



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Altadena Elementary School @ Allendale

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[http://altadena.pusd.us/pages/Altadena Elementary](http://altadena.pusd.us/pages/Altadena_Elementary)

Website:

COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Altadena Elementary School @ Allendale's Site Council

The members whose signatures appear below have reviewed the Comprehensive School Safety Plan. Prior to approval, each member had the opportunity to discuss, propose amendments and modifications to the proposed plan.

School Site Council Members:

Panagiota Regopoulos, Chair

Nicole Hanson, Parent

Andrew Holmquist, Parent

Crystal Ksenjak, Parent

Andrew Morgan, Parent

Stephanie Scribner, Parent

Amanda Van Enk Gould, Teacher

Ashley Romero, Teacher

Teacher Stephanie Lopez, Teacher

Maria Gonzalez, CSEA

Hermalina Bolton, Teacher

Regina Major, Community Member

Eric Gibson, Community Member

Dana Hill, Principal



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Board of Education

Date – February 2025

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Mission Statement

School Site Mission Statement

We provide a nurturing, rigorous and arts-integrated learning environment where children are taught how to think, not what to think.

Vision Statement

Altadena Elementary School @ Allendale's Safe School Vision

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

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

Altadena Elementary School @ Allendale 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

AAM has no crime status to report for this iteration of the safety plan.

Personal Characteristics of Pupil & Staff

Additional Data

Altadena Elementary School @ Allendale has an enrollment of 535 pupils in TK-5. Approximately 67 % 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 44, % Hispanic, 14.7, % Black, 13 % Caucasian and 25. 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 the Arts Magnet Theme. Students receive up to 16 hours of Arts Integrated instruction per week. Altadena Arts also has a thriving French Dual Language Immersion Program..

Pupils have the opportunity to participate in noon and after-school activities. These include Choir, tutoring, Room 13, Innovation Club, Homework Club, and LEARNs..

Staff provides opportunities and additional activities open to pupils in the areas of academic competitions, including, PUSD Spelling Bee, Annual African-American History Bee, and PUSD Math Field Day..



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Physical Environment

The Schools' Location and Physical Environment

Altadena Elementary School @ Allendale is located in the Pasadena, CA. 911016 area of Los Angeles County that has a low crime rate and 10.6% poverty level.

The immediate area round the school includes

The immediate area around the school is called Madison Heights, a highly sought-after neighborhood nestled in the heart of Southwest Pasadena, known for its convenience, location, and charm. Madison Heights exudes a tranquil suburban allure with its tree-lined streets and elegant homes, embodying Pasadena's timeless charm. The Kindergarten - 5th grade Elementary School is one of the 18 elementary schools in the Pasadena Unified School District. The surrounding community is highly supportive of the school and welcomes Altadena to the neighborhood bringing a special vibrance to the area.

Present safety hazards include

None

Description of School Ground

The school has 4 main buildings and a cafeteria. The playground is asphalt and includes a basketball court. There is an adjacent baseball field where students are allowed to play during the day. The school is completely enclosed by a fence with gates which are kept locked during school hours.

The school is currently under construction where 12 new bungalows are being installed with new restrooms. The asphalt will be redone and a play structure will be installed as well. This will be a swing campus for other schools to occupy while their home campuses are being upgraded.

There are several wings an/or clusters of classrooms including 16 classrooms 4 re-locatable classrooms.

Other ancillary structures include

.

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 Altadena Elementary School @ Allendale to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

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

Altadena Elementary School @ Allendale has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and Administration and Staff supervise all perimeter areas and necessary campus areas of school grounds to insure the safety of all staff, students and visitors. The main office door stays locked throughout the school day. Visitors must register in main office on the Identi-Kid system to maintain the safe environment of staff and students. Visitors who display suspect



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or inappropriate behavior of any type will be asked to leave campus by Administration. Resistance may result in the involvement of local law enforcement..

Altadena Elementary School @ Allendale crime statistics reflect a total of zero crimes reported during the 201X-1X school year.

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

See Section Above: Internal Security Procedures.

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

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

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 Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale.

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. Altadena Elementary School @ Allendale 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:
contact Highway Patrol to assist in traffic flow patterns

Community involvement is encouraged to help increase school safety.

Address and devise solutions for issues with student safety with regard to local traffic surrounding our campus.

- PTA Volunteers

Person(s) Responsible for implementation:



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- PTA
- Volunteers

Training:

- Noon Aides and PTA volunteers have been trained morning drop-off safety procedures

Person(s) Responsible for implementation:

- Principal
- PTA Volunteers

Parent Engagement:

- Increase communication with parents and community members by email, phone calls, phone blasts, and mail. Phone blasts will be used to communicate with parents about upcoming and current events

at school.

- Improve school website
- Increase the number of home visits made by staff.
- Ensure extra curricular community resources are available and accessible to students and parents (such as Boys/Girls Scouts, AYSO, Little League, enrichment program for the Arts, Math and

Science, etc.).

- Provide outreach to parents.
- Continue Family Math and Reading Nights, Bring Your Parent to School Days, and parent education events.
- Increase parental/ guardian support for meeting CA State Standards via school-home communications through monthly written classroom and school newsletters, regularly scheduled meetings and

conferences, and ongoing parent education activities in home languages.

- Use PTA, ELAC, and AAPC for dissemination of information & opportunities to participate and encourage higher parent participation in parent workshops, school, and community events.
- Provide Spanish translation for all written and oral parent communications and workshops.
- Ongoing nutrition classes, ESL classes, and parent workshops.

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 Altadena Elementary School @ Allendale is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Altadena Elementary School @ Allendale 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

Altadena Elementary School @ Allendale teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

All three classroom teachers have received training in arts integration with their academic core subjects. Currently, Math, Science, History and ELA arts integrated units have been created by teachers and are in the beginning stages of implementation. Students receive up to sixteen hours per week of magnet theme instruction both in discreet arts courses and arts integrated courses.

Math: Daily activities will focus on Common Core State Standards and all the components of a rigorous mathematics program, with particular attention to number sense, algebraic reasoning, measurement and geometry, operations and factoring, problem solving statistics, data analysis, and probability.

- Intervention, coaching and PD provided by District and Site Instructional Coaches
- Use of technology, manipulatives, and visuals, flexible grouping as instructional strategies.
- Increase use of academic language.
- Use of iReady and Ready Math with consultant visits to guide teachers and to answer questions.

ELA: Daily activities will focus on Common Core State Standards and all the components of a comprehensive ELA program, with particular attention to instructional rigor in vocabulary development, reading comprehension, written conventions, and the writing process executed in a Balanced Literacy approach.

- Intervention, coaching and professional development provided by District and Site Instructional Coaches.
- Use of Balanced Literacy including: Units of Study, Readers and Writers Workshop
- Explicit instruction on phonemic awareness, phonics, word structures
- Informal Reading Inventories are administered three times per year
- Flexible grouping, as instructional strategies
- Increase use of academic language.

ELD: ELD instruction is provided daily. Additionally, teachers use SDAIE strategies and Kagan structures and strategies throughout the instructional day.

- Data Chats for long-term EL students.
- Use data from assessments to identify and provide intensive intervention for our long-term EL students, students with disabilities, and African American subgroups in ELA and Math.
- Implement technology as a strategy to enhance curriculum and instruction
- Monitor weekly classroom assessment data to ensure that all subgroups are receiving appropriate intervention in all core curricular areas.



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Capturing Kid's Hearts

AAM is a CKH Campus. This means we use a series of strategies to create a relational school where all students SEL needs are met.

The teachers at Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale. 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 assemblies, classroom and school-wide activities and special parent education events..



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Action Plan

Physical Environment

Goal: In 2015 a large building and renovation project was completed at Altadena Arts Magnet

I. Areas of Pride and Desired Improvements

- a. Pride
 - 1. We have two new murals in the front of the main building to display our school pride and merits. We recently won two more awards that will be added to the building.
 - 2. We have a full time community assistant vitally needed to reach out to our families and community partners.
- b. Areas of Desired Improvement
 - 1. Playground is crumbling and unsafe. In need of green spaces.
 - 2. We need our buzzer system to keep our campus secure.

II. Desired Change #1: Updated HVAC system

- a. Related Strategies and Activities
 - 1. Work with District Facilities Team to address this need.
 - 2.
- b. Resources Required
 - 1. Measure O funds
 - 2.
- c. Personnel Assignments
 - 1.
 - 2.
- d. Timeframe for completion
 - 1.
 - 2.
- e. Budget
 - 1.
 - 2.
- f. Evaluation criteria
 - 1.
 - 2.

III. Desired Change #2: Damaged facilities are fixed in a timely manner.

- a. Related Strategies and Activities
 - 1. Work orders are submitted promptly.
 - 2. Monitor response time of Maintenance and Operations Department to submitted work orders
- b. Resources Required
 - 1. Staff to complete work orders
 - 2. Access to online system
- c. Personnel Assignments



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1. Head Custodian
 2. Office Manager
-
- d. Timeframe for completion
 1. By August 2024
 2. By August 2024
 - e. Budget
 1. None
 2. Facilities - unknown
 - f. Evaluation criteria
 1. Walk through with staff
 - 2.



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Action Plan

School Climate

Goal: Decrease the number of violent student to student interactions that result in suspension.

I. Areas of Pride and Desired Improvements

- a) Pride
 - 3. School-wide behavior assemblies and Cougar Values awards assemblies.
 - 4. Implementation of school-wide MTSS and Rtl under the direction of Rtl Coach along with Behavior Interventionist. Use of the Turnaround Room and creation of Game Room and Cougar Store. Use of PAWSitive referrals given out weekly.
- b) Areas of Desired Improvement
 - 5. Funding to keep extra, key personnel such as Behavior Aide.
 - 6. Funding to maintain our Social Emotional Support Team

II. Desired Change #1: Decrease the number of students sent out of class for behavioral concerns.

- c) Related Strategies and Activities
 - 7. Training on RTI strategies and Trauma Informed Care approach and SEL curriculum
 - 8.
- d) Resources Required
 - 9. RTI and TIC training on restorative circles.
 - 10.
- e) Personnel Assignments
 - 11. All staff
 - 12.
- f) Timeframe for completion
 - 13. on-going
 - 14.
- g) Budget
 - 15. \$0
 - 16.
- h) Evaluation criteria
 - 17. Collecting referral data from Rtl and the Turnaround Room
 - 18.

III. Desired Change #2: Decrease the amount of arguments and rule-breaking behavior on the playground.

- i) Related Strategies and Activities
 - 19. More options for playground activities
 - 20. More guidance for students on the playground-this year we assigned all instructional aides and noon aides to work as one team, The PAWSitive Support Team. They accompany students onto the playground during free play time and are given a specific station and activity to monitor.
- j) Resources Required
 - 21. Increase playground supervisors especially as our student population has grown.
 - 22.



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- k) Personnel Assignments
 - 23. Noon Aides
 - 24. PAWSitive Support Team
- l) Timeframe for completion
 - 25. August 2024
 - 26.
- m) Budget
 - 27. Not sure.
 - 28.
- n) Evaluation criteria
 - 29. referral data
 - 30. suspension data



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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. Altadena Elementary School @ Allendale promotes educationally and psychologically healthy environments for all children and youth. Altadena Elementary School @ Allendale 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. Altadena Elementary School @ Allendale 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. Altadena Elementary School @ Allendale'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 Altadena Elementary School @ Allendale have received training in conflict resolution and confrontation skills. Altadena Elementary School @ Allendale 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. Altadena Elementary School @ Allendale offers several recognition and award programs such as Cougar Values, Academic and Arts Awards, Weekly Pawsitive Referrals.

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

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

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

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

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

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

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

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

MTSS/RtI Staff Development
Trauma Informed Care training



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Personalized Support Plans for identified at-risk youth
Case Management Meetings

855-847-7247 **Hotline** : At Altadena Elementary School @ Allendale, signs and other information pertaining to the "District's Anonymous Tip Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

School Safety Strategy #3: Altadena Elementary School @ Allendale'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 Altadena Elementary School @ Allendale 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.

Altadena Elementary School @ Allendale 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

Altadena Elementary School @ Allendale actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale. The staff at Altadena Elementary School @ Allendale shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

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

Drug and Violence Prevention Programs



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

Truancy Learning Center/District Attorney Referral

Altadena Elementary School @ Allendale recognizes the importance of punctuality and regular attendance. The staff of Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale 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.

Altadena Elementary School @ Allendale:

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

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

Parent Training: Promoting the Use of Community Resources

Altadena Elementary School @ Allendale 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. Altadena Elementary School @ Allendale utilizes a student study team to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The student study team is flexible enough to address individual problems and school-wide matters.

Community Linkages



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<http://dcfs.lacounty.gov/foryouth/index.html>

When working with parents and students with specific issues, the staff at Altadena Elementary School @ Allendale will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of the County of Los Angeles website, The staff of Altadena Elementary School @ Allendale 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.

Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale 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

Altadena Elementary School @ Allendale 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 Altadena Elementary School @ Allendale 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

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

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

Altadena Elementary School @ Allendale 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.

Altadena Elementary School @ Allendale 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.

Altadena Elementary School @ Allendale's notice and removal system establishes sufficient documentation for civil law



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remedies as needed. For continuing disruptive behavior by a visitor or outsider, Altadena Elementary School @ Allendale shall contact the district office to determine whether to file for a temporary restraining order and injunction.

School Safety Strategy #6: At Altadena Elementary School @ Allendale, 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. Altadena Elementary School @ Allendale has opportunities for parents to visit the school, after signing-in at the front desk..

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

Altadena Arts Magnet operates a closed campus, where pupils must have permission to leave the campus during school hours.

Altadena Arts Magnet has helped assure a safe learning environment by the following:

Altadena Arts Magnet prohibits posters in classroom windows,
has installed an alarm system (and/or) a closed-circuit television monitoring system,
has set a priority to keep buildings clean and maintained,
has located its playground equipment where it is easily observed,
has limited roof access by keeping dumpsters away from building walls,
keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons,
keeps the school grounds free of gravel or loose rock surfaces,
ensures vehicle access around the building(s) for night surveillance and emergency vehicles,
keeps a complete list of staff members who have keys to building(s),
does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
has established two-way communication between the front office and each classroom,
offers school-or-community-based activities for students after school and on the weekends,
has instituted after-school academic and recreational programs for latchkey students.

Please select only those areas that apply to your school

Altadena Elementary School @ Allendale:

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

Closing Statement #8:

(To be written by the school site council. Please include the signature sheet and specify a date for the consolidated safe school plan to be reviewed for the following school year by Altadena Elementary School @ Allendale's Site Council). The School Site Council will review and sign the Safety Plan upon approval.



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Supporting statement:

Altadena School seeks to create a safe school environment through full implementation of the MTSS/RtI behavior support program.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

School Safety Compliance

Child Abuse Reporting And Procedures

Pasadena Unified School District

Board Policy

[Enter appropriate Board Policy]

Students

Child Abuse Reporting Procedures

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

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

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

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

(cf. 4131 - Staff Development)

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

Legal Reference:

Education Code

33308.1 Guidelines on procedure for filing child abuse complaints

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

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

Penal Code

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

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

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

Welfare And Institutions Code

15630-15637 Dependent adult abuse reporting



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

Policy Adopted: November 14, 1995 City: Pasadena, California

Revised: September 22, 2016



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: 626 794-4501
- D. Content of call.
 - 1) Name, address and age of child involved.
 - 2) Clear description of suspected abuse.

II. Written Report

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

Adopted: 5/14/24

Police Department: Pasadena Police
Address: laddcfs.org (800) 540-4000

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

Caution:

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspension And Expulsion Policies

Pasadena Unified School District

Board Policy

[BP 5144]

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

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

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

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

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

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Absence and Truancy)

On-Campus Suspension

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

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

Authority to Expel

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

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

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

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

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

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

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

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

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

Due Process

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

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



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

Administrative Regulation

Number: BP 5144.1

Adopted: November 20, 2021

Students

Definitions

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

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

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

Notice Of Regulations

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

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds For Suspension And Expulsion

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

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

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



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(cf. 5131.6 - Alcohol and Other Drugs)

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

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

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

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

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



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

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

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

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

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

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

Specialized Grounds for Suspensions TK-5th Grade:

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

Additional Grounds for Suspension and Expulsion: Grades 6-12

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

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

(cf. 5145.7 - Sexual Harassment)

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

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



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Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

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

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

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

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

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

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



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

Length of Suspension

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

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

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

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



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time.

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

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

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

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

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

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

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

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

(cf. 9321 - Closed Session Purposes and Agendas)

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



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35146, 48912)

On-Campus Suspension

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

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

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

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

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

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

Student's Right to Expulsion Hearing

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

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

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



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

Stipulated Expulsion

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

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

Rights of Complaining Witness

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

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

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

Written Notice of the Expulsion Hearing

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

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

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

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

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

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

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



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

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

Conduct of Expulsion Hearing

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

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

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

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

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

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

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

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



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

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

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



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

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

Final Action by the Board

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

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

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

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

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

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

Written Notice to Expel

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

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



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STUDENT WELLNESS AND SUPPORT SERVICES

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)



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Procedures For Notifying Teachers About Dangerous Pupils

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

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

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

District Policy Ed Code 49079
Adopted Unknown
Pasadena Unified School District



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Sexual Harassment Policy

Pasadena Unified School District

Board Policy

Policy Numbers: 4114.11, 4219.11, and 4319.11

Personnel

Sexual Harassment

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

Legal Reference:

Education Code

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

212.5 Sexual harassment, defined

230 Particular practices prohibited, including sexual harassment

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

Meritor Savings Bank, FSB v. Vinson et al.

86 Daily Journal D.A.R. 2130

Regulation Pasadena Unified School District

Approved: September 26, 1995, Revised: January 2016 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: 255 E. Temple Street, #4
Los Angeles, CA 90012
Phone: 213-894-1000

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: California Department of Fair Employment and Housing

Address: 2218 Kausen Drive, Suite 100
Elk Grove, CA 95758
Phone: 916-478-7251



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Retaliation Prohibited

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

Regulation Pasadena Unified School District

Approved: November 12, 1996 City: Pasadena, California



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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. Crocs must be worn in sports mode.
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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Blood Borne Pathogen Incident Reporting Form And Exposure Control Plan

Pasadena Unified School District Board Policy

Students

INFECTIOUS DISEASES BP 4219.42

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

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

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

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

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

Students With Bloodborne Pathogen Infections

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

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

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

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

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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:



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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: November 12, 1996



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Blood Borne Pathogens – Safety Practices

Procedures And Regulations

1. General

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

1.2. Assessment

2. Students:

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

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

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

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

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

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

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

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

Employees

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

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

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

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



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2.10. The Board will be notified immediately if the Superintendent considers the health condition of an employee to be a danger to the immediate health and welfare of a school, its students or other employees of the Board.

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

3. Hygienic Safety Practices

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

4. Universal Precautions

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

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

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

5. Identification of Risks of Occupational Exposure

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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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STUDENT WELLNESS AND SUPPORT SERVICES

I will expect

That when you refer a student for discipline:

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

You can expect

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

I will expect

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

You can expect

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

[Enter Principals Name] Principal

What To Do When Problems Appear

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

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

School Site Policies

1. Anabolic Steroids ([AR/BP](#))
2. Announcements
3. Assemblies ([BP](#))
4. Attendance
 - Exemptions from Attendance ([AR/BP](#))
 - Exclusions from Attendance ([AR/BP](#))
 - Student Leave of Absence ([AR/BP](#))
 - Absences and Excuses ([AR/BP](#))
 - Chronic Absences and Truancy ([AR/BP](#))
 - Attendance Supervision ([AR](#))
 - District School Attendance Review Board ([AR/BP](#))
 - School Attendance Boundaries ([BP](#))
 - Required Parental Attendance ([AR/BP](#))
5. Apprehension ([AR/BP](#))
6. Behavior
 - Hate-Motivated Behavior ([BP](#))
 - Behavioral Interventions for Special Education Students ([AR](#))
7. Bullying([AR/BP](#))
8. Bullying Prevention ([AR/BP](#))
9. Bus/Transportation regulations
 - Transportation ([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
Altadena Elementary School @ Allendale

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 Altadena Elementary School @ Allendale 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 March 11, 2025 at Pasadena, California. Notice was provided by public posting and email..

Altadena Elementary School @ Allendale’s “school site council” has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and updated.

Amendments
None.

School Site Council
The members whose signatures appear below have reviewed the Comprehensive School Safety Plan. Prior to approval, each member had the opportunity to discuss, propose amendments and modifications to the proposed plan.

Signatures of Altadena Elementary School @ Allendale's Site Council Members

Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Safe School Plans

Executive Summary
School Year 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.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

School Site Emergency Planning Matrix

Name of Principal: Dr. Dana Hill

Name of School: Altadena Elementary School @ Allendale

Name of School District: Pasadena

Comprehensive School Safety Plan ED 32280

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

SECTION	TITLE	CONTENTS	Not Developed	In Progress	Fully Developed
5	Action Plan for Safe and Orderly Environment	• Two Components: People and Programs and Physical Environment			X
		• Goal for each component			X
		• Objectives			X
		• Related activities			X
		• Timelines			X
6	Staging Areas ON Campus	• School Map with designated staging areas			X
		• Student request and reunion gate and alternate			X
		• Evacuation routes			X
		• Alternate staging areas			X
7	Staging Areas OFF Campus	• Community map			X
		• Location of staging areas			X
		• Alternate sites			X
8	Equipment and Supplies	• Location of supplies			X
		• Teacher emergency kits			X
		• Inventory list			X
9	Communication Systems	• Phones			X
		• Radios			X
		• Computers		X	
		• Intercom		X	
		• Student runners	X	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	X	
11	Student and Staff Rosters	• Student attendance sheets			X
		• Emergency card information			X
		• List of students with special needs			X
12	Compliance	• Law Enforcement Review			X
		• Local public meeting/date		X	
		• District Office approval/date		X	
		• Public meeting/date		X	
		• 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

Hillside

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

Pacific Clinics

1. Jackson Elementary
2. Rose City High School

PUSD Mental Health Services

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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

Sycamores

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Addressing Discrimination, Harassment, Intimidation, or Bullying

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

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





PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Active Response to Safety

Threat Assessment and Responding

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

Child Abuse Reporting

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

Intervening with Suicidal Youth

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

Bullying

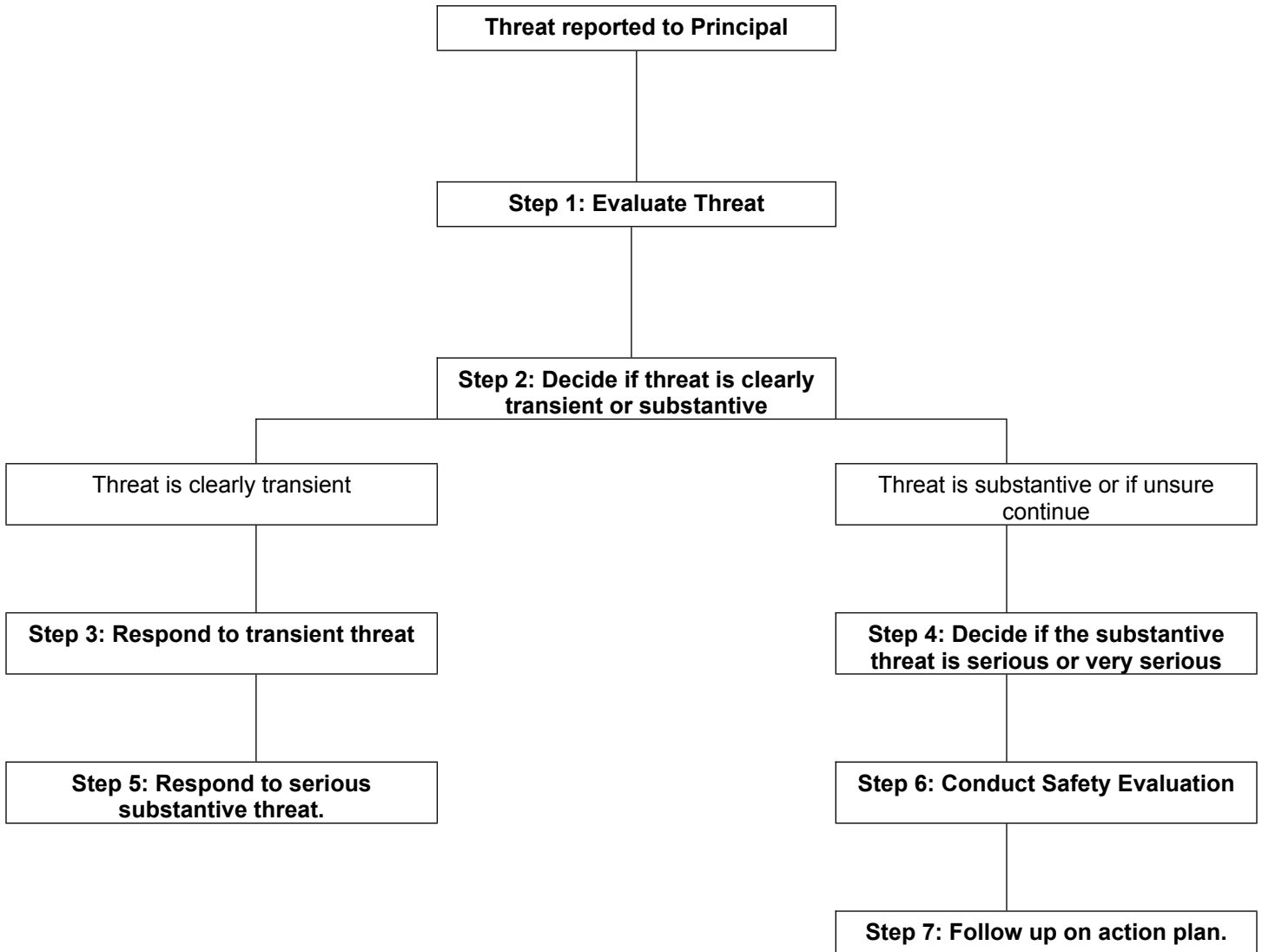
Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Threat Assessment Addendum





PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

What is a threat?

A threat is an expression of intent to harm someone

Types of Threats

Transient threats-

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

Substantive threats

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

Identifying threats as transient or substantive

Step 1: Evaluate the threat

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

Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

Step 3: Responses to a transient threat

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

Step 4: Responses to substantive threat

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

INTERVENING WITH SUICIDAL YOUTH

Instructions for Crisis Teams

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

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Assessing Risk in Suicidal Students

Questions to ask students:

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

Questions to ask parents, teachers, and staff

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

Questions, Indicators, Levels of Risk and Interventions

Low Risk (Ideation)

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

Moderate Risk (Current ideation and previous behaviors)

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

High Risk (Current plan and access to method)

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



PASADENA UNIFIED SCHOOL DISTRICT

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Actions

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

General Interventions for Crisis Teams

Crisis Preparedness

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

Procedures for School Mental Health Personnel

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

Signs of Self Injury (SI)

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

Suggestions for School Personnel: Do

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



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Suggestions for School Personnel: Don't

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

Suggestions for School Personnel to Limit Contagion

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

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

PET Team: 800-854-7771

Psychiatric Mobile Response Team: 626-258-2004

Adapted from:

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

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

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

Intervening with Suicidal Youth content:

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PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Child Abuse Reporting

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

Who must report - Mandated reporters

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

Failing to report Child Abuse

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

Reasonable Suspicion

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

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

How to report

Immediately or as soon as possible by telephone

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

Also, in writing

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

Confidentiality

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Bullying Assessment

BULLYING PREVENTION AND INTERVENTION

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

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

Student Instruction

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

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

Reporting Bullying

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

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

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



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



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<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>		Most Severe	Most Severe
Lifetime – Most Severe Ideation -			
Type # (1-5)	Description of Ideation		
Recent- Most Severe Ideation -			
Type # (1-5)	Description of Ideation		
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			
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			
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			
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			



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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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	
Actual Attempt: A potentially self-injurious act committed with at least some wish to die, <i>as a result of act</i> . Behavior was in part thought of as method to kill oneself. Intent does not have to be 100%. If there is any intent/desire to die associated with the act, then it can be considered an actual suicide attempt. There does not have to be any injury or harm , just the potential for injury or harm. If person pulls trigger while gun is in mouth but gun is broken so no injury results, this is considered an attempt. Inferring Intent: Even if an individual denies intent/wish to die, it may be inferred clinically from the behavior or circumstances. For example, a highly lethal act that is clearly not an accident so no other intent but suicide can be inferred (e.g., gunshot to head, jumping from window of a high floor/story). Also, if someone denies intent to die, but they thought that what they did could be lethal, intent may be inferred. Have you made a suicide attempt? Have you done anything to harm yourself? Have you done anything dangerous where you could have died? <i>What did you do?</i> <i>Did you _____ as a way to end your life?</i> <i>Did you want to die (even a little) when you _____?</i> <i>Were you trying to end your life when you _____?</i> <i>Or Did you think it was possible you could have died from _____?</i> Or did you do it purely for other reasons / without ANY intention of killing yourself (like to relieve stress, feel better, get sympathy, or get something else to happen)? (Self-Injurious Behavior without suicidal intent) If yes, describe:	Yes	No	Yes	No
Has subject engaged in Non-Suicidal Self-Injurious Behavior?	Yes	No	Yes	No
Interrupted Attempt: When the person is interrupted (by an outside circumstance) from starting the potentially self-injurious act (<i>if not for that, actual attempt would have occurred</i>). Overdose: Person has pills in hand but is stopped from ingesting. Once they ingest any pills, this becomes an attempt rather than an interrupted attempt. Shooting: Person has gun pointed toward self, gun is taken away by someone else, or is somehow prevented from pulling trigger. Once they pull the trigger, even if the gun fails to fire, it is an attempt. Jumping: Person is poised to jump, is grabbed and taken down from ledge. Hanging: Person has noose around neck but has not yet started to hang - is stopped from doing so. Has there been a time when you started to do something to end your life but someone or something stopped you before you actually did anything? If yes, describe:	Yes	No	Yes	No
Aborted or Self-Interrupted Attempt: When person begins to take steps toward making a suicide attempt, but stops themselves before they actually have engaged in any self-destructive behavior. Examples are similar to interrupted attempts, except that the individual stops him/herself, instead of being stopped by something else.	Yes	No	Yes	No
	Total # of Attempts		Total # of Attempts	
	Total # of Interrupted		Total # of Interrupted	
	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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Yes</th> <th style="width: 50%;">No</th> </tr> <tr> <td style="height: 100px; vertical-align: bottom; text-align: center;">Total # of Preparatory Acts</td> <td style="height: 100px; vertical-align: bottom; text-align: center;">Total # of Preparatory Acts</td> </tr> </table>	Yes	No	Total # of Preparatory Acts	Total # of Preparatory Acts	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Yes</th> <th style="width: 50%;">No</th> </tr> <tr> <td style="height: 100px; vertical-align: bottom; text-align: center;">Total # of Preparatory Acts</td> <td style="height: 100px; vertical-align: bottom; text-align: center;">Total # of Preparatory Acts</td> </tr> </table>	Yes	No	Total # of Preparatory Acts	Total # of Preparatory Acts
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Yes	No									
Total # of Preparatory Acts	Total # of Preparatory Acts									



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



PASADENA UNIFIED SCHOOL DISTRICT

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.



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 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.

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Baseball Field
Staging Area

~~WALLIS STREET~~



ALTADENA ARTS MAGNET
School Site Council Meeting
AGENDA
Tuesday, March 11, 2025 pm
Virtual SSC Meeting via Google Meet

Video call link: <https://meet.google.com/ftm-afct-oqh>

Or dial: (US) +1 219-973-4201 PIN: 416 558 234#

More phone numbers: <https://tel.meet/ftm-afct-oqh?pin=3287674419913>

- Welcome
- Reading of Minutes dtd 2/18/25
- Parent Group Update (PTA, ELAC)
- School Budget Update (2024-2025)
- Review of 2025-2026 Budget
- Comprehensive School Safety Plan Review (CSSP)
- Questions/Comments
- Adjournment

Next Virtual SSC Meeting: Tuesday, April 15, 2025*

*Please note date change due to Spring Break

SSC Monthly Meeting - 2025/03/11 14:58 PDT - Transcript

Attendees

Amanda Van Enk, Andrew Holmquist, Andrew Morgan, Ashley Romero, Crystal Ksenjak, Dana Hill, Dana Hill's Presentation, Kimberly Kenne, Marah Eakin, Maria Gonzalez, Mary Roper, Molly Dodge, Nicole Hanson, Panagiota Regopoulos, Regina Major, sherrell bennett, Stephanie Scribner

Transcript

Panagiota Regopoulos: Hello everybody. Thank you for being on time.

Panagiota Regopoulos: Thank you for being on time. I'm going to give everybody a few minutes to log in.

Panagiota Regopoulos: Sorry, I'm plugging in the technology.

Panagiota Regopoulos: Thank you for It is 3:02. I'm going to wait a couple more minutes and then we'll get started.

Panagiota Regopoulos: One, two, three, four, five, six, seven.

Panagiota Regopoulos: We're missing four members, but I think we can begin. So, welcome everyone. It's 3:04 and we're going to start our meeting because I want to respect everybody's time. Thank you for everyone that showed up on time. I really appreciate it. I know it's very difficult in the middle of the day. So I really want to thank each and every one of you. With that said, this meeting is being recorded especially since no one is taking the welcome.

00:05:00

Panagiota Regopoulos: No one is taking minutes. So I will be recording the meeting and then I will transcribe the minutes the meeting and then share it with everybody. Miss Hansen sent an email and it stated that she couldn't do it because she'll be driving which is completely understood. With that it's 3:05 now and I'm going to read the minutes from our last meeting which was on Tuesday, February 18th. They were emailed to everybody last night. If you did not receive them, understood. so it was welcome by Miss Regopoulos. The meeting started at 3:07. The reading of the minutes dated 1112 2024 were read by Nicole Hansen. The date in the header should be changed to November 12, 2024.

Panagiota Regopoulos: membership voted to approve minutes as written with the above amendment. Motion was done by Miss Scribner, second by Miss Romero. nine yeses no zero nos and zero abstains. It mer motion carried unanimously. Parent group updates PTA update was done by Miss Scribner. the virtual meeting was last week. There is an intention to hold community events monthly. AAPC report. There was no AAPC updates and there was no number four, school budget update by Dr. Hill. Budget information has been put on hold, not distributed due to the fires. 4B, we know that we will be losing two full-time teachers based on last year's enrollment numbers of 489.

Panagiota Regopoulos: But due to two teachers retiring slash leaving, we will not need to lay off anyone. 4 C, some departments will have reduced funding. So our art teacher will only have three days with us next year and there is a possibility of losing some hours from our resource teachers, behavior interventionist, SEAL, etc. But we don't know anything definitive yet. 4 D, Miss Regopoulos described the types of positions the school site council makes decisions about, but due to our not having a budget, we cannot make any decisions this month. For E, Miss Kenny described some unknowns regarding borrowing and slash parcel tax. Number five was questions and comments.

Panagiota Regopoulos: The comment was PEF has extended teacher grants to all PUSD teachers up to \$500. 5B question, how would a part-time art teacher affect our magnet responsibilities? The answer is we are required to offer 16 weekly hours of discrete and integrated arts. We may need to increase classroom arts integration. 5C question. Can we use unused librarian money for arts education? Answer, no, not really. The money was set aside by annual fund, which we do not have jurisdiction over, but we could potentially pay for our art assistant to lead art on the other days. 5D question.

Panagiota Regopoulos: Will the public playground across the street be fenced so students can use it? Answer no. But the Longfellow plan included a new play structure on Allenale campus that will be added to our site. Also, the asphalt will be resurfaced over spring break. 5E question. Will there be more activities during recess, especially since there is currently no playground? Answer, we have balls and jump ropes and we'll make sure that they are out during recess. 5F question, will AAM return to the Altadena campus next year? Answer, there have been no formal updates, but rumors are that we will return to the Altadena campus by next academic school year.

Panagiota Regopoulos: 5G comment phase two has started and they are supposed to prioritize areas around our schools. Miss Kenny will relay our concerns to the board. the next meetings will be on February 2 March 27th. Miss Kenny recommends that we attend the other district level meetings such as LCAP PAC on Tuesday, February 25th at 6 PM or DAC on Wednesday, February 26 at 5:15 p.m. Comment: Maybe several schools PTAs can band together to advocate for district families.

00:10:00

Panagiota Regopoulos: five I question should we craft a survey that takes the pulse of the community answer the consensus was that we ought to wait for more information before doing this 5J question is there any word on when the new bungalows will arrive and do we need to wait for the asphalt resurfacing before the new bungalows will be able to be installed answer we are unclear about answers to both questions. 5K comment. We want clearer and more frequent and transparent communication from the board and school leadership even if it is to confirm that there is no new information. six was adjourned at 4:30 p.m. Any questions on the minutes?

Panagiota Regopoulos: With that, I need a motion to accept the minutes as written.

Ashley Romero: I motion to accept the minutes as written.

Stephanie Scribner: I'll second that.

Panagiota Regopoulos: I can't hear anything. Is it Try it one more time there.

Ashley Romero: I motion. Can you hear me?

Panagiota Regopoulos: Okay. Yes.

Ashley Romero: All I motion to accept the minutes.

Panagiota Regopoulos: Okay. Thank

Stephanie Scribner: And Stephanie seconds that

Panagiota Regopoulos: of the accepting of the minutes. Romero motioned second. I'll get your question in a second. One, two, three, four. I only got four.

Panagiota Regopoulos: any opposed or I for accepting. Thank you. Five. Okay.

Amanda Van Enk: Sorry. yes. Yes.

Panagiota Regopoulos: That's why you were raising your hand. Got Any opposed? And any abstentions? Minutes were passed. Next item on the agenda. Let me get to the agenda. Parent group updates. is there a PTA parent update?

Andrew Holmquist: There is a PTA meeting tonight. It will be our first in-person meeting at our Allenale cafeteria, and we look forward to seeing you all there. We do have a wonderful donation from a school up north that gave us some friendship bracelets, too. So, there'll be some camaraderie to build as we look at the jewelries that were provided.

Panagiota Regopoulos: Perfect. ...

Panagiota Regopoulos: thank you. AAPC update.

Dana Hill: No, there isn't one,...

Dana Hill: nor is there a ELAC. So, we can move past because we didn't meet at all Since we've been here. Yeah.

Panagiota Regopoulos: Got it. All right, then. Dr. Hill, thank you. we're actually at school budget update.

Dana Hill: Okay, I don't want to do that yet. Can I jump to the safety plan because that's quicker and then we'll move into the budget.

00:15:00

Panagiota Regopoulos: Actually, it's not on the agenda, so we have to put it at the end.

Dana Hill: All right.

Panagiota Regopoulos: I'm sorry.

Dana Hill: Because we have to do that because that's due too.

Panagiota Regopoulos: We can add it at the end.

Dana Hill: All here we go. So, We did just get a budget.

Dana Hill:

Panagiota Regopoulos: Unless the...

Panagiota Regopoulos: unless the committee wants to push it up, but we have to stick to the agenda.

Dana Hill: No problem. We'll move on.

Panagiota Regopoulos: Okay. I don't see it.

Dana Hill: So, we did just receive a budget on Monday, yesterday. I will try to share my Share. Can you see a little bit of it? Is it there yet? It's showing on mines. And then even says stop sharing. No, it's still not there. It says I'm presenting. Does no one sees it.

Stephanie Scribner: It just shows us your picture.

Panagiota Regopoulos: That's what I see.

Dana Hill: Did you allow me to, Miss Regoblas?

Panagiota Regopoulos: There you go.

Dana Hill: Do you see it now?

Panagiota Regopoulos: There it is. Yes.

Dana Hill: So, I'm going to try to enlarge it because it's very small. So basically we have \$122,269 in our budget for next year. That's the total SNC and title one. what can we do with that? What I want to do is review where we spent the money last year just so where the money went and then we could think about this year where what we want to continue drop or in consideration of knowing what the budget is. So for last year out of this fund we paid for four and I could reduce a little bit now. I don't have to be that big.

Dana Hill: four Paul team members at the cost of \$71,316. Here are their rates. This is for four. and I just put here what five would cost if we had to add a person for this year. So, we spent 71,000. and then we also spent money on two project aids. One for behavior and school. We spent \$32,000 for one and then we spent for another one for art aid art assistant. We spent \$22,000 for that one.

Dana Hill: And then we also spent 55,000 on our behavior interventionist because our ESSER funds were swept from us. And then we had to move it over into our general budget. And then we had 17,000 for overall school and expenses. And that would be for staples, nurse supplies, our warehouse, family engagement, the lease on the copier. That was \$17,000. So that's the only thing we spent money on last year is these things. These things took up our entire budget last year.

Ashley Romero: I might have missed it...

Stephanie Scribner: Yeah. Compare.

Ashley Romero: but how much did we spend in all I see all the different categories but do we know how much we spent overall for all these things?

Dana Hill: How about we add that up?

Ashley Romero: Okay. Yeah.

Dana Hill: Does anyone have a calculator and I'll give you the numbers?

Panagiota Regopoulos: Are you asking? Give me It's the 2425 budget that we're reviewing.

Dana Hill: She wants to know what the total was for last year.

Ashley Romero: Just so we can compare

Dana Hill: Yeah. Yeah.

Stephanie Scribner: Is this for I'm sorry, you say last year, but do you mean the current year that we're in?

Dana Hill: That's this current school year.

Dana Hill: What this committee voted on for this current school year.

Stephanie Scribner: Okay, we voted on last year...

Stephanie Scribner: but this current year that just wanted a clarification on that.

Dana Hill: Yeah. Yes.

Stephanie Scribner: Thank you.

Dana Hill: 25 school year. Yeah. All right.

Panagiota Regopoulos: Yeah, this is the 2425 budget that we're reviewing right now. This is what we spent it all on. Kim.

Dana Hill: There's a hand. Kim Kenny has a hand.

Panagiota Regopoulos: Okay.

00:20:00

Kimberly Kenne: Sorry, I'm using Google Meet on my iPad for the first time. So, the 17,000 was that from your unrestricted principal money or from site council?

Dana Hill: Nope. That came out of South Council. The unrestricted principal had no money.

Kimberly Kenne: So, your nurse supplies did not come out of your regular budget that you get that's 0000 at the beginning.

Dana Hill: I think that came No,...

Dana Hill: cuz she had it there for \$200. Yeah. Yeah.

Kimberly Kenne: All right.

Kimberly Kenne: Because I know you don't get a lot of that money, but I kind of thought that's what it was for.

Dana Hill: Yeah. This is the budget that they worked with us.

Kimberly Kenne: Okay.

Dana Hill: What our budget person gave us. Yep. I thought,...

Panagiota Regopoulos: Let's go to the first question that was Miss Romero's ...

Dana Hill: why do we have to pay this \$10,000 for a copier? Why do we have to pay, and so we actually had three copers and we reduced one to bring this number down.

Panagiota Regopoulos: what did Miss Romero want us to add to all up...

Dana Hill: what our full budget was last year...

Ashley Romero: Yeah. I just wanted to know how much less we're getting,...

Dana Hill: what the total was last year.

Ashley Romero: if that makes sense. Cuz Yes. Yes.

Dana Hill: So that was 17.

Panagiota Regopoulos: what we received for 2425.

Dana Hill: Yeah. that projected what that budget was.

Panagiota Regopoulos: You have 47927 here plus 55,000

Dana Hill: Hold on to the 55. We'll put that in last. And then we had 22 006. And then we had up here 32 092 and...

Dana Hill: 71316. How much is that?

Panagiota Regopoulos: That right there can tell everybody that we're Yeah.

Ashley Romero: That's what I wanted to know. Cuz did We didn't even add it all up yet, right? What's that at?

Panagiota Regopoulos: I'm going to write now 17.

Dana Hill: Did you add that up,...

Dana Hill: Mr. Gopus? And so the reason...

Panagiota Regopoulos: I had to write it down first. Yes.

Dana Hill: why this 55 is in the red is because it was more than what we had in our budget. We covered some of it, but not all of it. It took us past our budget, which is why we got 29,000 transferred over from annual fund.

Panagiota Regopoulos: So without the 55 it's 143,341.

Ashley Romero: Yeah.

Dana Hill: Yeah, our budget was a little bigger last year, but Yep.

Panagiota Regopoulos: So as we all know our budgets are going to be smaller following the next academic year. so Miss Kenny

Dana Hill: So, we already know what it is. It's 122. Yes. Mhm.

Kimberly Kenne: Sorry, I keep poking the wrong thing. So, Dr. Hill, I'm looking at Altadena, which is school 4. I'm looking at your budget from the end of January, and there was 20,000 unspent in the 0000.

Dana Hill: Is that the one where you said the school supplies and things should go into over here?

Kimberly Kenne: Yeah. Yeah.

Dana Hill: Our office stuff.

Kimberly Kenne: where they gave you 35,000 at the beginning of the year. So, back in the day, and I can't remember...

Dana Hill: Mhm. Uhuh.

Kimberly Kenne: if we talked about this at the last DAC meeting, the site council budget that Dr. Renie helped us create for site councils had all of the school site funds, even ones that weren't part of SNC because, sorry, school site council because then you could still see what the other funds were,...

Dana Hill: Yeah. Yeah.

Kimberly Kenne:

Kimberly Kenne: including annual funds. the new versions that are posted on the PUSD website for sites only have the site council funds so you don't get the full picture. No, we didn't talk about We were talking about it at the RAC meeting because some teachers felt that it was better when we could see all of the funds because then there's always an explanation. that's where we spend, annual fund we use for this and, principal funds we use for this and that's why then, we use this out of sight council funds. but ...

Dana Hill: So, you know what?

Kimberly Kenne: it looks like there might be some and...

Kimberly Kenne: of course you have some PEF funds that aren't spent yet, but you may be saving them for things.

00:25:00

Dana Hill: You're talking about...

Dana Hill: what we just got since from the fire.

Kimberly Kenne:

Kimberly Kenne: Whale, I don't know. I'm looking as end of January. I have to download the March budget. I haven't downloaded it yet.

Dana Hill: Yeah. Yeah.

Kimberly Kenne: But I'm sorry to interrupt. I love budget talk.

Dana Hill: No, but you know what? Thank you for that because maybe Mr. regardless. can you subtract the 17927 from that number you have?

Panagiota Regopoulos: Yeah.

Dana Hill: Because maybe what Kim just told us,...

Kimberly Kenne: Right Okay.

Dana Hill: if we take that out of the number that they gave us and then we add in the 55 for the BI. Either way, I know we're over the number. We're over But

Panagiota Regopoulos: So it's 125414 if I take out the 17.

Panagiota Regopoulos: And then...

Dana Hill: Mhm.

Panagiota Regopoulos: if I add in the BI 5 18414 maybe that's...

Dana Hill: The 55, right? And then we transferred over I believe 30,000 from annual fund because we were running out of money for our Paul team.

Panagiota Regopoulos: what it is because our pause hourly so got to be money in our...

Dana Hill: And that's what it is. Yep. Yep.

Panagiota Regopoulos: till for when it comes hourly.

Panagiota Regopoulos: Is that what it is? the money is earmarked. It's just not out of the account yet. Maybe that's what Kim has seen.

Dana Hill: What do you mean?

Dana Hill: No. She's just finding that 17,000 it shouldn't have been in this number because that's from a different budget that we don't hold on.

Kimberly Kenne: Right. as far as I can see,...

Panagiota Regopoulos: Got it.

Dana Hill: So that's why take it out.

Kimberly Kenne: the majority of supplies have been paid out of...

Dana Hill: Yeah. It is.

Kimberly Kenne: what I'll call the principal account, the zeros, the unrestricted funds. So, not site council. And I see about almost 15,000 either spent or encumbered, meaning the POS have been written, etc. and that's all supplies and services. And so, I have a feeling some of the copier at least is coming out of that services.

Panagiota Regopoulos: Got it.

Dana Hill: Yeah, totally.

Kimberly Kenne: So, that's not site council funds.

Dana Hill: Okay.

Dana Hill: So, we don't have to use that number, but then you can see that's how much we're spending in that area.

Kimberly Kenne: It looks right.

Kimberly Kenne: What I just want to throw out there, one of our items on our agenda tomorrow night for the board is talking is approving our second interim budget report. And they mention fewer supplemental and concentration funds going to site councils and...

Dana Hill: yeah.

Kimberly Kenne: I'm going to object hardily to that because site councils already get such a small percentage of the overall supplemental and concentration. and this is why I encourage people to go to the district advisory council meeting so that there are other parent groups also advocating for that. And I'm sure ELACs would be on board and...

Dana Hill: So like with that said,...

Kimberly Kenne: our DAC because that's how they get the site funding for their English learners as well. All right. Sorry.

Dana Hill: if you just look at the three main things that we pay for, our Paul team, which was 71,000, and our two project aids, that's already our whole budget.

Ashley Romero: I have a question,...

Dana Hill: Yes.

Ashley Romero: Dr. Hill. for your unrestricted,...

Ashley Romero: what you had 35,000,...

Panagiota Regopoulos: Those are really small.

Ashley Romero: do you know what they're going to give you next year in that account? Okay. Mhm.

Dana Hill: No. ...

Dana Hill: I received a letter and the letter only gave me two funds today. They gave me these two funds that are listed here. Where did I put it? Right here.

Ashley Romero: Okay. Yes.

Dana Hill: This is what they gave me. These two numbers. Very small. They gave me the 65 and...

Dana Hill:

Panagiota Regopoulos: So let's stay focused on the 24 25 and...

Dana Hill: 57. That's all they gave me for a total of 122. 269 is all we have.

Panagiota Regopoulos: then we'll go to the

Dana Hill: So I brought this up to show you that with this number that the budget that we were given this year if we continued our Paul team four and our two project aids that's our entire budget pretty much Here's the number. So we spent 32 there 22 and 71. Yes.

00:30:00

Ashley Romero: Does the project aid fall under the art assistant? Okay.

Dana Hill: Yeah. Yeah. So, the people is eating up our whole budget. So, I just want you to know this is where we're standing right now. so when we start to say what is our priorities and where we want to spend our money? how do we feel? We worked out this year with our people helping.

Dana Hill: do we need to add anyone with the loss of our RTI person? Will we have support there? Will we need another PA team member to help in that area? So, these are just things we need to think about. However, number be, I'm sure, I'm almost positive our enrollment won't be as large as it was at the beginning of the school year because a lot of our families have been displaced and a lot of our kids are daily leaving because they're moving out of the area for the next, year. So, we may be able to manage and that our enrollment is getting smaller for this coming school year.

Dana Hill: But it's just things to think about and...

Dana Hill: just to see where the money is and where the money went and where do we want it to go if we want to continue these same services for next year. This pretty much will eat up our whole budget for the three.

Panagiota Regopoulos: Yeah, if I did my math correctly,...

Panagiota Regopoulos: 71,316 plus 32 32,000 plus 22.

Dana Hill: Mhm. Yeah.

Panagiota Regopoulos: It's about 125450 which is over our so and...

Ashley Romero: And that's four paws and two project aids. Okay.

Dana Hill: Yep. Yeah.

Panagiota Regopoulos: it's actually 89,000 right.

Dana Hill: No, that would be if we were to add a fifth PA team member. That's just what the cost would be.

Panagiota Regopoulos: But if we have a projected enrollment of a little bit lower, we may need a fifth person.

Dana Hill: We won't need a fifth one.

Panagiota Regopoulos: I mean, we haven't spoken to staff either and this is a conversation that we also need to speak to staff.

Dana Hill: Right. Mhm.

Panagiota Regopoulos: So we need all bodies to have a discussion.

Panagiota Regopoulos: So school site council will have a discussion. We'll hopefully talk about it at PTA because next month we're going to have to probably put a vote on our budget. We have to take it for a vote on what we're planning on doing with our budget. Not that it's a lot of money.

Dana Hill: Yeah. All right.

Dana Hill: So, what I also want to ask this council, is there anything else that you think we should be spending the money towards? So, if we need to consider something else and maybe cut back somewhere, I mean, that's what it's for. I just want you to know that our budget were pretty much these people that we use who is a vital part of our school and our functions and what we do. but is there something else that the council think that we should be spending money on?

Dana Hill: I'm just putting it out there if there's any thoughts. Yes. Uhhuh.

Panagiota Regopoulos: Miss Roer.

Mary Roper: Am I allowed to speak?

Panagiota Regopoulos: Yeah, of course.

Mary Roper: I was wondering I what they're going to do with Second Step the curriculum. I do think it's a really good curriculum and I don't know if they're going to renew the license for the whole district. I do feel like the teachers have seen it because I've taught it for now two and a half years. So, I do think that I can always share my lessons and then they can remember. But if the district got rid of second step that might be something a schoolwide license for social emotional learning...

Mary Roper: because I do think that it has made a difference the school so I don't know that's just my thought. I think yeah I mean No,...

Dana Hill: ...

Dana Hill: I wrote that down, Miss Roer. Thank you. To get a schoolwide license for that. You have any idea what that might cost? Do you know?

Mary Roper: I don't know.

Dana Hill: Okay. Right.

Mary Roper: It's just been given to me by Paul Michael Dalton, but I'm not sure what they're cutting from the MTSS, like, districtwide,

Dana Hill: We have the physical kits for every classroom.

Mary Roper: Yeah, I know.

Dana Hill: We have that and DVDs, but we don't have a subscription.

Mary Roper:

Mary Roper: It's pretty easy to follow. so if we did have the electronic, I don't know, it's just

00:35:00

Dana Hill: Okay. Yeah.

Ashley Romero: I think I have a question and I don't know if this is in relation to but All right. So, is that an official thing we are cuz I watched the board meeting so I'm confused now.

Dana Hill: I don't know.

Ashley Romero: Are we 100% losing the RTI or is it being renewed renamed as something else and potentially we get someone who acts as an RTI/coach or am I just confused all around?

Panagiota Regopoulos: So the board meeting yeah they're going to recisions.

Dana Hill: Yeah,...

Dana Hill: we are losing our RTI coach. No, that position has been eliminated and they're not recreating one.

Ashley Romero: But are they redoing it?

Ashley Romero: Cuz I thought that's what Helen Hill said.

Dana Hill: No, That's instructional. Coaches are being reinvented.

Ashley Romero: Reinvented RTI.

Panagiota Regopoulos: And some instructional coaches will also do some type of inter. Yeah. Mr.

Ashley Romero:

Ashley Romero: Yeah, that's Okay. We just don't know...

Dana Hill: Yeah, we don't know...

Ashley Romero: what we're getting basically.

Dana Hill: what or how long, the frequency. We don't have any of those answers. Yeah. Yes.

Panagiota Regopoulos: Morgan has a question.

Andrew Morgan: Are all of the schools losing their RTI? And sorry to sound like a broken record, but the RTI is Miss Roper, Great. Are all the schools losing their RTI?

Dana Hill:

Dana Hill: Yeah. All of the school Yeah.

Andrew Morgan: They're misopers.

Dana Hill: The whole program is from what I know the wellness that job is being eliminated position.

Panagiota Regopoulos: So They're not losing their jobs. They're being put into a full-time classroom. All depends on their seniority and everything, but I believe their grant has run out and the district is in a budget crisis. So, they are not renewing that position from what I understand I understood the board meeting to be Correct.

Dana Hill: Right. The position is going away. Not the people. Or being reassigned.

Panagiota Regopoulos: So because a lot of wellness teachers may have many years under their belt, they are actually bumping.

Dana Hill: And they get to pick their reassignment.

Panagiota Regopoulos: So they can actually apply for an instructional coach position or another position that they can apply for something like that. Come on. they can apply for some type of position that is open or it's not like many of can't say they just go back into the certificated teaching pool and some will have a 100% position available to them not necessarily the wellness teacher position I don't know

Panagiota Regopoulos: That makes sense.

Dana Hill: Miss Romero asked do we know about the other position?

Dana Hill: No. So the instructional coaches that positions being eliminated.

Dana Hill: They're recreating that position to cover instruction and other things. But we don't know what the title is. And we don't know exactly what it looks like. It's being restructured.

Ashley Romero: All right. So, I'm back on track and...

Dana Hill: Yeah. Yeah.

Ashley Romero: I understand what's happening. that's what I thought, but I was just confused first.

Dana Hill: Yeah.

Panagiota Regopoulos: Yeah, I think the district didn't have a clear job description yet.

Dana Hill: Right. Yeah.

Panagiota Regopoulos: Miss Dodge has a question.

Molly Dodge: Hi, I was wondering either repositioning with the flow of repositioning, is there any likelihood that we could retain Miss Rover on campus in a different position or is that something that could be entertained or possibly

Dana Hill: we don't have any other positions because we had to lose some. However, it depends on what the new instructional coach slash whatever that position is going to be. It could be something that Miss Roer could apply for and then she ends up back on our campus. But I can't say she'll end up on our campus in the same position. and we don't have teacher positions open, so she wouldn't be in a classroom on campus. But, I don't know where Miss Roer would end up. She's got a lot of skills and so a lot of things will be offered and it would be her choice. Yeah.

00:40:00

Panagiota Regopoulos: An instructional coach,...

Molly Dodge: Understood.

Panagiota Regopoulos: Mr. Morgan has a question. an instructional coach is a person that comes into the classrooms and, coaches the teachers, ensures that we are, following the program. if we need any assistance, she comes in or he comes in and does a demo lesson. also ensures that we have all of the instructional materials that are needed. the instructional coach also does the gate testing. The instructional coach also does, I believe, the ELPAC testing, correct me if I'm wrong,...

Dana Hill: They oversee all of our diagnostics,...

Panagiota Regopoulos: which is the second language learner testing.

Panagiota Regopoulos: I don't know what else right Miss Hson

Dana Hill:

Dana Hill: all curriculum as it involves the teachers, this is the person who kind of oversees it and order our materials and what we need. Yeah, this hand

Nicole Hanson: I'm in the car. Apologize if this question's already been Guys, for a second. who is supposed to do the care for our students wellness when the RTI coaches leave? who does that then? I know someone said something about school psychologists at the board meeting,...

Nicole Hanson: but I don't think I've ever seen or heard anyone actually seeing the school psychologist except for testing or something. So, who does the actual care for students? Who's supposed to do it?

Dana Hill: So then it comes back to all the adults on the campus.

Dana Hill: So as you know that we are a capturing kids heart campus. we were the school that piloted the whole RTI seal curriculum. I was one of the major proponents and created a lot of the curriculum for SEAL. That was my original position. and so a lot of our staff has been trained with regular lessons. We would really have to work cohes cohesively as a team.

Dana Hill: Our support staff have been trained and have skills on who to lead kids to. basically is based on the level of need that the student needs and then we do have our school psychologists available. myself, Miss Irene. So, we have people who were doing the job before we received a wellness coach.

Dana Hill: I know it sometimes it will require more than what the other people can do, but that's something that we would have to think about as a school of how we want to handle it.

Panagiota Regopoulos: So, it's also on levels like tier one,...

Panagiota Regopoulos: tier two.

Dana Hill: Yeah, there's three tiers of students. Yeah.

Panagiota Regopoulos: So, if it's a tier one, it may be able to be dealt with within the classroom teacher. if it cannot be dealt with in the classroom teacher, then it would go to a tier 2 where it would be dealt with somebody outside of the classroom.

Panagiota Regopoulos: I mean, if it's a high priority, then that's when our school site does have a couple of kids that are on her case load that are not for testing.

Panagiota Regopoulos: They are for just checking in, having Yes.

Dana Hill: emotional support.

Dana Hill: Yeah. Yeah.

Panagiota Regopoulos: So, she does have that. And yeah, it's not going to be easy. Let's just put it that way.

Dana Hill: And what has happened is when we got a wellness teacher, a lot of the other people just relinquished that responsibility and we start pushing it all to Miss Roer. But prior to Miss Roer, we were as a Catherine Kids Heart campus. All the staff were assigned different levels of meeting kids emotionally needs and we may have to revert back to some of those practices if we are unable to bring someone else in to help and assist somehow in some way. And we do have district level support.

Dana Hill: They can't be here every day, but they can be here on a regular basis, like the people who are part of that department that come and does restorative circles and weekly check-ins.

Panagiota Regopoulos: Does that answer your question?

Dana Hill: So, if we did, we could use all of our resources, which is what we're going to have to do. No. So,...

00:45:00

Andrew Morgan: just but anyone that would come in to help would be a volunteer position, how would they be paid?

Dana Hill: our district has The department Miss Roer works for, there's a whole There's three people that go to different school sites on regular visits. they set up times every Thursday I'm at this school on certain days. So there is some support staff in that department whatever's left who can offer and then we do

have other mental health agencies that are partner with PUSD that come in all the time or they are offering to come to help in certain ways.

Dana Hill: So, like I said, we would just have to resort to all of our resources and get a regular system in place if we are unable to find a regular person that we can afford. And that's something that we might want to consider from our annual fund, to get a person that's here either part-time or on a regular basis in the way that we need them.

Dana Hill: Any more thoughts around that?

Panagiota Regopoulos: And ...

Panagiota Regopoulos: we'll see what the new instructional coach position does entail because I want to say that I'm on the same wavelength with what Miss Romero O said that I believe the new instructional coach will also do some wellness...

Panagiota Regopoulos: if I understood it correctly the way it was described from the board meeting but I know it's still evolving so we'll have to be a little patient on that.

Dana Hill: Mhm. Yeah.

Panagiota Regopoulos: Miss Dodge

Molly Dodge: I just want to note that I think there's a lot of devastation about specifically Ms. Roer and the bonds that she has established with our student body not being available for them.

Panagiota Regopoulos: Agreed. Yeah.

Molly Dodge: And I'm just noting it. I think everyone in this meeting is very aware of it, but I'm just noting it.

Dana Hill: Agreed. Yeah. Yeah.

Panagiota Regopoulos: And also I believe at the board meeting it was stated by several that all of their SEAL teachers have created this wonder most of them have created this bond with students. So agreed

Dana Hill: H Yeah. Yeah. We're going to have to do some work to fill that. we won't be able to fill her shoes,...

Dana Hill: but we could fill some of the gap back in the way we have before. But we're going to have to figure it out definitely and we'll be working on that plan after we really know what we're going to get and what we're going to have because like I said, whatever that position is, Miss Roer could apply for it and we end up getting her back. That would be the great thing.

Panagiota Regopoulos: Mhm. Yeah.

Dana Hill: So yeah, we just don't know what that other position is going to be.

Panagiota Regopoulos: She distributes all the instructional materials anyway.

Panagiota Regopoulos: She's all over. Yeah.

Dana Hill: I know she could handle it both.

Dana Hill: She could do it. Yeah. Yep.

Panagiota Regopoulos: So I figured Miss Kenny

Dana Hill: Any other questions on the budget? I just want us to know to see the number we're working with. 122,000 is not a lot of money.

Kimberly Kenne: So as a former parent and site council member I think it's always important that we advocate to have money sent to the school sites and...

Dana Hill: Nothing.

Kimberly Kenne: not just be kept at the central office. So I'm kind of speaking outside of the budget cuts themselves. So last year for instance, I just looked up in the school plan you guys got \$133,000 in 2425 of supplemental and concentration funds and title one, but the district kept 67,000 of title one and spent it centrally on your behalf. and they do that for all the schools.

Kimberly Kenne: But I guess what I'm trying to say is there's more Title One money that's being distributed to schools and...

Dana Hill: Mhm.

00:50:00

Kimberly Kenne: it's being kept centrally. There's a lot of SNC money. It's approximately 35 million. Only about 1.7 million is being distributed to school site councils. And the rest of it still needs to be spent on students who need extra help. But part of this is, who gets to make those decisions? should the central office decide, everybody gets these kinds of resources, supports, staff, when maybe individual sites might say,...

Dana Hill: Uhuh.

Kimberly Kenne: I want one of these instead because that's more important for our students. Do you see what I mean? So, there's different philosophies about distributed decision- making and stuff, but it's always good to advocate that site councils and people at the site who are closest to students know what their students need at their school sites. And that's what worries me about this decrease in the amount that's being allocated to school sites because like I said, there's already money on the table that's not coming to school sites.

Kimberly Kenne: It's being sent spent centrally. But again, there's a lot less visibility then. wanted to throwing those two cents in.

Dana Hill: Do we advocate for that at the DAC meeting?

Kimberly Kenne: It's a good place to start. I mean, we don't have enough of a strong DAC yet. Andrew came last month. Right now I'm going to say there were three parents there and...

Dana Hill: I'm coming. Mhm.

Kimberly Kenne: principles are coming and I was there and Scott Harden was there. So I need to get out to more site council meetings and kind of advocate because it's starting up again. It's not something that people have been involved in for a while. But as the kind of central place where people who are on site councils for all schools can come to, it's the place where we can talk about student achievement and this funding and site plans and those types of conversations as opposed to a central PTA meeting where they're not necessarily going to be on the district's budget. Do you see what I mean?

Dana Hill: Mhm. Got it.

Kimberly Kenne:

Panagiota Regopoulos: right? Mr. Morgan has his hand up.

Dana Hill: Thank you for That's good information Because it seems like our budget is getting smaller and smaller each year when our numbers are going higher and higher, but our budget is getting smaller. Mhm. our needs physically...

Andrew Morgan: Yeah. I mean, when you're asking about what are the things that are going to be important for us going forward in regards to the budget, I mean, isn't that also sort of dependent on what school we're going to be at physically next school year? I mean, if we're still at Allenale next year, then, our needs will be different than if we're at Altene Arts magnet yeah,...

Dana Hill: but academically and...

Andrew Morgan: Okay.

Dana Hill: emotionally the needs will be the same.

Andrew Morgan: So this is less about ...

Dana Hill: Yeah. It's more about the students and...

Andrew Morgan: drinkable water and things like that. It's more about staffing, supplies, things like that. Okay.

Dana Hill: staffing and what we need for our kids more so than a facility. Yeah.

Panagiota Regopoulos: right and...

Panagiota Regopoulos: then Miss Hansen has her hand up.

Nicole Hanson: So, I'm curious to hear a little bit more about what Miss Kenny was talking about. the monies that you're saying are being held back and spent centrally, that money isn't included in this budget that's being That's like different money. And then secondly, what kinds of things? Sorry, it's very loud here. What kinds of things would that be spent on if not for Seth?

Dana Hill: ...

Dana Hill: Kenny can answer that part and then I'll tell you what other things that we could spend money on.

Kimberly Kenne: So the two pots of money that come to site councils are title one...

Kimberly Kenne: which is federal funds which there's a lot of concern with what's happening in the federal area about will that decrease and that comes to school site to school districts based on how many lowincome students live in the area and this is why we actually share some of that money with private schools because if low-income kids go to private schools, the money follows the students. And all I'm saying is I'm going to say I'm going to call it four million, but only two million of it's distributed out to school sites to school site councils.

Panagiota Regopoulos: Great.

Kimberly Kenne: The other and maybe it's more like 2/3 to a third. twothirds comes to school and a third is held centrally. And they may be spending it on coaches, they may be spending it on central office staff. Again, it's a philosophical, should that money all go out to school sites? And the same with supplemental and concentration, which is the extra money we get from the state based on our unduplicated count, which is students who are lowincome foster youth and English learners. We get a pretty big chunk of that, 35 million, but again, less than two million of that's being distributed to school sites, but it's being spent on other things.

00:55:00

Kimberly Kenne: For instance, I think most of the instructional coaches were coming out of that money and I think the RTI wellness coaches were actually coming out of measure J. both of which are unrestricted. They're not categorical grants that have to be spent a certain way. But this SNC money that you guys get as site councils could what if we got twice as much of that going to school sites? Then maybe the district would have to figure out how to spend what they have left. They wouldn't have to hire an instructional coach for each site because maybe sites could afford to hire their own. That's for the people who've been around for a long time like Ya,...

Dana Hill: That's right. Mhm.

Panagiota Regopoulos: Yeah. yeah.

Kimberly Kenne: you remember when we would get \$300,000 at a school site and then you had to hire your coach and maybe your health clerk and...

Panagiota Regopoulos: Yes. Right.

Kimberly Kenne: you had to hire a bunch of people with it, your community assistant. So now the district's been supplying some of that. But again, you've taken that autonomy away from the sites because some site might say, I want two of those instead." But I think they always worry that, do people really have enough information to make good decisions with how to spend their money? And I will tell you, there's not enough money centrally. And so my concern a general way is that supplemental and concentration money gets spent for extras to help students...

Dana Hill: Yes. Okay.

Kimberly Kenne: who need extra to perform better academically and we don't just use it to buy everyday stuff because then the students,...

Panagiota Regopoulos: And I heard a hand Mr. sorry.

Kimberly Kenne: that's not why it's giving given to us and I worry then the students won't have a chance to get better because they're not getting those extra supports they need. But that's my soap box with which people have heard before.

Dana Hill: Before we do that, I want to answer the rest of Miss Hansen's question. So, after she explained that, so the other thing that we could spend money on is like Kim Kenny said, we could hire intervention programs. We could hire robing as Miss Hans, we could use robing subs to fill in to do tutoring. I mean, to do some intervention work, to cover for IEPs, to relieve teachers for testing in small groups. We could do that. We could have academic programs like Miss Regis always writes a grant for Scholastic News or for any type of thing to enhance curriculum to work in our SIPA, we always identify certain groups of kids that we want to help improve their scores.

Panagiota Regopoulos: And we used to also have tutoring after school.

Dana Hill: So, we could get programs and people and things to help support those kids so they do actually meet their goals. So we could use money for anything we feel is needed to help our students have higher achievement and whatever that takes whether it's programs or people's or systems or training any of that workshops we could hire There's Mhm.

Nicole Hanson: So, it's just that in my tenure, it's always happened to be needed to be spent on people. It's not that that's just what we spend our money on. that's all we have available because it's so small. Okay.

Dana Hill: right now. Four years ago, we hired a sub just to do intervention and he was a reading intervention teacher and he was pulling all the kids that we had identified and was working with them on a regular basis.

Dana Hill: So we've used it except for the last couple of years it's been restricted as our budget continued to dwindle.

Panagiota Regopoulos: Mr. Yeah.

Dana Hill: So then we just been spending it on the necessary people we need which are the PawTeam and then our art assistant and things like that. That's what it's resulted to. Now Mr. Morgan

Andrew Morgan: I was just going to ask what's the best way for the school site council aside from going to DAC meetings to get that money that is being spent at the district level allocated to school sites. just because I know that we were talking about maybe supplementing something with annual fund money, but I just know that there's not a lot of annual fund money to go around.

Dana Hill:

Andrew Morgan: if there was a way to have more flexibility with people or...

Andrew Morgan: supplies or whatever else how can we start that process? It seems like a very large ask.

01:00:00

Panagiota Regopoulos: Yeah. I guess maybe a conversation with the people that make that decision,...

Panagiota Regopoulos: which would be probably at a board meeting or even at a DAC meeting. Sometimes the superintendent does go to the DACK meetings. I don't know if she's gone to them lately. And then there are times where the head of either facilities or the head or the chief academic officer or the CFO attend the DAC meetings and they do a presentation and then they have questions and comments.

Panagiota Regopoulos: Other than that,...

Panagiota Regopoulos: board meetings and I don't know how we would advocate for more funding at the school level and less funding in the central location.

Andrew Morgan: and that would need to be a conversation not just about our school...

Andrew Morgan: but about all the schools would be and...

Panagiota Regopoulos: Right. Right. Yes. Yes.

Andrew Morgan: and sorry you said that money that could be in theory sent more to the sites that's title one funding from the federal government you Okay.

Kimberly Kenne: the one that always has to be reported because technically site councils have to be consulted for that money to go away. that's title one and I was just saying that it's a very small proportion of the supplemental and concentration funds that goes to school sites. I think it's less than used to be. I mean, we had more kids back, 15 years ago, but we used to have different categorical funds, but we got more like \$3 million or...

Dana Hill: Mhm. Right.

Kimberly Kenne: over three million.

Andrew Morgan: Yeah, but if we're already hitting our budget after so few things that were like the things in the Excel sheet, it would be great just to have anything

Dana Hill: Is that it on the budget?

Dana Hill: Good thoughts. So, now that we know we're looking at, next month we'll make some decisions on how we actually want to spend that money.

Panagiota Regopoulos: Yeah, it'll be sorry to cut you off,...

Dana Hill: Yeah. Yeah.

Panagiota Regopoulos: but it's going to be a voting agendaized item. but we definitely need to also talk to staff and then PTA will have a conversation about that as well.

Dana Hill: Mhm. Okay.

Panagiota Regopoulos: And unfortunately, AAPC and ELAC should have conversation also. Okay.

Dana Hill: Yeah, we have the rest of the month for those meetings to hit it around.

Panagiota Regopoulos: So, right now we can have a conversation about the safety plan and we'll then can review it and put it to a vote.

Dana Hill: So, I just want to share the safety plan for input. It's due at the end of the month. if we were at our regular school, it would be the same thing.

Dana Hill: It's our same safety procedures. The only difference is we usually change who the members are. I'll just show you the changes that were made. It might take a moment to come up. Miss Regopoulos.

Panagiota Regopoulos: Are you doing the safety plan for AAM or...

Dana Hill: That's what I'm going to tell you about. We will keep our current plan and updating the physical location pieces.

Panagiota Regopoulos: Okay.

Dana Hill: because we're not there currently. however the majority of the page document is all the same procedures. It's just that for here we will have to update. Can you see the document... Always takes a moment...

Panagiota Regopoulos: there you go. Yes.

Dana Hill: but it's there now. So we would just have to update our school site council members for this year. just make any adjustments of whoever the changes are and then we would update our physical the school board members have changed positions. We will update that. our vision, who AAM is Our profile is all the same.

Dana Hill: but our physical location. So, this part we would change the physical environment and the district says we don't have to change all of it. We would change the part that states where we're located. and what the grounds like here, we don't have all of these special rooms and things anymore. So, we would say this is Aladena at Allendale. And it's going to be much simpler because we only have 17 physical spaces. So we don't have to include all of our things. So we would change what all the classrooms are. The internal security procedures Our processes It's just the location that would change. all of our staffing.

01:05:00

Dana Hill: We still need to look out on what's happening with our crossing guard because we're missing a crossing guard and we really need to have it here. district was working on it, but I'm going to reach out to the Madison Heights It's the town council here because they seem to have a little bit more influence to see if we can get the crossing guard here quicker because the Department of Transportation came out to look at our traffic patterns and to change parking signs, but they were also notified about crossing guards and nothing has happened yet. So, that we need to make that adjustment and then everything else will be the same because it just talks about parent engagement.

Dana Hill: how we store things when we get property. What we would do no matter what site we're at, it's pretty much district procedures and who we are as a school. But everything that's regarding our physical location is what would change. So, I'm just giving you a heads up on that. I will email a copy so you can

look at it again and make any comments. It's the same plan from last year. And then with the updates of the physical location, everything else is the same. How we report child abuse, how we report anything on campus, this is basic school policy. Yes, Miss Hansen.

Nicole Hanson: Hi, just a question about this all looks like what any standard school would have on a school safety plan. Is that the intention or...

Nicole Hanson: how often does this get actually changed? what would

Dana Hill: We do it every year.

Dana Hill: We did it last year and we only make changes that occur. this year we might have to add something on there.

Dana Hill: it is basically the standard school plan for every school in Pasadena. yeah, it's just specific to our school location. So that's...

Nicole Hanson: Yeah, I guess that was the question.

Nicole Hanson: Okay.

Dana Hill: what I said. Anything regarding location, we would change our classrooms. We don't have the dance studio, art studio, all those things would be gone. So the adjustment would be just changing the physical plan to Aladena at Allendale.

Nicole Hanson: And are there any schools that do anything unique in their school safety plan or why would someone choose to do that I guess is the question.

Dana Hill: I have no idea...

Dana Hill: what other school safety plans are. this is the one I've been following the last 10 years I've been here, and it's always been unique to Altadena.

Panagiota Regopoulos: but they have a general template that we Okay.

Dana Hill: Yeah, it's a general template, but it's based on what your specific program is. And because we have the arts in a lot of different locations, our procedures are just a little different. But the template is basically the same for every school.

Panagiota Regopoulos: And then there's a question Kim Kenny typed in, can the county still provide the crossing guard even though you are located in Pasadena now?

Dana Hill: No, I don't think so. They didn't follow us down here. They didn't. And then the Madison Heights Council had talked to us about that initially and we had a meeting with the Department of Transportation down here and the city of Pasadena fire department and police department. So I don't think the county transfers. They've all been here. So yeah, we have to take it up with the city. But I think that council can help us because they were instrumental in our initial traffic patterns and...

Dana Hill: that's it.

Panagiota Regopoulos: When is this safety plan due?

Dana Hill: I think it's due the last day of Marc. So, I'm just going to update all the physical changes and names and real dates and then I can send it to the voting council members who would be listed here in this list.

Panagiota Regopoulos: And then we can vote on it.

Dana Hill: And then It's no voting. It's just approving it.

Panagiota Regopoulos: Approving it.

Dana Hill: And then they'll just sign the approval page. Yeah. That they've seen it,...

Nicole Hanson: Is this the one we all have to sign?

01:10:00

Nicole Hanson: Does it have to be a wet signature?

Dana Hill: they agree and approve it. Yeah. No,...

Nicole Hanson: Cuz I finally figured out how to use the U ign situation.

Dana Hill: it doesn't because we've done it before, but lately it's like, we'll catch everybody because most people on this page are always on site.

Nicole Hanson: Okay.

Dana Hill: So, we used to just catch your signature, but if you know how to do it electronically,...

Dana Hill: that would be great. And then I'll send it to you and...

Nicole Hanson: Yeah, I'll send it out.

Nicole Hanson: I might have to send it through my work email,...

Dana Hill: then you can send it to us.

Nicole Hanson: but I can get it out to everybody.

Dana Hill: Perfect. Thank you.

Panagiota Regopoulos: Thank you.

Panagiota Regopoulos: Any questions about the safety plan? Thank you. we're on the general just questions and comments. Does anybody have any questions or comments? Okay.

Dana Hill: Start sharing next month.

Ashley Romero: I am wondering which month do we review the Sipsa. Okay. I'm like,...

Dana Hill:

Dana Hill: Yeah.

Ashley Romero: "All right, That's all I'm wondering." Yeah.

Dana Hill: I'm starting to work on it now that I have the budget, now we know how to allocate where that money is supposed to go.

Panagiota Regopoulos: So you're talking about that 20 You're talking about the 526 SPA.

Ashley Romero: That the one we write.

Dana Hill: Yeah.

Ashley Romero: Yes. Yep.

Panagiota Regopoulos: You're talking about the 2526 SIPA, not the 42. Yeah.

Dana Hill: Right. Yeah.

Ashley Romero: No, next month.

Dana Hill: On our go. And that's really our goals.

Panagiota Regopoulos: We Yes.

Ashley Romero: Yeah. Our goals and...

Panagiota Regopoulos: And as a staff,...

Ashley Romero: everything. Mhm.

Panagiota Regopoulos: we need to also review it as well and we need to delve into it.

Dana Hill: Yeah, we need to and...

Ashley Romero: Yeah, we do that.

Dana Hill: that's what we can briefly talk about here. We need to think about what our priorities are because really our budget should be linked to our priorities for our students. So what's in a SPA is determines how we spend our money. So if we're saying we're paying for a art assistant, then that's part of the SIPSA that says how we're enhancing our art programs, and making sure that, we're fulfilling our hours and getting things done.

Dana Hill: So the money for our budget has to tie back to the SIPA...

Ashley Romero: Yeah. Okay. I guess...

Dana Hill: which means...

Ashley Romero: what I Mhm.

Dana Hill: if in the SPA there are some goals that we really need to identify that's why Miss Hansen when you said how else can it be used if we say we want to focus on our American students and their reading

scores and we really want to get them up then we have to find a way where does the money go to help that happen If we're having,....

Dana Hill: Paul team members if they're going to be here, six hours a day and they're working four hours a day, then an hour of their time should be towards helping meet some of our SIPs goals.

Ashley Romero: Mhm. Yeah.

Dana Hill: I mean, that time needs to be linked back to our SIPs goals.

Dana Hill: So that's something else we could think about is, what is it that we want to do to improve our school academically?

Ashley Romero: And what do we need?

Dana Hill: Yeah. Yeah.

Ashley Romero: When do we have to vote on the SIPA? is next month just our discussion about it or...

Dana Hill: Next month's discussion.

Dana Hill: It's not due...

Ashley Romero: Okay, we don't have to vote on it yet. Okay,

Dana Hill: till We could do that in May. Yeah. So we could discuss it next month and see where our priorities and then I think it's due, voting in May...

Panagiota Regopoulos: or we may have to it all.

Dana Hill: because I remember it was May 13th last year that we got it done.

Ashley Romero: Or we have to do a special meeting.

Panagiota Regopoulos: Yeah. Yeah.

Ashley Romero: Is that what we did before? Yeah.

Panagiota Regopoulos: It all depends on the district's deadline and...

Dana Hill: Yeah. Yeah. Yep.

Panagiota Regopoulos: then we will figure that Any other questions?

Panagiota Regopoulos: I want to say Miss Bennett.

sherrell bennett: I'm sorry.

sherrell bennett: I just joined the meeting because I was Is the meeting tonight at 6 PM? Is this the same meeting that's going on right now or is that completely different?

Panagiota Regopoulos: It's completely different. This is the school site council meeting.

Panagiota Regopoulos: So we just review the budget that is assigned to us by the federal government and the state government and then we make decisions on that specific budget that has to do with our SIPA plan.

Panagiota Regopoulos: Tonight's meeting is PTA, parent teacher association that I don't know.

sherrell bennett: But that's not online though. it's only in person. Is that correct? is Yeah.

Dana Hill: Is there a duel still?

Dana Hill: Is PT still here?

Ashley Romero: It's hybrid. Yeah, it's both.

Dana Hill: Yeah. Do they have a link?

Ashley Romero: There's a link.

sherrell bennett: I say I don't have a link to it for hybrid though.

Ashley Romero: Yes. I think Yeah,...

Stephanie Scribner: I'll Give me a sec.

Ashley Romero: it's in there.

Dana Hill: Yeah, if you have a link Neither have I.

Stephanie Scribner: It gets sent out to PTA members. so if you're a PTA member, you'll get that email, but otherwise anybody can attend it. Just we only PTA collects the emails of our members. So we only are able to email our members. Why am I not I know you've told us that before.

01:15:00

Panagiota Regopoulos: Just so ...

Panagiota Regopoulos: Miss Scribner, I haven't received anything and...

sherrell bennett: Okay. Yeah.

Panagiota Regopoulos: I'm a PTA member. Thank you, Mr.

Stephanie Scribner: I don't think they've ever been able to figure it out.

Dana Hill: I don't get it either. No. So,...

Stephanie Scribner: I ...

Ashley Romero: I get it about five times.

Dana Hill: if ...

sherrell bennett: I don't have it.

Dana Hill: there it is.

Andrew Morgan: I just put the link in the chat.

Dana Hill: Miss Miss Bennett.

Stephanie Scribner: I almost found it.

Molly Dodge: We can tell our secretary about that. Mobless.

Dana Hill: Miss Bennett, the link is in the chat. Would you like for me to email it to you?

sherrell bennett: Yes, please. Great.

Dana Hill: Okay, I will email it to you right now so you can capture it from your email.

Andrew Morgan: I got the email.

Dana Hill: You're welcome.

Andrew Morgan: So I think it went out to all the PTA members at least.

Ashley Romero: I got it about five times.

Stephanie Scribner: You should get it twice. you get hit with it in English and...

Ashley Romero: ...

Stephanie Scribner: you get it in Spanish,...

Ashley Romero: maybe it just feels like five.

Stephanie Scribner: but the Spanish one automatically translates on mine to English. And then there's maybe additional reminders. if you're not getting it, you need to talk to either the membership chair or the secretary to try to help you out...

Stephanie Scribner: because it's something with totem. Mailchimp or whatever. It's unfortunate though, so I apologize for anybody that experiences that.

Panagiota Regopoulos: any other questions or...

Panagiota Regopoulos: concern I just want to say thank you so very much to everyone for attending and then we'll be attending again next week and next month hopefully. And next month, please note that we will definitely probably have to vote on our budget and then with that we can work on our SIPA as well or it'll go together.

Panagiota Regopoulos: Miss Hansen.

Nicole Hanson: Just wanting to remind us I am on my third or...

Nicole Hanson: fourth year and so I probably will not be on school site council next year. So we'll need a new secretary. So I don't know at what point we choose that person and then probably someone else to replace. We might need to do an election. Yeah. Right.

Panagiota Regopoulos: Yeah, we're going to have to probably do that at the beginning of the school year because that way we'll know location.

Panagiota Regopoulos: and then we'll know participation,...

Panagiota Regopoulos: attendance and everything else. I mean there's a lot of variables still over Mr.

Nicole Hanson: Okay. Yep. Okay.

Stephanie Scribner: So speaking to all those variables for us parents...

Stephanie Scribner: who will not be coming back to Altina Arts Magnet based on the location like my family if we return to the Altadena campus my family will not be attending. Would...

Stephanie Scribner: And I'm in my second year. would I stay on as a community member or would I have to resign or how does that work?

Panagiota Regopoulos: You can stay on as a community member ...

Stephanie Scribner: Okay. it.

Panagiota Regopoulos: because I think you have the best interest of AAM I mean that's just most of our members of school site council will have the best interest of a am and I'm pretty sure you may want to return after maybe a year hiatus and then come back. I mean, there's a lot of,

Stephanie Scribner: Yeah. Yeah. For me, it's comes down to what the board and the superintendent decide in terms of dragging us back to that campus. so I may cut ties with PUSD altogether. In that case, I would just resign because that's the best interest of school.

Panagiota Regopoulos: What? Yes.

Stephanie Scribner: But if our intent is to go somewhere else temporarily or homeschool or, online school for a while, then I would certainly like to continue to be involved. I'm all very involved in the school and I would hate to lose this community, but there are a lot of variables like you said.

Panagiota Regopoulos: Yes, I agree.

Stephanie Scribner: Thank you.

Dana Hill: Miss Scler,...

Dana Hill: you live in the community,...

Dana Hill: so you can't go anywhere. I know how to find you.

Stephanie Scribner: I've already decided that I am homeschooling...

Dana Hill: Sorry.

Stephanie Scribner: if this temporarily...

Stephanie Scribner: until we go.

Dana Hill: You're the school at home,...

Dana Hill: but you'll still be expected on Mondays or...

Stephanie Scribner: I'm ...

Dana Hill: I'll be at your door. No. Yeah.

Stephanie Scribner: my gosh, you're not getting me to that Aladena campus any sooner than I feel it's safe. But, we'll see. We're all,...

Panagiota Regopoulos: Yeah. ...

Stephanie Scribner: ...

Dana Hill: We're hoping for the best that it works out in our favor. Yes.

Stephanie Scribner: we'll agreed. And I care very deeply about the school. So,

Panagiota Regopoulos: Miss H, I'm a fifth grade parent, so I will definitely still be a part of the AAM community. Miss Hansen.

01:20:00

Nicole Hanson: This is probably maybe the wrong forum, but that just reminded me that conversation about moving back to the campus. Have teachers been asked about their preferences or thoughts about safety of going back to that campus?

Panagiota Regopoulos: Thank you.

Nicole Hanson: Cuz I don't know that we know what teachers would do. And if we risk losing teachers, that's a huge

Panagiota Regopoulos: They have not asked us anything, but there are a few teachers that will put in transfers.

Nicole Hanson: That is what I thought. Yeah. In arts,...

Panagiota Regopoulos: And that means we're losing teachers that are trained in the arts.

Dana Hill: I know.

Nicole Hanson: which will cost the district extra money to train our new teachers potentially.

Panagiota Regopoulos: We don't have money to train them. We are a magnet school.

Panagiota Regopoulos: Therefore, that's why our teachers were skipped for not being rifted reduction in for workforce because our magnet money is no longer in existence.

Nicole Hanson: I have been hearing rumblings of this as well.

Panagiota Regopoulos: So therefore, that is going to cause an issue.

Panagiota Regopoulos: There are several teachers that had a conversation with me and they will not be returning to AAM.

Nicole Hanson: So I'm curious about how we communicate this without hurting teacher confidentiality or

Panagiota Regopoulos: I don't want, the spirit of AAM. I don't want to break our school. I mean it's a touchy situation but I've been there for a long time now so it's like I don't want anything to happen to the school but there are teachers that don't want to take the risk or...

Panagiota Regopoulos: whatever that we just have to respect their choices. Mr.

Dana Hill: And Miss Hansen,...

Dana Hill: they're going to speak up at the next meeting. Those teachers are

Panagiota Regopoulos: Morgan. I don't know exactly.

Andrew Morgan: I know you probably can't be specific. I mean Is it 30% of teachers? how many are we talking about here?

Panagiota Regopoulos: I mean, not everybody comes and sits down in the classroom and...

Panagiota Regopoulos: has a conversation with me, but there are Miss M.

Panagiota Regopoulos: Romero has said, nobody has been asked, but a couple have come to me and they've told me that what do you think and what do you think?

Dana Hill: Yeah. Yeah.

Panagiota Regopoulos: And their choice is that they will put in a transfer.

Dana Hill: Yeah. ...

Andrew Morgan: I'm sorry.

Andrew Morgan: Can you repeat what you said about training? You said that I just missed that part. Sorry, I'm at work.

Dana Hill: let me explain. Mr. Morgan, so when we got our grant because we were going into as a new arts school, we spent a lot of money training our staff on all the arts integration on what a Magnus school is and we all have over 50 hours of training in that area as an expertise. So because we have 50 hours plus of training under a arts magnet anybody who comes in is expected to know how to do those things how to do arts integration how to use the systems and curriculum and things that we created.

Dana Hill: So when they were cutting teachers or where they have to reduce the amount of teachers, the schools that had a certain amount of hours of training were skipped because we no longer have any money to retrain teachers. So in order to retain the people who have the expertise in the hours, they were skipped. Now, if you do not have those hours and unfortunately at Elliot, they lost a lot of people because

they have a new grant and they're just now starting to train their staff and so the new people who came this year only had a few hours and I think there's a certain amount of hours you have to have in order to be skipped.

Dana Hill: So what would happen is, now they're going to have to retrain those teachers again.

Panagiota Regopoulos: So there are teachers that were let's say new that our grant had just finished...

Panagiota Regopoulos: but we have trainings that you can do online and...

Panagiota Regopoulos: so if you are a newer teacher on staff you can do those trainings online and they go into your portfolio for the additional hours. We can't mandate it, but we can highly recommend it. Yes, there are people that took this and...

01:25:00

Dana Hill: Encourage it.

Dana Hill: Strongly encourage it.

Panagiota Regopoulos: ran with it not knowing that we were going to go under these major reduction in force and there are people that didn't.

Panagiota Regopoulos: So, no,...

Andrew Morgan: Just so I'm clear,...

Andrew Morgan: and I'm sorry if I'm asking too many questions. I'm just trying to wrap my head around this stuff.

Panagiota Regopoulos: no, no.

Panagiota Regopoulos: Go ahead.

Andrew Morgan: So...

Andrew Morgan: if we lose teachers due to relocating and them not wanting to come with us, we would have to fill those positions with teachers that are untrained or do not have the 50 hours of training that we prefer. Okay.

Dana Hill: pretty much what would happen is the job will be open and so for the list of teachers who were rifted they would have the choice to join our team...

Andrew Morgan: Okay.

Dana Hill: choose if those teachers said I'm not coming back and then the job would open up to those who were rifted who needs to choose a school. So it could be somebody...

Panagiota Regopoulos: Miss Scribe.

Dana Hill: who came from another art school or who have the background or it could be someone who did not. Yeah.

Stephanie Scribner: I just want to also point out that in our school in particular, if those open positions don't get filled, then they would fall to long-term subs.

Stephanie Scribner: Because I can see if there are people in our community that aren't interested or don't feel it's safe to go to the Altadena campus. Other people in those positions might be harder to fill given the location of the school. And then obviously we all know that the French teacher positions are exceptionally hard to fill because there's less qualified candidates.

Dana Hill: Right. ...

Dana Hill: but here's the thing. There is timelines on all of this. So any teacher who's choosing not to come back has...

Stephanie Scribner: Okay. Okay.

Dana Hill: until I believe by June 30th you have to make a decision otherwise you're stuck. I think that's the end of our contract year.

Stephanie Scribner: Okay. Yeah.

Dana Hill: And so then I would give a few months in the summer for other people to fill it or hiring of new people. But like you said French it would be if any French teachers decided not to come back, that would be a almost impossible feat.

Stephanie Scribner: Okay.

Dana Hill: Yeah. Mhm.

Panagiota Regopoulos: Any other questions or...

Stephanie Scribner: Thank you for answering my question.

Panagiota Regopoulos: comments, concerns? We've worked really hard to get to where we're at.

Panagiota Regopoulos: So, there's a lot writing on a lot of this. Yeah. And there's a lot of us.

Dana Hill: And the bad thing is we just don't know.

Dana Hill: That's the worst thing is we don't know. Yeah. Don't have any answers.

Panagiota Regopoulos: Yeah. And...

Dana Hill: But we're going to hope for the best and we're going to always do the best we can until we're going to always do the best we can.

Panagiota Regopoulos: then I see that Mr. Romero wrote, "And as a school, we would need to teach them how we do things here."

Panagiota Regopoulos: Yeah, we would need to within whoever stays is going to have to teach certain units that are specific...

Dana Hill: Yeah. What you're saying,...

Ashley Romero: And you share them and you train them basically because this is how we run our school. We are an arts magnet.

Dana Hill: Mr. Romero, is called the Aladina way, right? We have a thing called the Aladena way.

Ashley Romero: Yeah. Yeah. So I mean Mhm.

Dana Hill: This is the Altadena way.

Panagiota Regopoulos: because just

Panagiota Regopoulos: Although everybody knows there's more hours put in when you work at a magnet school. You work less at a non-magnet school. And I don't want to say less because I've worked at a non-magnet school and I still worked a lot of hours, but there's certain requirements that are needed at a magnet school that a non-magnet school doesn't have. So, I mean,...

Ashley Romero: Certainly. Yeah.

Panagiota Regopoulos: it all depends.

Ashley Romero: Plus, ...

Ashley Romero: plus, training people how to do the integrated curriculum and,...

Dana Hill: right? Yeah. Mhm.

Ashley Romero: figuring out how to make that time in your day to do that special way of teaching.

Panagiota Regopoulos: And we spent four years,...

Panagiota Regopoulos: four summers.

Ashley Romero: Yeah. Writing though. So, we did way more than 50 hours cuz we wrote tons and...

Panagiota Regopoulos: Yeah. From scratch.

Ashley Romero: tons of units and built curriculum from scratch. It's a lot of hard work.

Panagiota Regopoulos: So, it's a lot of hard work. Yeah.

Panagiota Regopoulos: That's a good note. PTA meeting is today at six o'clock here on Allenale campus. I look forward to seeing everyone as what Mr. Homequist said. I want to thank you all for dedicating your time to attending this meeting. we really appreciate it. We as in the staff. and thank you for your dedication in staying even with our temporary location. Thank I don't know what else to say other than thank you and we appreciate you all. have a wonderful evening and I hope to see people at the PTA. Ditto, Miss Scribner.

01:30:00

Dana Hill: We love you, too. You're here weekly.

Panagiota Regopoulos: Yeah. Yeah.

Dana Hill: Your daughter says that you work here. She says you're part of the board. You work for the school board.

Panagiota Regopoulos: She said that.

Panagiota Regopoulos: She said that to the whole class,...

Dana Hill: She said,...

Panagiota Regopoulos: by the way.

Dana Hill: "My mom works for the school board.

Stephanie Scribner: My gosh.

Stephanie Scribner: How do I get a raise?

Dana Hill: cuz you're here every day. Yeah.

Kimberly Kenne: working for the school board actually is like a demotion in terms of pay...

Kimberly Kenne: because there's There's no smiles and hugs. No,...

Ashley Romero: Yeah, the hugs make it for sure.

Panagiota Regopoulos: And then we do have a school board meeting,...

Ashley Romero: And Cadence next Thursday,...

Panagiota Regopoulos: I believe, this Next Thursday.

Ashley Romero: the 27th.

Stephanie Scribner: No, it's a special meeting.

Kimberly Kenne: no, we have one this Thursday where we're are approving the budget having budget conversations and...

Panagiota Regopoulos: This Thursday.

Ashley Romero: The special meeting.

Kimberly Kenne: we are having a 4hour retreat before it...

Panagiota Regopoulos: Yay.

Ashley Romero: Okay.

Kimberly Kenne: which is open...

Dana Hill: ...

Dana Hill: prepare yourselves.

Kimberly Kenne: which is open to the public. Our retreats have to be open meetings that anyone can come to. So bye-bye.

Ashley Romero: Great to know.

Dana Hill: Bye.

Panagiota Regopoulos: Thank you everybody. Bye bye.

Stephanie Scribner: What? Thank you.

Meeting ended after 01:44:13 🙌

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Pasadena Unified School District Unified School District

Altadena Arts Magnet
Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

March 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 Altadena Arts Magnet 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 March 11, 2025 at Pasadena, California. Notice was provided to the school community by public posting.

Altadena Arts Magnet's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:


The plan has been properly implemented and updated.

Amendments None.

School Site Council

The members whose signatures appear below have reviewed the Comprehensive School Safety Plan. Prior to approval, each member had the opportunity to discuss, propose amendments and modifications to the proposed plan.

Signatures of Altadena Arts Magnet's Site Council Members


 4/1/25
Panagiota Regopoulos Date

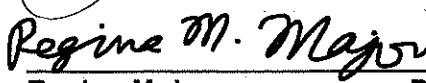
Amanda Van Enk Gould 2025-03-29

Amanda Van Enk Gould Date
Ashley Romero 2025-03-29

Ashley Romero Date
Stephanie Lopez 2025-03-29

Stephanie Lopez Date
Hermalina Bolton 2025-03-30

Hermalina Bolton Date
 4/1/25
Maria Gonzalez Date

 3/29/25
Regina Major Date

Nicole Hanson 2025-03-29

Nicole Hanson Date

 2025-03-29
Andrew Holmquist Date

Crystal Ksenjak 2025-03-29

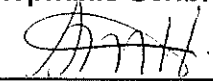
Crystal Ksenjak Date

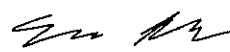
Andrew Morgan 2025-03-29

Andrew Morgan Date

Stephanie Scribner 2025-03-31

Stephanie Scribner Date

 3/30/25
Dana Hill Date

 03/31/2025
Eric Gibson Date