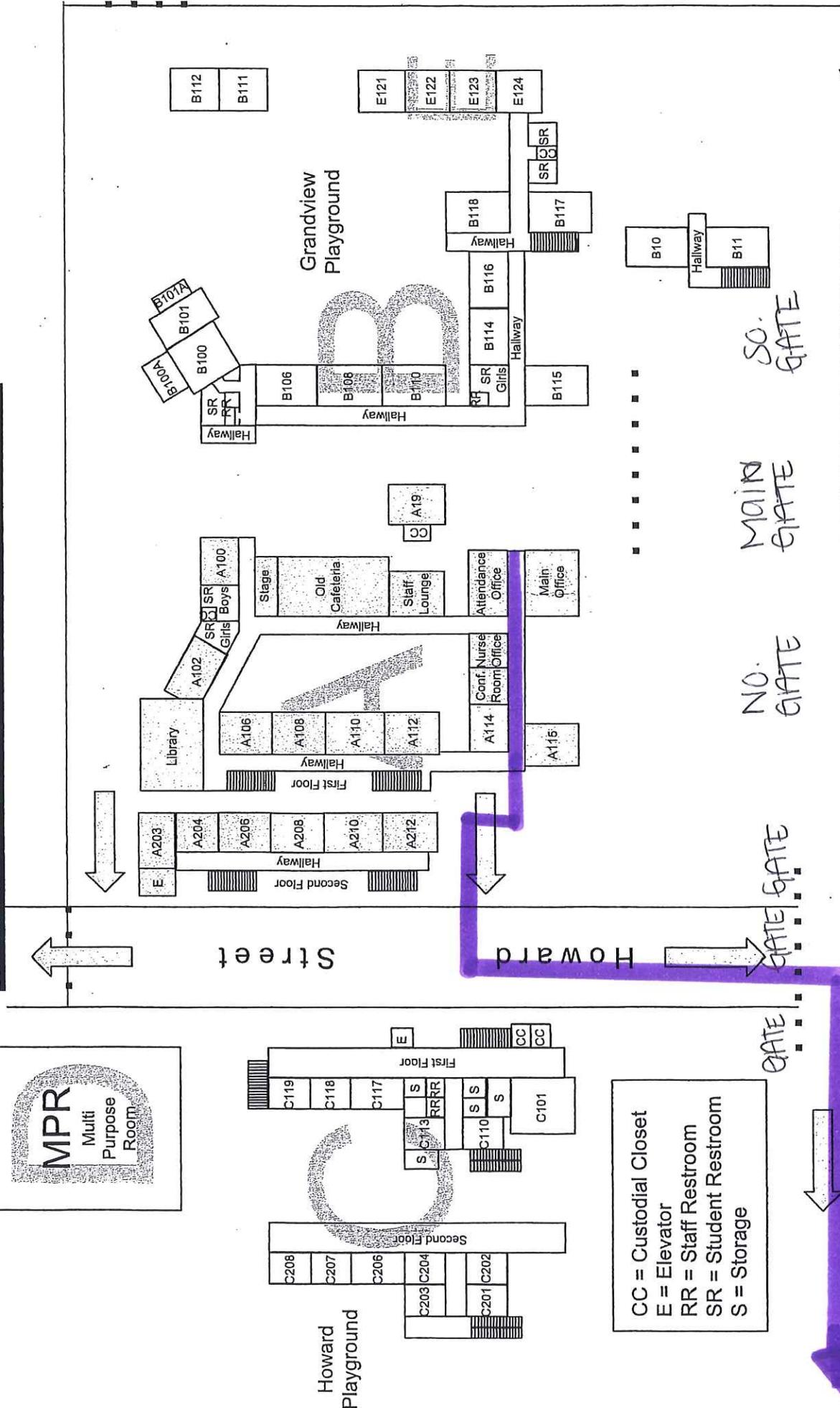
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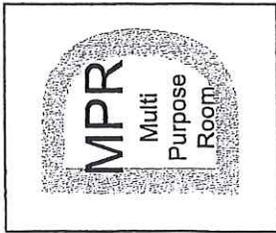
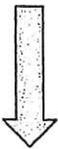
- CC = Custodial Closet
- E = Elevator
- RR = Staff Restroom
- SR = Student Restroom
- S = Storage



Raymond Avenue

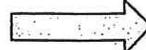


Evacuation Route



Howard Street

Howard Street



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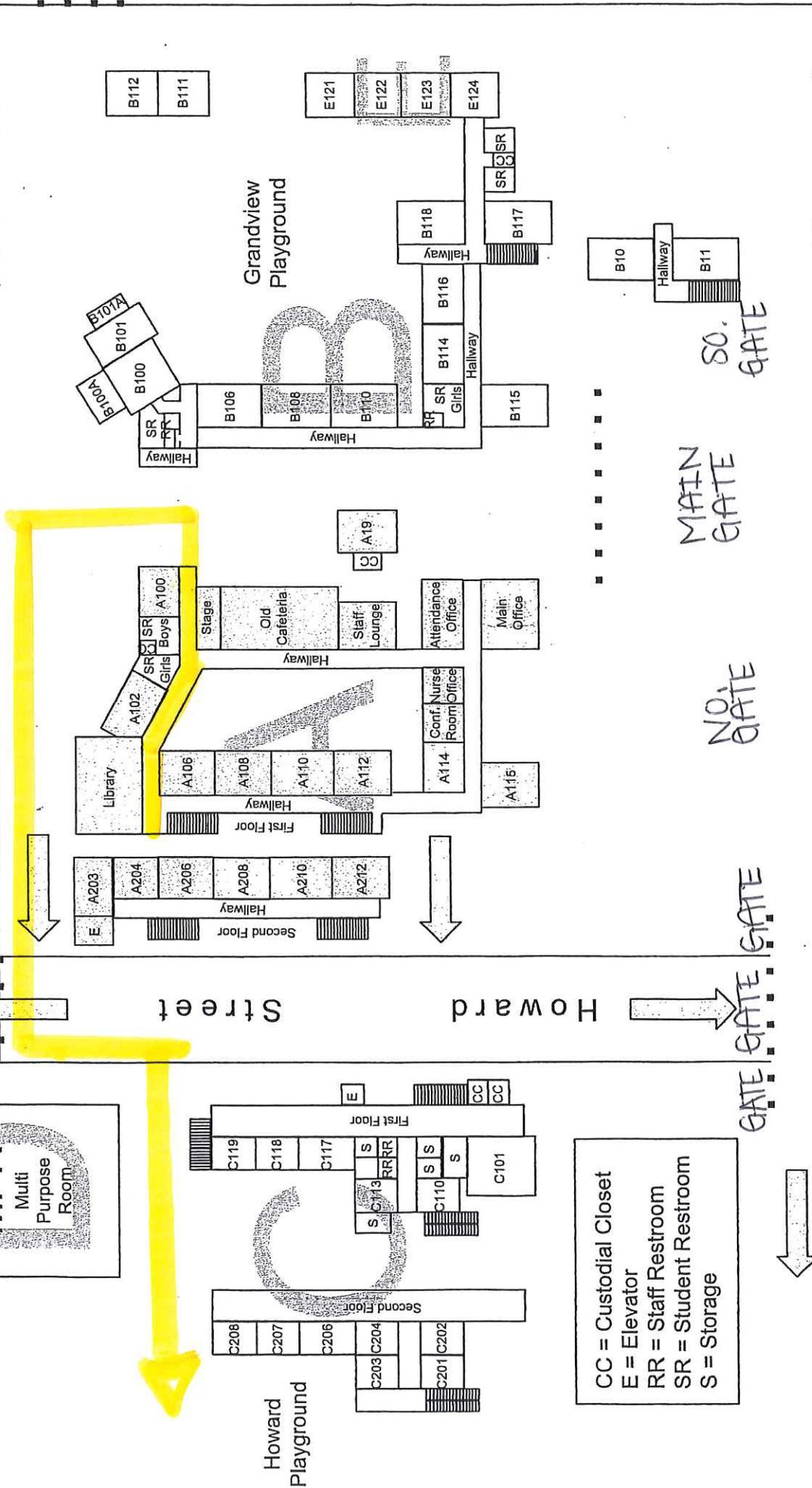
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MAIN GATE

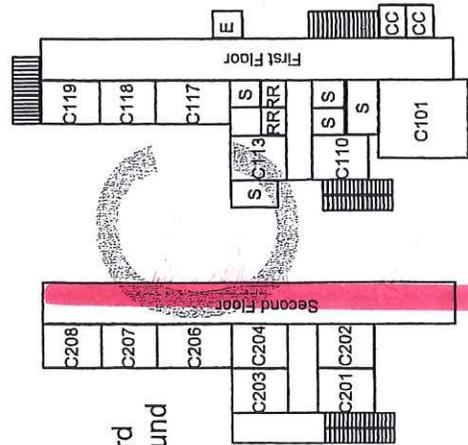
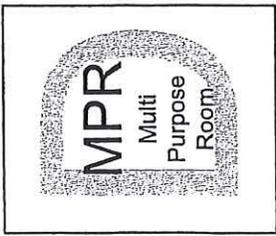
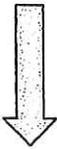
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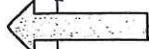
Raymond Avenue



Evacuation Route

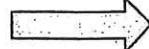


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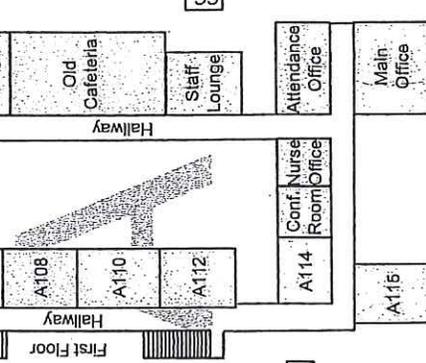
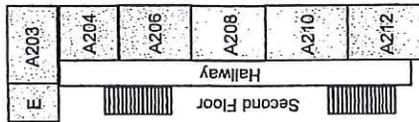


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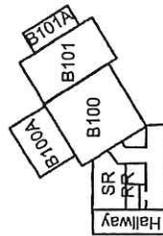
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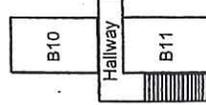
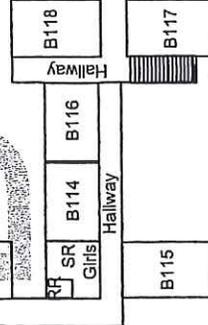
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NO. GATE



Grandview Playground

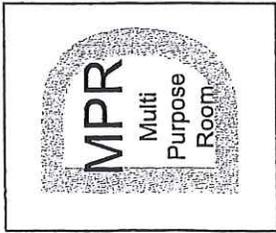
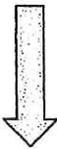


SO. GATE

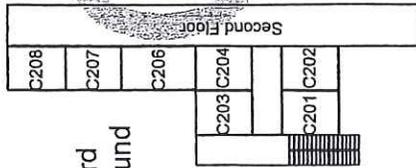


Raymond Avenue

Evacuation Route

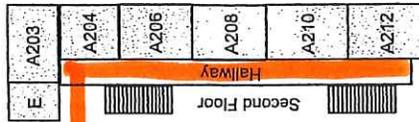
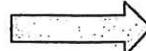
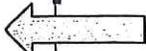


Howard
Playground

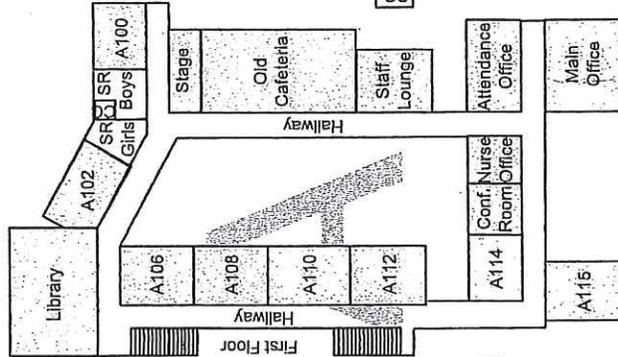


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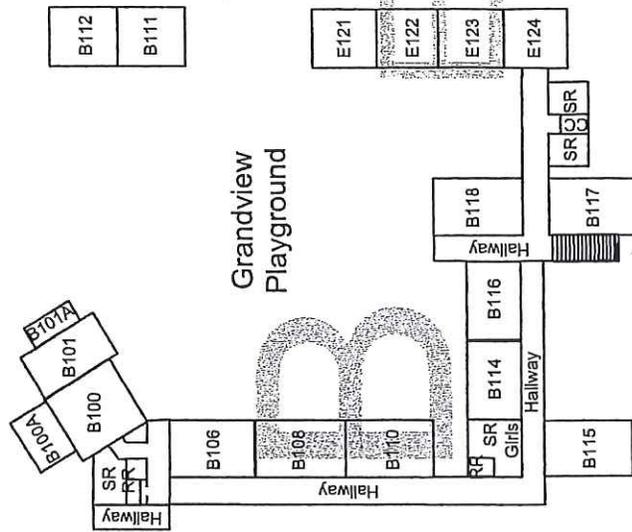
Howard



Second Floor



First Floor



Grandview
Playground

- CC = Custodial Closet
- E = Elevator
- RR = Staff Restroom
- SR = Student Restroom
- S = Storage

GATE

GATE

GATE

NO. GATE

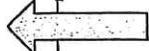
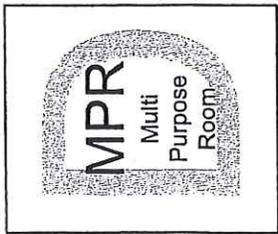
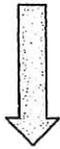
MAIN GATE

SO. GATE

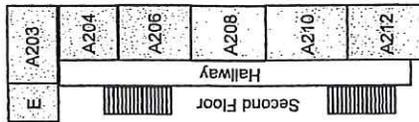
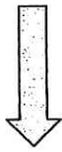


Raymond Avenue

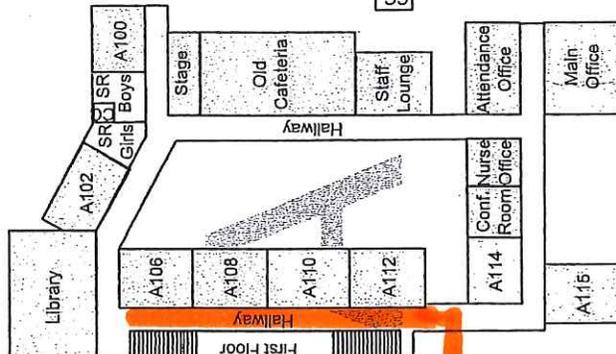
Evacuation Route



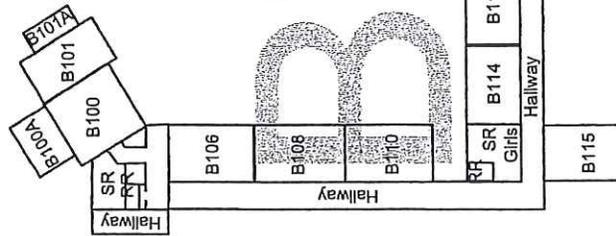
Street



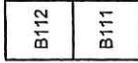
Second Floor



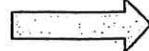
First Floor



Grandview
Playground



Howard



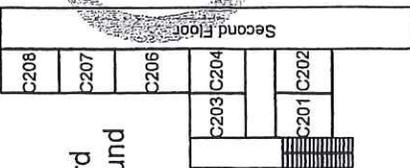
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NO. GATE

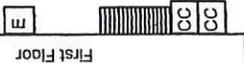
MAIN GATE

SO. GATE

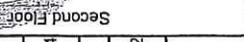
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Howard
Playground

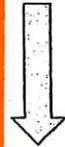


First Floor



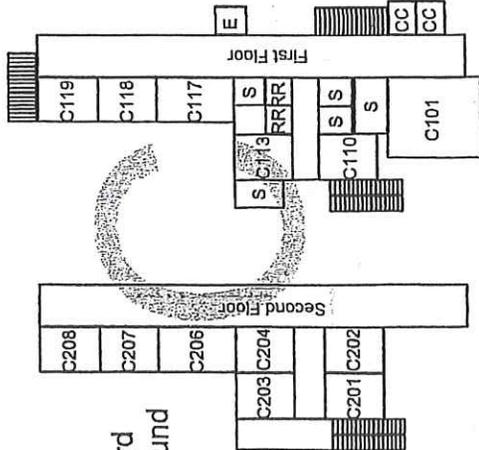
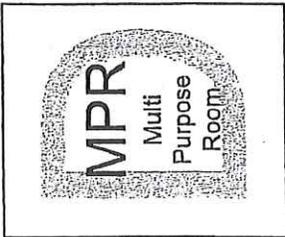
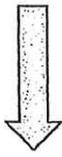
Second Floor

GATE



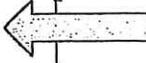
Raymond Avenue

Evacuation Route



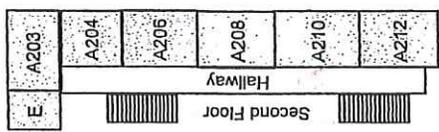
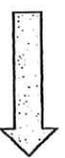
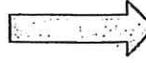
Howard Playground

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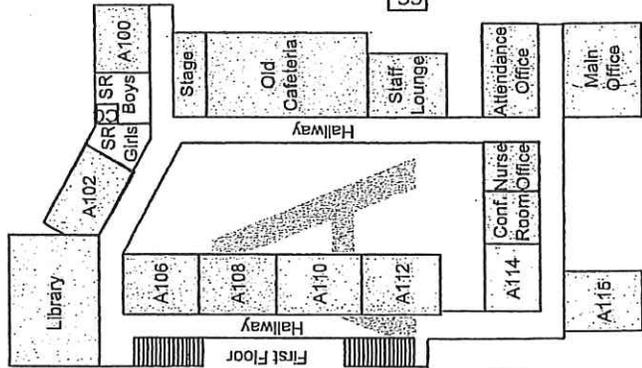


Howard Street

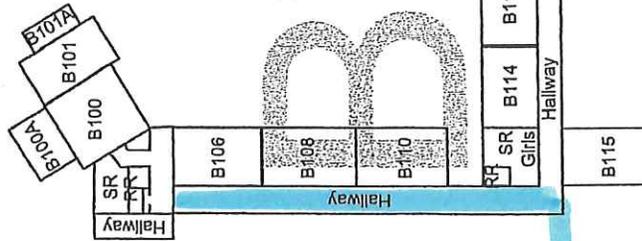
Howard



Second Floor



First Floor



Grandview Playground

SO. GATE
MAIN GATE

NO GATE

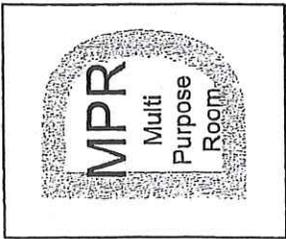
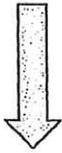
GATE GATE GATE



Raymond Avenue



Evacuation Route



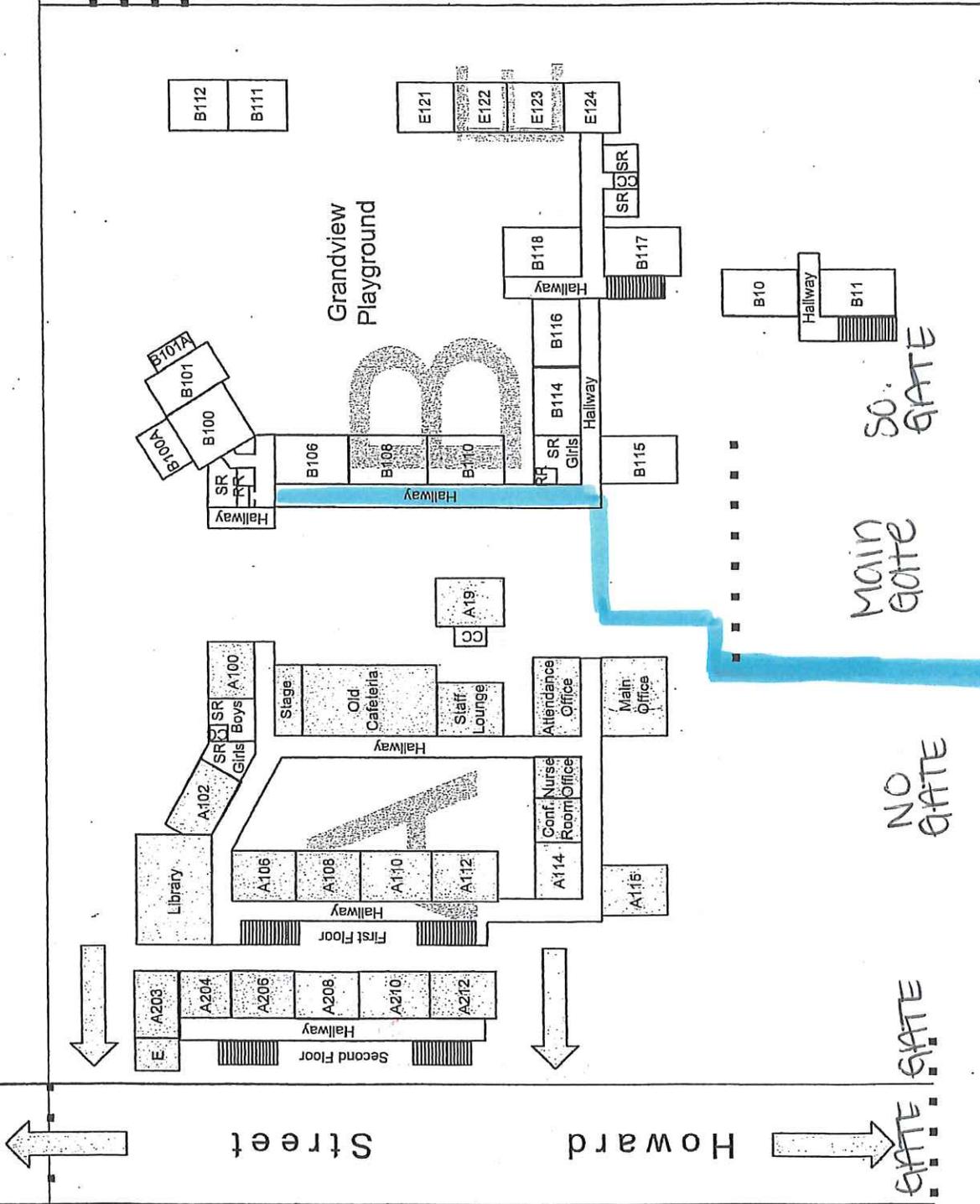
Howard Street

Howard



Raymond Avenue

N



SO. GATE

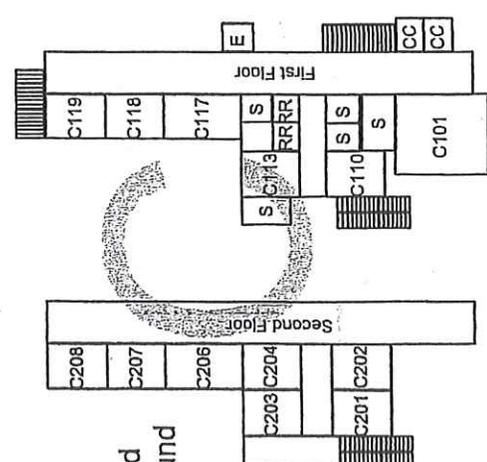
MAIN GATE

NO GATE

GATE

GATE

GATE

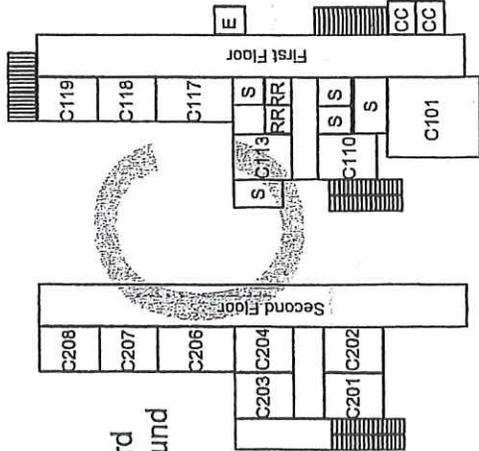
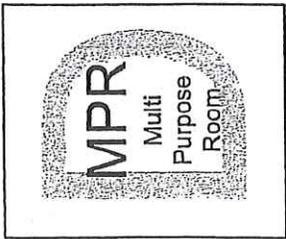
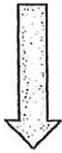


Howard Playground

- CC = Custodial Closet
- E = Elevator
- RR = Staff Restroom
- SR = Student Restroom
- S = Storage

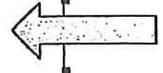


Evacuation Route



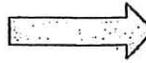
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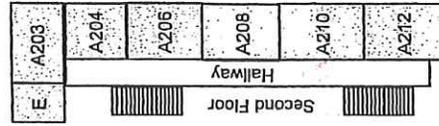


Howard Street

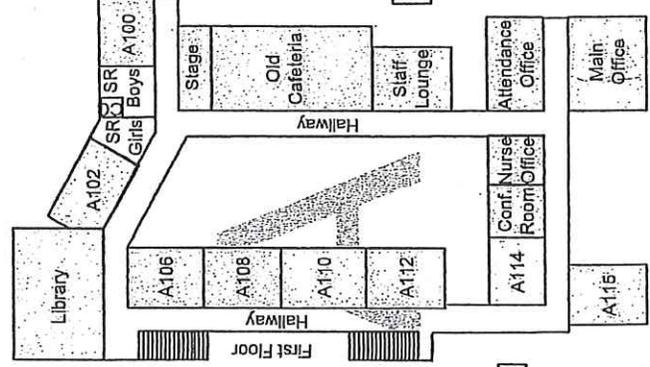
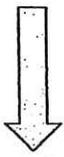
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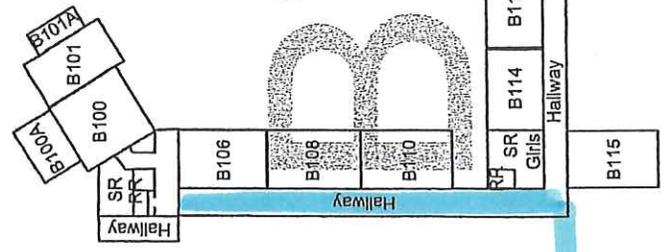
GATE GATE GATE



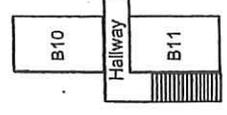
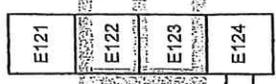
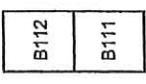
Second Floor



First Floor



Grandview Playground



SO. GATE
MAIN GATE

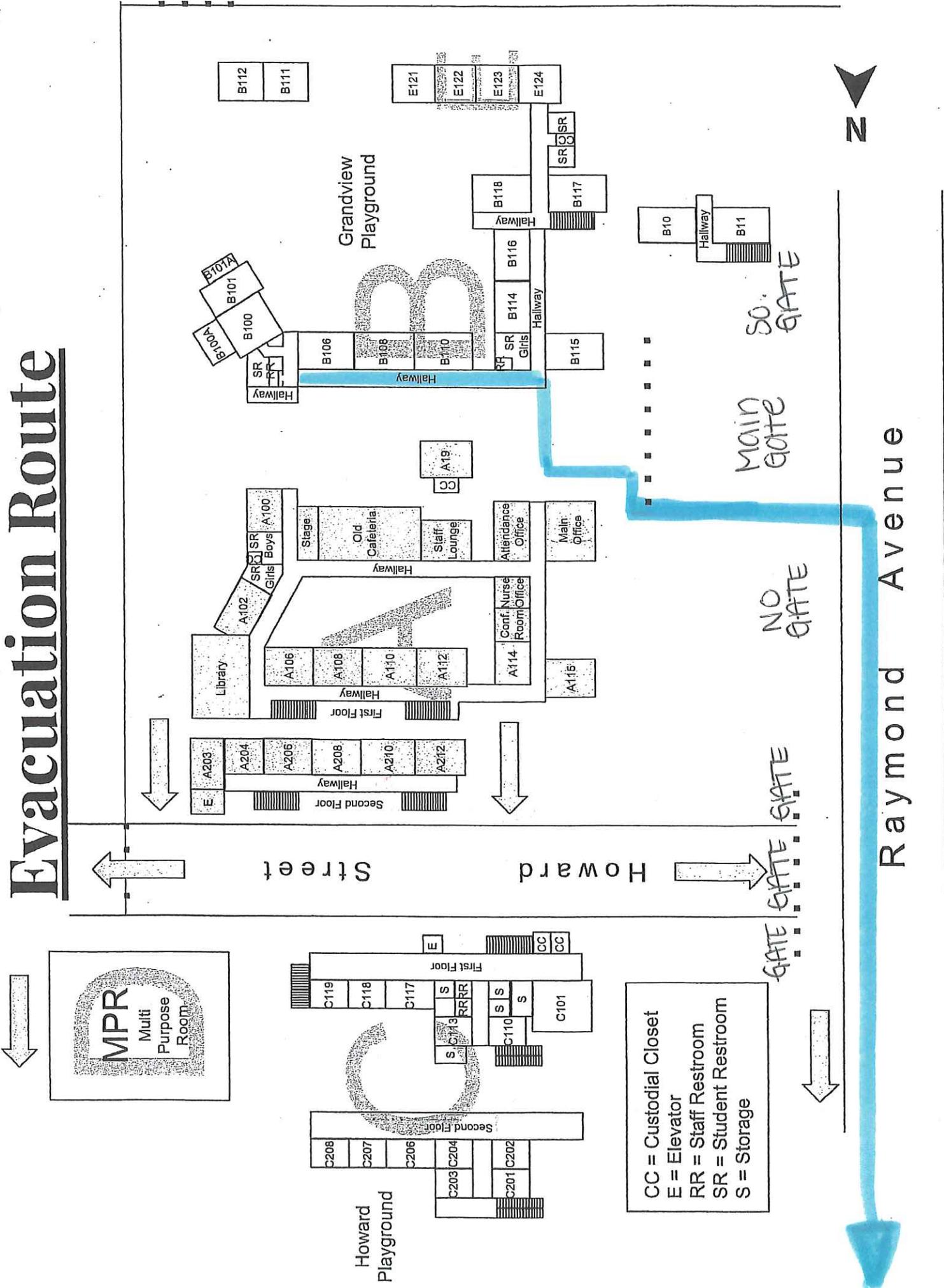
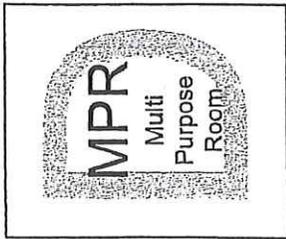
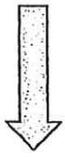
NO GATE



Raymond Avenue



Evacuation Route



Raymond Avenue

Howard Street

Howard

Grandview Playground

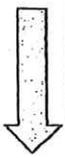
Howard Playground

SO. GATE

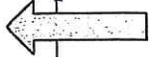
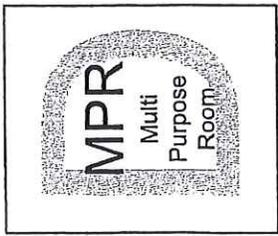
NO GATE

GATE

- CC = Custodial Closet
- E = Elevator
- RR = Staff Restroom
- SR = Student Restroom
- S = Storage

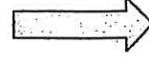


Evacuation Route

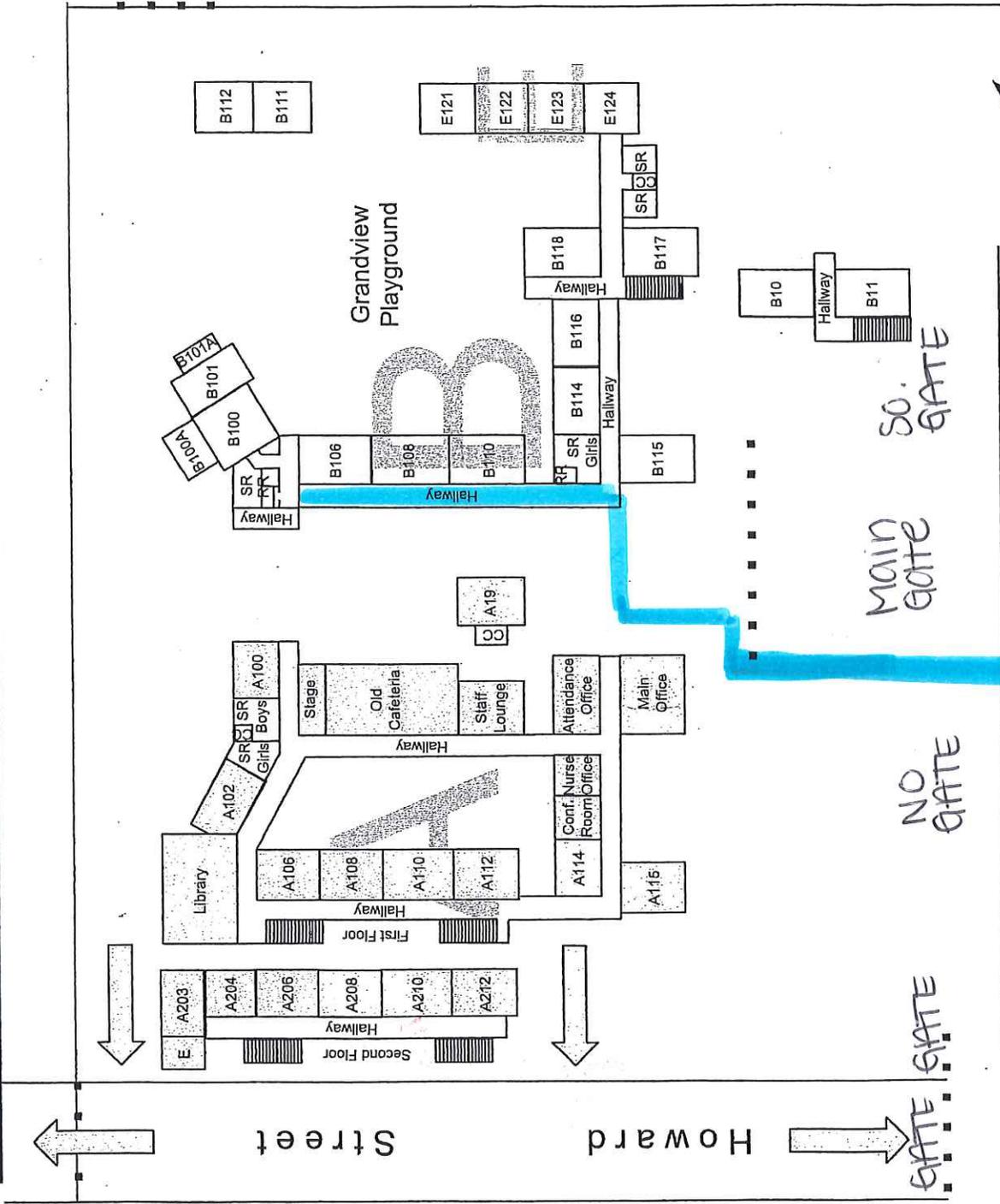


Howard Street

Howard Street



Raymond Avenue



SO. GATE
MAIN GATE

NO GATE

GATE

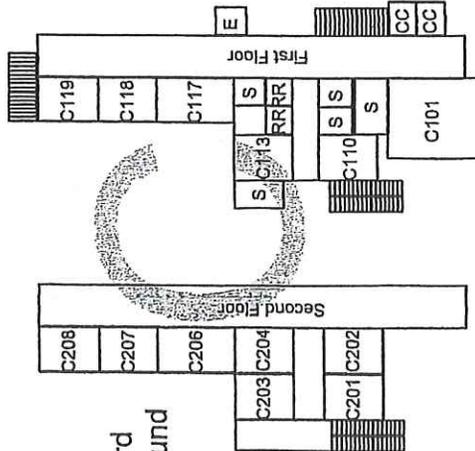
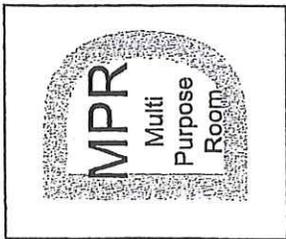
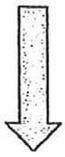
GATE

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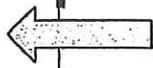


Evacuation Route

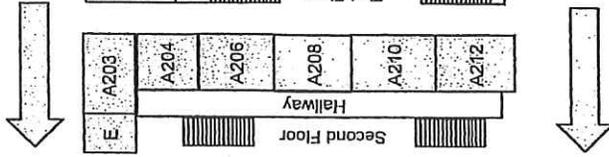


Howard Playground

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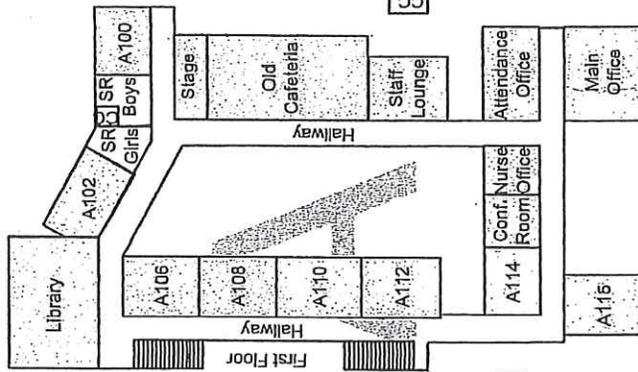
Street



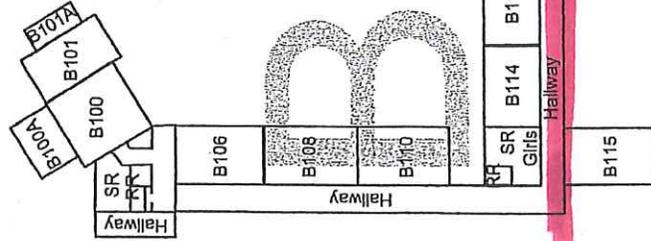
Second Floor



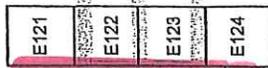
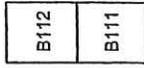
Howard



First Floor



Grandview Playground

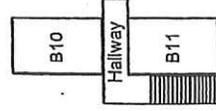


SR

SR

SR

SR



SO. GATE

MAIN GATE

NO. GATE

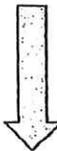
GATE

GATE

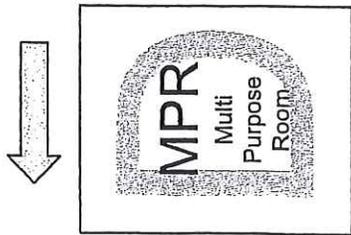
GATE



Raymond Avenue



Evacuation Route



Howard Street

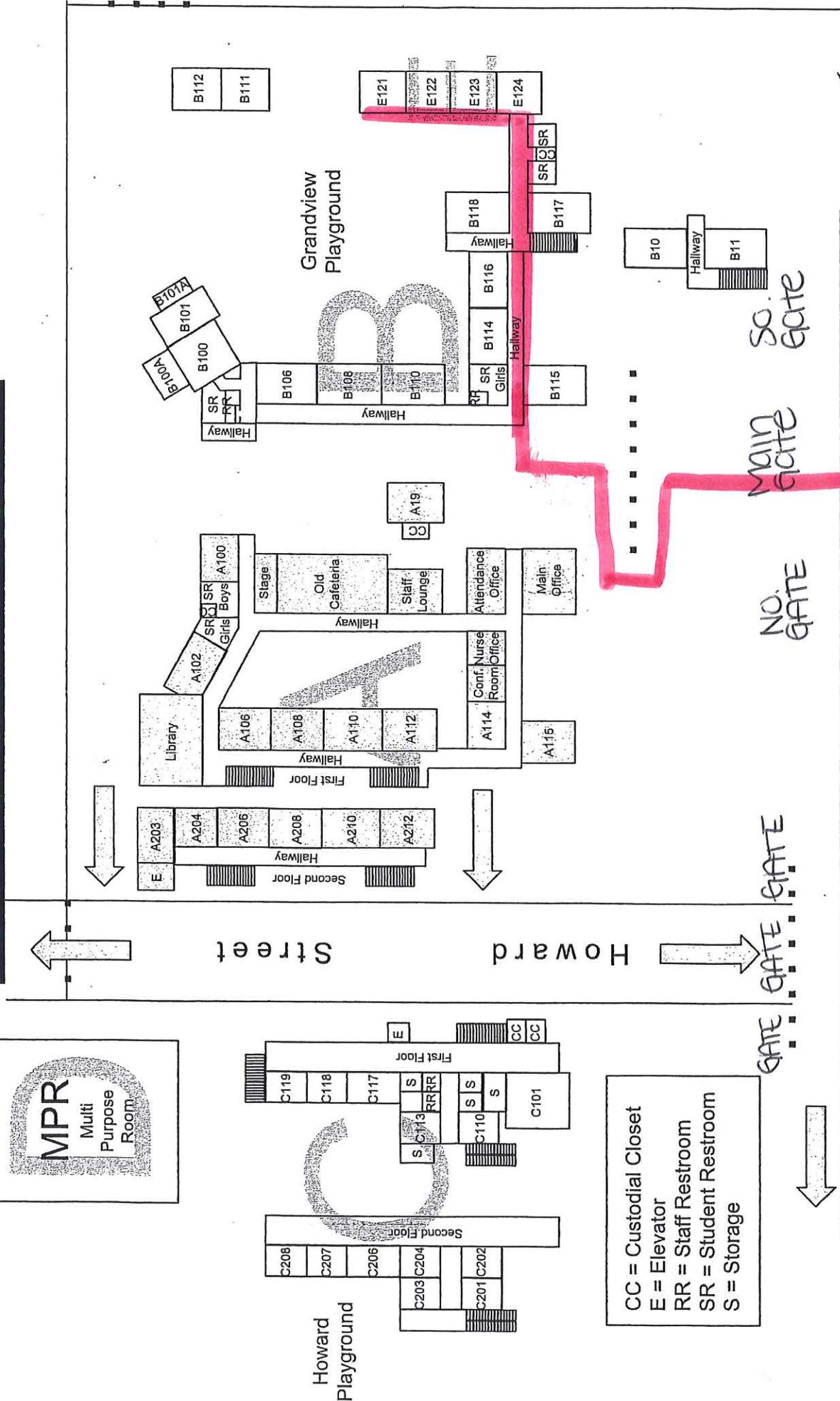
Howard Street

GATE GATE GATE

NO. GATE

SO. GATE

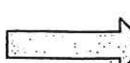
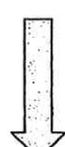
Raymond Avenue



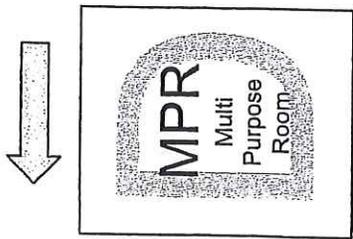
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Howard Playground

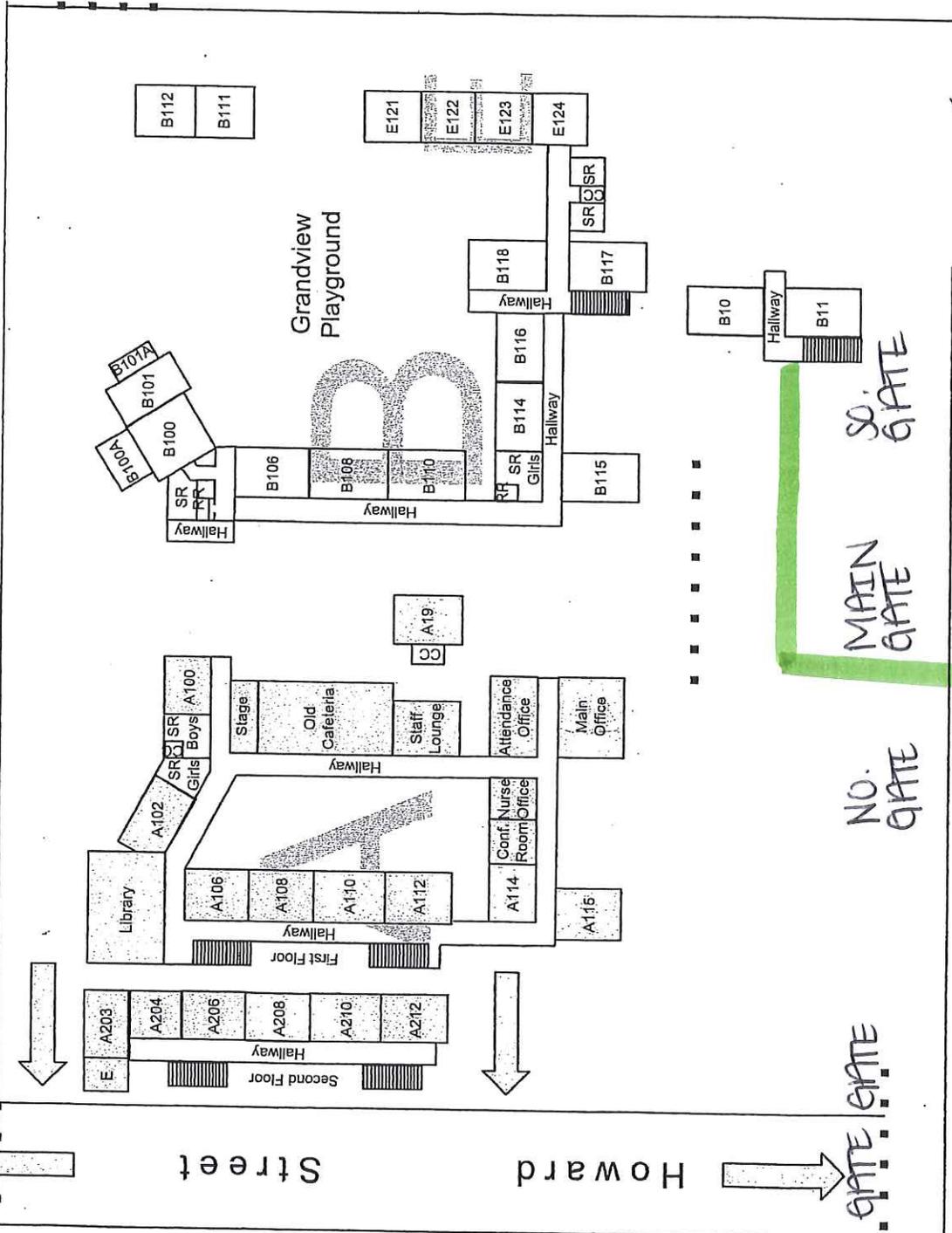
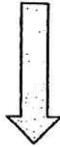
Grandview Playground



Evacuation Route



Howard Street

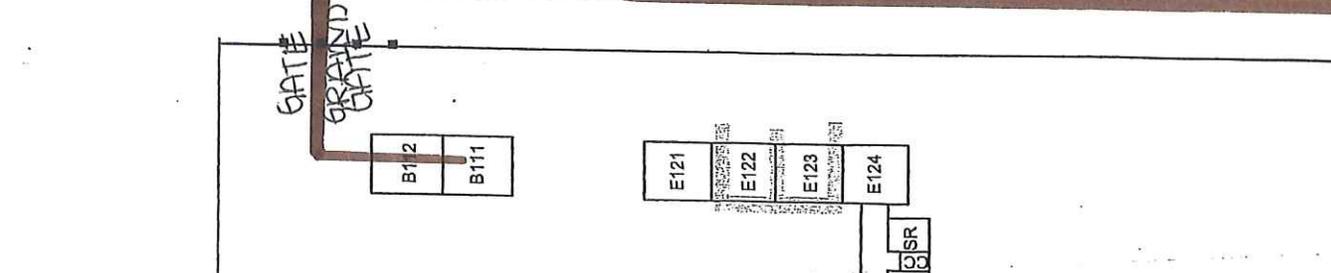
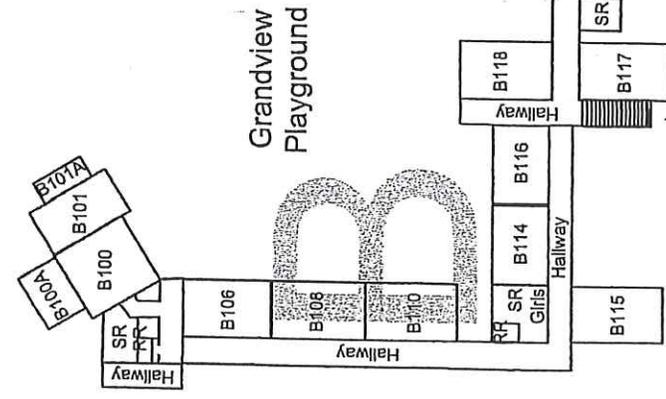
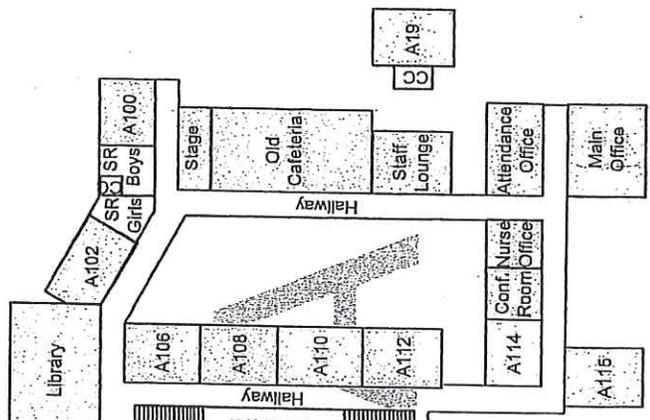
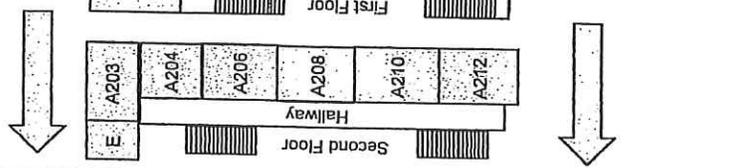
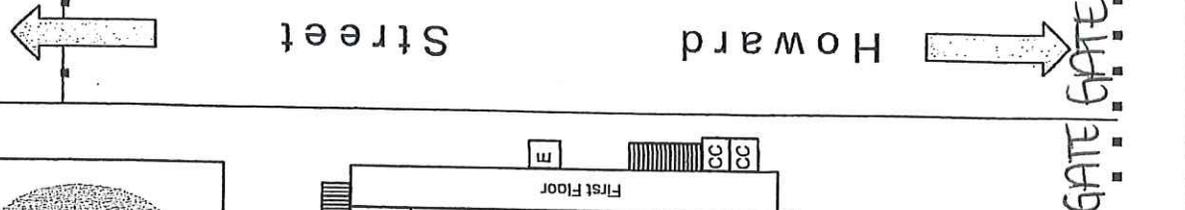
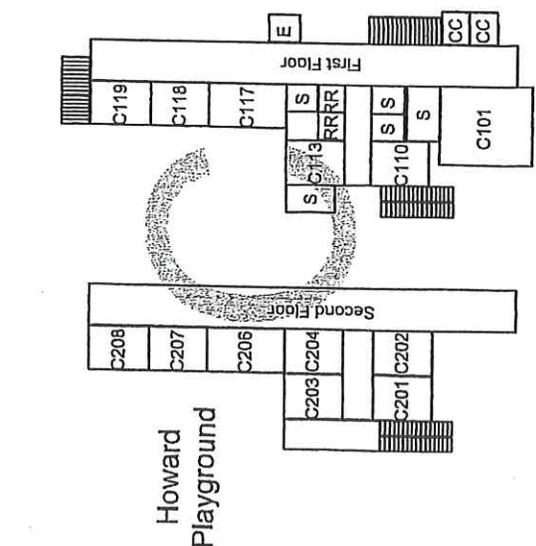
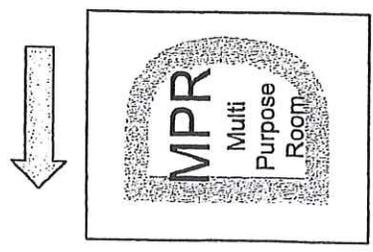


Raymond Avenue

- CC = Custodial Closet
- E = Elevator
- RR = Staff Restroom
- SR = Student Restroom
- S = Storage



Evacuation Route



- CC = Custodial Closet
- E = Elevator
- RR = Staff Restroom
- SR = Student Restroom
- S = Storage

NO. GATE

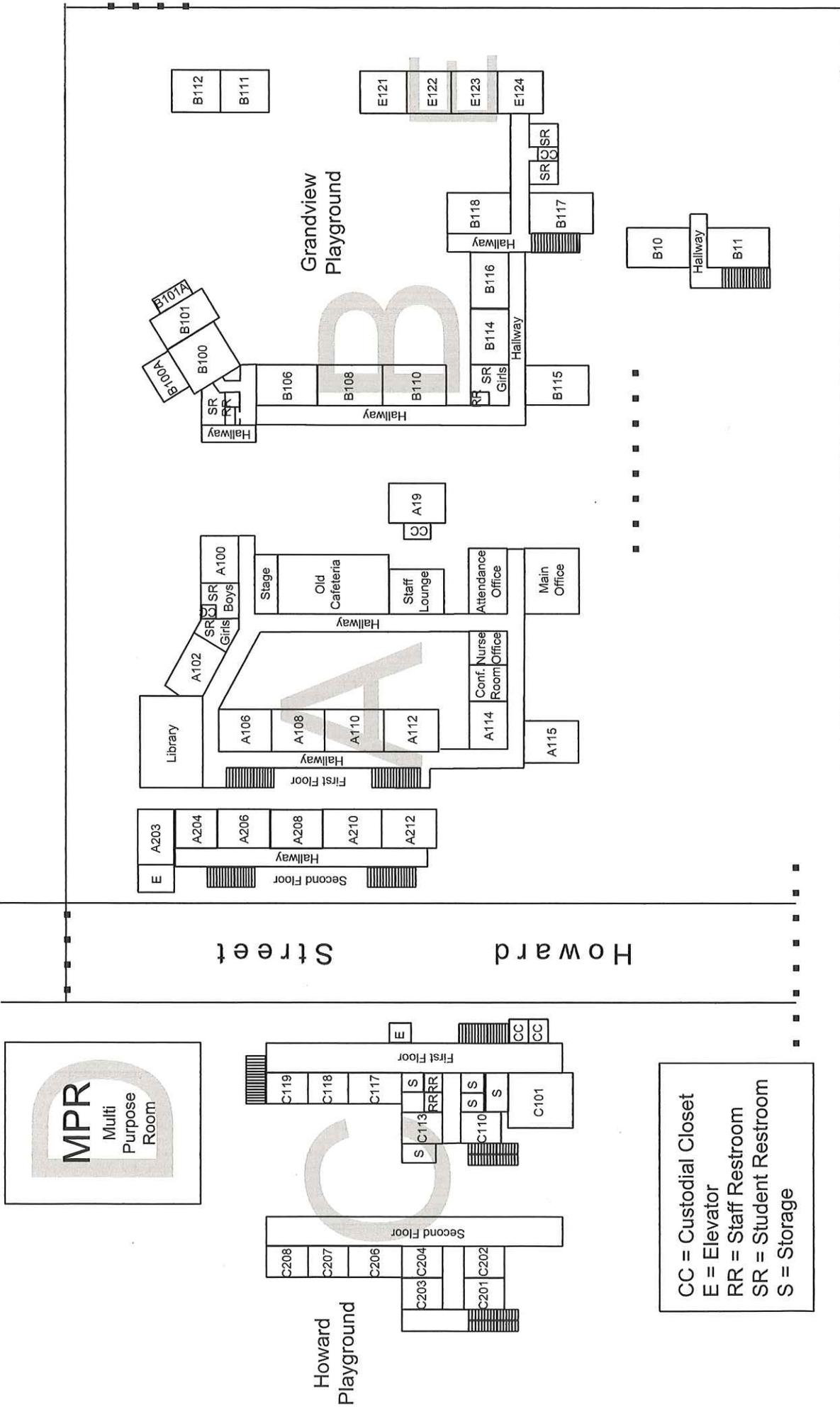
MAIN GATE

SO. GATE



Raymond Avenue

Washington Elementary STEM Magnet



MPR
Multi Purpose Room

CC = Custodial Closet
 E = Elevator
 RR = Staff Restroom
 SR = Student Restroom
 S = Storage

Howard Street

Raymond Avenue

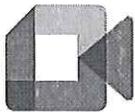




SSC Meeting Agenda

February 18, 2025 - 2:30 - 3:30 p.m.

In-Person - Room C119
or Virtual Meeting



Join with Google Meet

Meeting ID meet.google.com/eta-fyok-jdn

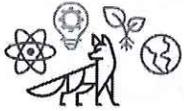
Join by Phone (US)+1 347-354-1532

PIN: 466 479 906#

Topic	Presenter	Time
Welcome & Meeting Norms	Ms. Debbie	1 min
December 2024 Minutes Approval	Ms. Debbie	1 min
Principal's Update	Ms. Meeks	3 min
ELA & Math Updates School Climate and Safety (Evaluate school needs based on the data)	Mr. Bonds - Ms. Debbie Ms. Meeks	30 min
Community Schools Update	Ms. Lopez	10 min
Magnet Grant Update	Grant Coordinator	5 min
Open Items DAC Meeting Representative	Everyone	10 min

Next SSC Meeting

Tuesday, March 18, 2:30-3:30 p.m



**WASHINGTON ELEMENTARY
STEM MAGNET**
A WORLD LANGUAGE, ENVIRONMENTAL STUDIES
COMMUNITY SCHOOL



Agenda de la reunión del consejo escolar

18 febrero de 2025 - 2:30 - 3:30 p.m.

Reunión Presencial o Virtual en la Sala C119

Unirse con Google Meet



meet.google.com/dio-ypqu-ijz (español)
unirse por teléfono

(US) +1 929-324-2806 PIN: 154 387 593# (español)

Topic	Presenter	Time
bienvenida y cumplimiento de normas	Sra. Debbie	1 min
Actas de diciembre 2024 - Aprobación	Sra. Debbie	1 min
Actualización principales	Sra. Meeks	3 min
Actualizaciones de inglés y matemáticas Clima escolar y seguridad (Evaluar las necesidades escolares con base en los datos)	Sr. Bonds - Sra. Debbie Sra. Meeks	30 min
Actualización de las escuelas comunitarias	Sra. Lopez	10 min
Actualización de la subvención Magnet	Coordinadora de subvenciones	5 min
Artículos abiertos Representante de la reunión del DAC	Todos!	10 min

Próxima reunión del SSC
18 de marzo - 2:30-3:30 p.m



Karrone Meeks, Principal

1520 North Raymond Avenue
Pasadena, CA 91103
Tele: 626.396.5840
washington.pasadenausd.org

Debbie Afsharian, Chair
Leira Ruperto, Secretary

School Site Council Meeting February 18, 2025

Members:

Karrone Meeks - Principal, Debbie Afsharian - President, Leira Ruperto - Parent, Jasmin Trujillo - Teacher, Karina MachucaEvans - Teacher, Katherine Mickelson - Teacher, Shima Talaei - Parent, Maricor Garaniel - Reading Partners, Cheryl Lough - Parent, Jessica Hernandez - Parent

Other attendees: Alex Arroyo, Jessica Lopez, Gloria Delatorre, Nicola Borland, Lauren Ottersberg, Sandra Ortiz, Modesta Burgos, Janice Sandberg, Patricia Carrion

Welcome: 2:33 PM

Virtual meeting NORMS:

- Mute microphones unless introducing or commenting
- Stay on topic
- Ask questions at the end of each presentation
- Assume positive intention

Approval of minutes: December 19, 2024

- First Motion: Jessica Hernandez
- Second Motion: Jasmin Trujillo
- All in favor: Yes

Principal's Update: Karrone Meeks

- Unrestricted: \$32,049.00 Running Balance: -\$29,536.00
- Title 1: \$95,417.00 Running Balance: \$15,292.00
- Title 2: \$73,260.00 Running Balance: \$9,285.00
- Annual Fund: \$6,400.00 Running Balance: \$2,784.00

ELA & Math Updates, School Climate and Safety: Damon Bonds, Debbie Afsharian and Karrone Meeks

- Representatives: Mr Frank (Contudian), Mrs Trujillo (Teacher), Mrs Evans (Teacher), Nicola (PTA), ELAC, Lauren (AAPC),
- (Refer to information handed out.)
- First part is basic information, Second part talks about the clubs and programs we have on campus.
- Physical environment, talks about school itself where its located for a zip code

- School climate is basically stock information
- Disaster, procedures and routines.
 - What does WESM have on campus to support out kids
 - Have new aids recess and lunch time. We also have project aids in the morning and after school.
- Active shooter.
 - Make sure to follow the guidelines. Police officers tell us what to do as they assess the situation. We make sure the kids are safe and then we notify the parents.
- The biggest part of our safety plan is looking at what we do and what things we have in place for the safety of our kids.

Approve the safety plan

- First Motion: Jessica Hernandez
- Second Motion: Shima Talaei
- All in favor: Yes

Open Items:

- Book fair March 17th - March 21st (PTA) Volunteers needed from 2:15 - 3:15 pm
- March 27th Family Fun Night rescheduled from february

Meeting adjourned 3:37 pm

School Site Council Membership 2024-2025

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council. The current make-up of the School Site Council is as follows:

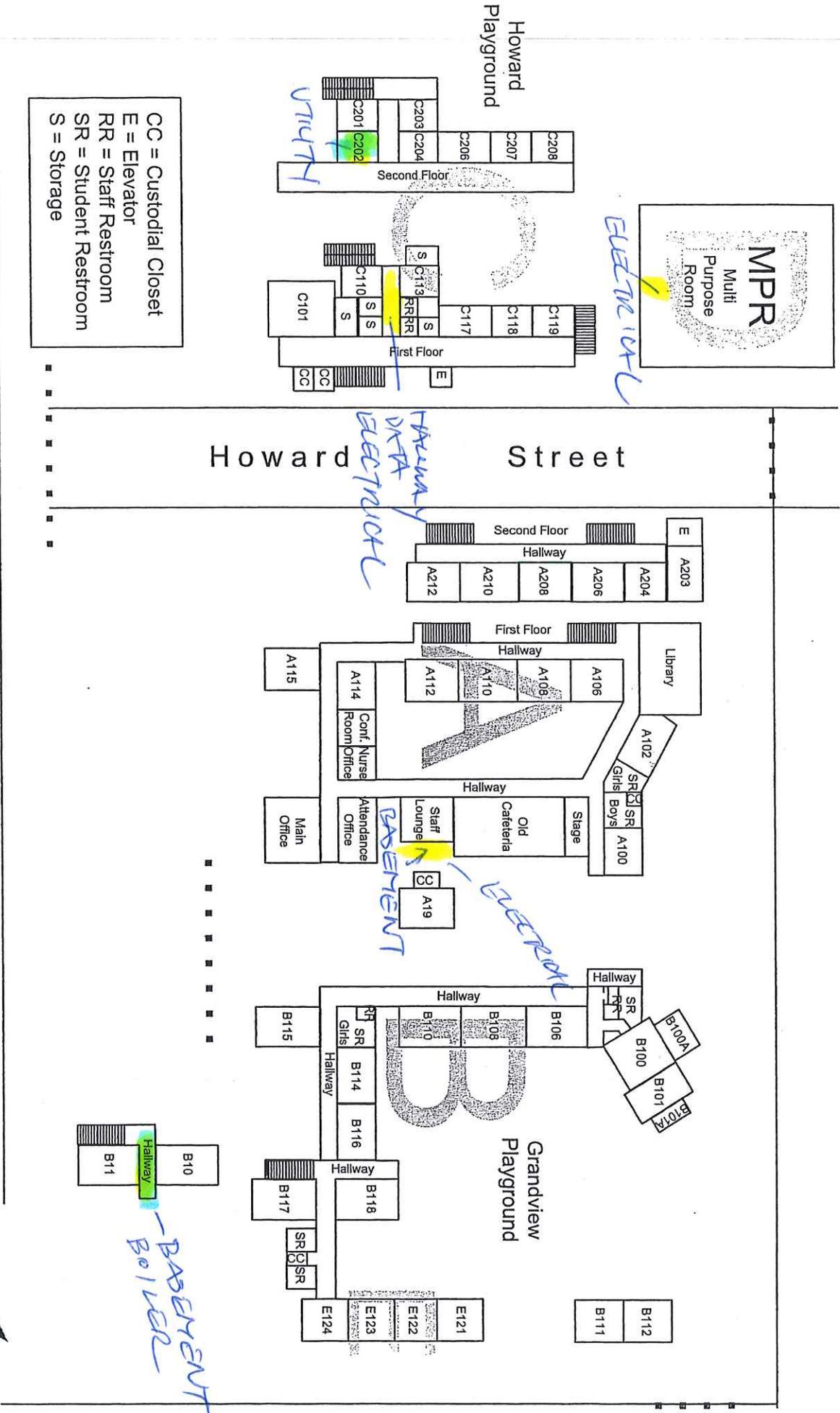
Members	Officer Position	Year of Term	Principal	Teachers	Other Staff	Parent/Community
Karrone Meeks	Principal	X	X			
Debbie Afsharian	Council	1st			X	
Karina Machucaevens	Council	1st		X		
Katherine Mickelson	Council	1st		X		
Yasmin Trujillo	Council	1st		X		
Jenna Chaffee - Maricore Garaniel	Council	1st				X
Jessica Hernandez	Council	1st				X
Cheryl Lough	Council	1st				X
Leira Ruperto	Council	1st				X
Shima Talaei	Council	2nd				X
Total Number of Members		10	1	4	0	5

For Elementary schools, there should be parity between the number of staff on the site council and the number of parents/community members. The minimum number of SSC Members for elementary is 10. For any SSC, teachers should make up the majority of staff members on the SSC.

Revision Date: May 17, 2024

Washington Elementary STEM Magnet

Utility Map



Howard Street

Raymond Avenue

