



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

Octavia E. Butler Magnet

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COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Octavia E. Butler Magnet's Site Council

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MOBILE COMMUNICATION DEVICES



PASADENA UNIFIED SCHOOL DISTRICT
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Board of Education

Date – February 2026

Board of Education

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Mission Statement

School Site Mission Statement

We will equip Octavia E. Butler Magnet students with the critical 21st Century skills required for successful citizenship. OEB Magnet will engage students by maintaining rigorous, integrated, problem based learning environment. OEB Magnet will provide an interdisciplinary curriculum that infuses science, Technology, Engineering, Art and Mathematics to understand complex problems, develop potential solutions and prepare the next generation of innovators.

Vision Statement

Octavia E. Butler Magnet's Safe School Vision

1. Octavia E. Butler Magnet will provide a safe, orderly, and secure environment conducive to learning.
2. Octavia E. Butler Magnet will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Octavia E. Butler Magnet 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. Octavia E. Butler Magnet 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. Octavia E. Butler Magnet will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Octavia E. Butler Magnet will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Octavia E. Butler Magnet will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.



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Introduction - School Profile

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

Octavia E. Butler Magnet 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

Personal Characteristics of Pupil & Staff

OEB Magnet has pupils and staff from a diverse range of backgrounds.

Additional Data

Octavia E. Butler Magnet has an enrollment of 517 pupils in 6th, 7th & 8th grade. Approximately 82.2 % 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 77.6, % Hispanic, 9.5, % Black, 9.1 % Caucasian and 1.5% Asian. 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 STEAM-Centered Project-Based Deeper Learning; Dual-Language Immersion classes; Performing Arts and Visual Arts electives..

Pupils have the opportunity to participate in noon and after-school activities. These include during lunch: open play on our field, basketball and handball courts; a game-room with ping-pong, foosball and video games. Our LEARNS after-school program features: homework time; a mentoring program; enrichment activities such as crafts, dance, music, and competitive team sports..

Staff provides opportunities and additional activities open to pupils in the areas of Our staff plans regular Spirit Rallies, Student Recognition Assemblies; Cultural Heritage Assemblies and themed seasonal dances after-school. We have an active Associated Student Body Leadership class that plans and implements a recycling program as well as helping with a variety of school events ..



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Physical Environment

The Schools' Location and Physical Environment

Octavia E. Butler Magnet is located in the Pasadena, California 91103 area of Los Angeles County that has a low crime rate and 32.5% poverty level.

The immediate area round the school includes

Washington Elementary STEM Magnet School, Marengo House Residential Rehabilitation Center, Alkebulan Cultural Center, La Pintoresca Library, Park & Teen Center, Pasadena Residential Care Center, Boys and Girls' Club of Pasadena, and Jackie Robinson Park and Community Center.

Present safety hazards include

N/A

Description of School Ground

The following is a sample - please describe in your own words. The school site encompasses {rCA_SSP_SiteEncomp}. The buildings have numerous corridors and face the playground. The playground is grass, concrete and asphalt and includes basketball and volleyball courts, baseball diamonds and a lined track. {rCA_SchoolName} is completely enclosed by a fence with gates which are kept locked during school hours.

There are several wings an/or clusters of classrooms including 35 classrooms and no re-locatable classrooms.

Other ancillary structures include

our gymnasium facility including locker rooms, a dance studio, and weight room.

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

It shall be the practice of Octavia E. Butler Magnet to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in the year 2000, and renovated during the 1994 school year. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Octavia E. Butler Magnet has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, inventory system, and protocols for supervising all areas of campus.

Octavia E. Butler Magnet crime statistics reflect a total of no 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

Supervision and visual contact of all students at all times; classroom procedures ensuring integrity of computer equipment;



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

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

Yes.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. District employees, not assigned to Octavia E. Butler Magnet 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 Octavia E. Butler Magnet 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 Octavia E. Butler Magnet.

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. Octavia E. Butler Magnet 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 video surveillance system

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

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



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School Climate

The School's Social Environment

Leadership at Octavia E. Butler Magnet is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Octavia E. Butler Magnet 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

Octavia E. Butler Magnet teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies including:

Rigorous Student-centered Classroom Environments; Interdisciplinary Project-Based Learning; Reciprocal Learning Protocols; Socio-Emotional Learning curriculum; Positive-Behavior Interventions & Supports.

The teachers at Octavia E. Butler Magnet 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 Octavia E. Butler Magnet. 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 Project-Based Learning units highlighting cultural diversity in our community; regular participation in community celebrations including cultural festivals and parades..



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Action Plan

Physical Environment

Goal: To continue enhance the atmosphere of our physical environment.

I. Areas of Pride and Desired Improvements

- a. Pride
 - 1. Decorative and school-spirit-building murals in the main building hallways, B-Building, lower "0"-level; development of new OEB Magnet Bears Logo.
 - 2. Updating permanent signage and rebranding artwork of the renaming: Octavia E. Butler Magnet
- b. Areas of Desired Improvement
 - 1. Acquisition and installation updated surveillance system.
 - 2. Updating permanent signage and rebranding artwork of the renaming: Octavia E. Butler Magnet

II. Desired Change #1: Acquisition and installation updated surveillance system to keep up with meeting the safety needs of our school community.

- a. Related Strategies and Activities
 - 1. Identifying areas of needed monitoring and evaluate needs: electrical, internet connectivity, etc.
 - 2. Purchasing & installation of equipment in collaboration with ITS department recommendations
- b. Resources Required
 - 1. PUSD Maintenance & Operation planning & clerical support.
 - 2. Updated surveillance system.
- c. Personnel Assignments
 - 1. PUSD M&O and ITS supervisory support.
 - 2. Site Custodial and Clerical support to coordinate efforts.
- d. Timeframe for completion
 - 1. Planning March-August for purchase and installation during the 24-25 SY
 - 2. Regular updates throughout
- e. Budget
 - 1. Material costs provided by district services.
 - 2. Personnel costs covered by district.
- f. Evaluation criteria
 - 1. School community experiences less incidents affected by outdated system (uninterrupted monitoring of site during and after school hours).
 - 2. Ongoing maintenance by site & district personnel.

III. Desired Change #2: Updating permanent signage and rebranding artwork of the renaming: Octavia E. Butler Magnet

- a. Related Strategies and Activities
 - 1. Purchase and creation of signage.
 - 2. Update all site documents with new logo and name: Tier I posters supporting Schoolwide Norms and Expectations in hallways & common areas to boost pride, inward and outward facing documents, etc.
- b. Resources Required
 - 1. Time for staff to create, print, and post items
 - 2. Site certificated and classified personnel to coordinate and execute plan



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- c. Personnel Assignments
 - 1. Magnet Coordinators, Teacher Leader Cooperative members, Administrators to create and provide feedback and support
 - 2. Site Custodial, classified, and certificated staff and admin to create, install, and place materials with support from Maintenance and Operations Department.

- d. Timeframe for completion
 - 1. Planning & installation August 2024.
 - 2. Ongoing review, revision & maintenance, mostly before each semester.

- e. Budget
 - 1. Equipment & supplies from site funds for initial creation and installation, ongoing maintenance/ updates.
 - 2. Personnel costs covered by salaries of district personnel.

- f. Evaluation criteria
 - 1. Visible updated and permanent items.
 - 2. Review efficacy of placement and update as needed.



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Action Plan

School Climate

Goal: Increase student, staff and community pride in reaching school-wide SEL and academic goals.

I. Areas of Pride and Desired Improvements

- a) Pride
 - 3. Community Schools program linking school to community resources, presence of new student clubs
 - 4. Continuing improvement to relevance of content and production quality in weekly "Noticias de los Osos" and Advisory curriculum.
- b) Areas of Desired Improvement
 - 5. Creation of a student/ peer program to welcome new students and promote our school pillars
 - 6. Increased availability of positive activities and games during lunch period.

II. Desired Change #1: Creation of a student/ peer program to welcome new students and promote our school pillars

- c) Related Strategies and Activities
 - 7. Collaborate of the impact we want the program to have and create a plan for the creation of a pilot program.
 - 8. Outreach to and input from staff, student, parent, and OEB Magnet family groups.
- d) Resources Required
 - 9. Time for staff and students to create the pilot program.
 - 10. Funds for planning time.
- e) Personnel Assignments
 - 11. Planning by a lead team representing staff, students, and OEB Magnet families.
 - 12. Outreach Event(s) hosts: Principal, Parent, Community Representation
- f) Timeframe for completion
 - 13. Planning completed; outreach campaign
 - 14. Rollout
 - 15. August 2023
 - 16.
- g) Budget
 - 17. Personnel costs covered by district salaries.
 - 18. Funds to create a welcoming environment, including snacks.
- h) Evaluation criteria
 - 19. Increased positive student, family, community & staff responses to culture surveys.
 - 20. Increased positive student responsiveness to being part of the OEB Magnet community

III. Desired Change #2: Increased availability of positive activities and games during lunch period.

- i) Related Strategies and Activities
 - 21. Align Project-Based Learning (PBL) & Advisory Socio-Emotional Learning (SEL) units to schedule opportunities to utilize lunch time as Tier I celebrations.
 - 22. Expand nutrition, lunch & club activities to link to public component for more students to enjoy.
- j) Resources Required
 - 23. Planning time for staff; portable display resources, such as chart paper and tripod(s) for analog whiteboard.



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24. Public game supplies (bean bag toss, soft lawn darts, frisbees, dance props, musical instruments, etc) for nutrition and lunch activities.
- k) Personnel Assignments
25. Teachers, Staff; Instructional Aides; AVID Tutors, ASB to plan and implement.
 26. As health guidelines permit: parent volunteers, community partners.
- l) Timeframe for completion
27. Planning; purchase orders & vendor orders placed by mid-march.
 28. Staff & students should have at least one outdoor lunch activity daily starting after Spring Break 2023 and ongoing into the 23-24 school year.
- m) Budget
29. Personnel needs provided by existing allocations
 30. \$1,000 for games & recreational equipment.
- n) Evaluation criteria
31. Improved responses to culture surveys (MSAP, AVID, Leadership) by students and staff.
 32. Reduction in number of behavioral referrals from classroom teachers & supervisory staff.



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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. Octavia E. Butler Magnet promotes educationally and psychologically healthy environments for all children and youth. Octavia E. Butler Magnet 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. Octavia E. Butler Magnet 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. Octavia E. Butler Magnet'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 Octavia E. Butler Magnet have received training in conflict resolution and confrontation skills. Octavia E. Butler Magnet 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. Octavia E. Butler Magnet offers several recognition and award programs such as Student(s) of The Month assemblies; seasonal Spirit Rallies; Game Room Rewards and Bear Bucks positive behavior recognition programs.

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.

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

Trauma Informed Care; Behavior Response to Intervention; and Western Justice Center Peer Mediation.



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Anonymous Tip **Hotline** : At Octavia E. Butler Magnet, signs and other information pertaining to the "District's Anti-Bullying Hotline" shall be placed in visible location in buildings/classrooms at all school sites.

School Safety Strategy #3: Octavia E. Butler Magnet'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 Octavia E. Butler Magnet 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.

Octavia E. Butler Magnet 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

Octavia E. Butler Magnet actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Octavia E. Butler Magnet 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 Octavia E. Butler Magnet 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 Octavia E. Butler Magnet. The staff at Octavia E. Butler Magnet 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. Octavia E. Butler Magnet uses its links with the City of Pasadena to enhance its effort to curb gang influence. When appropriate, the city's graffiti removal service is used and community service hours are assigned.

Alternative Programs. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. **(If appropriate, Octavia E. Butler Magnet has access to the district's continuation high school,)** an Independent Study Program, a "Home-Hospital Study Program" and may make a referral to the Office of Child Welfare and Attendance for placement in one of the programs offered through the Sample County Department of Education. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs

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

Truancy Learning Center/District Attorney Referral

Octavia E. Butler Magnet recognizes the importance of punctuality and regular attendance. The staff of Octavia E. Butler



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Magnet 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 Octavia E. Butler Magnet 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.

Octavia E. Butler Magnet:

- 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

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

Community Linkages

When working with parents and students with specific issues, the staff at Octavia E. Butler Magnet will provide information to the families regarding available community resources. In addition, information pertaining to the Youth Services of City of Pasadena website www.cityofpasadena.net, The staff of Octavia E. Butler Magnet 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.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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.

Octavia E. Butler Magnet 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 Octavia E. Butler Magnet 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

Octavia E. Butler Magnet 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 Octavia E. Butler Magnet 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

Octavia E. Butler Magnet is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Octavia E. Butler Magnet 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.

Octavia E. Butler Magnet 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.

Octavia E. Butler Magnet 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.

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

School Safety Strategy #6: At Octavia E. Butler Magnet, 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. Octavia E. Butler Magnet has



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STUDENT WELLNESS AND SUPPORT SERVICES

courteous school staff including Campus Aides and Administrators greeting students and family members at our entrance gates and campus doors before school and sending them off after school; a campus aide greeting visitors at our front door desk during the school day; and courteous clerical staff greeting phone callers and visitors in our offices.

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

a heavily segmented campus with numerous architectural features limiting sight-lines of students, requiring staff to limit student access to some areas and closely monitor access routes to and from approved areas.

Please select only those areas that apply to your school

Octavia E. Butler Magnet:

has established two-way communication between the front office and each classroom.

has set a priority to keep buildings clean and maintained.

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.

ensures vehicle access around the building(s) for night surveillance and emergency vehicles.

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 Octavia E. Butler Magnet's Site Council).

Supporting statement:

We the SSC of Octavia E. Butler Magnet will continue to work collaboratively and diligently to ensure that we fulfill all of the duties required in the School Safety Plan.



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

School Safety Compliance

Child Abuse Reporting And Procedures

Pasadena Unified School District

Board Policy

[Enter appropriate Board Policy]

Students

Child Abuse Reporting Procedures

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

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

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

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

(cf. 4131 - Staff Development)

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

Legal Reference:

Education Code

33308.1 Guidelines on procedure for filing child abuse complaints

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

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

Penal Code

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

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

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

Welfare And Institutions Code

15630-15637 Dependent adult abuse reporting



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

Cde Legal Advisories

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

Web Sites

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

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

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

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

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

Policy Pasadena Unified School District

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

Revised: August 28, 2014; May 16, 2016; September 22, 2016



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspected Child Abuse Reporting Procedures

I. Initiating the Report

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

Police Department: Pasadena Police Department
Phone: (626) 744-4241
- D. Content of call.
 - 1) Name, address and age of child involved.
 - 2) Clear description of suspected abuse.

II. Written Report

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

Adopted: 06/4/2025

Police Department: Pasadena Police Department

Address: 207 Garfield Avenue, Pasadena, CA 91101

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

Caution:

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Suspension And Expulsion Policies

Pasadena Unified School District

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

STUDENT WELLNESS AND SUPPORT SERVICES

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.

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](#)



PASADENA UNIFIED SCHOOL DISTRICT
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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](#)

- | Federal | Description |
|--------------------|--|
| 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 |

- | Management Resources | Description |
|--|---|
| 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 | <u>Resource on Confronting Racial Discrimination in Student Discipline, May 2023</u> |
| U.S. DOE Publication | <u>School Climate and Student Discipline Resources</u> |



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

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](#)

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



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](#)
- 5145.2 [Freedom Of Speech/Expression](#)
- 5145.2 [Freedom Of Speech/Expression](#)
- 5145.3 [Nondiscrimination/Harassment](#)
- 5145.3 [Nondiscrimination/Harassment](#)
- 5145.6 [Parent/Guardian Notifications](#)
- 5145.6-E(1) [Parent/Guardian Notifications](#)
- 5145.7 [Sex Discrimination and Sex-Based Harassment](#)
- 5145.7 [Sex Discrimination and Sex-Based Harassment](#)
- 5145.71 [Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures](#)
- 5145.71-E(1) [Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures](#)
- 5145.9 [Hate-Motivated Behavior](#)
- 5148.3 [Preschool/Early Childhood Education](#)
- 5148.3 [Preschool/Early Childhood Education](#)
- 6145 [Extracurricular And Cocurricular Activities](#)
- 6145 [Extracurricular And Cocurricular Activities](#)
- 6145.2 [Athletic Competition](#)
- 6145.2 [Athletic Competition](#)
- 6145.5 [Student Organizations And Equal Access](#)
- 6145.5 [Student Organizations And Equal Access](#)
- 6145.8 [Assemblies And Special Events](#)
- 6153 [School-Sponsored Trips](#)
- 6153 [School-Sponsored Trips](#)
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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

Suspension And Expulsion/Due Process

Pasadena Unified School District

Administrative Regulation

Number: BP 5144.1

Adopted: 11/20/21

Students

Definitions

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

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

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



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<i>Pen. Code 243.2</i>	<u>Battery on school property</u>
<i>Pen. Code 243.4</i>	<u>Sexual battery</u>
<i>Pen. Code 245</i>	<u>Assault with deadly weapon</u>
<i>Pen. Code 245.6</i>	<u>Hazing</u>
<i>Pen. Code 261</i>	<u>Rape defined</u>
<i>Pen. Code 266c</i>	<u>Unlawful sexual intercourse</u>
<i>Pen. Code 286</i>	<u>Sodomy defined</u>
<i>Pen. Code 287</i>	<u>Oral Copulation</u>
<i>Pen. Code 288</i>	<u>Lewd or lascivious acts with child under age 14</u>
<i>Pen. Code 289</i>	<u>Penetration of genital or anal openings</u>
<i>Pen. Code 31</i>	<u>Principal of a crime; defined</u>
<i>Pen. Code 417.27</i>	<u>Laser pointers</u>
<i>Pen. Code 422.55</i>	<u>Definition of hate crime</u>
<i>Pen. Code 422.6</i>	<u>Crimes; harassment</u>
<i>Pen. Code 422.7</i>	<u>Aggravating factors for punishment</u>
<i>Pen. Code 422.75</i>	<u>Enhanced penalties for hate crimes</u>
<i>Pen. Code 626.10</i>	<u>Dirks, daggers, knives, razors, or stun guns</u>
<i>Pen. Code 626.2</i>	<u>Entry upon campus after written notice of suspension or dismissal without permission</u>
<i>Pen. Code 626.9</i>	<u>Gun-Free School Zone Act of 1995</u>
<i>Pen. Code 868.5</i>	<u>Supporting person; attendance during testimony of witness</u>
<i>W&I Code 224.1</i>	<u>Indian child; definition</u>
<i>W&I Code 729.6</i>	<u>Counseling</u>
Federal	Description
<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>
Management Resources	Description
<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 & U.S. DOJ Civil Rights Divisions Pub</i>	<u>Resource on Confronting Racial Discrimination in Student Discipline, May 2023</u>
<i>U.S. DOE Publication</i>	<u>School Climate and Student Discipline Resources</u>
<i>U.S. DOE Publication</i>	<u>Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023</u>
<i>Website</i>	<u>CSBA District and County Office of Education Legal Services</u>
<i>Website</i>	<u>U.S. Department of Education, Office of Safe and Healthy Students</u>
<i>Website</i>	<u>California Attorney General's Office</u>
<i>Website</i>	<u>California Department of Education</u>
<i>Website</i>	<u>CSBA</u>
<i>Website</i>	<u>U.S. Department of Education, Office for Civil Rights</u>
Cross References Policy	Description
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0460	<u>Local Control And Accountability Plan</u>
1114	<u>District-Sponsored Social Media</u>
1114	<u>District-Sponsored Social Media</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1313	<u>Civility</u>
3513.3	<u>Tobacco-Free Schools</u>
3513.3	<u>Tobacco-Free Schools</u>
3513.4	<u>Drug And Alcohol Free Schools</u>
3515	<u>Campus Security</u>



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3515	<u>Campus Security</u>
3515.21	<u>Unmanned Aircraft Systems (Drones)</u>
3515.3	<u>District Police/Security Department</u>
3515.3	<u>District Police/Security Department</u>
3515.31	<u>School Resource Officers</u>
3515.4	<u>Recovery For Property Loss Or Damage</u>
3515.4	<u>Recovery For Property Loss Or Damage</u>
3516.2	<u>Bomb Threats</u>
4158	<u>Employee Security</u>
4158	<u>Employee Security</u>
4258	<u>Employee Security</u>
4258	<u>Employee Security</u>
4358	<u>Employee Security</u>
4358	<u>Employee Security</u>
5000	<u>Concepts And Roles</u>
5112.1	<u>Exemptions From Attendance</u>
5112.1	<u>Exemptions From Attendance</u>
5112.5	<u>Open/Closed Campus</u>
5113	<u>Absences And Excuses</u>
5113	<u>Absences And Excuses</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.1	<u>Chronic Absence And Truancy</u>
5113.11	<u>Attendance Supervision</u>
5116.2	<u>Involuntary Student Transfers</u>
5117	<u>Interdistrict Attendance</u>
5117	<u>Interdistrict Attendance</u>
5119	<u>Students Expelled From Other Districts</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5125.2	<u>Withholding Grades, Diploma Or Transcripts</u>
5131	<u>Conduct</u>
5131.1	<u>Bus Conduct</u>
5131.1	<u>Bus Conduct</u>
5131.2	<u>Bullying</u>
5131.2	<u>Bullying</u>
5131.4	<u>Student Disturbances</u>



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5131.4	<u>Student Disturbances</u>
5131.5	<u>Vandalism And Graffiti</u>
5131.6	<u>Alcohol And Other Drugs</u>
5131.6	<u>Alcohol And Other Drugs</u>
5131.62	<u>Tobacco</u>
5131.62	<u>Tobacco</u>
5131.63	<u>Steroids</u>
5131.63	<u>Steroids</u>
5131.7	<u>Weapons And Dangerous Instruments</u>
5131.7	<u>Weapons And Dangerous Instruments</u>
5137	<u>Positive School Climate</u>
5138	<u>Conflict Resolution/Peer Mediation</u>
5142	<u>Safety</u>
5142	<u>Safety</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.2	<u>Suspension And Expulsion/Due Process (Students With Disabilities)</u>
5144.4	<u>Required Parental Attendance</u>
5144.4	<u>Required Parental Attendance</u>
5145.12	<u>Search And Seizure</u>
5145.12	<u>Search And Seizure</u>
5145.2	<u>Freedom Of Speech/Expression</u>
5145.2	<u>Freedom Of Speech/Expression</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E(1)	<u>Parent/Guardian Notifications</u>
5145.7	<u>Sex Discrimination and Sex-Based Harassment</u>
5145.7	<u>Sex Discrimination and Sex-Based Harassment</u>
5145.71	<u>Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures</u>
5145.71-E(1)	<u>Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures</u>
5145.9	<u>Hate-Motivated Behavior</u>
5148.3	<u>Preschool/Early Childhood Education</u>
5148.3	<u>Preschool/Early Childhood Education</u>
6145	<u>Extracurricular And Cocurricular Activities</u>



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6145	<u>Extracurricular And Cocurricular Activities</u>
6145.2	<u>Athletic Competition</u>
6145.2	<u>Athletic Competition</u>
6145.5	<u>Student Organizations And Equal Access</u>
6145.5	<u>Student Organizations And Equal Access</u>
6145.8	<u>Assemblies And Special Events</u>
6153	<u>School-Sponsored Trips</u>
6153	<u>School-Sponsored Trips</u>
6154	<u>Homework/Makeup Work</u>
6158	<u>Independent Study</u>
6158	<u>Independent Study</u>
6161.2	<u>Damaged Or Lost Instructional Materials</u>
6163.4	<u>Student Use Of Technology</u>
6163.4-E(1)	<u>Student Use Of Technology</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173-E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.4	<u>Education For American Indian Students</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>
6185	<u>Community Day School</u>
6185	<u>Community Day School</u>
9000	<u>Role Of The Board</u>
9321	<u>Closed Session</u>
9321-E(1)	<u>Closed Session</u>
9321-E(2)	<u>Closed Session</u>
9322	<u>Agenda/Meeting Materials</u>

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



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Procedures For Notifying Teachers About Dangerous Pupils

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

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

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

District Policy
Adopted
Pasadena Unified School District



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Sexual Harassment Policy

Pasadena Unified School District

Board Policy

Policy Numbers: BP 5145.7

Personnel

Sexual Harassment

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

Legal Reference:

Education Code

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

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

Meritor Savings Bank, FSB v. Vinson et al.

86 Daily Journal D.A.R. 2130

Regulation Pasadena Unified School District

Approved: November 14, 1995; Revised: September 2007; February 2013; May 2015 City: Pasadena, California

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

Sexual Harassment Defined

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

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

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

Examples Of Sexual Harassment

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

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



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

Complaint Process

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

Enforcement

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

1. Maintaining an available supply of the policy and the district's brochures and materials regarding this policy.
2. Prompt removal of vulgar or sexually offensive graffiti or other displays.
3. Providing annual staff in-services within the first four weeks of each work year.
4. Taking appropriate disciplinary action as needed.
5. All supervisors, managers, and administrators shall instruct employees on the procedure for reporting sexual harassment on an as needed basis.
6. Employees determined to have violated district prohibition against sexual harassment shall be subject to disciplinary action up to and including termination from employment. Disciplinary actions may include, but are not limited to:



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- a. Verbal and written warnings.
 - b. Written reprimands.
 - c. Suspension with or without pay.
 - d. Transfer to another work location.
 - e. Demotion and termination.
7. A violation of policy or regulations shall constitute just and reasonable cause for discipline and shall be deemed to be a violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the government of the district by the Board under Education Code 44932.

Confidentiality

District employees involved in processing sexual harassment complaints shall endeavor in good faith to protect the privacy of all parties involved in a complaint of sexual harassment. Files pertaining to sexual harassment complaints shall not be made available to the general public.

Records

Copies of all reports of sexual harassment shall be forwarded to the chief personnel officer who is responsible for maintaining overall district records of incidents. Such records and reports shall not be made available to the general public.

Educational Outreach

As a means of preventing sexual harassment, the Superintendent shall ensure that all employees are notified of the adoption of policies and procedures to prevent sexual harassment. Each manager of a work site shall have a plan on file for providing staff in-service and procedures relative to sexual harassment education and the policies, regulations, and procedures.

Reporting To Outside Agencies

Federal Equal Employment Opportunity Commission

Employees who have been sexually harassed may have the right to file complaints with Federal regulatory agencies. Time limits for filing complaints with Federal regulatory agencies vary. The employee should check directly with this agency for specific instructions for filing a complaint:

Equal Employment Opportunity Commission

Address: Los Angeles District Office Location: Roybal Federal Building 255 East Temple St., 4th Floor
Los Angeles, CA 90012
Phone: 1-800-669-4000

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: State of California Department of Fair Employment and Housing
Address: ; 320 West 4th Street
Los Angeles, CA 90013
Phone: (213) 439-6799



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Retaliation Prohibited

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

Regulation Pasadena Unified School District

Approved: November 14, 1995; Revised: September 2007; February 2013; May 2015 City: Pasadena, California



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School Dress Code

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

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

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

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

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

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

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

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

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

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

Uniforms

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



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

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

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

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

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

Disciplinary Measures

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



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Blood Borne Pathogen Incident Reporting Form And Exposure Control Plan

Pasadena Unified School District Board Policy

Students

INFECTIOUS DISEASES BP 4219.42

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

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

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

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

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

Students With Bloodborne Pathogen Infections

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

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

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

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

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



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The Board desires to be supportive of students infected with bloodborne pathogens and to help their families cope with difficulties they may face. The Board believes that schools can play an important role in educating the school community about the nature of bloodborne pathogens and alleviating fears about their transmission.

(cf. 5141.6 - Student Health and Social Services)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

Legal Reference:

Education Code

48210-48216 *Persons excluded*

49073-75 *Privacy of pupil records*

49076 *Access to records by persons without written consent or under judicial order*

49403 *Cooperation in control of communicable disease and immunization of students*

49405 *Smallpox control*

49406 *Examination for tuberculosis*

49408 *Information of use in emergencies*

49450 *Rules to ensure proper care and secrecy*

49451 *Parent's refusal to consent to medical exam*

49602 *Confidentiality of information disclosed by a parent or pupil 12 years or older to a school counselor*

California Constitution

Article 1, section 1 - *Right to Privacy*

Civil Code

56-56.37 *Confidentiality of medical information*

1798-1798.76 *Information Practices Act*

Health And Safety Code

120230 *Exclusion for communicable diseases*

120325-120380 *Immunization against communicable diseases*

120875-120895 *AIDS information*

129075-121020 *Mandated blood testing and confidentiality to protect public health*

120980 *Unauthorized disclosures*

121010 *Disclosure to certain persons without written consent*

121475-121520 *Tuberculosis tests for pupils*

California Code Of Regulations, Title 8

5193 *Bloodborne pathogen standards*

United States Code, Title 20

1232g *Family Educational and Privacy Rights Act*

1400-1427 *Education for All Handicapped Children*

United States Code, Title 29

794 *Section 504 of the Rehabilitation Act of 1973*

Court Decisions

Phipps v. Saddleback Valley Unified School District (1988), 204 Cal. App. 3d 1110

Doe v. Belleville Public School District, 672 F. Supp. 342

Thomas v. Atascadero Unified School District, 662 F. Supp. 376

Management Resources:



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Web Sites

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

California Department of Health Services: <http://www.dhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

NSBA, School Health Programs: <http://www.nsba.org/schoolhealth/>

Policy Adopted: BP 6020; AR 4119.42, 4219.42, 4319.42; September 26, 1995; Revised: June 26, 2014



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Blood Borne Pathogens – Safety Practices

Procedures And Regulations

1. General

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

1.2. Assessment

2. Students:

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

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

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

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

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

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

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

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

Employees

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

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

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

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



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

3. Hygienic Safety Practices

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

4. Universal Precautions

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

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

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

5. Identification of Risks of Occupational Exposure

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



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Procedures To Ensure A Safe And Orderly Environment

Rules And Procedures On School Discipline

Philosophy Of Discipline

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

Elements Of A Good Discipline Program

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

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

As Principal of our school, I will expect;

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

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

You can expect

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



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

Octavia E. Butler Magnet

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

2024-2025 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Octavia E. Butler 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 14 at 1:30pm. Notice was provided by flyer, phone call & e-mail.

Octavia E. Butler Magnet’s “school site council” has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted

Amendments

n/a

School Site Council

Signatures of Octavia E. Butler Magnet's Site Council Members

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Safe School Plans

Executive Summary
School Year 2026-27

The Comprehensive Safety Plan is due on March 1, 2023. It contains both emergency preparedness and site safety measures developed by the Pasadena Unified School District as well as Safe School Committees and individual school sites. Although this is a uniform document for the school district, it is specifically developed for each individual school site to meet their safety needs. Please ensure that you are acquainted with the data and information needed to complete your school's plan.

1) School Profile

- a) Update all pertinent identifiable information related to school and SSC members.
- b) Update Mission and Vision to reflect 2022-23 school year.
- c) Crime Statistics can be found on the police department websites, school crime statistics and CBEDS data can be found on CDE website (data1.cde.ca.gov/Dataquest/) or a duplicate copy can be requested through CWAS.
- d) Discuss educational and curricular activities offered by your school: Music, art, etc

2) Physical Environment

- a) Discussion of the school grounds including renovations and years completed.
- b) Discuss where your plan is located on your school ground. (please discuss with Student Wellness and Support Services prior to posting)
- c) School site identification procedures
- d) Discussion of internal security procedures
- e) Community involvement programs

3) School Climate

- a) Emergency Response Plan (where is it located) how is it reviewed (SEMS/NEMS)
- b) Cultural Events
- c) Classroom Organization and Management

4) Action Plan:

- a) **Physical Environment: review PPT for sample goals:** Areas of improvement, Desired Change #1 and #2, Resources, Personnel Assignments, Timeframe, Budget, Evaluation
- b) **School Climate: review PPT for sample goals**
- c) Areas of improvement, Desired Change #1 and #2, Resources, Personnel Assignments, Timeframe, Budget, Evaluation

5) Safety Strategies

- a) School Safety Strategies 1-7: Discuss any concerns related to safety hazards that need to be addressed.
- b) Declaration of when school site council will review the document for the upcoming year.

6) School Safety Compliance: All B.P.'s and A.R.'s have been linked to document. No work is needed on this part from the school. Although, all new policy must be reviewed with staff to ensure compliance and standardization.

7) Procedures to ensure a Safe and Orderly Environment:

- a) Discussion of classroom management and referral system
- b) Response to Intervention
- c) Supplemental Information used to review student concerns

8) School Site Policy

- a) Open Enrollment
- b) Discipline Procedures
- c) ATOD policy
- d) Bully Prevention: Olweus
- e) Dress Code
- f) Code of Conduct

Emergency Preparedness: ONLINE



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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

What additional information would assist:

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



PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES

School Site Emergency Planning Matrix

Name of Principal: Arian Whitley

Name of School: Octavia E. Butler Magnet

Name of School District: Pasadena

Comprehensive School Safety Plan
ED 32280

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

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

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Mental Health Programs

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

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

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

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

Mental Health Care Providers

D'Veal Family and Youth Services

1. Altadena Elementary
2. John Muir High School

Five Acres

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

Foothill Family Services

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

Hillsides

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

Pacific Clinics

1. Jackson Elementary
2. Rose City High School

PUSD Mental Health Services

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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

Sycamores

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Addressing Discrimination, Harassment, Intimidation, or Bullying

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

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





PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Active Response to Safety

Threat Assessment and Responding

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

Child Abuse Reporting

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

Intervening with Suicidal Youth

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

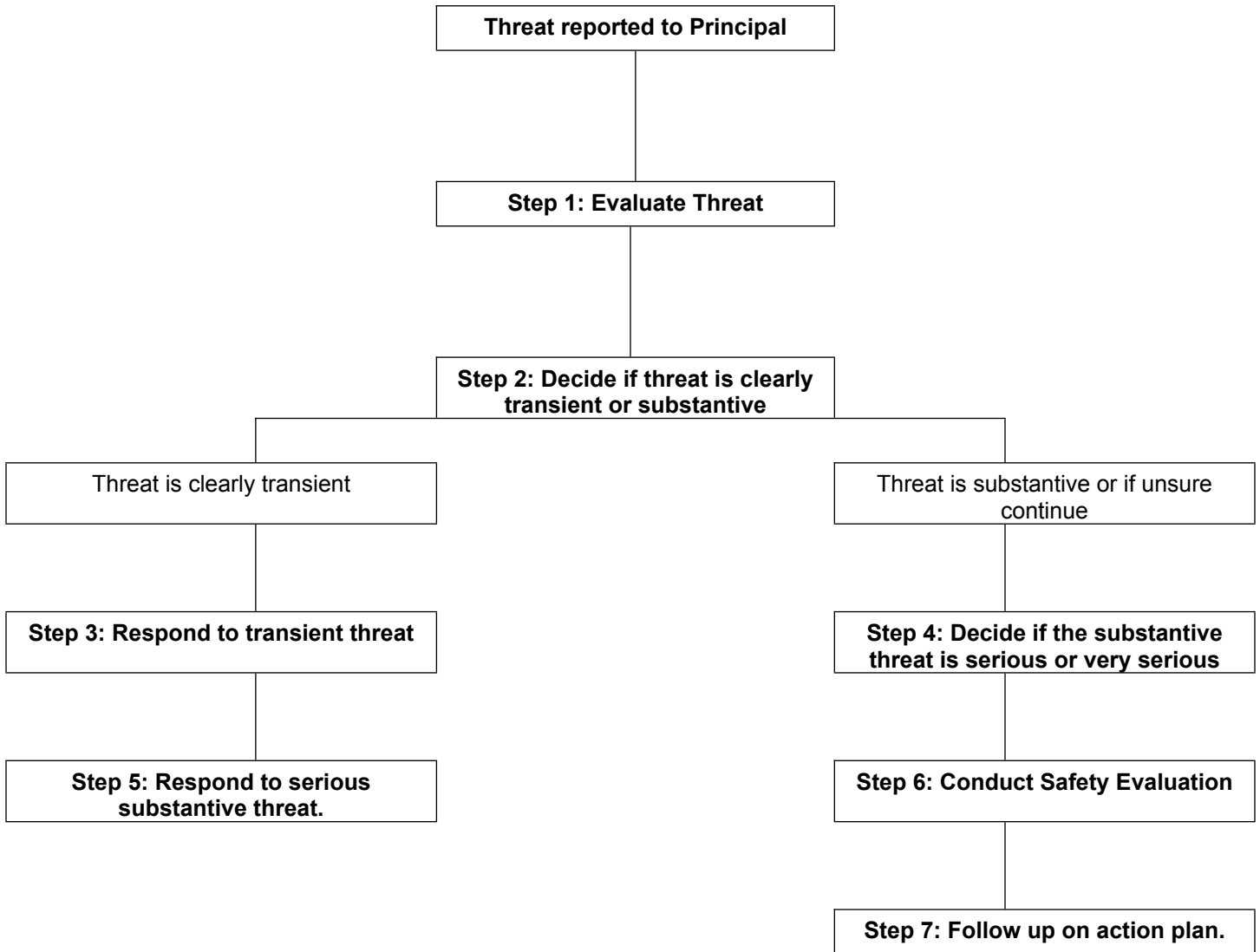
Bullying

Bullying Assessment Flow Chart
Responding to bullying
Pasadena USD Bullying Policy



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

Threat Assessment Addendum





PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

What is a threat?

A threat is an expression of intent to harm someone

Types of Threats

Transient threats-

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

Substantive threats

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

Identifying threats as transient or substantive

Step 1: Evaluate the threat

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

Step 2: Transient or Substantive

- Determine whether the threat is transient or substantive

Step 3: Responses to a transient threat

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

Step 4: Responses to substantive threat

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Active Shooter Situations: Responding to an Active Shooter Situation

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

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

Respond Immediately

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

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

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

Run

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

Students and staff should be trained to:

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

Hide

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

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

Lock the doors;



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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.³²

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

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



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



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Assessing Risk in Suicidal Students

Questions to ask students:

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

Questions to ask parents, teachers, and staff

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

Questions, Indicators, Levels of Risk and Interventions

Low Risk (Ideation)

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

Moderate Risk (Current ideation and previous behaviors)

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

High Risk (Current plan and access to method)

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



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Actions

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

General Interventions for Crisis Teams

Crisis Preparedness

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

Procedures for School Mental Health Personnel

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

Signs of Self Injury (SI)

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

Suggestions for School Personnel: Do

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



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Suggestions for School Personnel: Don't

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

Suggestions for School Personnel to Limit Contagion

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

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

PET Team: 800-854-7771

Psychiatric Mobile Response Team: 626-258-2004

Adapted from:

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

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

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

*Intervening with Suicidal Youth content:
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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.



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Bullying Assessment

BULLYING PREVENTION AND INTERVENTION

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

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

Student Instruction

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

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

Reporting Bullying

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

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

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



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Transient Typical Initial Interview Questions

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

Typical Witness Questions

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

Substantive Key Questions

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

When in doubt, treat threats as substantive

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



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

Lifetime Recent - Clinical

Version 1/14/09

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

Disclaimer:

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

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

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

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



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



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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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Suicidal Behavior <i>(Check all that apply, so long as these are separate events; must ask about all types)</i>	Lifetime		Past 3 Months	
<p>Actual Attempt:</p> <p>A potentially self-injurious act committed with at least some wish to die, as a result of act. Behavior was in part thought of as method to kill oneself. Intent does not have to be 100%. If there is any intent/desire to die associated with the act, then it can be considered an actual suicide attempt. There does not have to be any injury or harm, just the potential for injury or harm. If person pulls trigger while gun is in mouth but gun is broken so no injury results, this is considered an attempt.</p> <p>Inferring Intent: Even if an individual denies intent/wish to die, it may be inferred clinically from the behavior or circumstances. For example, a highly lethal act that is clearly not an accident so no other intent but suicide can be inferred (e.g., gunshot to head, jumping from window of a high floor/story). Also, if someone denies intent to die, but they thought that what they did could be lethal, intent may be inferred.</p> <p>Have you made a suicide attempt? Have you done anything to harm yourself? Have you done anything dangerous where you could have died? What did you do? Did you _____ as a way to end your life? Did you want to die (even a little) when you _____? Were you trying to end your life when you _____? Or Did you think it was possible you could have died from _____?</p> <p>Or did you do it purely for other reasons / without ANY intention of killing yourself (like to relieve stress, feel better, get sympathy, or get something else to happen)? (Self-Injurious Behavior without suicidal intent)</p> <p>If yes, describe:</p>	Yes	No	Yes	No
	Total # of Attempts		Total # of Attempts	
<p>Has subject engaged in Non-Suicidal Self-Injurious Behavior?</p>	Yes	No	Yes	No
<p>Interrupted Attempt:</p> <p>When the person is interrupted (by an outside circumstance) from starting the potentially self-injurious act (<i>if not for that, actual attempt would have occurred</i>).</p> <p>Overdose: Person has pills in hand but is stopped from ingesting. Once they ingest any pills, this becomes an attempt rather than an interrupted attempt. Shooting: Person has gun pointed toward self, gun is taken away by someone else, or is somehow prevented from pulling trigger. Once they pull the trigger, even if the gun fails to fire, it is an attempt. Jumping: Person is poised to jump, is grabbed and taken down from ledge. Hanging: Person has noose around neck but has not yet started to hang - is stopped from doing so.</p> <p>Has there been a time when you started to do something to end your life but someone or something stopped you before you actually did anything?</p> <p>If yes, describe:</p>	Yes	No	Yes	No
	Total # of Interrupted		Total # of Interrupted	
<p>Aborted or Self-Interrupted Attempt:</p> <p>When person begins to take steps toward making a suicide attempt, but stops themselves before they actually have engaged in any self-destructive behavior. Examples are similar to interrupted attempts, except that the individual stops him/herself, instead of being stopped by something else.</p>	Yes	No	Yes	No
	Total # of Aborted or		Total # of Aborted or	



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



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



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STUDENT WELLNESS AND SUPPORT SERVICES

Opium Prevention and Life-Saving Response Procedures

Additional for SB 10:

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

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

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

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

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

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

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



PASADENA UNIFIED SCHOOL DISTRICT STUDENT WELLNESS AND SUPPORT SERVICES

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



PASADENA UNIFIED SCHOOL DISTRICT

STUDENT WELLNESS AND SUPPORT SERVICES

Adaptations for Students with Disabilities

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

Emergency Planning for Students with Special Needs

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

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

Categories of Students with Special Needs

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

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

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

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



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



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.

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

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

Management Resources	Description
California Department of Education	<u>Bullying at School, 2003</u>
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	<u>Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</u>
U.S. Department of Education	<u>Planning Together: A Playbook for Student Personal Device Policies, December 2024</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>National School Safety Center</u>
Website	<u>Center for Safe and Responsible Internet Use</u>
Website	<u>California Department of Education, Safe Schools</u>
Website	<u>CSBA</u>
Website	<u>U.S. Department of Education</u>



PASADENA UNIFIED SCHOOL DISTRICT
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Policy

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Description

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

PASADENA UNIFIED SCHOOL DISTRICT
Pasadena, California



**PASADENA UNIFIED SCHOOL DISTRICT
STUDENT WELLNESS AND SUPPORT SERVICES**

Pasadena Unified School District

Octavia E. Butler

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

25-26 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 Octavia E. Butler 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 20, 2026 at Octavia E. Butler Magnet School. Notice was provided by administrative team.

Octavia E. Butler Magnet School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and executed.

Amendments

**School Site Council
Arian Whitley, Ella Farinas**

Signatures of Octavia E. Butler Magnet School Site Council Members

Arian Whitley	02/01/26	Melissa Cervantes	02/21/26
Signature	Date	Signature	Date
Ella Farinas	02/01/26	Rachel Bechler	02/01/26
Signature	Date	Signature	Date
Jeffrey Bracamonte	02/01/26	Raquel Perez - Pedroza	02/01/26
Signature	Date	Signature	Date
Robyn Wehrly	02/01/26	Savannah Simms	02/01/26
Signature	Date	Signature	Date
Theresa Kleeman	02/01/26	Araceli Guillen-Tuerpe	02/01/26
Signature	Date	Signature	Date
Monique Simms	02/01/26		

1-28-2026 OEB Magnet SSC meeting notes

Attendees

Araceli GT, Arian Whitley, Ella Farinas, Jeffrey Bracamonte, Monique Sims, Natalie Daily, Orlando Gutierrez, Rachel Bechler, Raquel Perez-Pedroza, Robyn Wehrly, Stella Francoallen, Theresia Kleeman

Transcript

Natalie Daily: needs assessments and asset mapping and just everything kind of has to be done with a broad group of people. and so some of you have already given feedback on this. Not everybody has. So, some of the things that we were Stella and I discussed today to get feedback on are ways to increase parent engagement, ways to increase absenteeism, specifically though with the lens of maybe using community partners to be able to help with those things.

Natalie Daily: So that's just kind of a thing for kind of generating ideas of what people might have.

Stella Francoallen: What?

Natalie Daily: Maybe there's community partners that you think could help, for instance, with absenteeism or something like that. just so we can kind of capture those ideas. Stella, do you have anything to add? Did I say everything correctly? Yeah. Okay, So for instance there's a group on campus that is coming regularly and a kid is part of that group maybe that's a thing that makes them want to come to campus right does that make sense and maybe that helps our absenteeism right so that is a question so if you have ideas about things like that that can help to improve attendance or similarly parent

Natalie Daily: and community engagement. That would be great. So, I guess you can just Stella, I guess we can just take notes about what people might say.

Stella Francoallen: And just to and...

Stella Francoallen: just to give an example of that, we had Flint Ridge Center coming in and we were doing a boy circle and a girl circle and they were connecting with our students here. They would also come during the lunch period and have activities during the lunch period. deand developing those mentoring support relationships were great. And then just to give example, another example is wildlife young life. last year we're here during the lunch period.

Stella Francoallen: We had approximately 3540 of our students, mostly sixth graders, but now they are on campus during our lunch period, not doing the activities necessarily because of staffing challenges for themself, but also continuing to be here a presence continuing with those relationships and students do respond to that.

Jeffrey Bracamonte: Okay.

Stella Francoallen: They were looking forward to those gettogethers. So just to give it a couple of examples.

Natalie Daily: Don't be shy if you have any suggestions or if you have any ideas about any kinds of community groups that you might know about or you've heard about or maybe something that another school is doing or anything like that to either increase parent engagement or get Kids coming to school. Question

Rachel Bechler: Do kids know their attendance rate?

Rachel Bechler: We talk about the data and things, but even kids that don't have great attendance, do they even know that they don't have great attendance or

Jeffrey Bracamonte: So, right now we have So,...

Jeffrey Bracamonte: kids can definitely see it on Aries. I don't know that do. the ones that typically have poorer attendance probably don't look. We do have a tardy plan in progress that's still being worked out to be efficient, but we do have some stuff that says that when they have a certain number of tardies, right, they have a reset room appointment.

Jeffrey Bracamonte: We also have and I believe it's in the works for coming up here in the next week or two an awards assembly for type high GPA and then also perfect attendance, And things of that nature. On the downside, what we do, we also have a eighth grade has a specific report that comes out on promotion and so if they have a certain number of days or a certain number of tardies then they have to make those up. The goal for attendance are for the school I believe is 96%.

Jeffrey Bracamonte: A student is truent...

Jeffrey Bracamonte: if they have more than 16 days of not as a number.

Rachel Bechler: But do they know that chronic absenteeism is less than 90%.

Rachel Bechler: Do they have any idea that when we talk about our chronic absenteeism rates, do they know just to know...

00:05:00

Jeffrey Bracamonte: I'd say these are things that Dr. Finus does put in the advisory slides as being important, but they don't necessarily know about they don't know 90% your percentage. They do we talk about why is it important to be What they should be doing to be on time, ways to not be tardy to class and whatnot or to be here in the morning. but I wouldn't say they know the actual numbers. Yeah.

Rachel Bechler: if they're on target, they can look at Aries, but if they see 97% is that good or...

Jeffrey Bracamonte: Yeah.

Rachel Bechler: they thinking anything other than 100% I might as well it doesn't matter kind of thing. just some kind of calibration of hey, if it is 96 and if that's what is communicated to them, then that's great. But I just didn't know what they receive information

Ella Farinas: I appreciate that. I don't think they know the actual percentage. we tell them how many absences and tardies we tell them the threshold you don't want to get past this number but as a percentage we have not communicated it that way. And I think that's something we can add to it because we have kids who do the math right so we might as well give them that message also. but we're also talking about ways like other attendance incentives. I know the district is always sending us September was attendance matters month and the kids made a video but I think we're also looking for what more frequent reminders and then our counselors also give our students reports and it's mostly like if you don't usually no news is good news in terms of attendance so our counselors will call the students in for regular check-ins to let them know that hey your attendance is not looking so great you have to look out for

Jeffrey Bracamonte: What the heck?

Ella Farinas: this many. So, we do that. yeah. I like the home room compet. I'm all about advisory competitions. So, between that and the PTSA like u drive, we can come up with something like that. That's something we can bring up to ASB to help us. Yep.

Araceli GT: So, my dog goes to a different school. This is our lly. and they do grade level pep rallies. So, every Friday they have a pep rally and right now they're in the middle of attendance pep rallies. So, they're all competing to have the best percentage rate, but it's done as a grade level and not just a classroom. That way, it's more holistic.

Ella Farinas: And we can announce it at our spirit rallies because they get riled up for spirit rallies. I like that. Thank you.

Natalie Daily: Grade level competitions.

Natalie Daily: I'm just taking notes. I was thinking too, when you were talking, and we always talk about data chats, And we do data chats with kids with their progress in English and math, but do we include attendance in the data chats?

Ella Farinas: we have not.

Natalie Daily: Why not? we should just do that. Boom.

Ella Farinas: Yeah, we can certainly Yeah,...

Natalie Daily: .

Ella Farinas: I think why because for example with we have these ready-made templates. They're beautiful. They're easy,...

Natalie Daily: Yeah. Yeah.

Ella Farinas:

Ella Farinas: very user friendly. But who says we can't add that attendance to it?

Natalie Daily: I mean with the already happening,...

Ella Farinas: Someone just has to it.

Natalie Daily: It's like the conversation's already happening.

Ella Farinas: Yeah. Yeah.

Natalie Daily: Probably attendance also affects I ready scores.

Natalie Daily: So yeah.

Ella Farinas: I think those things happen organically but not as a structure. So we can talk about...

Natalie Daily: Yeah. Yeah.

Ella Farinas: how we can structure that so it's a part of the regular conversation.

Natalie Daily: I wonder if there's a way to just adapt the handy dandy form. Yeah.

Ella Farinas:

Ella Farinas: That's what I was saying at If someone can take that handy dandy form and add a handy dandy little attendance piece, we can make it

Rachel Bechler: or even just acknowledge.

Robyn Wehrly: I was going to say that a lot of the eighth grade advisory teachers I know we do grade checks more frequently than we do when we have sixth and...

Rachel Bechler: Go ahead.

Robyn Wehrly: seventh graders and part of the grade check form for that many of us use does have attendance on there as well but again it's related to the promotion requirements so it's more of like a number versus a percentage

Jeffrey Bracamonte: What happened?

Ella Farinas: But just to piggyback on that, we can start having those conversations sooner so the kids by the time they're in eighth grade, they're not surprised, I think we could start doing that. start slow but that's something we can

Rachel Bechler: And even just like when you're talking about looking at I already if kids have made progress look back like hey you were here at a much higher rate during the last eight weeks or...

Rachel Bechler: whatever compared to the first six weeks of school or whatever but just acknowledging like that that may be contributing to your success. If there is success happening and growth

Natalie Daily: Yeah, I was thinking too now that we're talking about this I suppose I could even maybe add a tab or...

Natalie Daily: a line or somewhere on the portfolio planning sheet for them to add attendance and their end percentage just because at the end of every semester they're already reflecting on their work right in advisory there could be an opportunity for them to figure out their attendance percentage is that on Aries exactly or...

00:10:00

Natalie Daily: is it just like a number of absences would they have to calculate their percentage their actual percentage is on Aries please.

Robyn Wehrly: It's on Aries.

Jeffrey Bracamonte: Yeah, they'd have to calculate it.

Jeffrey Bracamonte: Does it have the percentage?

Ella Farinas: It's calculated there. But Natalie, on our advisor's lives, I know we're about to start going into portfolio work. Maybe we can add that little, ...

Natalie Daily: Yeah. Yeah.

Ella Farinas:

Ella Farinas: your attendance. So we can add that and they can just the seed moving forward.

Natalie Daily: Yeah. I don't know if I'd be able to get the attendance on the portfolio planning sheet right now for the kids that have already started. I don't know if you know what I mean because they already own their own sheet now. I could give directions for them to add a thing. That could be a little crazy,...

Natalie Daily: but yeah, that's something I can talk we can think about though, the best way to roll that out. But at least in the advisory slides, when they're already reflecting on their semester, that might be a good time to do it.

Stella Francoallen: And I would add too that community schools has that goal and...

Stella Francoallen: I work really closely with our counselors so that we together target students also that may need support in that area. and then of course bringing in the parent component the opportunities to speak to parents on this u whether they come in for a parent meeting whatever that meeting is. I know we start meetings with our parents but along the route of them being here on campus it may prove to be a good opportunity to connect. So parents are aligning with us as well and realize what our goals are for collectively, our students.

Rachel Bechler: I think just for parents too to be tracking I mean kids and parents to be like you okay they're absent they're absent...

Natalie Daily: Mhm. Mhm.

Rachel Bechler: but you don't see the totality of everything and yes you can see it on Aries but even again there's no goal so if it's like hey your first semester you were at 85% our goal is now 90% % or whatever and just to give them kind of a personalized target if they already are below where we want them to be. and a way to track here's the calendar of the school year and...

Rachel Bechler: these are all the school days. So when you're coloring in your kid was absent this day or tardy these days like that it's sometimes just a little bit more impactful when you see it all laid out on a calendar like that as opposed to just a number on the screen.

Stella Francoallen: and the effort also for parents to connect through parent portal...

Stella Francoallen: because that's again an informational resource and we do encourage parents to open those accounts and to not just open them but to reference them.

Rachel Bechler: Do we know...

Araceli GT: ...

Rachel Bechler: what percentage of parents have Aries portal accounts or have checked within the last year? do we have data on that?

Jeffrey Bracamonte: Usually I run that report.

Jeffrey Bracamonte: Our community service, Miss Burrow is the one that keeps track of that. I'd have to look, but let me take a note. I can definitely look that up and respond back on that next time. Let me write that down.

Araceli GT: so the protocols are just coming into play or they've been set up in previous years that you're just continuing that you're, tracking the attendance and tardies. And I say this...

Natalie Daily: Mhm.

Araceli GT: because my child that in middle school, was tardy every single day. There was nothing that we could do. We couldn't, outside of pulling her out of bed. we couldn't get her there. and she totally thought it was fine. She's like, "Nobody at school has ever said anything to me. We knew that she was tardy all the time. but are these kids that are chronically tardy and...

Araceli GT: absent, is there a conversation being had with them and not just depending on them to go onto a computer screen and figure out, hey, I've been tardy n, whatever percentage.

Jeffrey Bracamonte: Our counselor,...

Jeffrey Bracamonte: Miss Tucker sends out a 10-week report that gets student grades. It gets attendance. It gets referral notifications. It also has tardies because I put that together. So, I know that does go out. And then I don't know that we've been doing it, but last year we had monthly start meetings where parents students that had a certain number of unexcused absences were asked to come in and go over what do you call it?

Jeffrey Bracamonte: what's going on with the attendance and then they heard about the benefits of being at school and what's next and what if they needed any support. Miss Franco Allen is usually there and she goes over any resources that are needed. So those usually happen. I don't know if we're doing the STAR meetings right now. I'm not a part of that. I don't know Miss Tucker had a set up, but parents of seventh and eighth graders should be getting a report that says how many unexcused absences, if they have any D's or Fs in their grades, and if they have any referrals or suspensions. All that goes out every 10 weeks from Miss Tucker for seventh and eighth graders.

00:15:00

Araceli GT: I'm just saying that...

Ella Farinas: Miss

Araceli GT: if we've got somebody that's chronically having these issues, maybe just sending a report isn't going to help.

Araceli GT: And I say that from personal experience. ...

Jeffrey Bracamonte: For sure.

Jeffrey Bracamonte: Yeah, for sure.

Araceli GT: and I don't think she was ever pulled in. She made it to school. She was just literally late every single day. And that affects your attendance records because it's like she wasn't there in C. sending reports is great, but if nobody's actually looking at those reports, you're going nowhere with that.

Stella Francoallen: We are referencing reports and...

Stella Francoallen: we are making some phone calls. whether we're making them to every family, I would have to say we're not. but there is certainly an effort to note who are having struggles getting to school on time because of course it affects their first period which is a class period. And there was a start meeting for sixth graders held on the January 15th. there may have been some confusion because no one showed up for the sixth grade and...

Jeffrey Bracamonte: true. Okay.

Stella Francoallen: we don't have a large number of parents very few that come to those meetings. and we understand that a parent or two may have gone to the ELAC meeting which was held at the same time that morning that should have been at the start meeting and that was just for sixth grade families.

Ella Farinas: However, I will at the ELAC meeting,...

Stella Francoallen: That was not

Ella Farinas: our topic was attendance, so it kind of worked out nicely. But Miss Gonzalez is planning another start meeting for the students with chronic absenteeism. so she is trying to make that a regular meeting. But I also like the idea of normalizing Miss Kleman put in the chat normalizing good attendance. I think that's something else like let's be more proactive as well and helping students understand what it is.

Ella Farinas: I like that. Yeah, at our student of the month videos, we always focus on growth and attendance we can make that the criteria for the next one, who's got improved attendance. That's some that's something we can add. I like that.

Natalie Daily: Okay,...

Natalie Daily: this is a lot of stuff.

Ella Farinas: Cool. I also want to add too Marcy does a lot of home visits and...

Natalie Daily: Does anyone else have any other last things to add? But I feel like I got a pretty good list. Thanks everybody for

Ella Farinas: Miss N makes a ton of phone calls that takes up a lot of their time. So they're doing a lot of phone calls and home visits to check in on these students with their chronic attendance issues.

Jeffrey Bracamonte: Ouch.

Ella Farinas: But I'd like, let's also be proactive and celebrate the students who are doing well and improving.

Natalie Daily: Yeah. ...

Natalie Daily: So, I'll add home visits and phone Calls are already happen. did anyone have anything to add for parent engagement or I have those notes.

Rachel Bechler: I gave a lot of feedback at the PTA meeting, so I'm not gonna repeat on it all, but it's in the notes that Miss Frinko Allen

Natalie Daily: So I feel...

Ella Farinas: What I want to add to that...

Ella Farinas: because after we left, I thought of something else that the teacher brought up at a PD at the end of the school year last year, I had a small but mighty team of teachers who met for PD and they talked about kind of reinventing back to school night. And Rich, you kind of touched on this, but it and Daily you were there making it more of a festival, just something kind of more enticing to get everyone excited to come. So that's something we've talked about, so we can Yeah.

Natalie Daily: but if we're going to do it that's a discussion that needs to happen a little bit sooner. To make it happen. So back to school night is it's fun and it's festive and there's food and it's mingling and there's partners there and that kind of stuff rather than going around and just listening to presentations about I mean I don't know. I've gone through my kids are now almost out of high school and I swear back to school night is the worst.

Natalie Daily: as a parent and I don't know it can and I think that and often open house can be like that too and especially my kids in middle school I was like this is the worst and I only went because my doctor got extra credit or whatever or homework passes but I was like this is not helpful...

00:20:00

Natalie Daily: because everybody just wanted to turn it into a parent conference and whatever anyways they didn't do a good job at that school at all it was not well however my daughter's high school for is it open house or back school I don't know one of They make it kind of like a fair and they do it all outside and it's so fun. they really do a good job and they did it because of co but they just kept it because it was awesome and...

Ella Farinas: Yeah, I think for open house.

Natalie Daily: it's very festive and it's just a lot more fun and so any Yeah.

Ella Farinas: That's feasible because for back to school night, I still think they need to receive the information. it's dry, but they still need to receive information. I see the chat. Let me see here. I thought I saw something about slides.

Natalie Daily: She said, "Are they helpful to get the slides?" Yeah.

Rachel Bechler: Yeah, we didn't ever get them. and...

Ella Farinas: Wait, what's okay?

Rachel Bechler: so came in late from the main session. We missed some and then it was just hard to like that was, so yeah,...

Ella Farinas: Nothing back. I sent out the general slides, but are you talking about the teacher slides?

Rachel Bechler: like the seventh grade deal or...

Rachel Bechler: the eight, whatever, like those different ones and...

Ella Farinas: Okay, that's good.

Natalie Daily: Those could be on the website.

Rachel Bechler: even just posting them all on even the schedule and then just linking those later.

Ella Farinas: Yeah, we can definitely update the website, too. So, okay. Add it to the list.

Natalie Daily: I'm adding it to the list.

Ella Farinas: Okay. Yeah.

Natalie Daily: And that get the slides from teacher. I think that honestly they should just be on the website. that's not that complicated to be able to just have it there so you can just find it and I don't know what about you when you Raquel you said what did you about thanking families and caregivers? What exactly do you mean by that as is that something to do at back night or...

Raquel Perez-Pedroza: You know what? I think my message went in a little bit late. It was attached to the attendance.

Natalie Daily: Okay?

Raquel Perez-Pedroza: I think sometimes to acknowledge the parents famil family's efforts to,...

Natalie Daily: Yeah.

Raquel Perez-Pedroza: I don't know, we have teacher appreciation and we have staff appreciation. So, even just having a sign maybe once or twice a year outside when people are doing drop off, thank you. to her. cuz I don't know that might already be something that happens when Marcy does the visits but I think often times parents and...

Natalie Daily: Mhm. Yeah,...

Raquel Perez-Pedroza: caregivers feel like my gosh just their efforts aren't being recognized.

Ella Farinas: Okay.

Natalie Daily: for real. Okay, that's a great idea. That's an easy one, too. Aside,...

Ella Farinas: Did you have a suggestion for bear bucks?

Natalie Daily: yeah, I got the bear buck suggestion. Yes. yeah,...

Ella Farinas: And randomly depending on bear bugs. you're on time. Here's just a random day where everyone gets a bear bug for being here on time.

Natalie Daily: I was gonna say too what about having just raffles for

Natalie Daily: just being at back to school night, just showing up ...

Natalie Daily: "Hey, we're going to raffle off or whatever, and I think that could get people to come, right? I don't know.

Ella Farinas: We do.

Ella Farinas: Yeah, that'll be Yeah.

Raquel Perez-Pedroza: Definitely.

Natalie Daily: Yeah. Yeah.

Rachel Bechler: What about even offering if we could set up food trucks or something like that where families are still purchasing food but sometimes it's just hard for us to get all the kids picked up and get to things like that. So having options where we're not having to stop in between and...

Rachel Bechler: or somehow turn that into a fundraiser that's just an extra way to eliminate an extra barrier for some families.

Natalie Daily: Yeah. Yeah.

Jeffrey Bracamonte: Okay, thank you everybody.

Jeffrey Bracamonte: Are we good? Miss David,...

Natalie Daily: I think so.

Jeffrey Bracamonte: Miss Frank, are we good?

Natalie Daily: If you have any other things that you think about it in the middle of the night or...

Stella Francoallen: Me too.

Natalie Daily: whatever, email me. happy to take more ideas anytime. Thanks, guys. I appreciate it. Thank you so much.

Jeffrey Bracamonte: Thank you. So, let's go ahead and move on. The old business was we went over the safety plan and we did not have a couple of people at the end that we needed.

Jeffrey Bracamonte: So, I'm going to speed review it again, but I'm going to link it. And Dr. Fus, I know we talked about getting it on the website and out in the Let's see here.

Ella Farinas: Are you referring to the school site council?

Jeffrey Bracamonte: The safety plan. Remember the one with drop off pickups and...

Ella Farinas: Yeah. the ...

Jeffrey Bracamonte: info for parents?

Ella Farinas: the actual plan because I know the map There's a regular button there. But if you give me the safety plan, I could put a button at the bottom of the s'more that just says safety plan and you can click it as needed. Because when you go to the bottom of the s'more,...

Jeffrey Bracamonte: Okay.

Ella Farinas: all those things that are just always there, bell schedules and maps and stuff like that are always there. We can add the safety. Yeah, that's right.

00:25:00

Jeffrey Bracamonte: Okay. Yeah.

Natalie Daily: is the updated safe plan is not on the website right...

Natalie Daily: because I think it's pretty All right.

Jeffrey Bracamonte: I don't believe so.

Jeffrey Bracamonte: the accounting form still needed to be adjusted and let me see thought you have to kind of take a look at it and I put it in the thing I put it in the chat total number of students with you on the field yeah I believe it is updated miss daily but okay so Let's see here. Let's go ahead and go to this tab. So, I'm gonna kind of breeze through and if you have any questions, please feel free to stop me and we can go over So, I'm going to kind of go over the parts. I know the people don't necessarily matter.

Jeffrey Bracamonte: know that everything is planned out and organized and identified by a command center team. When they show up, they get directed. So, Mr. Willie is in communication with the district. Dr. Fus is our command center Everybody else goes down to the field and depending on what type of emergency it is, right? If it's a earthquake or fire drill, we report down to the grass area where the command center is and then jobs are distributed and then search and rescue comes back up and identifies needs and then reports back and first aid comes up and deals with that and we have a setup here that you'll kind of see, but responsibilities are all delegated out.

Jeffrey Bracamonte: You can see that when there's injuries in the classroom, do a system in place to take care of that. we have staging areas that need a report to. We have a reunification process that entails check-in and a form that gets distributed down that gate is at the bottom of the field where they'll check in with who their student is and they'll drive around the corner and up Morango and then we'll have a reunion gate did I say request and then just reunion where somebody will be at the reunion where a runner will run to get a student and

Jeffrey Bracamonte: That'll take them to the reunion gate. That is set up here so that gate is over by the gym. let's see here. Systems in place, command center, what we do here. Who does what. You can always take a look at what staff does what. This is a living document, so it's updated regularly with roles. You can see custodian, security, principles, registrar, nurse. everybody on site typically has some role. You can take a look at our fire and evacuation procedures. You can take a look at our shelter in place procedures, which is now called lockdown team response.

Jeffrey Bracamonte: And we also have a regular full lockdown. This is a lockdown where there's a threat. So, we have this one in place.

Jeffrey Bracamonte: Let's see. Here's the team response. I need to delete the first one. Go ahead, Ella. Sorry,...

Ella Farinas: Yeah. ...

Ella Farinas: you're scrolling so fast. But there's a page there that has some staff names that need to be updated.

Jeffrey Bracamonte: I need to delete this one. Yes, okay.

Ella Farinas: So, I highlighted Natalia. I'm assuming that's supposed to be Emily. I didn't want to mess with it until I told you. Since you're there,...

Jeffrey Bracamonte: I did thought I did see Natalia,...

Ella Farinas: I saw Natalia and...

Jeffrey Bracamonte: but I wasn't sure.

Ella Farinas: I saw Go down more. It's on Hold on. Too many tabs. I have it here.

Jeffrey Bracamonte: Okay. Hey, Jake.

Rachel Bechler: Page eight,...

Rachel Bechler: I think.

Ella Farinas: Thank you. Let's see. Yes. Page site team communications.

Jeffrey Bracamonte: Right here. Okay. ...

Ella Farinas: Yeah. Yeah. Are you that? There you go. and then I'm seeing on the bottom where it says Lauderdale, im And Felix, is that for Yeah.

Jeffrey Bracamonte: that's Mr. Felix, right? No,...

Ella Farinas: Is this for phone calls or what is that?

Jeffrey Bracamonte: 't know. That's part of the template that they had. I don't know...

Ella Farinas: Okay. Yeah.

Jeffrey Bracamonte: why I don't know if we had another Felix, but let's update that to Miss Burrow.

Ella Farinas: I mean, that's the only feelings I know.

Ella Farinas: So, maybe it'll just make that.

00:30:00

Rachel Bechler: I think the font size might be different or...

Rachel Bechler: the font is different. So it might be shifting some names.

Ella Farinas: Yes. Also,...

Jeffrey Bracamonte: That's true. You're right. You're right.

Ella Farinas: because if that was Luna, I'm wondering if that's supposed to be Miss V because Luna used to be in that.

Ella Farinas: I'm thinking of the position, not the person.

Robyn Wehrly: or Francisco. Prince

Ella Farinas: I think Francisco would be more appropriate.

Jeffrey Bracamonte: Okay, you're right.

Jeffrey Bracamonte: That's okay.

Ella Farinas: Okay. Thank

Jeffrey Bracamonte: Okay, Let's see. I'll line it up better. Okay, so we also have earthquake procedures. Let's see here. Our campus evacuation maps. We have a primary route of evacuation and we have a secondary route of evacuation. Our room lists are pretty updated. this is the layout of how things are going to look on the field during an emergency. You have classrooms, triage, morg, which hopefully is not a Request gate down here up here at the top from Penn and Moringo.

Jeffrey Bracamonte: And the reunion gate is over on Howard and Morango. We have a storage bin which holds all of our emergency supplies which our custodians take an inventory usually during the summer when they're here doing the floors. And then the command center is set up a little bit more towards the grass away from the building just in case. And then Sure.

Raquel Perez-Pedroza: Can I ask a question on that? So, I know you said hopefully we never need it,...

Raquel Perez-Pedroza: but is that more immediately set up or only as needed afterward? Because it's so close to the classrooms that are lined up. I'm just curious.

Jeffrey Bracamonte: Yeah. ...

Jeffrey Bracamonte: it's going to go. So, I know if you see this build, it's going to probably be more.

Jeffrey Bracamonte: So, that one's a tough one because the elementary school comes out and is just under to the left, right? So, where in between the triage center and the morg to the left of that large grass area, the elementary school comes out. And so, we wanted to keep the morg as far away from everybody as possible. And that was that location. It depends on how we take them out and whatnot. We can't have it over by the buildings because,...

Jeffrey Bracamonte: if an emergency, if anything is happening, we're supposed to keep it away from there.

Ella Farinas: Yeah.

Rachel Bechler: It's also...

Jeffrey Bracamonte: Yeah,...

Rachel Bechler: where all the cars are going to be lined up, right, to get to the request.

Jeffrey Bracamonte: that so that is definitely going to be a tented area.

Rachel Bechler: They're all just parked there waiting.

Jeffrey Bracamonte: I think we have some stuff in the storage bins where it's tented and enclosed and I'd say most will not know what's going on this because it's either there or the basketball courts with the basketball courts we can't have it next to the triage center I don't think because of the basketball courts and what's going on over here but looking at the map there's no real other place to have something like that right

Raquel Perez-Pedroza: Yeah, I mean I think it make the place makes sense,...

Jeffrey Bracamonte: without, ...

Raquel Perez-Pedroza: but maybe just having those European quick popup emergency half tent walls.

Ella Farinas: Yeah. I just came back from the school emergency response team meeting and...

Raquel Perez-Pedroza: I was just curious...

Jeffrey Bracamonte: yes, I think we have something that's got some kind of setup bars tripods that go up and...

Raquel Perez-Pedroza: because I mean it's so

Natalie Daily: Yeah, I was going to ask,...

Natalie Daily: do we have a tent in there? has there should be practiced putting it together and...

Jeffrey Bracamonte: then I'd have to see the inventory list again because when I did the walkthrough last year, I thought

Natalie Daily: making sure it has all the pieces and stuff. I would do that before that training for that.

Ella Farinas: we are going to be having a drill soon and it's going to be facilitated by I forgot the name of the organization. They've been training us for a few years now. So, we'll have an opportunity to go through the bins and make sure everything is in order. And similar to I want them I like it when they catch us with just let it all hang out so they can tell us what we have to fix. So, I'm game for whatever.

Natalie Daily: Yeah. Yeah.

Ella Farinas: It's similar to the one we had before.

Natalie Daily: When that guy was here. Yeah, that was helpful.

Jeffrey Bracamonte: Yes. Yeah.

Natalie Daily: I think probably also I was thinking...

Ella Farinas: It was really helpful. Yeah. Yeah.

Natalie Daily: if it's tripods we probably would need sandbags too in case it's parents I'm the notetaker the drills

Ella Farinas: And again, we don't activate these areas unless they're needed. But back to your point, I think we should just go through the motions and just check our bins and you'll be taking notes and you let us know.

Stella Francoallen: Could you clarify the difference between the reunion gate and...

Ella Farinas: There's an official role. It's like the report. It's in my notes, but I'm like, " I know who this is.

Jeffrey Bracamonte: And Stella, you had a question.

Stella Francoallen: the request gate?

Jeffrey Bracamonte: So, the request gate is where parents are going to come down Penn Street and we're going to have our registrar or either our attendance clerk or our registrar.

00:35:00

Jeffrey Bracamonte: I think it's our attendance clerk is there taking the names of students by...

Jeffrey Bracamonte: who can so they'll have all their hard copies of the student information at the request gate and the parents come and she verifies that it is the person that is supposed to be picking up the student and then they radio that in to the command center and then they call the student and the student goes down and is pulled to the reunion gate where as they make that ride on Penn down Morango, they'll get picked up at the reunion gate. If we...

Stella Francoallen: Okay,...

Jeffrey Bracamonte: if we communications are out, then the request gate will have multiple runners which will run to the classes and...

Ella Farinas: It's to prevent congestion.

Jeffrey Bracamonte: get it back and whatnot and then sent to the reunion gate. Okay.

Stella Francoallen: thank you.

Jeffrey Bracamonte: Yeah, because it's going to be crazy on Penn Street and Moringo It's going to be crazy everywhere if anything happens. so we did a earthquake drill scenario at the beginning of the year. we Miss Dailyy took some notes and we definitely needed some things to improve on and we built a lot of those back into the safety plan, but we have not practiced it after and I think definitely we need to.

Jeffrey Bracamonte: So we do have procedures in place if we do have stuff happen for runaway students abductions some of it is redundant but you do see that so I'm talking about the lockdown not the suicide goto bags we have emergency go bags we have emergency folders they're usually updated we do have a system in place for substitutes it definitely takes a little bit to get everybody on the same page with the subs and whatnot. Let's see here. What else? this is one of the forms that, Miss Dailyy just takes notes. we do have this accounting form that Miss Dailyaly updated and put together, which says students not here, right?

Jeffrey Bracamonte: They track students, tells them whether they're present with them on the field, and this way they can differentiate if they were here and absent or if they weren't here and they're absent, right? Because sometimes there's some confusion with them being present but not being with the class. And then we have the parent request form. This is what it looks like. Just try and fill it out as quickly as possible, Miss Nun will have these so that we can always make sure that everybody's accounted for them for it'll be in Spanish and English. let's see here.

Raquel Perez-Pedroza: Are these actual paper forms or will they be a digital form?

Jeffrey Bracamonte: They will be in paper form over in So, there's a stack of these that are printed and they will go out with the registrar or the attendance clerk when they go out to the request gate.

Ella Farinas: One thing to think about ...

Jeffrey Bracamonte: So, no.

Ella Farinas: I'm sorry. Go ahead.

Jeffrey Bracamonte: Go ahead.

Ella Farinas: I was going to say one thing to think about for next year is with all the cuts, we are losing our senior clerk who is our attendance person. So, we would have to also kind of think about what that's going to look like for next year. But for now the system works.

Jeffrey Bracamonte: Yeah. So we have this and then if there's internet they will have access to who's actually eligible to pick up the child right like we have that if there's no internet then I believe she has that records I believe they have a copy printed but both should be available to them when they go out like that's part of their standard procedures. Let's see here.

Natalie Daily: Yeah. Isn't that on the emergency card? That's...

Jeffrey Bracamonte: Yeah. Yeah.

Natalie Daily: that's why it's very important for parents to always update that emergency card and keep it as updated as possible...

Rachel Bechler: Is it the emergency card that's printed from Aries or...

Natalie Daily: because I can't answer that.

Rachel Bechler: is it the paper one that I think we get in the summer? is there a need for the paper one when you can print from Aries directly?

Natalie Daily: I think that that's the reason...

Jeffrey Bracamonte: It's printed. I think it's what you fill out when you do the compact from Veres.

Rachel Bechler: I'm just curious why we have to fill that out every year but we also have to do Aries. if that's So you can mass print from Aries the emergency card and...

Natalie Daily:

Natalie Daily: though. I think the reason why we do the paper copy is literally for these emergencies because I don't Yeah.

Stella Francoallen: Listen to me.

Rachel Bechler: it has their picture, all their contacts and all their information on one sheet.

Jeffrey Bracamonte: That's a good idea.

Rachel Bechler: The office can do that. So I don't know if there's anything that's not on that that would be required what if those are in opposition, if somebody's on one but not the other, is that okay? or it's just the more opportunities we have for discrepancies. Yeah.

00:40:00

Natalie Daily: I think that also then if somebody changes the digital one, what do it's like would you have to be reprinting them all the time? what would be the cadence in that? How would you know that you have to reprint it? what I'm saying? I think over that makes it kind of complicated as well. I don't know. my kids are in LUSD and we have to fill out the form every single year and...

Natalie Daily: we're told if you want to update your emer who gets to pick up your kid, it's your responsibility to come and tell us because They're only going to be released to these people on this form.

Monique Sims: The same thing happens here with us.

Stella Francoallen: I'm not.

Monique Sims: They annually tell us to complete the form to get an Aries.

Monique Sims: I want to say we can't even get in Aries once the new year switches until we update the form or go through the prompts at least. I want to say we can't get in yet.

Rachel Bechler: It's the data confirmation at the beginning of the year.

Monique Sims: Yes. Yes. Yes.

Stella Francoallen: And there are some parents that don't update that way and...

Stella Francoallen: find it more comfortable or easy to do the cards than to just jump into Aries. And I thought our registrar pulls from those cards to update Aries also

Natalie Daily: There.

Jeffrey Bracamonte: He should.

Jeffrey Bracamonte: So, I can follow up on that and see what they have. I made a note so that when we talk next time I'll see how the registrar goes about that system for So the rest of this document has what each part is supposed to do, Their responsibilities which is for them.

Jeffrey Bracamonte: Let's see Anything else that we would need to This is a single sheet of who does what roles? These are the things that are supposed to be inside of the storage bin that are provided by the district. The one thing that I know we talked about last time I did not get an answer from is the classrooms are supposed to have a bucket with a portable toilet seat type thing...

Natalie Daily: Mhm.

Jeffrey Bracamonte: because I know we have it at Elliot but we do not have it here and I need to see how they got that and whatnot. So I need to make that

Rachel Bechler: I think the one other thing that we had talked about last time that someone was going to check on was just confirming that all the work or orders for the intercoms in each of the rooms have been completed to just make sure that all the alarms are working and...

Jeffrey Bracamonte: ...

Rachel Bechler: classrooms are notified clearly about lockdown or

Robyn Wehrly: Hey Jeff, is there something in the safety plan that is kind of like if the Wi-Fi is down and the phones and intercoms are not working, here's how we're going to communicate. because I know we have the safety chat, but if the Wi-Fi is down, the safety chat is also not working. so I'm just curious if there's anything outlined since our phones are linked to the Wi-Fi and...

Jeffrey Bracamonte: And we did have something.

Natalie Daily: An Power.

Robyn Wehrly: power. Yeah. Mhm.

Jeffrey Bracamonte: I don't think it was like a flowchart, but I know we did say that it would be intercoms and then we would use chat and then we would also use phone calls in conjunction. And if those didn't work, it was going to be runners.

Jeffrey Bracamonte: But that's why staff needed to report to the command center so that they could determine who was going to run what floor was going to be collected from them with the paper forms and whatnot. I know we started to do a phone tree and I don't know where that is. I believe that Emily has this and so that's where it should go, but I don't know that there's a flowchart. I think up in the document, I don't want to scroll way up, but in the document there was the people that it went through,...

Jeffrey Bracamonte: I think in that it had phone tree and whatnot. And yes,...

Natalie Daily: When you say phone tree,...

Natalie Daily: do you mean cell phone tree?

Jeffrey Bracamonte: cell phone tree.

Robyn Wehrly: I mean, also keep in mind that some of our cell phones don't work on campus, too. I mean,...

Robyn Wehrly:

Jeffrey Bracamonte: Yeah. Yeah. So, no,...

Robyn Wehrly: I'm just speaking about myself.

Jeffrey Bracamonte: you're right in your room.

Jeffrey Bracamonte: Yeah, that pond area has a cell phone jammer in it.

Natalie Daily: Yeah, the library too.

Robyn Wehrly: My room is a dead.

Natalie Daily: Mine doesn't really work in here either. that has

Jeffrey Bracamonte: Okay. So, go ahead.

Raquel Perez-Pedroza: I have a question about the radios.

Raquel Perez-Pedroza: How many radios do you guys have? I know when we use them for the dance oftent times they're not charged and we've left them charging over the weekend and I don't know if the charger I don't know looked at but is there a need for more radios and not only housed at the office maybe housed in other satellite areas

00:45:00

Natalie Daily: Mhm.

Jeffrey Bracamonte: So are those you must be speaking on the security...

Jeffrey Bracamonte: because security probably uses them all throughout the day and then it starts charging in the evening. Yeah.

Jeffrey Bracamonte: So then, when they put it back on the chargers before they leave, they only have the one or two hours to charge. we do have Okay.

Raquel Perez-Pedroza: So then obviously if there was an incident where it was going to be a heavy use on the radios there might be a need for backup battery packs or just not only that but satellite areas where there's an extra set of phones being radios being charged. because we've left them charging on Friday night after the dance and then we've been told that they weren't fully charged and we plugged them and we verified that they were plugged in. So, I don't know if the battery pack or the charging station maybe there was an issue with that and it was replaced. I'm not sure.

Jeffrey Bracamonte: I'll look into that, too. I do know that at least every school has one satellite walkie-talkie that can communicate with the district. It's a special one that every school has to have.

Jeffrey Bracamonte: I know that doesn't help the sight site communication...

Natalie Daily: I mean,...

Jeffrey Bracamonte: but we will always have communication with police the district and fire emergency response. so I'll check on the battery packs for the radios or a second set. I know that learns has their own set also that we can potentially use. Let's see here. Yeah.

Natalie Daily:

Natalie Daily: I don't know. I was just thinking about it too and I don't know it always kills me the fact that our phones we decided to switch to Wi-Fi and powerbased phones cuz everybody used to have just that internal phone on the wall and they just decided to get rid of all and I think it was such a dumb decision and even if we had a bomb threat you're not even allowed to use cell phones like you're literally supposed to turn your phones off and so we can't even use cell phones in a bomb threat. so I feel like walkie-talkie sets are not that expensive, maybe we should just have one in every single classroom and it's only used in case of this kind of situation and that's it. And it's just you charge it,...

Natalie Daily: you leave it there. You literally never touch it. it's set to the same channel and it's literally used only in case of absolute emergency. I don't think that they're that expensive.

Raquel Perez-Pedroza: That's a great idea. Yep.

Jeffrey Bracamonte: I mean,...

Natalie Daily: just I don't know. I just feel like to me that's a faster solution than trying to fix the intercoms, I don't know. they come all the time and...

Jeffrey Bracamonte: the intercom isn't a work order. they prioritize it and apparently they don't always think that that is okay so okay so we do need to look into that we're going to have to that one for sure we're going to need to check with the district to make sure that we're on the same plan for them...

Natalie Daily: they say they're fixing it and then people still say they can't hear. I don't know what to say. I feel like it happens all the time.

Jeffrey Bracamonte: but maybe there is an alternative so I'm

Jeffrey Bracamonte: not saying to roll it out, but they might nix it and for who knows what liability, whatever the reason. So, we'll definitely talk about that and I'll get back to you on that. I put that on here as well. So, any other questions on the safety plan? So, it is a live document. You can always, Oops. I'm scrolling real quick for no reason. you can take a look at it and send me questions or things that you think we needed to clean up or a system that needs to be clarified and then I can do that as well. That's ...

Rachel Bechler: I think there was one more thing about we were asking about ...

Jeffrey Bracamonte: but as

Rachel Bechler: if the classrooms have water if they were in an extended lockdown and if that was something that like PTA needs if we can help out in that way...

Rachel Bechler: if we didn't have funding but even just like a set of one thing that just gets rotated out every Okay.

Jeffrey Bracamonte: Okay. Yeah,...

Jeffrey Bracamonte: I know the classroom water with that one's a tough one. I haven't seen anybody have classroom water just because of how long,...

Jeffrey Bracamonte: I know we usually do have the water down in the storage room.

Natalie Daily: It would be tough too just you'd have to nobody uses it.

Natalie Daily: You know what I mean? it's just emergency only.

Natalie Daily: I don't know. Yeah. Yeah.

Jeffrey Bracamonte: I know as soon as we have that,...

Jeffrey Bracamonte: somebody's going to say something.

Raquel Perez-Pedroza: Gotcha. ...

Jeffrey Bracamonte: They need to store it in their classroom and renew it every even if it's just like a case of water per classroom.

00:50:00

Rachel Bechler: And then at the end of the year you get rid of it and then the next year we get a new one. and at the end of the year you get rid of it and then the next year we get a new one.

Jeffrey Bracamonte: Just get rid of it.

Rachel Bechler: But if that's something that we need to help

Jeffrey Bracamonte: I mean, that's what? Five bucks per case. That's easy to do. It should not be a problem. Okay. Okay.

Raquel Perez-Pedroza: I have a question. Maybe this was covered. maybe I don't know if this is a facilities question, but have all the windows been checked that they open and...

Jeffrey Bracamonte: So most of the windows are locked.

Raquel Perez-Pedroza: and that are there ladders for the second window ladders.

Jeffrey Bracamonte: All the windows in the hall are locked. they're nailed shut. So they can't even be open intentionally. So this people don't mess with it.

Robyn Wehrly: Many of the ones in the classrooms also are screwed shut.

Jeffrey Bracamonte: A lot of the class. Yeah. Depending on...

Robyn Wehrly: Not all of them,...

Jeffrey Bracamonte: where they are.

Robyn Wehrly: but Yep.

Jeffrey Bracamonte: Depending on where you are. the levers are so old they don't roll open anymore. And if they are and they're they get screwed shut.

Raquel Perez-Pedroza: Is there a ladder available on the second floor anywhere in case the exit is the only way to get out is through a window?

Jeffrey Bracamonte: Putting a work order on those is futile.

Jeffrey Bracamonte: No, there used to be a ladder on the roof, but I don't know. Somehow people were climbing up. I don't know if it's still up there. There used to be a ladder above where we are on top of the auditorium, but somehow I don't know, something I heard somebody was bringing another ladder and climbing up and getting up into the upper area. So, I don't know if it's still up there, but we do have access to get to the roof from here. And if that ladder is there, then that ladder would allow us to go down. I'll check on that also ladder to get down from second floor.

Jeffrey Bracamonte: Let's see one two three areas upstairs to get down in case of blockage. So from the middle right there's the middle area and then each wing has its own staircase at the end. And over what are we on the west side of this wing you can go outside the doors and there's another section that has two different staircases to get down. So, depending on blockage areas, right, there's going to be a pretty good chance. Yeah, two over there, right? Yeah. but I definitely see about the ladder as well. Any other questions about this? No. Okay.

Rachel Bechler: Do you need a motion to vote?

Jeffrey Bracamonte: Somebody Yes, please.

Rachel Bechler: A motion.

Monique Sims: I'll second.

Jeffrey Bracamonte: Thank you, Miss Beckler. you, Ms. Okay, so 128. Thank you everybody. We're going hard while we're here with the quorum, can we go over the 20% middle school teacher for DIP? I know we have talked about this, but Let me pull up our budget. Okay, so I know I showed you this document before. So, in terms of dollars, I know we're running late today. It was a long one. so in terms of dollars, the district gives us a certain number of teachers. That's what they call FT. They refer to as full-time teacher.

Jeffrey Bracamonte: and the district says that based on our number, we can have a certain number of teachers. So, they typically take the number of students and they divide that by 29.5 and that's the number of teachers that we get. This year, they kind of did that. They took away more teachers than I know you've heard. They took away many more teachers. They expected our numbers to get really, really low, right? They predicted 412 and we had 530 to start and they only gave us two teachers back which is why we were in the situation that we were in. so now we are predicted to be up. they haven't sent us numbers but they expect us to pay from our FTEEs for our DIP teachers even though they're special programs.

Jeffrey Bracamonte: started as a grant and sustainability wise we were very very successful and now it's moved on to where we need to continue that because they count these teachers in our FT and not all students can utilize these teachers because they need to be in DIP right in order to have the DIP teacher. So they are asking us to vote in our school site council to pay for 20% of one of our dive teachers for I am not sure about the why but it let me see here find it we do put it in our zip plan and you can see in the red you probably can't see because it's tiny but let's see if I can make it bigger

00:55:00

Jeffrey Bracamonte: under title one, we all lot 26,000 to pay for 20% of our DIP teachers. And the name is irrelevant because now we have Miss Compost here who has taken over from Miss Baron who left on maternity leave. And so this number comes out of the allocation that the district gives us. So the district has dollars that they pay for the certain number of teachers. And in this year I think we had I believe 17 teachers in some shape or form through parts of teachers through different sections and whatnot.

Jeffrey Bracamonte: and they want us to pay for 2 from our own title one which is a separate set of funds which is why you see it in its own little section and let's see here so we have three total deal teachers so that everybody knows yes so 20% of one deal teacher so it's weird...

Rachel Bechler: Do we have three total DUIP teachers?

Rachel Bechler: This is 20% of one.

Jeffrey Bracamonte: because everything is a section right so each teacher is

Jeffrey Bracamonte: is asked to do five sections, they get one prep period. So, one period would be the 20%,...

Jeffrey Bracamonte: And they want us to pay that 20% through our title one fund. we could pay it through whatever, but we put it in title one because it's going So the grant has been gone.

Rachel Bechler: And I know they said we can use title one,...

Rachel Bechler: but I just really worried that it's going to be considered supplanting because how is that any different than what that teacher did last year when they were paid by the grant? But you can't use Title One funds to pay for something else used to pay for without it being considered supplanting.

Jeffrey Bracamonte: So last year we did have to pay through this. Yeah.

Rachel Bechler: And I know it's not your guys' fault like the district said to do that, but I just again don't trust the district and some of the things the decisions are making. and the FPM reviewer that you guys are going to get next week, she was at our district last week and she is really good, but she is very tough and she was pulling all the job descriptions of anything like this. and you had to show the difference between the job description last year and...

Rachel Bechler: this year. So, I'm just wondering this teacher is not teaching a different section of something compared to last year, it's the same as the rest of their job. It's not 20% of their job is title one activities and the rest is not, right? Then it wouldn't be DIP.

Jeffrey Bracamonte: It could be...

Jeffrey Bracamonte: because she is teaching a regular course of history this year. So, she is new but whether it's an elective So,...

Rachel Bechler: Maybe we specify that it's not like DIP because if it looks like it's the same as it was last year, then we can't use title one funds to replace something that was being funded by

Jeffrey Bracamonte: last year, so for the previous I think that the magnet grant and its funds have been gone for at least I think it's three years now. So, we've been paying for the past three this will be our third year.

Jeffrey Bracamonte: So the title one, this is the way it came out right after the grant and it's considered core.

Jeffrey Bracamonte: So they look at it as not supplanting because it was already part of that position that we would pay. Yes. Because we had to do this last period,...

Rachel Bechler: Was this in the budget last year as title one 26,000 20% only.

Rachel Bechler: So it's not an addition this year.

Jeffrey Bracamonte: too. It is a continuence that they want us to vote for that we still need it.

Rachel Bechler: It's a continuence of same course. Okay. I don't want to make people late...

Jeffrey Bracamonte: And we do still need it because our Dub teachers are amazing. Any other questions on this position?

Rachel Bechler: but just adding something in terms of the number of students that participated in the units is there any other metric that we can show as opposed to just that they Okay,...

Arian Whitley: just Hey,...

Arian Whitley: hey, Rachel. I've been listening. I just got back home from the hop skip situation. it's not supplanted because that one class is not part of Her core assignment is DIP. And so that's why we're good. And so that hanging period we can as long as it's the history class. So, we're okay with that. I've been checking with Dr. Turley with that,...

01:00:00

Rachel Bechler: Perfect.

Arian Whitley: and she's usually pretty on it with her team.

Jeffrey Bracamonte: And...

Jeffrey Bracamonte: then Miss Beckley, you were talking about the supports for this program.

Rachel Bechler: It just says the metrics there how we're measuring it's a sizable amount of money. So is there other evidence that we can show that it's contributing positively as opposed to just the number of students that are participating in units? Is there Yeah,...

Jeffrey Bracamonte: We can sort through what is it called? I forgot the panorama.

Jeffrey Bracamonte: We have Panorama now that does have that component. When they take that twice a year survey on Panorama education, it'll tell us if they're on track to graduate. It'll tell us their scores. It'll tell us how they're feeling right now.

Rachel Bechler: just is dup contributing positively to chronic absenteeism or...

Jeffrey Bracamonte: Yes. Yeah,...

Rachel Bechler: is contributing positively to our LTEL reclassification rate or things like that just so that it's something more beyond just students

Jeffrey Bracamonte: it absolutely is. Yeah. And we do pull that

Jeffrey Bracamonte: Anybody else? So, can we vote to continue our 20% for our dive teacher?

Araceli GT: to continue.

Monique Sims: Yes, I was going to just say I move approval for the 20% to continue to support the DIP teacher.

Jeffrey Bracamonte: Somebody want to make sorry money. Thank Anybody second?

Jeffrey Bracamonte: Okay.

Raquel Perez-Pedroza: Second.

Jeffrey Bracamonte: Approved for So, I will let everybody go. I just want to say the next time we'll start to look at it. I put the agenda up. I didn't realize how long. Of course, everything goes longer than anticipated, but next month we'll go over thoughts of and needs on our site from parents. So, we'd like you guys to take a look at what we have going on in our SIPA and what you'd like to see us. we'll go over that document again, the budget document. We'll take a look at where we have dollars and then see if what we have planned fits parent perception and needs and then we'll take ideas and see where we can go on that.

Araceli GT: Just to clarify, you made a motion to vote and second but there was no vote. Sorry, just for your and...

Jeffrey Bracamonte: Okay. Yeah.

Rachel Bechler: Sorry, I think there was a bunch of plus thumbs ups.

Jeffrey Bracamonte: Okay.

Rachel Bechler: That's what But you might have not been able to see them.

Araceli GT: there was no call for a vote either. Just Yeah.

Ella Farinas: Yeah, Jeff, you have to say it.

Araceli GT: Yeah. Hi.

Jeffrey Bracamonte: Got a call for a vote of this 20% for title one. Okay. Okay.

Ella Farinas: All in favor? Hi.

Jeffrey Bracamonte: Thank you.

Monique Sims: Couple shapes.

Monique Sims: Yeah. you're by yourself.

Jeffrey Bracamonte: Any other questions about anything? No. Thank you everybody for being here.

Monique Sims: Have a good one.

Jeffrey Bracamonte: Appreciate You too. Thank you.

Raquel Perez-Pedroza: Thank camp.

Jeffrey Bracamonte: Everyone, good night.

Ella Farinas: Thank you everyone.

Ella Farinas: Thanks Jeff.

Stella Francoallen: Thank you.

Stella Francoallen: Good night everyone.

Meeting ended after 01:03:51 🙌

This editable transcript was computer generated and might contain errors. People can also change the text after it was created.

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	Octavia E. Butler Magnet	Arian Whitley, Principal	whitley.arian@pusd.us 626-396-5830

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.

We will be directed by the district office as to the plan following an emergency.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Octavia E. Butler Magnet 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.