



PASADENA UNIFIED SCHOOL DISTRICT  
STUDENT WELLNESS AND SUPPORT SERVICES

## Altadena Arts Magnet Elementary

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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 Arts Magnet Elementary'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

Eric Gibson, Parent

Crystal Ksenjak, Community Member

Andrew Morgan, Parent

Stephanie Scribner, Parent

Stephanie Lopez, Teacher

Ashley Romero, Teacher

Maria Gonzalez, CSEA

Regina Major, Community Member

Dana Hill, Principal



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PASADENA UNIFIED SCHOOL DISTRICT  
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**Board of Education**

Date – February 2024

**Board of Education**

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Sergio Canal
<b>Chief Of Human Resources</b>



# PASADENA UNIFIED SCHOOL DISTRICT

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### **Mission Statement**

#### **School Site Mission Statement**

Altadena Arts Magnet is a nurturing, rigorous school for every child where college and career-bound students achieve through high academic standards, visual and performing arts, and French dual language immersion.

### **Vision Statement**

#### **Altadena Arts Magnet Elementary's Safe School Vision**

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



# PASADENA UNIFIED SCHOOL DISTRICT

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### Introduction - School Profile

Altadena Arts Magnet Elementary is one of twenty-three schools in the Pasadena Unified School District. Altadena Arts Magnet Elementary 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 Arts Magnet Elementary has a priority in maintaining a safe school environment. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

#### **School Crime Status and Reporting**

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

#### **Personal Characteristics of Pupil & Staff**

Altadena Arts Magnet is a Capturing Kids Hearts school where everyone's emotional safety and personal connection fosters trust and mutual respect between students and adults.

#### **Additional Data**

Altadena Arts Magnet Elementary has an enrollment of 425 pupils in TK-5th. 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 42.12, % Hispanic, 12.67, % Black, 26.59 % Caucasian and 18.68% other. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

#### **Curriculum and Educational Activities**

The course of study includes the basic core curriculum, physical education and enrichment classes such as the Arts Magnet Theme. Students receive up to 10 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, Room 13, Innovation Club, Chess Club, Lego Club, and LEARNs..

Staff provides opportunities and additional activities open to pupils in the areas of Academic competitions, including, Science Olympiad, PUSD Spelling Bee, Annual African-American History Bee, and PUSD Math Field Day, Black History Living Museum, Reflections Art.



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### Physical Environment

#### The Schools' Location and Physical Environment

Altadena Arts Magnet Elementary is located in the Altadena, CA 91001 area of Los Angeles County that has a low crime rate and 10.6% poverty level.

The immediate area round the school includes

Altadena Arts Magnet has a very special heritage, having been built on the present site in 1903 and sits at the base of the San Gabriel Mountains. January of 2025 much of the community around our school was burned down in the Eaton Fire. Currently only the homes adjacent to the west side and north side of our school are still standing. The Transitional Kindergarten - 5th grade Altadena School campus is located on the corner of Calaveras and El Molino. Altadena 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 helps set the high academic goals for all of our student.

Present safety hazards include

As a result of the Eaton Fire, currently there is massive construction iall around the area as homes are being rebuilt and requires many trucks and machinery that will be in use during the school day. Other hazards include exposure to hazardous, airborne dust and high levels of noise.

#### Description of School Ground

The buildings have numerous corridors that face the playground and beautiful art spaces. The playground has two levels and is currently being redesigned to feature a nature based landscape. Our school is completely enclosed by a fence with gates which are kept locked during school hours.

There are several wings an/or clusters of classrooms including 17 classrooms, 5 designated arts spaces: Black Box Theatre, Music Studio, Art Studio, Innovation Lab and Dance Studio classrooms and 5 portable re-locatable classrooms.

Other ancillary structures include

One Learning Lab, a Speech Therapy Room, four LEARNS classrooms for the after-school program, an Innovation Lab/Library, a Staff Lounge, a Nurse's Office, a Staff Workroom, a Parent Room, a Front Office, a Cafeteria/Auditorium, and administrative offices..

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 Arts Magnet Elementary to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

#### Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted and renovated during the 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 Arts Magnet Elementary 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 and are buzzed in. Visitors must register in main office on the Identi-Kid system to maintain the safe environment of staff and students. Visitors who display suspect or inappropriate behavior of any type will be asked to leave campus by Administration. Resistance may



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result in the involvement of local law enforcement..

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

Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees.  
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 Arts Magnet Elementary shall wear appropriate identification badges while on campus conducting business.

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

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

Pupils may be suspended, transferred to another school, or recommended for expulsion or for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Altadena Arts Magnet Elementary.

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

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

If appropriate, additional internal security procedures affecting the integrity of the school facility include:  
A locked campus with the only entrance at the front door and requires being buzzed in. Additionally, the Highway Patrol will be called to patrol traffic before and after school 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:

- PTA



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- 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.
- Maintain and updated school website and social media
- 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 nights and Reading Nights, Grand Parents Day, 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 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 Arts Magnet Elementary is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Altadena Arts Magnet Elementary toward excellence in the areas of academic and social behavior.

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

#### Disaster Procedures, Routine and Emergency : ONLINE

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

#### Classroom Organization and Structure

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

All twenty 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 program provider 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, academic discourse, reading comprehension, written conventions, and the writing process.

- Intervention, coaching and professional development provided by District and program Coaches.
- Use of HMH, Heggerty, and reading circles.
- 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 addressed.

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

#### **The School's Cultural Environment**

There is a high level of cohesiveness among the staff members at Altadena Arts Magnet Elementary. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

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

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

Cultural diversity is celebrated throughout the year by Cultural 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. Currently, a massive playground remodel is scheduled to be completed in September of 2026 that will be nature based and include artwork by the school community.

#### I. Areas of Pride and Desired Improvements

- a. Pride
  - 1. The newly renovated classrooms and Promethean Boards provide Altadena School students and staff with learning environments that meet the needs of 21st century teachers and learners.
  - 2. We have designated art hallway and spaces for students to do discrete art such as dance, music, theatre, and visual art.
- b. Areas of Desired Improvement
  - 1. The Kindergarten playground needs new sand, wood chips, and play equipment.
  - 2. Our cameras needs to be fixed or replace and the main entrance need a buzzer.

#### 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 R Funds
  - 2.
- c. Personnel Assignments
  - 1.
  - 2.
- d. Timeframe for completion
  - 1. August 2026
  - 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



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- c. Personnel Assignments
  - 1. Head Custodian
  - 2. Office Manager
  
- d. Timeframe for completion
  - 1. By August 2026
  - 2. By August 2026
  
- e. Budget
  - 1. None
  - 2. Facilities - unknown
  
- f. Evaluation criteria
  - 1. Walk through with staff
  - 2.



# PASADENA UNIFIED SCHOOL DISTRICT

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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 the principal and the Behavior Project Aide. 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 and Library Project Aide
  - 6.

#### 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. Build classroom cool off corners or spaces in the classroom as a first option
- 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 2026
  - 26.
  
- m) Budget
  - 27. Not sure.
  - 28.
  
- n) Evaluation criteria
  - 29. Referral data
  - 30. Suspension data



# PASADENA UNIFIED SCHOOL DISTRICT

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

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

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

#### Preventing and Intervening: Pupil Aggressive Behavior

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

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

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

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

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

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



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

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

**Student Recognition Programs.** Altadena Arts Magnet Elementary offers several recognition and award programs such as Cougar Values, Academic and Arts Awards, Weekly Pawsitive Referrals, EOY Academic Achievement Awards.

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

MTSS/Rtl 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 Arts Magnet Elementary, 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 Arts Magnet Elementary's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

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

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

#### **California Safe Schools Assessment**

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

#### **Teacher Notice of Disciplinary History**

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

#### **Gang Affiliation**

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

#### **Gangs and Graffiti**

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

#### **Drug and Violence Prevention Programs**

The goals of the district's Drug Alcohol and Tobacco Education Program and other related community program include



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

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

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

#### **Parent/Guardian Involvement**

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

Altadena Arts Magnet Elementary:

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

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

#### **Parent Training: Promoting the Use of Community Resources**

Altadena Arts Magnet Elementary advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

#### **Problem Solving Teams**

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

#### **Community Linkages**

<http://dcfs.lacounty.gov/for youth/index.html>



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

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

#### **Campus Supervisor and Administrative Positions**

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

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

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

#### **Campus Disturbances and Crimes**

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

#### **Visitors and Disruptions to Educational Process**

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

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

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

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

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



## PASADENA UNIFIED SCHOOL DISTRICT

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

#### **Enhancing Physical Safety Practices**

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school. Altadena Arts Magnet Elementary has opportunities for parents to volunteer and 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 Arts Magnet Elementary, has identified the following issues:

Altadena Arts Magnet operates a closed campus, where pupils must have permission to leave the campus during school hours and parents must sign students out after theyhave been verified.

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 Arts Magnet Elementary:**

**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 Arts Magnet Elementary's Site Council). The School Site Council will review and sign the Safety Plan upon approval.

#### **Supporting statement:**

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



# PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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: Altadena Arts Magnet Elementary City: Pasadena, California*

*Revised: February 26, 2025*



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Suspected Child Abuse Reporting Procedures

#### I. Initiating the Report

- A. The report is initiated by a telephone report to the appropriate agency.
- B. If the suspected child abuse has taken place within the family, call the Enter appropriate Agency Hotline at [Enter Phone Number]
- C. If the suspected child abuse has taken place outside the family, call the local police department at:  
  
Police Department: Altadena Sheriff  
Phone: 626 798-1131
- D. Content of call.
  - 1) Name, address and age of child involved.
  - 2) Clear description of suspected abuse.

#### II. Written Report

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

Adopted: February 23, 2026

Police Department: Los Angeles County Sheriff

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, Social-emotional 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 the 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
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.



## PASADENA UNIFIED SCHOOL DISTRICT

### STUDENT WELLNESS AND SUPPORT SERVICES

#### **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 the student's 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)

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 based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

#### **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
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, 287, 288, or 289, or former 288a, 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. (Education Code 48918(j))

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)



# PASADENA UNIFIED SCHOOL DISTRICT

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No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 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 the students 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)

### **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, long-term 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.

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### *Policy Reference Disclaimer*

*These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

### **State Description**

Civ. Code 47 [Privileged communication](#)

Civ. Code 48.8 [Defamation liability](#)

Code of Civil Procedure 1985-1997 [Production of evidence; means of production](#) Ed. Code 17292.5 [Program for expelled students; facilities](#)

Ed. Code 1981-1983 [Enrollment of students in community school](#)

Ed. Code 212.5 [Sexual harassment](#)

Ed. Code 233 [Hate violence](#)

Ed. Code 32260-32262 [Interagency School Safety Demonstration Act of 1985](#) Ed. Code 35145 [Open board meetings](#)

Ed. Code 35146 [Closed sessions regarding suspensions](#)

Ed. Code 35291 [Rules for government and discipline of schools](#)

Ed. Code 35291.5 [Rules and procedures on school discipline](#)

Ed. Code 48645.5 [Former juvenile court school students; enrollment](#)

Ed. Code 48660-48666 [Community day schools](#)

Ed. Code 48853-48853.5 [Foster youth](#)

Ed. Code 48900-48927 [Suspension and expulsion](#)

Ed. Code 48950 [Speech and other communication](#)

Ed. Code 48980 [Parent/Guardian notifications](#)

Ed. Code 49073-49079 [Privacy of student records](#)

Ed. Code 52052 [Numerically significant student subgroups](#) Ed. Code 52059.5-52077 [Local control and accountability plan](#)

Ed. Code 64000-64001 [Consolidated application](#)

Ed. Code 8489-8489.1 [Prohibition against expulsion of preschool student](#) Gov. Code 11455.20 [Informal hearing procedures](#)



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- Gov. Code 54950-54963      [The Ralph M. Brown Act](#)
- H&S Code 11014.5      [Drug paraphernalia](#)
- H&S Code 11053-11059      [Controlled substances; standards and schedules](#) Lab. Code 230.7      [Employee time off to appear in school on behalf of a child](#)
- Pen. Code 240      [Assault defined](#)
- Pen. Code 241.2      [Assault fines](#)
- Pen. Code 242      [Battery defined](#)
- Pen. Code 243.2      [Battery on school property](#)
- Pen. Code 243.4      [Sexual battery](#)
- Pen. Code 245      [Assault with deadly weapon](#)
- Pen. Code 245.6      [Hazing](#)
- Pen. Code 261      [Rape defined](#)
- Pen. Code 266c      [Unlawful sexual intercourse](#)
- Pen. Code 286      [Sodomy defined](#)
- Pen. Code 287      [Oral Copulation](#)
- Pen. Code 288      [Lewd or lascivious acts with child under age 14](#)
- Pen. Code 289      [Penetration of genital or anal openings](#)
- Pen. Code 31      [Principal of a crime; defined](#)
- Pen. Code 417.27      [Laser pointers](#)
- Pen. Code 422.55      [Definition of hate crime](#)
- Pen. Code 422.6      [Crimes; harassment](#)
- Pen. Code 422.7      [Aggravating factors for punishment](#)
- Pen. Code 422.75      [Enhanced penalties for hate crimes](#)
- Pen. Code 626.10      [Dirks, daggers, knives, razors, or stun guns](#)
- Pen. Code 626.2      [Entry upon campus after written notice of suspension or dismissal without permission](#)
- Pen. Code 626.9      [Gun-Free School Zone Act of 1995](#)
- Pen. Code 868.5      [Supporting person; attendance during testimony of witness](#)
- W&I Code 224.1      [Indian child; definition](#)
- W&I Code 729.6      [Counseling](#)

- | <b>Federal</b>     | <b>Description</b>   |
|--------------------|--|
| 18 USC 921         | Definitions; firearms and ammunition                                     |
| 20 USC 1415(K)     | Students with disabilities; placement in alternative educational setting |
| 20 USC 7961        | Gun-Free Schools Act   |
| 42 USC 11431-11435 | Education of homeless children and youths                                |

- | <b>Management Resources</b>                    | <b>Description</b>  |
|--|---|
| Attorney General Opinion                       | 80 Ops. Cal. Atty. Gen. 348 (1997)  |
| Attorney General Opinion                       | 80 Ops. Cal. Atty. Gen. 85 (1997)   |
| Attorney General Opinion                       | 80 Ops. Cal. Atty. Gen. 91 (1997)   |
| Attorney General Opinion                       | 84 Ops. Cal. Atty. Gen. 146 (2001)  |
| Court Decision                                 | Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321 |
| Court Decision                                 | Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182   |
| Court Decision                                 | Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807  |
| Court Decision                                 | John A. v. San Bernardino School District (1982) 33 Cal. 3d 301   |
| Court Decision                                 | T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267   |
| Court Decision                                 | Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421  |
| U.S. DOE & U.S. DOJ Civil Rights Divisions Pub | <a href="#"><u>Resource on Confronting Racial Discrimination in Student Discipline, May 2023</u></a>  |
| U.S. DOE Publication                           | <a href="#"><u>School Climate and Student Discipline Resources</u></a>  |



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U.S. DOE Publication [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023](#)

- Website [CSBA District and County Office of Education Legal Services](#)
- Website [U.S. Department of Education, Office of Safe and Healthy Students](#)
- Website [California Attorney General's Office](#)
- Website [California Department of Education](#)
- Website [CSBA](#)
- Website [U.S. Department of Education, Office for Civil Rights](#)

<b>Cross Reference Policy</b>	<b>Description</b>
0450	<a href="#"><u>Comprehensive Safety Plan</u></a>
0450	<a href="#"><u>Comprehensive Safety Plan</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
1114	<a href="#"><u>District-Sponsored Social Media</u></a>
1114	<a href="#"><u>District-Sponsored Social Media</u></a>
1312.3	<a href="#"><u>Uniform Complaint Procedures</u></a>
1312.3	<a href="#"><u>Uniform Complaint Procedures</u></a>
1312.3-E(1)	<a href="#"><u>Uniform Complaint Procedures</u></a>
1312.3-E(2)	<a href="#"><u>Uniform Complaint Procedures</u></a>
1313	<a href="#"><u>Civility</u></a>
3513.3	<a href="#"><u>Tobacco-Free Schools</u></a>
3513.3	<a href="#"><u>Tobacco-Free Schools</u></a>
3513.4	<a href="#"><u>Drug And Alcohol Free Schools</u></a>
3515	<a href="#"><u>Campus Security</u></a>
3515	<a href="#"><u>Campus Security</u></a>
3515.21	<a href="#"><u>Unmanned Aircraft Systems (Drones)</u></a>
3515.3	<a href="#"><u>District Police/Security Department</u></a>
3515.3	<a href="#"><u>District Police/Security Department</u></a>
3515.31	<a href="#"><u>School Resource Officers</u></a>
3515.4	<a href="#"><u>Recovery For Property Loss Or Damage</u></a>
3515.4	<a href="#"><u>Recovery For Property Loss Or Damage</u></a>
3516.2	<a href="#"><u>Bomb Threats</u></a>
4158	<a href="#"><u>Employee Security</u></a>
4158	<a href="#"><u>Employee Security</u></a>
4258	<a href="#"><u>Employee Security</u></a>
4258	<a href="#"><u>Employee Security</u></a>
4358	<a href="#"><u>Employee Security</u></a>
4358	<a href="#"><u>Employee Security</u></a>
5000	<a href="#"><u>Concepts And Roles</u></a>
5112.1	<a href="#"><u>Exemptions From Attendance</u></a>
5112.1	<a href="#"><u>Exemptions From Attendance</u></a>
5112.5	<a href="#"><u>Open/Closed Campus</u></a>
5113	<a href="#"><u>Absences And Excuses</u></a>
5113	<a href="#"><u>Absences And Excuses</u></a>
5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5131.7	<a href="#"><u>Weapons And Dangerous Instruments</u></a>
5131.7	<a href="#"><u>Weapons And Dangerous Instruments</u></a>
5137	<a href="#"><u>Positive School Climate</u></a>
5138	<a href="#"><u>Conflict Resolution/Peer Mediation</u></a>
5142	<a href="#"><u>Safety</u></a>
5142	<a href="#"><u>Safety</u></a>
5144	<a href="#"><u>Discipline</u></a>
5144	<a href="#"><u>Discipline</u></a>



## PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

- 5144.2 [Suspension And Expulsion/Due Process \(Students With Disabilities\)](#)
- 5144.4 [Required Parental Attendance](#)
- 5144.4 [Required Parental Attendance](#)
- 5145.12 [Search And Seizure](#)
- 5145.12 [Search And Seizure](#)
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- 5145.7 [Sex Discrimination and Sex-Based Harassment](#)
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- 5145.71 [Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures](#)
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- 5145.9 [Hate-Motivated Behavior](#)
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- 6145 [Extracurricular And Cocurricular Activities](#)
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- 6163.4 [Student Use Of Technology](#)
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- 6164.6 [Identification And Education Under Section 504](#)
- 6173 [Education For Homeless Children](#)
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### Policy PASADENA UNIFIED SCHOOL DISTRICT

Adopted: July 9, 1996 Pasadena, California

Revised: 11/96; 8/10; 7/13; 12/14; 3/16; 6/18; 11/21; 8/22; 11/2024



PASADENA UNIFIED SCHOOL DISTRICT  
STUDENT WELLNESS AND SUPPORT SERVICES



# 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, so long as removal from a particular class does not occur more than once every five school days

*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)

##### 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 and in "Additional Grounds for Suspension and Expulsion: Grades 4-12, below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; 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))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise



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furnished to any person another liquid, substance, or material and represented the same as a 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 prescription products (Education Code 48900(h))
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, 287, 288, 289, or former 288a, 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 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(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))



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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 "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 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, 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 website, 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 the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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 out the crime. (Education Code

#### **Specialized Grounds for Suspensions TK-5th Grade:**

- In grades TK-5th grade, out-of-school suspensions only allowed:
  - In incidents where violence results in injury to students or staff, see CA Ed Code 48900:



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- (a)(2): Willfully used force or violence upon the person of another, except in self-defense and Ed Code
  - (a)(1): Caused, attempted to cause, or threatened to cause physical injury to another person
  - 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 the student:

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)
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 Code 422.55)

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)

#### **Suspension from Class by a Teacher**

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (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, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher 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 requested by the parent/guardian or teacher. (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 the student was suspended. (Education Code 48910)



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A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (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 away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined 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 upon a student, including supervised suspension, 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)

#### **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 class, or continuation school or class for the purpose of adjustment, the student 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. (Education Code 48903, 48911, 48912)

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 the student, and shall



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be given the opportunity to present the student's version and evidence in the student's 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, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the 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 for the conference. (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, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, 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 shall state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct 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, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals 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 time.

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



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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
- c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)
- e. 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

6. program designed to correct the behavior and keep the student 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)

The Board shall provide the student and 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 35146, 48912)

#### **On-Campus**

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



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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 the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and 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, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall 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, the Superintendent or principal 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 11053-11059, except for:
  - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
  - b. The student's possession of over-the-counter medication for use by the student for medical purposes
  - c. Medication prescribed for the student 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 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 the student 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



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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))

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 offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, 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 written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the 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, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, 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, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness 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).

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



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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, Homeless Students, and Indian Children**

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar 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 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 testify 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))



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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 #6 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.

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 the 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 who 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
    - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony
    - ii. 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 the complaining



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- iii. witness may leave the hearing room
  - iii. 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 normal school hours, 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 school, 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 the student's 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))

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))

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 "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred,



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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:

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)

1. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
2. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
3. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
4. 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)

#### **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 willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's 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)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)
3. 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



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student conduct (Education Code 48917)

4. 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)
5. 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)

6. 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 the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. 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**

If a student is expelled from school, 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
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

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



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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:**

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

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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.

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)



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### *Policy Reference Disclaimer*

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State</b>	<b>Description</b>
Civ. Code 47	<a href="#"><u>Privileged communication</u></a>
Civ. Code 48.8	<a href="#"><u>Defamation liability</u></a>
Code of Civil Procedure 1985-1997	<a href="#"><u>Production of evidence; means of production</u></a>
Ed. Code 17292.5	<a href="#"><u>Program for expelled students; facilities</u></a>
Ed. Code 1981-1983	<a href="#"><u>Enrollment of students in community school</u></a>
Ed. Code 212.5	<a href="#"><u>Sexual harassment</u></a>
Ed. Code 233	<a href="#"><u>Hate violence</u></a>
Ed. Code 32260-32262	<a href="#"><u>Interagency School Safety Demonstration Act of 1985</u></a>
Ed. Code 35145	<a href="#"><u>Open board meetings</u></a>
Ed. Code 35146	<a href="#"><u>Closed sessions regarding suspensions</u></a>
Ed. Code 35291	<a href="#"><u>Rules for government and discipline of schools</u></a>
Ed. Code 35291.5	<a href="#"><u>Rules and procedures on school discipline</u></a>
Ed. Code 48645.5	<a href="#"><u>Former juvenile court school students; enrollment</u></a>
Ed. Code 48660-48666	<a href="#"><u>Community day schools</u></a>
Ed. Code 48853-48853.5	<a href="#"><u>Foster youth</u></a>
Ed. Code 48900-48927	<a href="#"><u>Suspension and expulsion</u></a>
Ed. Code 48950	<a href="#"><u>Speech and other communication</u></a>
Ed. Code 48980	<a href="#"><u>Parent/Guardian notifications</u></a>
Ed. Code 49073-49079	<a href="#"><u>Privacy of student records</u></a>
Ed. Code 52052	<a href="#"><u>Numerically significant student subgroups</u></a>
Ed. Code 52059.5-52077	<a href="#"><u>Local control and accountability plan</u></a>
Ed. Code 64000-64001	<a href="#"><u>Consolidated application</u></a>
Ed. Code 8489-8489.1	<a href="#"><u>Prohibition against expulsion of preschool student</u></a>
Gov. Code 11455.20	<a href="#"><u>Informal hearing procedures</u></a>
Gov. Code 54950-54963	<a href="#"><u>The Ralph M. Brown Act</u></a>
H&S Code 11014.5	<a href="#"><u>Drug paraphernalia</u></a>
H&S Code 11053-11059	<a href="#"><u>Controlled substances; standards and schedules</u></a>
Lab. Code 230.7	<a href="#"><u>Employee time off to appear in school on behalf of a child</u></a>
Pen. Code 240	<a href="#"><u>Assault defined</u></a>
Pen. Code 241.2	<a href="#"><u>Assault fines</u></a>
Pen. Code 242	<a href="#"><u>Battery defined</u></a>



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<i>Pen. Code 243.2</i>	<a href="#"><u>Battery on school property</u></a>
<i>Pen. Code 243.4</i>	<a href="#"><u>Sexual battery</u></a>
<i>Pen. Code 245</i>	<a href="#"><u>Assault with deadly weapon</u></a>
<i>Pen. Code 245.6</i>	<a href="#"><u>Hazing</u></a>
<i>Pen. Code 261</i>	<a href="#"><u>Rape defined</u></a>
<i>Pen. Code 266c</i>	<a href="#"><u>Unlawful sexual intercourse</u></a>
<i>Pen. Code 286</i>	<a href="#"><u>Sodomy defined</u></a>
<i>Pen. Code 287</i>	<a href="#"><u>Oral Copulation</u></a>
<i>Pen. Code 288</i>	<a href="#"><u>Lewd or lascivious acts with child under age 14</u></a>
<i>Pen. Code 289</i>	<a href="#"><u>Penetration of genital or anal openings</u></a>
<i>Pen. Code 31</i>	<a href="#"><u>Principal of a crime; defined</u></a>
<i>Pen. Code 417.27</i>	<a href="#"><u>Laser pointers</u></a>
<i>Pen. Code 422.55</i>	<a href="#"><u>Definition of hate crime</u></a>
<i>Pen. Code 422.6</i>	<a href="#"><u>Crimes; harassment</u></a>
<i>Pen. Code 422.7</i>	<a href="#"><u>Aggravating factors for punishment</u></a>
<i>Pen. Code 422.75</i>	<a href="#"><u>Enhanced penalties for hate crimes</u></a>
<i>Pen. Code 626.10</i>	<a href="#"><u>Dirks, daggers, knives, razors, or stun guns</u></a>
<i>Pen. Code 626.2</i>	<a href="#"><u>Entry upon campus after written notice of suspension or dismissal without permission</u></a>
<i>Pen. Code 626.9</i>	<a href="#"><u>Gun-Free School Zone Act of 1995</u></a>
<i>Pen. Code 868.5</i>	<a href="#"><u>Supporting person; attendance during testimony of witness</u></a>
<i>W&amp;I Code 224.1</i>	<a href="#"><u>Indian child; definition</u></a>
<i>W&amp;I Code 729.6</i>	<a href="#"><u>Counseling</u></a>
<b>Federal</b>	<b>Description</b>
<i>18 USC 921</i>	<i>Definitions; firearms and ammunition</i>
<i>20 USC 1415(K)</i>	<i>Students with disabilities; placement in alternative educational setting</i>
<i>20 USC 7961</i>	<i>Gun-Free Schools Act</i>
<i>42 USC 11431-11435</i>	<i>Education of homeless children and youths</i>
<b>Management Resources</b>	<b>Description</b>
<i>Attorney General Opinion</i>	<i>80 Ops.Cal.Atty.Gen. 348 (1997)</i>
<i>Attorney General Opinion</i>	<i>80 Ops.Cal.Atty.Gen. 85 (1997)</i>
<i>Attorney General Opinion</i>	<i>80 Ops.Cal.Atty.Gen. 91 (1997)</i>
<i>Attorney General Opinion</i>	<i>84 Ops.Cal.Atty.Gen. 146 (2001)</i>
<i>Court Decision</i>	<i>Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321</i>



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<i>Court Decision</i>	<i>Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182</i>
<i>Court Decision</i>	<i>Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807</i>
<i>Court Decision</i>	<i>John A. v. San Bernardino School District (1982) 33 Cal. 3d 301</i>
<i>Court Decision</i>	<i>T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267</i>
<i>Court Decision</i>	<i>Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421</i>
<i>U.S. DOE &amp; U.S. DOJ Civil Rights Divisions Pub</i>	<a href="#"><u>Resource on Confronting Racial Discrimination in Student Discipline, May 2023</u></a>
<i>U.S. DOE Publication</i>	<a href="#"><u>School Climate and Student Discipline Resources</u></a>
<i>U.S. DOE Publication</i>	<a href="#"><u>Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023</u></a>
<i>Website</i>	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
<i>Website</i>	<a href="#"><u>U.S. Department of Education, Office of Safe and Healthy Students</u></a>
<i>Website</i>	<a href="#"><u>California Attorney General's Office</u></a>
<i>Website</i>	<a href="#"><u>California Department of Education</u></a>
<i>Website</i>	<a href="#"><u>CSBA</u></a>
<i>Website</i>	<a href="#"><u>U.S. Department of Education, Office for Civil Rights</u></a>
<b>Cross References Policy</b>	<b>Description</b>
0450	<a href="#"><u>Comprehensive Safety Plan</u></a>
0450	<a href="#"><u>Comprehensive Safety Plan</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
1114	<a href="#"><u>District-Sponsored Social Media</u></a>
1114	<a href="#"><u>District-Sponsored Social Media</u></a>
1312.3	<a href="#"><u>Uniform Complaint Procedures</u></a>
1312.3	<a href="#"><u>Uniform Complaint Procedures</u></a>
1312.3-E(1)	<a href="#"><u>Uniform Complaint Procedures</u></a>
1312.3-E(2)	<a href="#"><u>Uniform Complaint Procedures</u></a>
1313	<a href="#"><u>Civility</u></a>
3513.3	<a href="#"><u>Tobacco-Free Schools</u></a>
3513.3	<a href="#"><u>Tobacco-Free Schools</u></a>
3513.4	<a href="#"><u>Drug And Alcohol Free Schools</u></a>
3515	<a href="#"><u>Campus Security</u></a>



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3515	<a href="#"><u>Campus Security</u></a>
3515.21	<a href="#"><u>Unmanned Aircraft Systems (Drones)</u></a>
3515.3	<a href="#"><u>District Police/Security Department</u></a>
3515.3	<a href="#"><u>District Police/Security Department</u></a>
3515.31	<a href="#"><u>School Resource Officers</u></a>
3515.4	<a href="#"><u>Recovery For Property Loss Or Damage</u></a>
3515.4	<a href="#"><u>Recovery For Property Loss Or Damage</u></a>
3516.2	<a href="#"><u>Bomb Threats</u></a>
4158	<a href="#"><u>Employee Security</u></a>
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4258	<a href="#"><u>Employee Security</u></a>
4258	<a href="#"><u>Employee Security</u></a>
4358	<a href="#"><u>Employee Security</u></a>
4358	<a href="#"><u>Employee Security</u></a>
5000	<a href="#"><u>Concepts And Roles</u></a>
5112.1	<a href="#"><u>Exemptions From Attendance</u></a>
5112.1	<a href="#"><u>Exemptions From Attendance</u></a>
5112.5	<a href="#"><u>Open/Closed Campus</u></a>
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5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5113.1	<a href="#"><u>Chronic Absence And Truancy</u></a>
5113.11	<a href="#"><u>Attendance Supervision</u></a>
5116.2	<a href="#"><u>Involuntary Student Transfers</u></a>
5117	<a href="#"><u>Interdistrict Attendance</u></a>
5117	<a href="#"><u>Interdistrict Attendance</u></a>
5119	<a href="#"><u>Students Expelled From Other Districts</u></a>
5125	<a href="#"><u>Student Records</u></a>
5125	<a href="#"><u>Student Records</u></a>
5125.2	<a href="#"><u>Withholding Grades, Diploma Or Transcripts</u></a>
5131	<a href="#"><u>Conduct</u></a>
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5131.4	<a href="#"><u>Student Disturbances</u></a>
5131.5	<a href="#"><u>Vandalism And Graffiti</u></a>
5131.6	<a href="#"><u>Alcohol And Other Drugs</u></a>
5131.6	<a href="#"><u>Alcohol And Other Drugs</u></a>
5131.62	<a href="#"><u>Tobacco</u></a>
5131.62	<a href="#"><u>Tobacco</u></a>
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5131.63	<a href="#"><u>Steroids</u></a>
5131.7	<a href="#"><u>Weapons And Dangerous Instruments</u></a>
5131.7	<a href="#"><u>Weapons And Dangerous Instruments</u></a>
5137	<a href="#"><u>Positive School Climate</u></a>
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5142	<a href="#"><u>Safety</u></a>
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5144	<a href="#"><u>Discipline</u></a>
5144	<a href="#"><u>Discipline</u></a>
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5144.4	<a href="#"><u>Required Parental Attendance</u></a>
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5145.12	<a href="#"><u>Search And Seizure</u></a>
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5145.2	<a href="#"><u>Freedom Of Speech/Expression</u></a>
5145.3	<a href="#"><u>Nondiscrimination/Harassment</u></a>
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5145.71	<a href="#"><u>Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures</u></a>
5145.71-E(1)	<a href="#"><u>Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures</u></a>
5145.9	<a href="#"><u>Hate-Motivated Behavior</u></a>
5148.3	<a href="#"><u>Preschool/Early Childhood Education</u></a>
5148.3	<a href="#"><u>Preschool/Early Childhood Education</u></a>
6145	<a href="#"><u>Extracurricular And Cocurricular Activities</u></a>



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6145	<a href="#"><u>Extracurricular And Cocurricular Activities</u></a>
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6164.6	<a href="#"><u>Identification And Education Under Section 504</u></a>
6173	<a href="#"><u>Education For Homeless Children</u></a>
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6173.1	<a href="#"><u>Education For Foster Youth</u></a>
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9000	<a href="#"><u>Role Of The Board</u></a>
9321	<a href="#"><u>Closed Session</u></a>
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9322	<a href="#"><u>Agenda/Meeting Materials</u></a>

### **Regulation PASADENA UNIFIED SCHOOL DISTRICT**

**Approved:** July 9, 1996 Pasadena, California

**Revised:** 8/98; 8/10; 7/13; 12/14; 3/16; 6/18; 11/21; 8/22; 6/23; 11/2024



# 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 February 26, 2026  
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: February 15, 2017 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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### STUDENT WELLNESS AND SUPPORT SERVICES

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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### **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: February 16, 2022 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.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic or religious prejudice or other illegal activity.
3. No unnecessary headwear or items allowed. (ie. Hats, hair picks, stocking caps, hair curlers, and hoods may not be worn in schools). Headwear for religious reasons is excluded. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)
4. Clothes shall be sufficient to conceal undergarments at all times. No skin should be visible between shirts and pants while sitting or extending hands overhead. See-through fabrics, halter tops, off-the shoulder or low-cut tops, bare midriffs, open backs, tube tops, tank tops, or sleeveless shirts are prohibited.
5. Gym shorts may not be worn in classes other than physical education. Shorts and skirts cannot be shorter than the length of a student's arm when held by the side of the body. Leotards, spandex, Lycra, and form-fitting clothes alone are not suitable; however, they are allowable if worn in conjunction with other garments that adequately cover the shoulders, chest and backside. Shorts, pants, and skirts are to be hemmed or stitched; cut-offs are not allowed. Ripped or torn clothing is not allowed.
6. Hair shall be clean and groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Pants, shorts or skirts must be worn appropriately and fit at the waist. Sagging pants or shorts are not allowed. Belts, buttons, and fasteners must be fastened at all times. Belts are required for pants and shorts with belt loops if the clothing is too large for the student's size. The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstances deemed necessary by the principal or designee.

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

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

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

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

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

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

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

### Uniforms

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



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### STUDENT WELLNESS AND SUPPORT SERVICES

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

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

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

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

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

#### Disciplinary Measures

When a student is attired in a manner likely to cause disruption or interference with the operation of the classroom, the student will be offered a change of clothes or the student may call their parents to bring appropriate clothing.



# 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: February 23, 2026



# 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.



## PASADENA UNIFIED SCHOOL DISTRICT

### STUDENT WELLNESS AND SUPPORT SERVICES

- 2.10. The Board will be notified immediately if the Superintendent considers the health condition of an employee to be a danger to the immediate health and welfare of a school, its students or other employees of the Board.
- Upon being notified of the Superintendent's concern, the Board will refer the matter to the Medical Health Officer in accordance with the procedures outlined in the School Act.

#### 3. Hygienic Safety Practices

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

#### 4. Universal Precautions

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

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

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

#### 5. Identification of Risks of Occupational Exposure

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



# 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.



## PASADENA UNIFIED SCHOOL DISTRICT

### 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

Pasadena Unified School District

Altadena Arts Magnet Elementary

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2026-2027 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 Elementary and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 10, 2026 at Altadena, California. Notice was provided by Altaden Arts Magnet by School Messenger and email.

Altadena Arts Magnet Elementary’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**

Changes were made to the uniform policy.

**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 Elementary's Site Council Members**

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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### School Site Emergency Planning Matrix

Name of Principal: Dr. Dana Hill

Name of School: Altadena Arts Magnet Elementary

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 <b>ON</b> 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 <b>OFF</b> Campus	• Community map			X
		• Location of staging areas			X
		• Alternate sites			X
8	Equipment and Supplies	• Location of supplies			X
		• Teacher emergency kits			X
		• Inventory list			X
9	Communication Systems	• Phones			X
		• Radios			X
		• Computers			X
		• Intercom		X	
		• Student runners		X	
		• Special signals, etc.		X	

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



PASADENA UNIFIED SCHOOL DISTRICT  
STUDENT WELLNESS AND SUPPORT SERVICES

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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Mental Health Programs

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

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

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

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

### Mental Health Care Providers

#### D'Veal Family and Youth Services

1. Altadena Elementary
2. John Muir High School

#### Five Acres

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

#### Foothill Family Services

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

#### Hillsides

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

#### Pacific Clinics

1. Jackson Elementary
2. Rose City High School

#### PUSD Mental Health Services

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



## PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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

### Sycamores

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



## PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

### Addressing Discrimination, Harassment, Intimidation, or Bullying

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

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





# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Active Response to Safety

#### Threat Assessment and Responding

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

#### Child Abuse Reporting

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

#### Intervening with Suicidal Youth

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

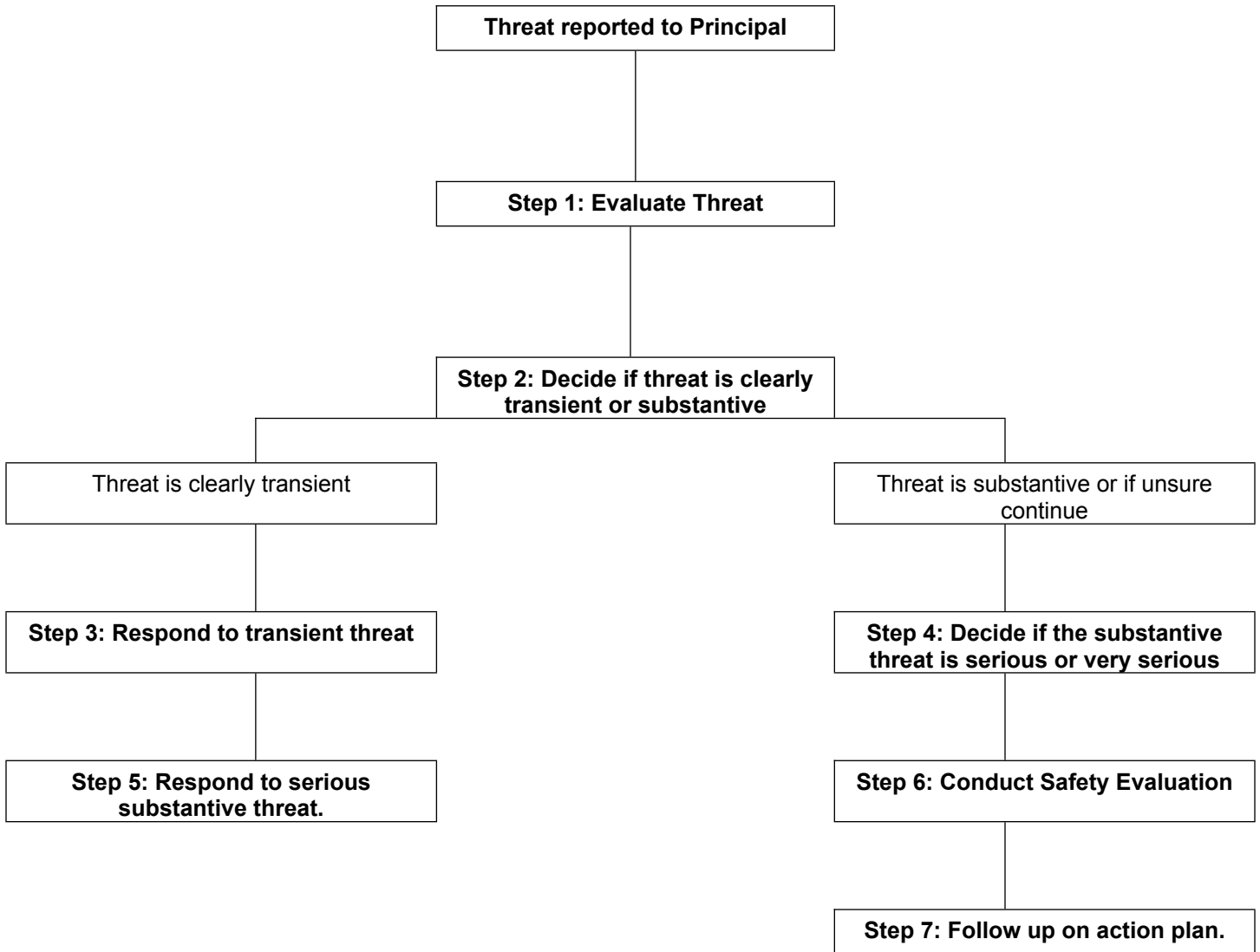
#### Bullying

Bullying Assessment Flow Chart  
Responding to bullying  
Pasadena USD Bullying Policy



PASADENA UNIFIED SCHOOL DISTRICT  
STUDENT WELLNESS AND SUPPORT SERVICES

**Threat Assessment Addendum**





# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### What is a threat?

A threat is an expression of intent to harm someone

### Types of Threats

#### Transient threats-

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

#### Substantive threats

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

### Identifying threats as transient or substantive

#### Step 1: Evaluate the threat

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

#### Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

#### Step 3: Responses to a transient threat

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

#### Step 4: Responses to substantive threat

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



## PASADENA UNIFIED SCHOOL DISTRICT

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#### **Active Shooter Situations: Responding to an Active Shooter Situation**

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

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

#### **Respond Immediately**

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

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

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

#### **Run**

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

#### **Students and staff should be trained to:**

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

#### **Hide**

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

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

Lock the doors;



## PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Barricade the doors with heavy furniture;

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

Turn off lights;

Silence all electronic devices;

Remain silent;

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

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

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

### **Fight**

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

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

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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### INTERVENING WITH SUICIDAL YOUTH

#### Instructions for Crisis Teams

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

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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Assessing Risk in Suicidal Students

#### Questions to ask students:

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

#### Questions to ask parents, teachers, and staff

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

#### Questions, Indicators, Levels of Risk and Interventions

##### Low Risk (Ideation)

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

##### Moderate Risk (Current ideation and previous behaviors)

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

##### High Risk (Current plan and access to method)

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



## PASADENA UNIFIED SCHOOL DISTRICT

### STUDENT WELLNESS AND SUPPORT SERVICES

#### Actions

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

#### **General Interventions for Crisis Teams**

##### Crisis Preparedness

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

#### Procedures for School Mental Health Personnel

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

##### Signs of Self Injury (SI)

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

##### Suggestions for School Personnel: Do

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



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#### Suggestions for School Personnel: Don't

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

#### Suggestions for School Personnel to Limit Contagion

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

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

**PET Team: 800-854-7771**

**Psychiatric Mobile Response Team: 626-258-2004**

Adapted from:

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

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

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

*Intervening with Suicidal Youth content:  
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# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Child Abuse Reporting

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

#### Who must report - Mandated reporters

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

#### Failing to report Child Abuse

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

#### Reasonable Suspicion

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

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

#### How to report

Immediately or as soon as possible by telephone

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

Also, in writing

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

#### Confidentiality

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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Bullying Assessment

#### BULLYING PREVENTION AND INTERVENTION

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

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

#### Student Instruction

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

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

#### Reporting Bullying

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

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

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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### ***Transient Typical Initial Interview Questions***

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

### ***Typical Witness Questions***

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

### ***Substantive Key Questions***

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

*When in doubt, treat threats as substantive*

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



PASADENA UNIFIED SCHOOL DISTRICT  
STUDENT WELLNESS AND SUPPORT SERVICES

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

Lifetime Recent - Clinical

Version 1/14/09

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

*Disclaimer:*

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

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

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

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



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<b>SUICIDAL IDEATION</b>			
	<b>Lifetime Time He/She Felt Most Suicidal</b>	<b>Past 1 Month</b>	
<p><i>Ask questions 1 and 2. If Both are negative, proceed to "Suicidal Behavior" section. If the answer to question 2 is "yes", ask questions 3, 4, and 5. If the answer to question 1 and/or 2 is "yes", complete "Intensity of Ideation" section below.</i></p>			
<p><b>1. Wish to be Dead.</b> Subject endorses thoughts about a wish to be dead or not alive anymore, or wish to fall asleep and not wake up. <b><i>Have you wished you were dead or wished you could go to sleep and not wake up?</i></b>  If yes, describe:</p>	Yes      No	Yes      No	
<p><b>2. Non-Specific Active Suicidal Thoughts</b> 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. <b><i>Have you actually had any thought of killing yourself?</i></b>  If yes, describe:</p>	Yes      No	Yes      No	
<p><b>3. Active Suicidal Ideation with Any Methods (Not Plan) without Intent to Act</b> 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." <b><i>Have you been thinking about how you might do this?</i></b>  If yes, describe:</p>	Yes      No	Yes      No	
<p><b>4. Active Suicidal Ideation with Some Intent to Act, without Specific Plan</b> 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." <b><i>Have you had these thoughts and had some intention of acting on them?</i></b>  If yes, describe:</p>	Yes      No	Yes      No	
<p><b>5. Active Suicidal Ideation with Specific Plan and Intent</b> Thoughts of killing oneself with details of plan fully or partially worked out and subject has some intent to carry it out. <b><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></b>  If yes, describe:</p>	Yes      No	Yes      No	
<b>INTENSITY OF IDEATION</b>			



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



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**Reasons for Ideation**

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

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

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<b>Suicidal Behavior</b> <i>(Check all that apply, so long as these are separate events; must ask about all types)</i>	Lifetime		Past 3 Months	
	Yes	No	Yes	No
<b>Actual Attempt:</b>  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 <b>any</b> intent/desire to die associated with the act, then it can be considered an actual suicide attempt. <b>There does not have to be any injury or harm</b> , 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.  <b>Have you made a suicide attempt?</b> <b>Have you done anything to harm yourself?</b> <b>Have you done anything dangerous where you could have died?</b> <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>  <b>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)?</b> (Self-Injurious Behavior without suicidal intent)  If yes, describe:	Total # of Attempts	Total # of Attempts		
<b>Has subject engaged in Non-Suicidal Self-Injurious Behavior?</b>	Yes	No	Yes	No
<b>Interrupted Attempt:</b> 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.  <b>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?</b>  If yes, describe:	Total # of Interrupted	Total # of Interrupted		
<b>Aborted or Self-Interrupted Attempt:</b> 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.	Total # of Aborted or	Total # of Aborted or		



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<p><b><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></b></p> <p>If yes, describe:</p>	Self Interrupted	Self Interrupted
<p><b>Preparatory Acts or Behavior:</b> 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><b><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></b></p> <p>If yes, describe:</p>	Yes    No	Yes    No
	Total # of Preparatory Acts	Total # of Preparatory Acts



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



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Opium Prevention and Life-Saving Response Procedures

#### Additional for SB 10:

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

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

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

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

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

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

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



## PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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



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### **Adaptations for Students with Disabilities**

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

#### **Emergency Planning for Students with Special Needs**

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

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

#### **Categories of Students with Special Needs**

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

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

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

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



# 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.



# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

### Mobile Communication Devices

**BP 5131.8**

The Governing Board recognizes that student use of smartphones and other mobile communication devices, **such as but not limited to cell phones, watches, iPads, tablets, and/or laptops** on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students may **not** use smartphones or other mobile communication devices on campus during noninstructional time.

Mobile communication devices shall be turned off during instructional time, **unless authorized for instructional purposes by a PUSD employee.**

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities. The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

**Highlighted Section: PUSD Exclusive**

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# PASADENA UNIFIED SCHOOL DISTRICT

## STUDENT WELLNESS AND SUPPORT SERVICES

**Policy Reference Disclaimer:**

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State</b>	<b>Description</b>
5 CCR 300-307	<a href="#"><u>Duties of students</u></a>
Ed. Code 200-270	<a href="#"><u>Prohibition of discrimination</u></a>
Ed. Code 32280-32289.5	<a href="#"><u>School safety plans</u></a>
Ed. Code 35181	<a href="#"><u>Governing board authority to set policy on responsibilities of students</u></a>
Ed. Code 35291-35291.5	<a href="#"><u>Rules</u></a>
Ed. Code 44807	<a href="#"><u>Teachers' duty concerning conduct of students</u></a>
Ed. Code 48900-48925	<a href="#"><u>Suspension and expulsion</u></a>
Ed. Code 48901.5	<a href="#"><u>Prohibition of electronic signaling devices</u></a>
Ed. Code 48901.7	<a href="#"><u>Limitation or prohibition of student use of smartphones</u></a>
Ed. Code 48901.8	Limitation or prohibition of student use of social media
Ed. Code 51512	<a href="#"><u>Prohibited use of electronic listening or recording device</u></a>
Pen. Code 1546.1	Electronic Communications Privacy Act
Pen. Code 288.2	<a href="#"><u>Harmful matter with intent to seduce</u></a>
Pen. Code 313	<a href="#"><u>Harmful matter</u></a>
Pen. Code 647	<a href="#"><u>Use of camera or other instrument to invade person's privacy; misdemeanor</u></a>
Pen. Code 653.2	<a href="#"><u>Electronic communication devices; threats to safety</u></a>
Veh. Code 23123-23124	<a href="#"><u>Prohibitions against use of electronic devices while driving</u></a>

<b>Federal</b>	<b>Description</b>
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex

<b>Management Resources</b>	<b>Description</b>
California Department of Education	<a href="#"><u>Bullying at School, 2003</u></a>
Court Decision	<i>Safford Unified School District V. Redding (2009) 557 US 364</i>
Court Decision	<i>Mahanoy Area School District v. B.L. (2021) 141 S.Ct. 2038</i>
Court Decision	<i>J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094</i>
Court Decision	<i>New Jersey v. T.L.O. (1985) 469 U.S. 325</i>
Court Decision	<i>Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503</i>
CSBA Publication	<i>Cyberbullying: Policy Considerations for Boards, Policy</i>
CSBA Publication	<a href="#"><u>Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</u></a>
U.S. Department of Education	<a href="#"><u>Planning Together: A Playbook for Student Personal Device Policies, December 2024</u></a>
Website	<a href="#"><u>CSBA District and County Office of Education Legal Services</u></a>
Website	<a href="#"><u>National School Safety Center</u></a>
Website	<a href="#"><u>Center for Safe and Responsible Internet Use</u></a>
Website	<a href="#"><u>California Department of Education, Safe Schools</u></a>
Website	<a href="#"><u>CSBA</u></a>
Website	<a href="#"><u>U.S. Department of Education</u></a>



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**Policy**

0450  
0450  
5131  
5131.2  
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5131.4  
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5141.52  
5145.12  
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6163.4  
6163.4-E(1)

**Description**

[Comprehensive Safety Plan](#)  
[Comprehensive Safety Plan](#)  
[Conduct](#)  
[Bullying](#)  
[Bullying](#)  
[Student Disturbances](#)  
[Student Disturbances](#)  
[Academic Honesty](#)  
[Positive School Climate](#)  
[Suicide Prevention](#)  
[Suicide Prevention](#)  
[Search And Seizure](#)  
[Search And Seizure](#)  
[Freedom Of Speech/Expression](#)  
[Freedom Of Speech/Expression](#)  
[Individualized Education Program](#)  
[Individualized Education Program](#)  
[Student Use Of Technology](#)  
[Student Use Of Technology](#)

**Policy Adopted:** March 24, 2022  
**Revised:** 05/22/2025

**PASADENA UNIFIED SCHOOL DISTRICT**  
Pasadena, California



# 2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Pasadena	Altadena Arts Magnet Elementary	Dana Hill Principal	hill.dana@pusd.us 6263965650

## Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by PUSD on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA’s Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils’ social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Altadena Arts Magnet Elementary will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Per the PUSD plan, upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications, how to access materials (as needed), if these materials are mandated or optional, and address the need to have all school sites remain in constant communication with their respective communities.

In collaboration with the Communications Department, site leaders will communicate with staff and school community and keep them informed on how the district is responding to the natural disaster or emergency. Site leaders will use any and all communication methods at their disposal, including but not limited to emails, Parentlink/Blackboard phone calls and texts, school marquees, and social media. Other methods will be considered if electricity is not available.

## Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

## Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Crisis communication plans include mass notification systems for SMS, phone, and emails. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaboration with media outlets to inform our communities.

## Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

To ensure early identification and support of students' academic, social-emotional, and mental health needs, the district implements a multi-tiered system of support (MTSS) framework that integrates academic interventions, behavioral supports, and mental health services. Universal screening tools, progress monitoring, and teacher referrals help identify students who may require additional support. Through our Child Find obligations, the district actively seeks to locate, evaluate, and serve students with suspected disabilities, even during periods of instructional disruption. School-based teams collaborate to develop individualized support plans, which may include academic interventions, counseling services, social-emotional learning (SEL) instruction, and linkage to community-based mental health providers. Tiered supports range from whole-group SEL activities and check-ins to small-group interventions and individual therapy, based on assessed need. The district also maintains crisis response protocols to ensure immediate intervention when a student is experiencing acute distress. Regular communication with families and ongoing professional development for staff ensures a coordinated and responsive approach that prioritizes both educational access and student well-being.

# Access to Instruction

## Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Altadena Arts Magnet Elementary will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Within 2 days of the emergency, the Remote Instructional Hub in Canvas will be activated for access to parents, students and teachers. Notification will be provided via the District's website and social media account as well as communication to families from the school sites. The Remote Hub provides emergency plans for independent student work for up to 10 instructional days at each grade level TK-5 and content areas for grades 6th - 12th and at least 5 days of emergency plans for teachers. This provides time for district staff to assess the severity of the emergency and determine methods of instructional delivery that will be needed for students - fully remote, hybrid or alternate location. The Remote hub is updated annually to maintain alignment with PUSD's adopted curriculum.

## Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

- Alternative sites and arrangements can be quickly identified using existing space utilization data
- The district has recent experience with the expedited installation of portable educational spaces

## Remote Instruction

Plans for remote instruction.

As required, Altadena Arts Magnet Elementary remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Based on student need, remote instruction is outlined in PUSD's Remote Instruction Handbook in regards to communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

## Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Canvas is the LMS through which instructional lessons can be accessed. Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in person pick up is not available or feasible, arrangements to mail materials will be made.

## Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Canvas is PUSD's Learning Management System (LMS) and the primary platform designated for in-person and remote instruction. Submitting classwork can be done through Canvas in either remote or in-person settings. Additionally, all PUSD instructional applications are accessible as single sign on (SSO) through the Clever Dashboard. In most of these applications, students complete work here and teachers can enter grades into Canvas.

## Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Altadena Arts Magnet Elementary provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning.

The Office of Family Engagement and Enrollment will provide guidance applicable to the situation, and support families via appointments, phone calls, and email exchange.

# Instructional Continuity

## Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

In the event of an emergency, PUSD will communicate information with parents/caregivers via: Automated phone calls, Email notifications, Text messages, Announcements on the district website, Announcements on official PUSD social media (Instagram, X, and Facebook) and the district's public access cable television channel, KLRN Pasadena. Cadence: initially 2-3 times per day, then daily, before resuming normal cadence.

PUSD will use its learning management system (for the current school year, Canvas LMS) to provide communication regarding instructional expectations and assignments. Communication will be daily.

Site leaders will communicate with staff and families using any and all communications methods at their disposal, including but not limited to emails, Parentlink/Blackboard phone calls and texts, school marqueees, and social media. Along with communication about the district's response to the natural disaster or emergency, site leaders will support teachers as they make contact with their students/families and set expectations for interaction and instruction. Site leaders will follow guidelines set by the district office for the cadence of outreach. They will make needed modifications to support their diverse communities while minimally maintaining district guidance, including but not limited to translation to the languages of their respective communities.

## Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

PUSD is a 1-to-1 district for devices in grades K - 12 for teachers and students, which provides an easier pivot to a remote learning setting.

The district has a large stock of backup devices in the event students and staff have lost or damaged devices, and the ability to distribute them at multiple locations. The district has existing vendors that can provide additional hot spots for emergency internet access.

## Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

With agreement from the UTP, teachers will hold virtual office hours to assist students and maintain community. Progress monitoring can be achieved by teachers monitoring student work submissions for competition and correctness.

# Access (Equity, Accessibility, and Inclusion)

## Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All departments, especially the ones noted here will work together to ensure all learning has equitable access with purposeful outreach and equipment as needed.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEPs are maintained through a collaborative, structured process that ensures compliance, service continuity, and responsiveness to student needs. Case managers coordinate with families, general and special education staff, and related service providers to monitor timelines and ensure meetings are held promptly. The district uses SEIS to track due dates, document services, and maintain accurate, real-time records. IEPs are proactively scheduled with system reminders, and staff receive ongoing compliance training. If parents are unresponsive, multiple documented attempts are made and Prior Written Notices (PWNs) are issued as appropriate. Transition meetings support smooth handoffs between programs or schools, and ESY planning ensures services are delivered per IEPs. Staffing coverage is arranged during absences to prevent service gaps, and Alternative Dispute Resolution (ADR) is offered to resolve concerns early. The district regularly audits data and uses stakeholder feedback to refine practices and improve student outcomes.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Pasadena Unified has created a new EL Master Plan in collaboration with LACOE. The documents used to create the EL Master Plan are perfectly aligned with the California English Learner Roadmap Policy. The process used to develop the plan ensures that all policies around English Learners are current, research-based, and in coordination with the English Learner Roadmap Policy.

## Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Depending on the length or circumstance of school closure, remote PD can be activated. Digital modules can be accessed asynchronously via Canvas, or sent out synchronously via Webex Meet. For lengthier closures, a professional learning system of providing PD on alternate weeks to elementary and secondary teachers has been established. A schedule is created for required and optional professional development sessions as well as open office hours for teachers and other staff to receive assistance.

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Mental health services: PUSD school sites will send tailored communication to students and families regarding the mental health supports available at each respective campus. The District remains committed to providing ongoing social-emotional support for all students.

To ensure families are well-informed, PUSD will maintain regular communication through e-blasts, phone calls, district-wide newsletters, website updates, and other forms of outreach. We will work in close collaboration with school sites and our community-based mental health partners to ensure services continue to be delivered in the most accessible formats, including telehealth and phone-based support.

PUSD's internal mental health programs—THRIVE School Mental Health and PUSD Mental Health Services—will continue offering services in ways that are flexible and accessible for students and families. Both programs will also keep their webpages updated with current information about available mental health services, including those offered by partnering agencies.

Additionally, PUSD will ensure that students and families have access to emergency and crisis support resources and hotlines.

PUSD is dedicated to ensuring that all students and families receive the support they need in a timely, respectful, and culturally responsive manner.

All district crisis protocols and procedures will be followed and implemented when a student is in need of crisis. If a student is in need of mental health services, the student will be linked to the appropriate mental health services.

If a therapist who speaks the student's language is not available within the district's mental health department, the department will coordinate with the Language Assessment and Development department to secure an interpreter. If the district's mental health departments are unable to provide a therapist who speaks the student's language, they will ensure the student is connected with external services that can offer support in the appropriate language.

Plans to provide access to back-up water and emergency services in the event of an emergency.

We will utilize our process through our warehouse to set up orders and deliver to those that are in need. All sites must conduct an annual inventory and report findings to Student Wellness and Support Services. In turn we provide updated water supplies, food and supplies as needed. All medicines are supervised by site nurses and the Health Offices.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

To maintain essential student support services during online or hybrid learning, the plan emphasizes adapting service delivery using virtual tools and flexible formats. This includes maintaining access to individualized instruction, emotional and mental health support, academic enrichment, and nutrition services. Key strategies involve using secure online tools, remote therapy and counseling, virtual tutoring and extracurricular activities, and accessible meal distribution. Regular communication with families, ongoing progress monitoring, and equity reviews help ensure that all students receive the support they need, through a range of learning formats.

The Expanded Learning Department is dedicated to maintaining consistent support for students during any disruption to in-person learning. In alignment with our commitment to the whole child, we will adapt services to ensure continued access to academic support, enrichment, and physical wellness through live virtual programming, pre-recorded content, and structured schedules designed to engage students. When possible, we will also offer in-person opportunities at our school sites or in partnership with local city and community organizations. Programming will be flexible, inclusive, and aligned with school-day supports to meet the diverse needs of students and families in virtual, hybrid, or in-person settings.

The Food Services Department has vendors in place that can provide packaged meals in the event kitchens are inaccessible, with multiple campus locations available for grab-and-go meal distribution. Food Services staff has considerable and recent experience with the distribution of grab-and-go meals

## Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The plan was created with all department leads based on our past practice of the learning and emergency plans. We have always invited parent leadership to review and provide input.

## Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

The district will be in regular communication with relevant local and state agencies to determine that conditions are suitable for a return to sites. Maintenance and Operations staff will ensure that all public health and safety guidelines have been implemented prior to reopening.

Once notified about the plan to return to Site-Based Learning, site leaders will follow any guidance for safety to prepare for the return of staff and students. They will work with custodial staff to make sure there are not any safety concerns that need to be reported to Maintenance and Operations and corrected before the return. Site leaders will meet with staff, virtually or otherwise, to gather input and discuss any changes in protocols necessary in response to the natural disaster or emergency. If there are any necessary accommodations, site leadership will work to put them in place.

## Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Altadena Arts Magnet Elementary's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Altadena Arts Magnet Elementary's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

All Safety plans are updated and approved annually. The expectations to follow/adjust as needed and in accordance with the district emergency operation center.

## Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: Annually, we will review with the team and PUSD parent leadership.



# 2025-26 SB 98: SAFE Act Notification Procedures

This template provides a framework for developing the Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite and should be tailored to the unique needs and context of the Local Educational Agency (LEA) and its school sites.

Resources to help support implementation can be found at <https://www.cde.ca.gov/ls/pf/lf/yr25cdoletter0227.asp>

<b>Local Educational Agency (LEA) Name</b>	<b>School Name</b> Altadena Arts Magnet	<b>Contact Name and Title</b> Dana Hill, Principal	<b>Email and Phone</b> hill.dana@pusd.us 626-396-5650
<b>Pasadena Unified School District</b>			

## Introduction and Purpose

This plan establishes the **Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite**. These procedures are a mandatory component of the Comprehensive School Safety Plan (CSSP), pursuant to the amendment of California Education Code (EC) Section 32282(a)(2)(N). The purpose of these procedures is to create a safe and inclusive campus environment for all students by preventing panic and promoting calm and security on school sites in the event of confirmed immigration enforcement.

**CSSP Integration Requirement:** This plan must be included in the LEA’s Comprehensive School Safety Plan (CSSP).

**Implementation Deadline:** The procedures must be incorporated into the CSSP when it is next reviewed and updated, but no later than March 1, 2026.

## Definition and Scope of Enforcement

**Definition of Immigration Enforcement:** For the purposes of this plan, “**immigration enforcement**” includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law.

**Criminal Immigration Enforcement:** The definition also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person’s presence in, entry, or reentry to, or employment in, the United States.

## Confirmation and Notification Protocols

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Our protocol must verify the presence of immigration by requesting the credentials, nature of the visit and any judicial warrant signed by a judge.



Upon confirmation of an immigration enforcement officer's presence, the school's administrative staff will immediately notify the superintendent and/or the manager of communications and safety and follow established internal safety protocols.

### Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The school's administrative staff will immediately notify the superintendent, the Safety Officer, and/or the Public Information Officer and follow established internal safety protocols.

Notification recipients include, but are not limited to: parents and guardians of pupils, teachers, Administrators, school personnel  
The Superintendent informs the Board of Education.

### Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

- **Notification Content:** The notification to parents and all school personnel will be sent via [e.g., email, text message, automated call system] and will include:
  - The date and time the immigration enforcement was confirmed.
  - The specific location on school grounds where the confirmed presence occurred.
  - A hyperlink to additional resources, including relevant district policies and information regarding student and family rights

### Notification Content and Privacy Requirements

#### Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

**Immediate Action:** The safety of all students and staff is the top priority. All school personnel are directed to refer any requests from immigration officials to the appropriate district legal counsel and not to provide any information or access without proper judicial authorization.

### Privacy Constraint



The notification shall not include any personally identifiable information.

School and district personnel shall not disclose the personal information, citizenship, or immigration status of any student, parent, or staff member to immigration enforcement without a federal court order or as otherwise required by federal law. This policy ensures that personal information remains confidential and is not shared for the purpose of immigration enforcement.

### **Notification Methods**

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The protocol for engagement with pupils and their families is designed to establish two-way communication.

In the event of an emergency, PUSD will communicate information with parents/caregivers via: automated phone calls, email, notifications, text messages, announcements on the district website, and on official PUSD social media (instagram, X, Facebook) and the district's public access cable television channel, KLRN Pasadena.

The family engagement team will engage in follow-up calls to assess immediate family needs (mental health, housing, food insecurity)

### **Resource Provision (Optional but Encouraged)**

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

We have a dedicated district webpage that provides resources. [pusd.us/immigrationresources](https://pusd.us/immigrationresources)

## **Review and Compliance**

### **Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Each school site annually reviews and analyzes its comprehensive school safety plan in collaboration with their safety committee. Following this review, the plans receive committee approval and all necessary signatures. The Board of Education then formally approves all school safety plans each spring.

### **Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.



All comprehensive school safety plans are issued upon approval on our website.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Each school site annually reviews and analyzes its comprehensive school safety plan in collaboration with their safety committee. Following this review, the plans receive committee approval and all necessary signatures. The Board of Education then formally approves all school safety plans each spring.

# AAM School Site Council Meeting - 2026/02/10 14:59

## PST - Transcript

### Attendees

Andrew Morgan, Ashley Romero, Crystal Ksenjak, Dana Hill, Irene Trejo, Kimberly Kenne, Maria Gonzalez, Monica Trujillo-Jamison, Panagiota Regopoulos, Regina Major, siouxsie, Stephanie Lopez, Stephanie Scribner

### Transcript

**Panagiota Regopoulos:** Hello I hope everybody can hear me. It is 3:02 and I'm counting to see how many of us there are. two, three, four, five, six. So there are six of us here. So we do have a quorum. So we can start six voting members. So welcome everybody. It is 3:02 on February 10th. How is everybody doing? Can you hear me? Okay, good.

**Panagiota Regopoulos:** Let me try to take this background out because it's giving me some kind of a I don't know. whatever. It's making the computer slow or drag. So, with that, We have a busy little meeting today and then we're going to talk about prioritizing some of our positions looking at our proposed budget and then we'll be bringing it back to staff and then we'll take all of that and put it to a vote next on March's agenda.

**Panagiota Regopoulos:** So with that said, I would like the reading of the minutes. Mr. Morgan, can you read the minutes or shall I?

**Andrew Morgan:** I can read them.

**Panagiota Regopoulos:** Okay. Thank you.

**Andrew Morgan:** For the January 13th, 2026 school site council meeting was called to order at 3:06 p.m. Members present were Dr. Hill, Mr. Gopoulos, Mr. Maros, S. Lopez, R Major, C. Sanjack, A Morgan, S. Scribner, and M. Gonzalez. member absent was E. Gibson. Non- voting members present Kim Kenny, M Trillio Jameson, Madame Live and Good, and I Tjo. we read the minutes for the November 18th meeting. S G S the minutes. Mr. Garopoulos seconded was unanimously approved. PTA update.

**Andrew Morgan:** S scribe gave an update of the December's PTA meeting which was brief and online to recap and set forth future community events. DAC update alterina arts magnet school site council attended November's DAC virtually. The majority of the meeting concerned ELAC and the paths and processes involved for English learners throughout their PUSD years. Still no ELAC updates due to lack of members. Questions and comments. Dr. Hill discussed the school safety plan and the need for school site council feedback in order to complete the 20% of the plan that is not automatically generated by the district. A Morgan brought up having HVAC cleaning covered by measure O and if any other cleaning and possibly testing could be covered by measure O. Dr. Hill discussed the monthly meetings taking place that will update her on the status of cleaning Calaveris and getting it ready for the students return there in the 2627 school year.

**Andrew Morgan:** S. Scriber asked about the fire door, roof, and fire alarm systems updates. Kim Kenny explained the health and safety matrix. A Morgan asked about full-time nurse/halth clerks as it relates to next year's Dr. Hill discussed site allocations, general fund decreases, and title one funding. In addition to the potential decrease of funding due to potential lower enrollment,...

**Andrew Morgan:** there is the possibility of offsetting losing AAM families to other schools by adding potential Longfellow and Madison families. Dr. Hill and Kim Kenny further discussed the 2627 budget. Kim Kenny discussed the important of AAM forming an ELAC. The meeting was adjourned at 3:58

00:05:00

**Panagiota Regopoulos:** Any questions or...

**Panagiota Regopoulos:** comments or deletions, additions to the minutes? Then Does anybody want a motion that I'll motion to accept the minutes as written. does anybody want a second? We cannot move on without a second. Thank you.

**Stephanie Scribner:** I will second Stephanie.

**Panagiota Regopoulos:** Then in the chat, please enter. If you accept the minutes as written, please write I Okay.

**Panagiota Regopoulos:** Opposed And please write abstain. The minutes are passed unanimously. Thank you. The next item on the agenda and I'm looking for my agenda. Found it. parent group updates for Any updates on PTA?

**Stephanie Scribner:** We're meeting again tonight. As always, our meeting follows yours. we will be forming our nominating committee to vote in board members for next year and voting on our bylaw revisions. It's a requirement of PTA units to update their bylaws every 5 years. And I think we're doing some voting on budget adjustments at this meeting tonight. So if you are able to attend,...

**Panagiota Regopoulos:** Thank you.

**Stephanie Scribner:** that's what we'll be doing.

**Panagiota Regopoulos:** Thank you. we do not have an AC update, We do not really have an ELAC mit DAC update. Mr. Morgan, would you like to give a short synopsis? Yeah, they were just and...

**Andrew Morgan:** Yes. I unfortunately didn't realize there was a deck meeting. I thought it was yesterday and so at the last vet I joined virtually and was not able to pay much attention. Miss Regopoulos, were you there physically? I thought I saw you.

**Panagiota Regopoulos:**

**Panagiota Regopoulos:** correct me if I'm wrong. I went late as well because of the date change, but they were just going over some basic rules. Kimmy, you can best tell us what happened at the DAC meeting. we went over the expectations of the school plans.

**Kimberly Kenne:** Yeah, we talked about the local control accountability plan, and what it is and how it intersects with the school plans. and we talked about the upcoming LCAP town hallmixer, which is

happening on February 17th at 6 PM at Washington Elementary School. as a way for parents to hear more about the LCAP and have more input, but also I think because the LCAP kind of talks about how we allocate the budget for programs, I'm assuming there'll be discussion about how things are going to look next year, how we're spending the funds and what's going away, but what we're keeping and how all the work's going to get done. That kind of conversation, I'm sure, will be on parents minds that night.

**Kimberly Kenne:** And then we talked about the current year budgets, and what percentage of that sites have spent to date to make sure they don't have carryover.

**Kimberly Kenne:** We looked at how much sites did not spend last year and therefore lost. And we kind of talked a little bit about this year's allocations and how they were determined.

**Panagiota Regopoulos:** Thank you.

**Panagiota Regopoulos:** That's great in a nutshell. Perfect. With that, Dr. Hill. The safety plan.

**Dana Hill:** So, I have the comprehensive school safety plan in my hands. It's right here. and I've asked the school side council to to look at some things that you want to comment on or to add to or should take away. My question was, are we doing it for this school here at Allenale or are we doing it for Aladena? And Renoso says we're here for eight months, at the beginning of year. So, we're doing it for this year because we'll do it again once we get at the other school. So, it says it's Aladena Elementary at Allenale. So, all the geographical information will be for this school.

00:10:00

**Dana Hill:** However, the content of how we run school would be for either school.

**Panagiota Regopoulos:** Yes.

**Dana Hill:** So, did everyone take a look at it? and comments, questions. Of course, we're updating council members. That's the first page. And we're updating board member positions. That's the only thing that has changed is the board member positions and the district administration the changes there. the school vision and mission remains the same. the school profile we update just with the current data.

**Dana Hill:** Those are basic things. The physical environment pretty much it says Algina Aladdel is located here. It talks about the area, what the crime level is. it talks about Madison Height. So it's all the information about our current location. The description of the school ground is also this current location by having four main buildings, a cafeteria. we will update the school is currently under construction where We can just say 12 new bungalows have been installed and the restrooms.

**Dana Hill:** So, those are basic updates that we're making that I'm making, but I want to know from the council if it's anything that you read or saw that stood out to you or that you have questions about.

**Panagiota Regopoulos:** That was

**Dana Hill:** Anyone? Miss Scribbler, you have a good eye for that. Did you see anything?

**Stephanie Scribner:** I was just going to say you had mentioned maybe making some updates to our uniform policy.

**Dana Hill:** Yes, let's talk about it.

**Stephanie Scribner:** Yeah. So, one thing I think that parents always have a question with at the beginning of the year is the collared shirts because we have basically said without putting it in writing that collared shirts aren't necessary. A lot of kids have sensory issues and the color shirts are much more expensive sometimes. I mean, you can get them on sale,...

**Dana Hill:** Correct. Okay.

**Stephanie Scribner:** but getting a blue t-shirt is something a kid can wear on the weekends. So, it's more economical for families to...

**Dana Hill:** Right.

**Stephanie Scribner:** since we don't actually enforce that anyways, I think it would be great to write that into the actual policy and just eliminate, you could put polos or, t-shirts in the appropriate colors that Yeah.

**Dana Hill:** College shirts are not mand mandatory or necessary. ...

**Stephanie Scribner:** Yeah. I think it

**Dana Hill:** and while we're talking about uniforms, can we just discuss it a little bit? And I'm just throwing the question out there because a few parents have asked about uniforms. Are we still doing uniforms? there's some kids who are not wearing uniforms for various reasons. and considering that a lot of students lost a lot of things. Now we have provided uniforms and we have them available for anybody who wants them. But I found that even some people who don't have uniforms and we offer them, they don't want them.

**Dana Hill:** So my question is, what does the school site council think about mandating uniforms? Should we just keep the code and the dress code and hopefully as many people will comply and use that or do we do away with it? Or do we have a free dress day every week and uniforms three days a week to make it a balance? What are we thinking about uniforms? And teachers can chime in on that because really it affects what happens. The purpose of uniforms initially is to keep kids more focused on academics and not comparing clothes or letting clothes be a hindrance. But considering what's happened over the year, clothing can be a hindrance. I don't know. But I've had several parents to ask me, are we in uniforms or not?

**Dana Hill:** because majority of the kids still wear uniforms, but there's a good number that don't wear them at all. And we're not enforcing it. We're only enforcing what's appropriate, but we're not really enforcing uniforms. So, what's the general consensus or thought about uniforms?

00:15:00

**Andrew Morgan:** How many elementary schools have address or...

**Dana Hill:** And one

**Andrew Morgan:** have uniforms? For some reason,...

**Andrew Morgan:** my understanding is that we're in the minority of having uniforms and that the majority of elementary schools don't have a uniform policy.

**Stephanie Scribner:** I wouldn't say that we're in the minority.

**Dana Hill:** Mhm.

**Stephanie Scribner:** I would just say that a lot of schools don't enforce it. and maybe Kim can speak to this. I thought the uniform policy was something that was districtwide. but it was kind of up to the school whether or not they enforced it. but maybe I'm just thinking along in terms of a uniform code in terms of or a dress code. but there are schools that do enforce it and then there are schools that encourage it and then there are schools that just don't care. So, I've talked to families in other schools and...

**Stephanie Scribner:** asked them that question and I haven't gotten any majority does one thing or another.

**Stephanie Scribner:** I don't have strong feelings about versus no uniforms, but I know a lot of parents do.

**Dana Hill:** And what are you hearing on...

**Dana Hill:** what All right.

**Stephanie Scribner:** I mean, I think coming back this year, people were kind of upset that we went back. I think a lot of that had to do with just another stressor and kind of people feeling like they didn't have the information in far enough advance to prepare for having uniforms. And then others were just like, "Let the kids live a little because they've been through all this ordeal." ...

**Stephanie Scribner:** I think that might have just been an initial reaction thing, but like you said, there are families that just don't follow it. And I know or I've heard that there's some sort of form you can fill out to opt out of uniforms...

**Dana Hill:** Mhm. Uhhuh.

**Stephanie Scribner:** because they cannot make it a requirement of public schools because public schools have to be available to all without limitations. so I don't know if people did that or if they're just on their own being like,...

**Dana Hill:** I've kind of heard both.

**Stephanie Scribner:** I'm not wearing uniforms and nobody's

**Stephanie Scribner:** enforcing it, so it's fine. So, like I said, I don't really have strong feelings, but I do maybe it's something you can ask the community. I don't know how if teachers have any feelings about it either. but I do feel like there are people out there that have strong feelings. I'm just not one of them. Right.

**Dana Hill:** There are some parents who were glad we had uniforms because we could give it to them. they didn't have to worry about clothing or buying things or they could just get uniforms as needed. So it kind of goes both ways. I'm just asking but we're not enforcing it. Only thing we're enforcing is making sure that whatever they wear that it's appropriate right now as long as it's not inappropriate. but I will just stick with what we have and adjust the collars...

**Stephanie Scribner:** Yeah. Heat.

**Dana Hill:** because pretty much what we're doing is a dress code with school colors. Basically, it's just a school code with school colors and a dress code. So, we are more concerned about having appropriate clothing than a uniform per se. But it's been brought up, ...

**Dana Hill:** several parents will come in either way. They'll ask for it or others will say, "Is it a uniform or whatever." So, I just thought I'd bring it by the council to see...

**Andrew Morgan:** I think that it also depends on the teacher.

**Dana Hill:** what the thoughts were.

**Andrew Morgan:** I mean, both of my kids are in Madame Dugaran's class right now, and she gives them feedback on what is and isn't allowed. So, I think it might just be different for different kids in different classes, too.

**Dana Hill:**

**Dana Hill:** Yeah. Yeah. I see Monica says, "I like uniforms. They create a level playing field for all kids. I got this or I got that fancy shirt of character that others can't afford." That was initially the reason so that there's no comparison of looking of who got what. So I will keep uniforms...

**Dana Hill:** because when people say we have uniforms. If you don't have them, we have them available for you. And I often emphasize that it's a dress code. So, okay.

**Irene Trejo:** Yeah, for me I think it would be better uniform.

**Irene Trejo:** I have some students that have changed that they bring shirts with pictures not appropriate for school and I have changed them too. I have talked to the parents but they still come with that kind of same design that they have in their shirts and everything. but a lot of parents they do tell me they do like it and they're better with uniforms than non uniform. That's why they don't got to worry what they going to wear today kids are going to be making fun of them. So they be saying that they would uniform to be

**Dana Hill:** So, we'll stick with what we have. We'll have a uniform policy that's mostly dress code and colors. And...

00:20:00

**Stephanie Scribner:** One of the things ...

**Dana Hill:** then we don't have to have college shirts.

**Stephanie Scribner:** The one Sorry.

**Dana Hill:** That is hard.

**Panagiota Regopoulos:** Miss Scribner has something.

**Stephanie Scribner:** Okay, then one other thing I was going to ask about is leggings because a lot of kids just wear leggings without a skirt or...

**Dana Hill:** Mhm. I'm sure Yeah.

**Stephanie Scribner:** dress and my daughter always asks about it. I think that dress code may have been a carryover from when leggings were very very transparent and you could see underneath there were more tights but now leggings today are just worn by kids as pants. So I don't know because kids are already wearing leggings without the skirt or dress if you want to make an adjustment there. But that has been kind of a hard thing I had to explain to her why can I wear leggings out but I can't wear just leggings like what I have I had to like why is it inappropriate is kind of her question. I'm like leggings used to be really sheer that's why. But it's Yeah.

**Dana Hill:** And I remember when we made that adjustment because in fifth grade the girls were wearing leggings with no coverings, real tight ones. And it's like so yeah,...

**Stephanie Scribner:** Yeah. I mean, it's always uncomfortable talking about sexualizing little children, and I get that,...

**Dana Hill:** right. Right.

**Stephanie Scribner:** but I just feel like leggings now are different than they were, even 10 years ago. People wear them as pants and they are full coverage and obviously, if somebody was wearing leggings that you could see through, that would be problematic. But just in general, I don't think a kid wearing leggings is inappropriate. That's where that's...

**Dana Hill:** Yeah. Yeah.

**Stephanie Scribner:** what I feel. So, just to throw that out there.

**Dana Hill:** And it's the difference between tights and...

**Dana Hill:** leggings. And that was the I'll look at that part, too. we'll see...

**Stephanie Scribner:** Yes, exactly.

**Stephanie Scribner:** Other than that,...

**Dana Hill:** how we'll reward that one. Okay. Right.

**Stephanie Scribner:** I didn't have any notes. I mean, I feel like it's pretty consistent with what we did last year. We put a lot of thought into it last year. So, other than updating the changes with the bungalow and stuff, I didn't flag anything.

**Dana Hill:** So, I'll make these changes that we talked about and I'll send it out next week for everybody to take a look at it.

**Panagiota Regopoulos:** We need to vote on it.

**Dana Hill:** Yeah. Because right So the changes are to update the current members,...

**Panagiota Regopoulos:** So, we're going to need to make a vote with the specific changes to it right today. So, I think that's something that we need to discuss right now. So let's list some of the changes. The changes are to what specifically Right.

**Dana Hill:** the board member roles because their roles have changed as well as the SLT roles. That's just the admin and the current school data as far as enrollment numbers and demographics.

**Dana Hill:** Just update that we are going to update the dress code as discussed the collar shirts and...

**Panagiota Regopoulos:** And then are we going to update some of the dress code or...

**Panagiota Regopoulos:** are we going to leave it as is?

**Dana Hill:**

**Dana Hill:** the leggings. Yes. Mhm.

**Panagiota Regopoulos:** So those are five things. So does this group feel comfortable voting on this safety plan with those five changes or because it has to be done by when Dr. Hill.

**Dana Hill:** Submit it on March 1st.

**Panagiota Regopoulos:** So it's a quick turnaround.

**Panagiota Regopoulos:** So I think it's easier to vote now than get electronic votes.

**Dana Hill:** Yeah, we vote and...

**Dana Hill:** then I make the changes. I send it out for the last review and then people sign. So that signing is the final approval for signature.

**Panagiota Regopoulos:** Right? Because...

**Dana Hill:** After they've read it and sign it, that's the final acceptance.

**Panagiota Regopoulos:** because that means every single member has to sign it. Right.

**Dana Hill:** Yeah, I think at the end we all signed It goes out to everyone. The last page all members have to sign and that can be electronically unless I catch you in person. most we see half the staff we can get staff personal signatures. We see most of the parents and...

**Dana Hill:** then we could send it out for signature.

**Panagiota Regopoulos:** The reason...

**Panagiota Regopoulos:** why I'm asking is okay then I think we still need to do a vote and...

00:25:00

**Dana Hill:** Mhm. Yes.

**Panagiota Regopoulos:** then the final vote and we'll say the final vote will be the signature but I think a vote needs to be on hand right now. So with that, I motion that we vote on our safe safety plan for 2026. AAM safety plan for the Calaveras campus with the following changes.

**Panagiota Regopoulos:** update board member roles, SLT roles, current school data like demographics, and part of the uniform policy regarding collared shirts and leggings. With those five changes, I motion that we accept the school safety plan for the 2526 AAM at Allenale. Does anybody want a second?

**Regina Major:** The second.

**Panagiota Regopoulos:** Miss Major seconds. Okay, with that we will take a vote. So if you would like I'm going to go backwards on this.

**Panagiota Regopoulos:** If you would like to abstain from this voting of the AAM safety plan for 202526 at the Altadena site with the five updates that we will do. Please write abstain. I'm going to give it a few seconds. Okay, If you are opposed to the safety plan for AAM at the Allenale site for 2526 with the five revisions, please write nay or oppose.

**Panagiota Regopoulos:** I will wait a few seconds. If you accept and approve the safety plan for AAM at the Altadena site for 2026 school year with the five revisions, please write accept and/or approve.

**Panagiota Regopoulos:** Okay, perfect. And it's passed with a unanimous vote. please note that you will be receiving an email next week for signatures.

**Panagiota Regopoulos:** but I think we'll probably get many of them because we have the fundraisers as well. So, we'll probably see many, mostly all of us will be able to sign a wet copy. Thank you so very much for that. Dr. Hill, you're up again.

**Dana Hill:** Did you say the budget? cuz I always said okay.

**Panagiota Regopoulos:** Let's look at 2026 and then we can do the proposed budget because I know we'll probably want to compare the two because we want to bring it back to staff.

**Dana Hill:** So, I'm going to share my screen because I've kind of pulled the numbers together from last year to this year so we can compare.

**Dana Hill:** Let's see here.

**Panagiota Regopoulos:** Yeah. Come here.

**Dana Hill:** This one. Let me go there. Does everyone see the sheet? Can we see it? Yes. No.

**Panagiota Regopoulos:** I can see it.

**Regina Major:** Yes.

**Dana Hill:** Okay, there we go. So if you take a look at our school budget last year, this current year 25-26, we had a total of \$161,100. If you look at the budget that's been given to me thus far for the year coming for 26-27, we only have \$134,253.

00:30:00

**Dana Hill:** which is a difference of 26,848. So, we're losing 26,000 for next year's budget. Before we get into that,...

**Panagiota Regopoulos:** Whoops.

**Dana Hill:** Kim Kenny, quick question. Is there a possibility that sometime during next year we might get more money?

**Kimberly Kenne:** Yota was there so she heard firsthand no carryover.

**Dana Hill:** because I don't know about carryovers if we're going to have carryovers because typically we always end up getting something else. It's just a random question. Is it a possibility that more may come later in the year next year?

**Panagiota Regopoulos:** Yes, I at that that's...

**Kimberly Kenne:** So one of the interesting things is that we are allocating the title one federal money now to sites,...

**Panagiota Regopoulos:** why I turned off my mic.

**Panagiota Regopoulos:** I forgot the mic was on. They said absolutely no carryover at the deck meeting.

**Dana Hill:** Okay. Mhm.

**Kimberly Kenne:** but we don't know how much the district gets and it won't be finalized until maybe October. So what the district always does holds back 10%. They say,...

**Kimberly Kenne:** we think we'll get this big pot of money, but we're going to hold 10% of it back because we don't want to give it to schools and then try and take it back from them." So sometimes, if you remember, there is suddenly more money in December, January time frame. It's that 10% because then when they get the final amount, they know whether they have that 10% or not. And some of it can then be reallocated to school sites.

**Dana Hill:** Mhm.

**Kimberly Kenne:** As Yot will tell you, I keep speaking about there's a lot of money that's being held centrally out of title one that's not being distributed to school sites. So, that actually will be a conversation in our next DAC meeting...

**Dana Hill:** Mhm.

**Kimberly Kenne:** because the district has to consult with all of the site councils about how much money site councils are not getting because it's being held centrally for title one. And usually you just get that piece of paper slipped into your school plan at the end, but that's not really a consultation. So I'm hoping we will be able to talk about it at DAC so that people can say to their site councils, by the way, this is how much title one we could have gotten, but this is what the district is keeping and this is what they're spending it on. So at least there's a conversation about does that all seem kosher?

**Kimberly Kenne:** is that something that anyway, my philosophy, push it out to the sites. But that's also why I made a very big point at DAC about saying if you sites don't spend all your money, the central office kind of looks at you sideways and says, why should we give it to you if you don't spend it all by the end of the year? So, that's why it's important that we're minding our budgets and spending it as we go.

**Dana Hill:** Right. Wow.

**Dana Hill:** So that means we just have to plan according to what we actually have right now. So this is what we're getting. Let's look at what we are currently funding through the council with our school site monies. We are funding three project aids, one aid. We're funding one art aid project two, one behavior aid project two, and I think that total was 119 119 something is what we were funding. Yeah, it was like 119 811 I think if somebody can do the math.

**Dana Hill:** 119 and then you add that 119 to the 38,000 that we don't get to decide on and the parent engagement and that put us at our budget. So this is what's happening. This is what we're losing for next year. There's going to be a reduction in staff. We are losing our MTSS coach. We are losing our community assistant. We are losing our PE coach. We are losing our K2 music teacher. And we are losing one full-time teacher. That's been confirmed with my staffing meeting. These are the things that we are losing.

**Dana Hill:** The full-time teacher is based on enrollment. We could lose an additional teacher based on enrollment going forward. But for right now, we're losing one teacher. It's just so we know. If we think some of these things, what we first need to do is decide what the priorities are for our school. What are the absolute must-haves that we must have to maintain our infrastructure of who we are and our arts magnet status, what do we need for our school? Also, knowing that we're going back to our home campus, which is a whole different layout. So, we need to think about what do we need when we get back there.

00:35:00

**Dana Hill:** So, looking at what we're losing, what do we need? I put some replacement, but what we could possibly think about for support to help fill in some of those gaps. But that's just there something to think about after we determine what is absolutely necessary. So, that's what this discussion needs to be. What is it that we just can't do without knowing that we're losing so much? PE coach, that means to me that teachers will probably have to handle PE themselves. If we're losing an MTSS coach and PE and music, that means there's no more PLC's. So, that time is going away.

**Dana Hill:** which means that teachers can schedule their own PE time at their convenience long as we get our minutes in every couple of weeks. And if not, where do we supplement? What is it that we need? What must we have and what can't we do without? So that's the discussion we need to have here before we start looking at numbers. What is it exactly that we must have? Any thoughts? Anyone? This is what we're currently funding, what we're losing.

**Dana Hill:** And let's talk about what we have to have. What we do know is our annual fund is going to pay for our dance teacher. They are going to continue to pay for our theater teacher and they have put money aside to help with one project aid and a half if we lose some in this budget.

**Dana Hill:** So this is what our annual fund is committed to doing. But we need to see what is it that we can handle. What can we do?

**Panagiota Regopoulos:** Mr. Morgan has his hand up and...

**Panagiota Regopoulos:** Miss Ro and music K2. Mr.

**Dana Hill:** Yes. Yes.

**Andrew Morgan:** I'm basically just saying...

**Andrew Morgan:** what Mr. Romero said. We're an arts magnet. I think we need to make sure that all students are getting music education on a regular basis.

**Dana Hill:** And I think we did budget Monica and Susie are here. They can remind me. I think we did budget for a music teacher. I think we put in there for 25,000 or something. Can you guys verify?

**siouxsie:** We did.

**Dana Hill:** Okay. Yeah,...

**siouxsie:** We put in the K through 2 music for sure.

**Dana Hill:** I thought we did. Thank you. And I think we put around 25,000. That's what it was before. So yeah, annual fund is going to pick that up as well.

**Dana Hill:** That's why we need everyone to support the annual fund so we could pay for all of these things.

**Panagiota Regopoulos:** So if am I reading this correctly,...

**Panagiota Regopoulos:** one project aid pause team member is 21,910 a year,...

**Dana Hill:** Yeah. five hours. That's what benefits

**Panagiota Regopoulos:** So unfortunately we are on the table as well because what I did learn at the DAC meeting is that all part-time classified correct me if I'm wrong even though they're part-time classified have to get notices in March.

**Panagiota Regopoulos:** So we do so all of our project aids need to be notified if their positions are being not renew Correct, im? I think I asked it twice because I think that was something new to me. Right.

**Dana Hill:** Right.

00:40:00

**Kimberly Kenne:** And...

**Kimberly Kenne:** I asked the question and I'm not sure I'm 100% clear. So I know the project aids are not monthly typically. And that was really my question is do hourly employees need to get the March 15th notice if a preliminary notice their job may not continue. And it sounded like Dr. Turley said for most hourly workers the answer is yes.

**Kimberly Kenne:** But I just don't know for most and what the criteria is.

**Dana Hill:** I think so I had the same confusion...

**Dana Hill:** because earlier they said to us that anything that our school plan to pay for that's a little different. They said if we plan to pay for anything, we have to submit the MOU already. So, we wouldn't be able to add anything later that wasn't already planned for. And I asked about aids and I said even if it's an hourly position, what if we decide later that we need an aid? This year we had to add an aid the second

half of the year and on one hand I got a yes and the other hand it was a no because it's an hourly position that can go away at any time. They're not held to anything.

**Dana Hill:** I thought h so I still don't really have clarity...

**Dana Hill:** but we'll probably have to pink slip everybody initially and I don't know what the process is or I'll have to check again in my meeting next week in the principal's meeting about that...

**Panagiota Regopoulos:** Okay. Yeah,...

**Dana Hill:** but I'm not sure about that Ms Regopoulis either Right.

**Panagiota Regopoulos:** I asked the question three times and it was the first time in all my years that they said that hourly project aids hourly positions are getting pink slips and I have noticed I've never heard that.

**Dana Hill:** So what that mean is we can't assume any of these project aids that we have here are come as of with that that means none of these people are automatically coming back.

**Dana Hill:** Is that what you're saying?

**Panagiota Regopoulos:** I think...

**Dana Hill:** These project aids They can't be reassigned...

**Panagiota Regopoulos:** what I understood it as we need to give them a notice or they're going to automatically be re reassigned. and...

**Dana Hill:** because they're hourly people that it's a Yeah,...

**Panagiota Regopoulos:** I don't know then a pink slip.

**Dana Hill:** I don't know.

**Panagiota Regopoulos:** So a reduction in force letter means that we're reducing that position and if we don't give that the thing is they also don't have contracts. So, it's like I'm just not clear on they was very clear to me cuz I asked it three times and they get a reduction in force letter and I was like wow that's a lot of work because these are hourly employees and...

**Panagiota Regopoulos:** hourly employees it's work on demand.

**Panagiota Regopoulos:** I hate to say it like that, but I don't know. It was just interesting something.

**Dana Hill:** H. Okay.

**Panagiota Regopoulos:** It was different. And I just don't want us to be in the position that we were three or...

**Dana Hill:** Right.

**Panagiota Regopoulos:** four years ago when we did not give a notice to an employee and we were in the hole because we had to literally drain our funds to pay for this one employee that did not get a March 15th letter. And that was the position that we wanted not to renew.

**Panagiota Regopoulos:** And we were under the impression that it wasn't being renewed automatically and then they took the money out of our budget.

**Dana Hill:** I will ask Turley directly and specifically to our situation to get an exact answer.

**Panagiota Regopoulos:** Right. Thank you.

**Dana Hill:** So, let's look at what we have. We got \$134,000, which is not a lot of money at all when you think about that's all we get to run a school. So, we need to talk about priorities. So, we know that our arts are covered. We will have our music. We will have dance. we will have the Ader and art which the district will still pay for the art. So that we don't have to worry about but the others we have to worry about but they will still cover the art. So now What else?

**Dana Hill:** Are our priorities the MTSS coach is the person who's respons for...

**Andrew Morgan:** Can someone quickly remind what the MTSS coach in the community system is?

00:45:00

**Dana Hill:** what in our situation they are responsible for our curriculum for getting that out to teachers they run and are responsible for making sure that all of our wide assessments are all done, which includes all the testing. They help provide multiple tiers of support in our structure as far as students that need academic support or behavior support. So right now they're kind of running or...

**Panagiota Regopoulos:**

**Dana Hill:** amending our SSTs and writing our 504 plans. they're responsible for our positive behavior framework of how we work as a It's our school coach that all the schools will have coaches anymore. Now we will get a day of support.

**Panagiota Regopoulos:** we'll share a coach from what I understand there will be four district coaches and they will be spread out they'll be assigned schools no exactly right correct But I don't see...

**Dana Hill:** Yeah, but it doesn't mean that they will be there weekly. We just don't know because if it's only four coaches for the whole district and we got 20 schools or 27 schools, that means they're not getting to every school every week. But they will be assigned schools to support, which means we get them when we get them. Yeah. Hang on.

**Panagiota Regopoulos:** how the district can justify us not having a part-time MTSS coach that speaks French due to all the French curriculum.

**Panagiota Regopoulos:** So, I mean, they have to have one of those four coaches be a French-speaking coach and one of those four coaches being a Mandarin speaking coach only because they got to support those two programs.

**Dana Hill:** Yep.

**Dana Hill:** I don't know.

**Panagiota Regopoulos:** So, I'm not sure...

**Dana Hill:** Gonna work that out.

**Panagiota Regopoulos:** how they're going to navigate that.

**Dana Hill:** I don't know.

**Panagiota Regopoulos:** They'll probably need a Spanish-speaking MTSS coach for the dual immersion Spanish schools with the Spanish program.

**Dana Hill:** Probably not because everybody speaks Spanish. By that I mean you have a lot of people that can do it on the school sites to handle that. if we were a Spanish emergent,...

**Dana Hill:** we have many people who could help do that for field and for us is very different. You don't have a lot of Mandarin speakers or French speakers and who can communicate with getting those type of materials or talking directly with the providers.

**Panagiota Regopoulos:** Right. Yeah.

**Panagiota Regopoulos:** Yeah. Right.

**Dana Hill:** So it's not an issue for our Spanish dual language and they even talked about that. that's not an issue. But for our two, it will be for both build and...

**Panagiota Regopoulos:** Mhm. ...

**Dana Hill:** But I don't know how they're going to work for coaches across the district. I have no idea. But they did say that they would be for elementary.

**Panagiota Regopoulos:** Miss Romero asked, "How much does our community assistant cost?" Because it's going to have to go through priority enlists. Yeah.

**Dana Hill:** We don't pay for the community assistant. The district does. full time.

**Panagiota Regopoulos:** But if we as a school would like to fund a community assistant, how much is that?

**Dana Hill:** I have no idea. I can ask though if that's a concern. I will ask.

**Panagiota Regopoulos:** And an MTSS coach is on a teacher salary scale depending on years,...

**Dana Hill:** Yeah. Yeah.

**Panagiota Regopoulos:** experience, degrees.

**Dana Hill:** I can follow up and get that number for community assistant. But that's why I don't know what it is. I thought if we had to do a part-time, somebody that's here 12 hours a week to help do things. I don't know,...

**Dana Hill:** it's just, part-time things. if we needed a part-time person to come and help with PE.

**Panagiota Regopoulos:** And...

**Panagiota Regopoulos:** Miss Trujillo Jameson wants to know, "What responsibilities does the community assistant have?"

**Dana Hill:** community. They're the leazison between our parents, the community, like all the people that call to offer anything that we're doing with the district when they offer all the different community partners that want to do things and...

**Panagiota Regopoulos:** That's what Miss Romero This Ow!

**Dana Hill:** bring it to our school, when we just had the tooth clinic, the mental health workshops, all of those things. And our community assistant does all of our social media now and all of our publicity. They handle all of our publicity and social media as well as connect our parents with the community opportunities that are linked to our district and our schools. And in a lot of our donations she handled organizing a lot of that. They work with our community.

00:50:00

**Andrew Morgan:** Who is holding this position for the current year that we're losing? Okay.

**Dana Hill:** Miss Ala out of Jimenez. Yeah. And the music. Yeah. Our annual fund will pick that up. That was 26. Yeah. So, we need to look at our aids because our aids what took most of our salary this past year is \$119,000 and that's our paw team, our art aid,...

**Dana Hill:** our behavior we need to think about how many people we would need going back to our home campus and how that would work.

**Panagiota Regopoulos:** I put it in the chat and...

**Panagiota Regopoulos:** I'm a broken record because this is what my priority was last year. It was my priority every single year. our aids are student safety. That is the main concern that I have. Excuse me. And now that we're going back to a much larger campus with two playgrounds to monitor, we need these bodies. Period. I mean, that's my personal opinion. It's always been my personal opinion.

**Panagiota Regopoulos:** But we've got other staff and teachers colleagues here that, say they're peace.

**Dana Hill:** If it's no thought, I'll make the decisions. But hey, it's open for conversation...

**Dana Hill:** because we're going to have to start thinking about what we're going to do...

**Andrew Morgan:** I don't think Miss Missopoulos was done talking.

**Dana Hill:** because ...

**Andrew Morgan:** I think she had to cough.

**Dana Hill:** was she thinking? I can't see because I had to flip my screen. I'm sorry.

**Andrew Morgan:** That's okay. I don't think she finished her bot.

**Dana Hill:** I'm just Yeah. Yeah.

**Panagiota Regopoulos:** I just think that that is our huge priority.

**Panagiota Regopoulos:** I would love to have an art aid, but if I had to choose between one of those three that can be eliminated, I would eliminate the art aid before I can eliminate a behavior or the yard aids only because now we're going to have a top playground and we're going to have the kinder prek playground. and they are nowhere near each other.

**Panagiota Regopoulos:** one is on, the top of the field and the other one is not. And we're getting a new playground. it's an elaborate playground and in the playground committee. We've already discussed how you're going to supervise everybody. So, I mean, it's a concern even with us having yard duty twice a week. And the classroom teachers. When we have yard duty, it's going to be difficult for us giving up our 15 minute lunch because we're only allocated really a 30 minute duty-free lunch. We're given the 45 minute lunch only because we have our project dates. we have recess duty. We're going to have morning duty. And we can't be late to those.

**Panagiota Regopoulos:** And I put myself out there, too. I can't be late. But we're late because we have other adults covering now. We're not going to have anybody that's therefore We need the coverage in the morning. you're going to have people coming from and I don't know if we have a buzzard up there. So, they're going to be stopping at the car line, entering through the cafeteria. I'm assuming the parking lot is to There's not going to be a way in on the side. So, everybody's going to be going from the front, but we need to have adults in the cafeteria up on the playground for supervision. I mean,...

**Dana Hill:** Excellent.

**Panagiota Regopoulos:** It's going to be an interesting challenging year.

**Panagiota Regopoulos:** This is an extremely small campus. We're going back to a two-level campus up there where the playground is going to be very very lower grade kinder is downstairs and then you've got upper grade and it's going to be tough. It's going to be challenging.

00:55:00

**Panagiota Regopoulos:** I understand. I mean, Miss Romero's like, I'm not sure taking away an art assistant would be great for our school. Sharing an art teacher between two sites. I do believe supervision and safety is important as So, what's the answer? That's the problem. I agree with you, but this is...

**Dana Hill:** It's 4 427 is the estimate.

**Panagiota Regopoulos:** where we're going to have to make those tough decisions yet again. And what is our estimated enrollment? Good question. We're already losing one. Gotcha. and we have to keep in mind, having an art assistant was a luxury. We're the only school that doesn't have that has an art assistant, So, yeah.

**Panagiota Regopoulos:** But, ...

**Panagiota Regopoulos:** we also have to keep in mind we have to know how many students are going up there and we don't know. That's a big question mark, right, Mr. Morgan?

**Andrew Morgan:** I'm not trying to be pessimistic, but the 427 number I would just assume that's going to be lower,

**Panagiota Regopoulos:** Yes. Three.

**Dana Hill:** I would think maybe 350 actual Yeah.

**Andrew Morgan:** And if we're at 350, there's no way that we could have both the safety aid and the arts Correct. Gotcha.

**Panagiota Regopoulos:** which no the money is still the same.

**Panagiota Regopoulos:** What happens is we will probably lose yet another full-time classroom teacher.

**Dana Hill:** So, as our enrollment goes down, we're also going to lose staff of teachers as well.

**Panagiota Regopoulos:** So therefore there will be less adults less teachers and now what? So with the less amount of teachers and less amount of project aids that means teachers now are now doing morning duty every day or recess duty every day. is part of our lunch duty and then after school duty every day.

**Panagiota Regopoulos:** I mean, I've had years where we had to do that. So, it's tough and I haven't had to do that in the last probably 15 years, but it does fall on our plates as elementary teachers. We are responsible for our kids. and it's less kids, but still kindergarten is still going to be downstairs and first through fifth is still going to be upstairs. So, who's going to watch our students in the cafeteria,

**Panagiota Regopoulos:** in the kindergarten playground, and in the first grade playground when they're all at lunch? Yes.

**Irene Trejo:** I'm gonna speak as me working there.

**Irene Trejo:** It's really hard because now we're going to be in the school that it has a playground like you say kinder the bottom and we got a top for recess. It's so hard because I had to have two pot team on the bottom, one in the top. for lunch is worse...

**Dana Hill:** Please.

**Irene Trejo:** because I need to have somebody in the cafeteria. I gotta have at least two people in the playground and another two more in the top. And it's really hard because I don't have that. I only have three pine. I could only have in the bottom, one in the cafeteria, and the other one in the outside. So, it's really hard to take care of the kids like that because we don't have the enough support that we need.

**Irene Trejo:** Run Club is the same way too. but I mean it's like they say a lot of parents they do tell me and they complain about it and the only thing I could tell the parents is what there's nothing much we could do. You could talk to the district whatever but they're there some of them they're really upset because they said how is it that nobody could be outside by taking one of the project it's like not having one outside Brigopolis said we need them outside parents they're really upset sometimes when I'm not outside...

01:00:00

**Irene Trejo:** because they're like saying who's going to open the door for my kids who's going to be outside how do I know if my kid is going to go inside safe no matter now if you think about it over there it's inside the cafeteria parent just go by the car lane and they leave. But it is hard. And just thinking about it, it's just like, how are we going to do it this time?

**Panagiota Regopoulos:** ...

**Panagiota Regopoulos:** and there's a suggestion from Mr. Romero. Is it possible to move kinder upstairs? we do need all the support. I wonder if a paw team could support the supervision and art. I think there's some kind of a law with kinder being separated from the other kids. I think that's why some of the schools had to build their own kinder wings.

**Panagiota Regopoulos:** If I is that TK and preK, I think it may be kinder. I'll do my research.

**Dana Hill:** Yeah. I wonder...

**Dana Hill:** because we've always had Kinder's lunch has been completely separate than everyone else.

**Panagiota Regopoulos:** Thank you, Kim. So,...

**Panagiota Regopoulos:** just so Mr. at other schools, the teachers actually do a lot of the duties.

**Dana Hill:** Give us

**Panagiota Regopoulos:** I can tell you how it used to work. let's say there's One third grade teacher would have the first 15 minutes of lunch duty and the other third grade teacher would have the last 15 minutes of lunch duty. So we would still have our 30 minute duty-free lunch. It would just be separated. Some teachers would be 15 minutes here. other teachers would be 15 minutes at the other end and that's how sometimes it would be you have the first part of the recess and it can only be five minutes because we need a 10-minute relief break. So, five minutes would be my first half, let's say, and the last five minutes would be somebody else's. It's really tough.

**Dana Hill:** I'm thinking about before we had Paul team,...

**Panagiota Regopoulos:** Heat.

**Dana Hill:** we had two We just called them new a noon aids. We always had two. One would be upstairs, one downstairs, but we also had a lot more people on campus, support staff. Deville was on campus. They actually were on campus, so that was about four people extra on campus to help out. We also had both two coaches, LDRT, CRT. We had multiple support staff, so we didn't need as many noon aids because we had a lot of additional support staff on campus. And as we start losing support staff, then we started adding another noon aid and then another aid as we lost support staff.

**Panagiota Regopoulos:** Miss Scrier said that Cadence had kinder recess and lunch on the black top. Is that when they were doing That's odd...

**Panagiota Regopoulos:** because I don't recall.

**Stephanie Scribner:** That was ...

**Stephanie Scribner:** what was it 21? She came back.

**Dana Hill:** when it came back from CO I think.

**Dana Hill:** Was it CO?

**Stephanie Scribner:** We came back from COVID and there were Dr. Sheckler said that there were issues with the kinder playground.

**Dana Hill:** Yeah. Yeah.

**Stephanie Scribner:** We never really got a great answer on why and it was for about half the year and then ultimately I don't know if it was right before Christmas or...

**Stephanie Scribner:** after they moved back to the kinder playground. So I don't know any of the particulars.

**Dana Hill:** Mhm. Yeah.

**Stephanie Scribner:** I just know that for half the year kindergarten was up there. So I don't know if we were violating something. I was just because it was a point of discussion. I don't know that it's necessarily the right answer, but I do think with all the improvements happening up to that black top, it might be good for them to be up there. The black top as it is now, I don't think is ideal for that age group,...

**Dana Hill:** Mhm. Yeah,...

**Stephanie Scribner:** but because of the improvements with this renovation, it might be So, I just wanted to share that since I had that information.

**Panagiota Regopoulos:** Okay.

**Dana Hill:** that might work in our favor. Yeah.

**Panagiota Regopoulos:** Yeah, we'll look into it because that would definitely help. Yeah. With that, we're going to bring this to staff at our next meeting. and this document will be shared with staff. It does not include We won't say names, but it's definitely positions.

**Panagiota Regopoulos:** And we have to figure this out because we are very tight on the money. As you could tell, annual fund is picking up one,...

01:05:00

**Panagiota Regopoulos:** two, they're picking up music. What else?

**Dana Hill:** Let's see.

**Dana Hill:** They're picking up all the arts.

**Panagiota Regopoulos:** They're picking up the arts,...

**Dana Hill:** music, dance,...

**Panagiota Regopoulos:** dance, theater,...

**Dana Hill:** theater, possibly A.

**Panagiota Regopoulos:** and possibly the 1.5.

**Dana Hill:** Yeah. Yeah,...

**Panagiota Regopoulos:** So very grateful because the lower the enrollment, the less aid the district also provides for us. So one Yeah.

**Dana Hill:** I think we're only getting one from the district either way with our numbers.

**Panagiota Regopoulos:** But if our enrollment goes down, then they give you a three-hour aid. Yeah.

**Dana Hill:** 75.4 whatever. Yeah. Mhm.

**Panagiota Regopoulos:** So, you don't get one full-time aid, you get one three-hour aid, and then go figure out who's going to accept that position. I mean, it's a tough one. And then the question is, so would it ever be possible to have a PA support art 2 or no? Dr. Hill, that's something an our pause team trained for art. I don't think they are, which feels essential in my opinion. Right. So, Miss Scier has her hand Miss Scribner.

**Stephanie Scribner:** Sorry, I just thought this was an area I might have some insight in because I volunteered so much with the art studio, but the art assistant isn't have any trained experience in art. They're there to support the A lot of what they do is prep the projects. So they are given tasks to do from the art teacher with the setup and helps prepare for the art projects to come in the following weeks. So they really do work as an assistant. It doesn't require a lot of training, but it just has to be able to follow tasks and then the art teacher has to be able to communicate. and a lot of it is organization in terms of tagging students artwork to make sure that everything is put away and...

**Dana Hill:** Mhm.

**Stephanie Scribner:** your child's artwork isn't going lost. So they have a whole system where they file things into portfolios which is what we get at the end of the year. So I don't necessarily know that it wouldn't be possible to have somebody support some in some capacity in that studio without training.

**Panagiota Regopoulos:** Thank you.

**Panagiota Regopoulos:** How critical is the art aid though? Do we have music, theater, dance aids? No, we do not. Can we support the art teacher with parent volunteers? That's from Miss Trillo Jameson. And then Mr. Morgan. Also, we should keep in mind that art is integrated into everyday classes.

**Panagiota Regopoulos:** Miss Romero, as an arts agent school with a focus on visual art, I would say it is important art magnet. Okay. That's

**Dana Hill:** I have a question for Miss Scribner.

**Dana Hill:** Miss Scribner just explained the role of the art aid very well because she's done it a lot of it. knowing that,...

**Dana Hill:** Miss Scribner, do you think it's possible if we had to that we could probably get a few volunteers that were trained for specific days or that worked with specific classes that could fill that role? If we had a flow of volunteers, like a regular crew Mhm. Right.

**Stephanie Scribner:** I mean,...

**Stephanie Scribner:** I can't say yes or no. I do know that it is hard to get volunteers to come in during the school day. it's something that, I used to be able to do and now I'm working more and I can't even do it to the extent that I had done previously. there are so many benefits to having an art assistant because you have that consistency that things are done for each class and organi. I think a lot of it's just organizing. I think it's different from the music and the theater because you don't have the physical products to keep track of.

**Stephanie Scribner:** If you think about how many classes go through in a day, some are in the stages of being dried. Some when you do ceramics, things have to be very very well cared for so they don't we can support, but will it be enough? I don't know. and...

**Dana Hill:** Mhm. Right.

**Dana Hill:** Yeah. Mhm.

**Stephanie Scribner:** then again, it's finding those bodies that can consistently come. So when we have art volunteers, there's nobody that's really able to come enough where they're able to do something where they know what they're doing on some sort of weekly basis. But certainly we can make the ask of people and anybody that can help would always be appreciated. The things they could do is probably potentially prep for projects. But again, the problem is with parent volunteers is unless you have certain clearance you can't be unsupervised.

01:10:00

**Stephanie Scribner:** So, you can't just go into an empty art studio unsupervised, even if there are no kids there. there is an element of supervision that needs to happen with volunteers. So, I just don't know. But, ...

**Panagiota Regopoulos:** I think that thank you for asking that...

**Dana Hill:** Yeah.

**Stephanie Scribner:** but there are definitely ways that we could help. Sure. Yeah.

**Dana Hill:** Make a support still. Okay. Thank you for that.

**Panagiota Regopoulos:** because that was also a parent's question. Mr.

**Panagiota Regopoulos:** Morgan.

**Andrew Morgan:** Do we feel like the art positions that we have currently on the Excel sheet right now are going to tap out the annual fund? I mean, I'm married to someone in annual fund, but I don't remember exactly how much the goal was like is would those things basically tap out the annual fund? Just wondering if there was a way if the art aid is so important just to try to continue encouraging people to donate to annual fund to specifically fund this one thing.

**Dana Hill:** I think our goal was 80,000 for the year. I think we thought our expenditures would be around that much. 70,000 for this year is what our goal was.

**Panagiota Regopoulos:** You're over 100,000 right now.

**Dana Hill:** So if we made 70,000 this year,...

**Andrew Morgan:** Because the 1.5 pause team person that's also annual fund.

**Dana Hill:** that would support next year. And what we already see here is what? 20 40 67 89 50. Yeah, we are right. Yeah. that 1.5 project aid, Paul, that's not 100% we've already what you say encumbered it because we had to put theou, but we kind of put it there just in case we didn't have enough money in school site council to help cover. That's why we put it there because if we didn't, we wouldn't be able to do it later. So, it's better to have it there and not need it or only need some than to need it and not have it.

**Dana Hill:** So that's there in case we didn't have the money to cover AIDS, we asked annual fund to cover some of it and the district required us to do theou and to submit from PEF that the money was already there. So that's why it's in there. And that was kind of like a just in case. Yeah. Mhm.

**Panagiota Regopoulos:** Totally agree.

**Andrew Morgan:** I just know and...

**Andrew Morgan:** I think that the annual fund chairs are doing an amazing job. I'm biased obviously, and I just think that if we could be more, to better illustrate to the general school family population that this is what annual fund is for. We think these things are important.

**Andrew Morgan:** this is why you should donate \$5 a month if you can, \$10 a month if you can, because it can help us have this specific thing in addition to the already essential art programs that they're funding for the arts magnet, which are not covered by the district.

**Dana Hill:** Right. If we constantly raise that money,...

**Andrew Morgan:** But that's

**Dana Hill:** Mr. Morgan, as you're saying,...

**Dana Hill:** then we can always include art aid in our planned expenditures. That would be part of what we would be raising money for. Right. So three

**Panagiota Regopoulos:** I think to include an art aid right now,...

**Panagiota Regopoulos:** how much is that project That would put you at over 150,000. So you're basically going to clear, another 22,000. So you're at a what? 140.

**Dana Hill:** But it all depends on how we spend the money in this council and then annual fund pick up would meet the difference. So that's why it's there just in case we didn't have it here because we didn't know at the time what our budget was going to be and...

**Dana Hill:** we just wanted to be safe than sorry.

**Panagiota Regopoulos:** So, as a broken record,...

**Panagiota Regopoulos:** I'm still advocating and my focus would be first on coverage. and I'm thinking even if we put Kinder upstairs, you still have four lunches cuz you can't have kinder playing with third grade or you can't have Kinder playing with fourth grade.

01:15:00

**Panagiota Regopoulos:** So, you're still going to have to have spread out lunches, especially with the new playground that we have coming up if we're going to put Kinder up there because it's going to be very stimulating for kindergarteners. And it's not going to have the traditional playground equipment that kinders are used to. So, it's going to be more creative play and all that.

**Panagiota Regopoulos:** So the thing is it's going to be very very challenging to keep And the new playground that is being put up there is for first and...

**Irene Trejo:** I feel that probably the playground that they doing for up there is for the first graders and...

**Irene Trejo:** They're not thinking about the kinder. as that's why when we used to have the kinder upstairs for just a temporary, it was really hard because whatever we had there, it was not for the kinder, it was for our bigger kids. So we got to keep that in mind

**Panagiota Regopoulos:** up because they wanted to do something different for kinder in the future. So the downstairs is they put it as kinder.

**Dana Hill:** Yeah.

**Panagiota Regopoulos:** So I don't know exactly because I haven't seen the final plans for the playground.

**Panagiota Regopoulos:** So, I think the play is fine. It's just that it's very large and it's very stimulating. So, what are you going to limit them to? Because you can't open that whole playground area upstairs and downstairs for kinder,...

**Panagiota Regopoulos:** especially if you're only going to have two kinder classes or three.

**Irene Trejo:** And...

**Irene Trejo:** even when we used to have the kinders playing upstairs, they would not use the whole playground. We would cut because they were smaller. So we will cut the playground in half and they could only play from here, not only on the bottom because they couldn't play on the swings because they were too big for them. They couldn't play on the marivars because they couldn't reach and they would cry because they were not able to play in there.

**Panagiota Regopoulos:** So it's good.

**Dana Hill:** I think the playground will be kid-friendly for all ages.

**Dana Hill:** It's just that by it being so spread out with so many different things and the view is going to be obstructed. So the concern I have is with the current playground as it was you could have one or two people there because they could see all the way across the playground and...

**Panagiota Regopoulos:** Yeah. Right.

**Dana Hill:** they could call out to but the way with the new structure it's going to be a lot of obstructive views. So, we will not be able to see as clearly as before. We're even talking about it now about...

**Panagiota Regopoulos:** Mr. Morgan No.

**Dana Hill:** how to reposition cameras, how we'll be able to see around...

**Dana Hill:** because it's going to be very nice, but the view won't be so clear.

**Andrew Morgan:** if the discussion really is like an arts aid versus a safety aid,...

**Andrew Morgan:** which it feels like that's what we're discussing. I mean, even with the most safe and incredible playgrounds, kids are going to find a way to get hurt. And an arts program isn't really effective if kids are at the nurse's office and, all banged up. So, I would say that the safety person is more important, but I also know that we're an arts magnet and that this kind of stuff is important to us.

**Andrew Morgan:** But again, just continuing to, message families about annual fund to help get that thing covered. But I think Monica said it in the chat that, safety should be paramount and...

**Dana Hill:** Don't have to.

**Andrew Morgan:** I agree.

**Panagiota Regopoulos:** Okay. ...

**Panagiota Regopoulos:** luckily we're not making the decision today,...

**Dana Hill:** It's just things to think about. Yeah. And as we get more information,...

**Panagiota Regopoulos:** but Yeah,...

**Dana Hill:** I will continue to share as we get more information and I'll see if I can get the very last drawing of the playground so we can have a better perspective.

**Panagiota Regopoulos:** there's a meeting coming up in a couple weeks.

**Panagiota Regopoulos:** Yeah, Miss Lopez.

**Stephanie Lopez:** Hi. I just am wondering or We are trying to fund four POS team members. Correct. is that what we have in our budget? is that what we are saying in this three?

01:20:00

**Dana Hill:** We have three Paul team members currently.

**Stephanie Lopez:** And then one that annual fund will also is no...

**Dana Hill:** So, no, I'm just saying what we have is three. We're paying for three.

**Stephanie Lopez:** what we have right now. Okay.

**Dana Hill:** Yeah, we're paying for three. Yeah. So, we need to discuss how many do we need? That's what it is. How many do we need?

**Stephanie Lopez:** Right. Okay.

**Dana Hill:** And yeah, but we're currently paying for three. Mhm.

**Stephanie Lopez:** Thank you.

**Panagiota Regopoulos:** And...

**Panagiota Regopoulos:** it says here, Mr. Trillo says, " I would say the music teacher is more important than an art aid and long-term viability of the annual fund is also important. We can't keep pushing all costs to the annual fund long term." Agreed. Ashley Romero, three paws three paws and one project a two behavior this year.

**Dana Hill:** So we pay for five a total of five aids,...

**Panagiota Regopoulos:** We're talking about next year.

**Dana Hill:** right? Yeah.

**Panagiota Regopoulos:** So, that's something that we discussed.

**Panagiota Regopoulos:** We're also going to discuss that with staff. and we'll bring staff's what they think and what they want and their needs back to school site council. Miss Scribner

**Stephanie Scribner:** Hey, sorry. I just want to reflect back on the budget we have for this year since Ashley reminded me we are paying for three project aids. P one which are our PAUSE team and two project aids. That is all coming from school site council funding or some of that already being pushed onto annual fund.

**Stephanie Scribner:** Does that okay?

**Dana Hill:** We're paying for all of those five,...

**Dana Hill:** but the annual fund did give some I think 15,000 towards one of the aids for last year. They subsidized. Yes. Yeah.

**Stephanie Scribner:** So now we already have it demonstrated that potentially for next year of what you had submitted what is it called theou was 1.5. So more is being almost double is being put on them for next year already worked into their budget and...

**Stephanie Scribner:** we're only losing 26. So maybe we're only losing half a person versus a full person. I'd have to look at the math more closely, but if we're already allocating looks like about 17K more being covered by annual fund, the difference isn't that much. So, maybe we could go down to a part-time art assistant and that would be enough to fill the gaps without fully losing that position.

**Dana Hill:** Hello.

**Dana Hill:** All right.

**Stephanie Scribner:** It's really hard to see without seeing the money for each position and what's being covered by what.

**Stephanie Scribner:** But just since we're talking about it, for next to vote on it in the future, it will definitely be helpful to see how that plays out because it doesn't look if 17K is already being redistributed to annual fund covering it per the plan that you have there, then we're only making up we'll only have a loss of 10K,...

**Stephanie Scribner:** which isn't the loss of one full person, right? It's loss of a half a person. So maybe there's some way Mr. Mer just said in the chat a part-time would be better than nothing because it could be something where that part-time is working an opposite schedule to the art teacher and then when the art teachers there we try to get more parent volunteers in there. I mean that could be something that would help the art studio run smoothly and be organized and prepared for that my son is here. I don't know if you could hear him.

**Dana Hill:** Right. Mhm.

**Stephanie Scribner:** He's making all sorts of noises. so that our teacher can be prepared and the lesson plans go smoothly and...

**Stephanie Scribner:** because that time those kids have in that room is very very short when you add in setup and cleanup. So if all that's kind of already prepped,...

**Stephanie Scribner:** that will, help immensely, I think, in making that art studio still be very effective.

**Dana Hill:** Mhm. Yes.

**Stephanie Scribner:** So just wanted to throw that out there as we look at the numbers more closely as an option. Unless they cut their art teacher down to two days instead of three...

**Panagiota Regopoulos:** And as a smaller...

**Panagiota Regopoulos:** if our numbers do go down, the art teacher will have more time...

**Panagiota Regopoulos:** because three days a week with less classes, they'll have more time with each class. So that goes to our benefit...

**Stephanie Scribner:**

**Stephanie Scribner:** because of our loss enrollment. We really can't

**Dana Hill:** No, no,...

**Dana Hill:** no. I've already vied for our three. I've been assured we're going to keep our three days. Yeah. Mhm.

01:25:00

**Panagiota Regopoulos:** because one full-time teacher already. So due to enrollment is the key.

**Panagiota Regopoulos:** If our enrollment is lower,...

**Dana Hill:** Yeah. Yeah.

**Panagiota Regopoulos:** we'll have less classes to go into the art studio, which the art teacher will have more time. So, I don't want to lose any of those kids.

**Dana Hill:** But we're counting on Three days still. Mhm. It will be

**Panagiota Regopoulos:** Mr. Romero, I want our enrollment to stay up. but I think it's going to be a flex year without a doubt. It will be a flex year and it will go up because foundations are being laid. I drove by literally this weekend and I visited a friend's foundation and...

**Panagiota Regopoulos:** literally their foundation is laid. So their home will be up within the year. So hopefully it's not going to be the only one.

**Panagiota Regopoulos:** So, they'll be seeing more life within a 2-year time frame. Within 18 months, there'll be several homes there. So, then it won't be as sad to go by. Yeah. So,...

**Dana Hill:** Mhm. Yep.

**Panagiota Regopoulos:** I'm with that, that's just a lot of fat to chew right now. It's a lot of thought that we're going to need to put in. next meeting is not going to be an easy one. we're going to have to sit down and do some cutting and trimming, but we'll do it with staff as well. And then we'll bring it back to school site council. Yeah.

**Dana Hill:** Yeah, it's definitely going to be another tren. transition year not only physically but in enrollment and it's going to be a shift in staff. So it'll be a big transition year and hopefully the following year we can get back into the saddle and...

**Dana Hill:** we'll be a little bit more stable. We'll know more of what we have and things will begin to build back. I think I'm planning for next year being a transition year, but I'm sure the following year, as you say, Mr. Regoplas, enrollment will go back up because there is a lot of homes being built right now. And so, in the next year, those people,...

**Panagiota Regopoulos:** But keep in mind,...

**Dana Hill:** we'll need a school where we'll be the only school in the whole town.

**Panagiota Regopoulos:** Yes. Yeah.

**Dana Hill:** So Yeah.

**Panagiota Regopoulos:** And keep in mind that the money that's going to be budgeted this is 25 26 26 2 for the 2728 is going to go with the numbers of 20 25 26 27. So they're going to go with the money that we have there.

**Panagiota Regopoulos:** So our budget's going to be much lower the following years projected because if the enrollment is lower then the money that is going to be allocated to us is going to be lower.

**Dana Hill:** Right. Mhm.

**Panagiota Regopoulos:** So we have to keep that in mind as well. And there's a big sign up at school that says open enrollment. I mean, it's on the fence up there. So,

**Dana Hill:**

**Dana Hill:** Our chores have been full. We've had over 30 in all of our tours. And the last tour, we had people at every single grade level, which was odd...

**Dana Hill:** because normally they're mostly here for TK kinder, but we had people all the way up to fifth grade for next year. So, we had someone here for every single grade on this last tour.

**Panagiota Regopoulos:** Okay, with that,...

**Panagiota Regopoulos:** does anybody have any We're on the comments. All it's 4:30. Thank you so very much everyone for staying this long.

**Dana Hill:** No.

**Panagiota Regopoulos:** I appreciate everybody taking time off to attend these meetings and we will see you on March 10th tonight at PTA. Have a wonderful evening.

**Regina Major:** Okay. Byebye.

**Dana Hill:** Thank you.

Meeting ended after 01:29:54 🙌

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Altadena Arts Magnet  
School Site Council

**AGENDA**

Tuesday, February 10, 2026

3:00 - 4:00pm

Google Meet joining info

Video call link: <https://meet.google.com/awr-uhuh-kux>

Or dial: (US) +1 574-807-0435 PIN: 167 325 474#

More phone numbers:

<https://tel.meet/awr-uhuh-kux?pin=2116433421644>

- Call to Order
- Reading of Minutes (January 13, 2026)
- Parent Group Updates (PTA, ELAC)
- Safety Plan  
(Review of recommendation and Vote on Safety Plan)
- AAM School Budget 2025-2026
- AAM Proposed School Budget 2026-2027
- Comments/Questions

Next Meeting: Tuesday, March 10, 2026 @ 3:00 pm

Altadena Arts Magnet  
**School Site Council**  
Minutes - January 13 2026

- Meeting to order at 3:06pm
- Members Present: Dr Hill, P Regopoulos, A Romero, S Lopez, R Major, C Ksenjak, A Morgan, S Scribner, M Gonzalez
- Member Absent: E Gibson
- Non-Voting Members Present: K Kenne, M Trujillo-Jamison, M Livengood, I Trejo
- Reading of the Nov 18 2025 Minutes (A Morgan)  
Motioned to approve minutes as written (S Scribner)  
Motioned to second (P Regopoulos)  
Vote: unanimously approved
- PTA Update:  
S Scribner gave an update of the December's PTA meeting which was brief and on-line to recap and set forth future community events.
- DAC Update:  
AAM SSC attended November's DAC virtually. The majority of the meeting concerned ELAC and the paths and processes involved for English learners throughout their PUSD years.
- ELAC Update:  
Still no ELAC updates due to lack of members
- Questions/Comments:
  - Dr Hill discussed the School Safety Plan and the need for school site council feedback in order to complete the 20% of the plan that is not automatically generated by the district
  - A Morgan brought up having HVAC cleaning covered by Measure O and if any other cleaning and possibly testing could be covered by Measure O.
  - Dr Hill discussed the monthly meetings taking place that will update her on the status of cleaning Calaveras and getting it ready for the students' return there in the 26-27 school year
  - S Scribner asked about fire door, roof and fire alarm systems updates
  - Kim Kenne explained the Health & Safety Matrix
  - A Morgan asked about full time nurse/health clerks as it relates to next year's budget

- Dr Hill discussed site allocations, general fund decreases and Title 1 funding in addition to the potential decrease of funding due to potential lower enrollment. There is the possibility of offsetting losing AAM families to other schools by adding potential Longfellow and Madison families
- Dr Hill and Kim Kenne further discussed the 26-27 budget
- Kim Kenne discussed the importance of AAM forming an ELAC

The meeting was adjourned at 3:58pm.



Pasadena Unified School District Unified School District

Altadena Arts Magnet  
Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

March 2026 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 February 10, 2026 at Pasadena, California. Notice was provided to the school community by public posting and email.

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

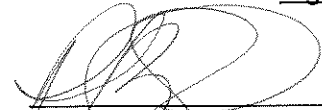
The plan has been properly implemented and updated.

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

 2/27/26

Panagiota Regopoulos Date

 2-24-25

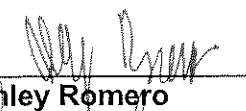
Andrew Morgan Date

 2/25/26

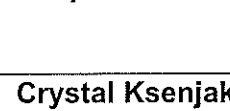
Dana Hill Date

 2/27/26

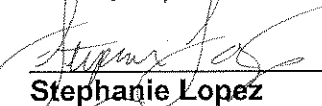
Stephanie Scribner Date

 2/27/26


Ashley Romero Date

 2/22/26


Crystal Ksenjak Date

 2/27/26


Stephanie Lopez Date

 2/22/26

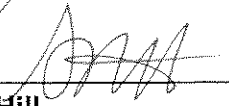
Regina Major Date

 2/24/26

Maria Gonzalez Date

 02/24/26

Eric Gibson Date

 2/25/26

Dana Hill Date