# 2026–27 Parent Student Handbook

**AMENDED: NOVEMBER 6th, 2026**

Pasadena Unified School District
351 S. Hudson Ave. Pasadena, CA 91109
626.396.3600 | www.pusd.us

# Board of Education – 2026

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# Mission, Vision & Values

## Mission

Pasadena Unified School District prepares students for success in an ever-evolving world. We are committed to cultural responsiveness and academic excellence.

## Vision

We will transform education to empower students to succeed.

## Our Values

Our students come first. Our decisions are driven by what is best for them. Our policies, programs, and behaviors are based on:

1. **Cultural Competency** – Our behaviors, policies, and programs affirm the worth and personal dignity of all students, employees and community members. We foster a climate of civility, collegiality, tolerance and reasoned debate, embracing our diversity as a strength that adds vibrancy and creativity to our perspectives, deliberations and decisions.
2. **Equity** – We believe that every child is equally entitled to high quality education, and that different needs require different levels of resources to enable all children to achieve their full potential.
3. **Accountability** – We take responsibility for our actions, decisions and outcomes. We are committed to continuous improvement and use evidence-based approaches to identify improvements that support student success. We make information accessible and our decisions openly.
4. **Collaboration** – We value the participation of parents, students and the community in all aspects of PUSD. We actively seek mutually-beneficial partnership with people and organizations. We encourage diverse input and differing opinions.
5. **Fiscal Responsibility** – We maintain the public trust by providing high quality services and by using our resources prudently, efficiently and equitably. Preserving the longer term financial viability of the district is always a key factor in our decisions.

# Superintendent & Leadership Team

The Superintendent and Leadership Team are committed to advancing student achievement and district excellence across all PUSD schools.

## Superintendent

Dr. Elizabeth Blanco
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## Chief Academic Officer

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## Assistant Superintendent, Student Wellness & Support Services

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## Public Information Officer

Hilda Ramirez Horvath
**ramirezhorvath.hilda@pusd.us**

# District Offices & Departments

### Education Center

351 S. Hudson Ave., Pasadena, CA 91109
(626) 396-3600

### District Service Center

740 W. Woodbury Rd., Pasadena, CA 91103
(626) 396-5850

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## Departments & Offices (626) 396-3600

| | |
|---|---|
| Child Welfare, Attendance | Ext. 88230 |
| District Clinic | Ext. 88180 |
| Enrollment, Permits, & Student Records | Ext. 88340 |
| Families in Transition | Ext. 40503 |
| Family & Community Engagement | Ext. 88191 |
| Health Programs | Ext. 88240 |
| Human Resources | Ext. 88700 |
| Special Education | Ext. 88600 |
| Transportation | Ext. 89239 |

# PASADENA UNIFIED SCHOOL DISTRICT

## Official School Year Calendar 2026-2027

### July

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

# teacher work days: 0
# student school days: 0

| Date | Events |
|---|---|
| 07/03 | Holiday: Fourth of July (Observed) |
| 07/29 | First Day 11-Month UTP |

### August

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

# teacher work days: 14
# student school days: 11

| Date | Events |
|---|---|
| 08/07 | Holiday: Admissions Day |
| 08/10 | First Day 10.5-Month UTP |
| 08/11 | First Day Psychologists |
| Aug 12-13 | Teachers on Duty, Staff Dev, Ppl Free |
| 08/14 | Teacher Driven, Pupil Free |
| 08/17 | First Day for Students, 1st semester |
| 8/20-8/31 | See Back to School Schedule |

### September

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

# teacher work days: 21
# student school days: 21

| Date | Events |
|---|---|
| 09/07 | Holiday: Labor Day |
| 9/1-9/30 | See Back to School Schedule |

### October

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

# teacher work days: 22
# student school days: 21

| Date | Events |
|---|---|
| 10/15 | RCHS short day (quarterly exams) |
| 10/16 | Parent Conf (K-8); Staff Dev TK & HS; Pupil Free |

### November

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

# teacher work days: 15
# student school days: 14

| Date | Events |
|---|---|
| 11/6 | Staff Dev K-12/TK Conf/Pupil Free |
| 11/11 | Holiday: Veteran's Day |
| Nov 23-27 | Holiday: Thanksgiving Break |

### December

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

# teacher work days: 14
# student school days: 14

| Date | Events |
|---|---|
| 12/11 | RCHS & HS short day (banked mins) |
| Dec 16-18 | High School short days (finals) |
| Dec 17-18 | RCHS short days (finals) |
| 12/18 | TK-8: short day (banked mins) |
| 12/18 | Last day of 1st Semester |
| 12/21 | First Day of Winter Break |

### January

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

# teacher work days: 19
# student school days: 19

| Date | Events |
|---|---|
| 01/01 | Last Day of Winter Break |
| 01/04 | Students return from Winter Break |
| 01/04 | First day of 2nd Semester |
| 01/18 | Holiday: Martin Luther King Jr. Day |

### February

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

# teacher work days: 18
# student school days: 18

| Date | Events |
|---|---|
| 02/08 | Lincoln's Birthday |
| 02/15 | Presidents Day |

### March

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

# teacher work days: 19
# student school days: 19

| Date | Events |
|---|---|
| 03/19 | RCHS short day (quarterly exams) |
| 03/25 | Short Day TK-12 (banked min) |
| 03/26 | Holiday: Cesar Chavez Day (Observed) |
| 03/29-4/2 | Spring Break |
| 3/1-3/25 | See Open House Schedule |

### April

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

# teacher work days: 20
# student school days: 20

| Date | Events |
|---|---|
| 4/7-4/30 | See Open House Schedule |

### May

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 30 |
| 30 | 31 | | | | | |

# teacher work days: 20
# student school days: 20

| Date | Events |
|---|---|
| 5/3-5/20 | See Open House Schedule |
| 05/31 | Holiday: Memorial Day |

### June

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

# teacher work days: 4
# student school days: 3

| Date | Events |
|---|---|
| Jun 1-3 | HS Short Day Finals |
| Jun 2-3 | RCHS Short Day Finals |
| 06/03 | Last day for STUDENTS; short day TK-8 |
| 06/04 | Last Day for Teachers, Pupil Free |
| 06/09 | Last Day for Psychologists |
| 06/16 | Last Day for 10.5 & 11 Month UTP |
| 06/18 | Juneteenth Holiday |
| | **SUMMER SCHOOL/ESY:** |
| 06/09 | First day of Summer School/ESY |
| | No School: 6/18, 6/25, 7/2, 7/9 |
| 07/16 | Last Day Summer School ESY |

***Total Days First Semester 81***

***Total Days Second Semester 99***

# School Calendar & Code Abbreviations

The Pasadena Unified School District (PUSD) operates under a comprehensive academic calendar, guided by Education Code (EC) 48980, which ensures instructional days and adheres to state requirements. This calendar outlines key dates for the academic year, including holidays, professional development days, and student attendance days. To navigate the calendar efficiently, several abbreviations are commonly used to denote different types of days.

Understanding these abbreviations is crucial for parents, students, and staff to stay informed about the school schedule. Here are some of the most frequent code abbreviations you'll encounter:

| | |
|---|---|
| **NS** | No School (students and staff do not attend). |
| **PD** | Professional Development Day (staff attend for training; no student attendance). |
| **EDD** | Early Dismissal Day (students are released earlier than usual). |
| **MIN** | Minimum Day (similar to EDD, often used for parent-teacher conferences or semester breaks). |
| **HOL** | Holiday (observed district-wide, no school for students or staff). |
| **REC** | Recess (scheduled break period, e.g., Winter Recess, Spring Recess). |
| **TD** | Teacher Workday (teachers attend for grading and preparation; no student attendance). |

⚠ Please note that the PUSD school calendar is subject to change. For the most current and accurate information, parents and guardians are advised to regularly check the official PUSD website. Timely updates will be posted there to reflect any modifications to the schedule.

# How Can Parents/Guardians Get Involved?

The Pasadena Unified School District is required to annually notify parents and guardians of rights and responsibilities in accordance with **Education Code 48980**. Additionally, **EC 48982** requires that schools collect acknowledgement from parents that they have been made aware of how to access information contained in the Notification of Parental rights and Responsibilities. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld. Please complete the "Acknowledgement of Receipt and Review" form, and return it to your child's school.

## Annual Notification of Parent Rights & Responsibilities (EC 48980)

The Pasadena Unified School District is required to annually notify parents and guardians of rights and responsibilities in accordance with **Education Code 48980**. Additionally, **EC 48982** requires that schools collect acknowledgement from parents that they have been made aware of how to access information contained in the Notification of Parental rights and Responsibilities. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld. Please complete the "Acknowledgement of Receipt and Review" form, and return it to your child's school.

## Family Engagement

The Pasadena Unified School District has made the engagement of families in children's education one of its top priorities. Parents and adult caregivers are welcomed in a broad range of roles and activities. Schools and the district develop annual parent involvement plans to ensure that parents are welcomed as equal partners. School and district staff support school and parent advisory councils such as School Site Councils, English Learner Advisory Committees, African-American Parent Advisory Councils, District English Learner Advisory Committee, PTAs, Community Advisory Committee, Foster Youth Advisory Committee, and the LCAP Parent Advisory Committee. For more information, contact the Office of Family & Community Engagement, 351 S. Hudson Ave., Room 121, Pasadena, 626.396.3600 ext: 88191, familycenter@pusd.us or visit our website at pusd.us/family

# PUSD Parent Involvement Policy – BP 6020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available for them to do so, in accordance with Board Policy/Administrative Regulation 5020 - Parents Rights and Responsibilities. The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

## Advisory Committees & Evaluation

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460 - Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement. The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools: The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding; developing strategies that describe how the district will carry out each activity listed in 20 USC 6318; and implementing and evaluating such programs, activities, and procedures. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)



# PUSD Parent Involvement Policy – BP 6020
# Title I Funding & Allowable Expenditures

When the district's Title I, Part A allocation exceeds the amount specified in **20 USC 6318**, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in **20 USC 6631**. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (**20 USC 6318**) Expenditures of such funds shall be consistent with the activities specified in this Board policy and shall include at least one of the following: (**20 USC 6318**)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members.
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

# PUSD Parent Involvement Policy – BP 6020 (continued)

## Policy Distribution & Non-Title I Schools

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318) The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318) The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318. District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318) As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools: The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

# PUSD Parent Involvement Policy – AR 6020

The Pasadena Unified School District developed a Parent Involvement Policy jointly with parents/guardians, and family members of participating students. It includes specific strategies to meet federal and state requirements and applies to both Title I and Non-Title I Schools. This policy shall be reviewed annually by the District and parents to evaluate its effectiveness and to make any necessary changes, including any new state and/or federal requirements. The PUSD Parent Involvement Policy can be found in **Exhibit 6020**. The remainder of the material in this Admin Regulation outlines the federal and state requirements.

## District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

## District Strategies for Title I Schools (Strategy 1)

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of **20 USC 6312** and in the development of school support and improvement plans pursuant to **20 USC 6311** (**20 USC 6318**). The Superintendent or designee may:
    a. Invite input on the plan from other district committees and school site councils;
    b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input;
    c. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand;
    d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan;
    e. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

# PUSD Parent Involvement Policy – AR 6020

## District Strategies for Title I Schools (Strategy 2)

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318). The Superintendent or designee may:
    a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues;
    b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs;
    c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities;
    d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements;
    e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

## District Strategies for Title I Schools (Strategy 3)

1. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318). The Superintendent or designee may:
    a. Identify overlapping or similar program requirements;
    b. Involve district and school site representatives from other programs to assist in identifying specific population needs;
    c. Schedule joint meetings with representatives from related programs and share data and information across programs;
    d. Develop a cohesive, coordinated plan focused on student needs and shared goals.



# PUSD Parent Involvement Policy – AR 6020

## District Strategies for Title I Schools (Strategies 4–6)



### Strategy 4 – Evaluate & Listen

Use surveys, focus groups, and workshops to assess parent/guardian satisfaction and participation. Gather data on engagement levels — especially among economically disadvantaged, disabled, limited-English-proficiency, and minority families. Report findings and recommendations to the Board.



### Strategy 5 – Improve Based on Evidence

Analyze evaluation data to identify successful engagement activities and those with lower participation. Pay special attention to underrepresented groups. Use findings to draft and recommend evidence-based policy revisions to the Board **(20 USC 6318)**.



### Strategy 6 – Involve Parents in School Activities

Establish a parent advisory board representative of the full community. Include school activity information in district communications. Provide translation services where needed, and create clear processes for parents/guardians to share expectations and concerns for their children

**(20 USC 6318)**.

# School-Level Policies for Title I Schools

Each Title I school must develop a parent/guardian and family engagement policy with participating families, describing how the school will support involvement. (20 USC 6318)

### Annual Meeting

Hold an annual meeting at a convenient time. Explain Title I requirements and family rights to participate.

### Flexible Meetings

Offer meetings at different times, including mornings and evenings. Provide transportation, child care, or home visits when needed.

### Organized Involvement

Include families in planning, reviewing, and improving Title I programs. This includes the engagement policy and schoolwide plan, if applicable.

### Information for Parents

Share timely information about Title I, curriculum, assessments, and state standards. Offer regular meetings to discuss suggestions and decisions.

### Parent Comments

If the schoolwide plan is not satisfactory, allow parent comments when it is submitted to the district. Include feedback in the review process.

### School-Parent Compact

Develop a compact that defines shared responsibility for student achievement. It should support communication and classroom involvement.

### Promote Effective Involvement

Support involvement through training, standards, assessments, and educator awareness. Share information in language and formats families understand.

### Informed Participation

Provide meaningful participation for families with limited English proficiency or disabilities. Share required reports in understandable formats and language.

# District Strategies for Non-Title I Schools

For each non-Title I school, the Superintendent or designee shall support parent/guardian and family engagement in the following ways (**EC 11502**, **EC 11504**):

1

### 1. Engage & Train Parents

Provide parents/guardians with training and support on state standards, assessments, and at-home strategies that strengthen student learning and development. The district may use department leaders and instructional coaches to offer training on English language development, academic standards, assessments, and specific home support strategies.

2

### 2. Inform Parents of Their Impact

Share practical ways families can support learning at home, including study habits, attendance, homework, and participation in school activities. The Superintendent or designee may also provide guidance on creating effective study environments and invite parents to volunteer in classrooms and serve on school advisory committees.

3

### 3. Build Two-Way Communication

Maintain regular home-school communication through progress reports, conferences, newsletters, and accessible notices in languages families understand. Teachers should provide frequent progress reports and hold parent-teacher conferences at least once per year for elementary students, with mechanisms to encourage parent input on district and school issues.

4

### 4. Train Staff

Train staff to communicate effectively with families as equal partners, including support for parents/guardians with limited English proficiency or literacy. Staff development should strengthen two-way communication, and schools should share best practices on effective family engagement.

5

### 5. Integrate with LCAP

Coordinate family engagement activities with the LCAP and school improvement efforts, and include families in planning processes. Parent/guardian and family engagement strategies shall be included in school reform or improvement initiatives, with parents involved in school planning processes.

# Rights of Parents & Guardians – EC 51101

The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.
6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).

1. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
2. To have access to the school records of their child.
3. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
4. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
5. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
6. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
7. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
8. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

Following the Supreme Court's decision in Mahmoud v. Taylor (June 27, 2025), parents have constitutionally protected rights regarding notification and opt-out procedures for certain instructional materials. The Court ruled that districts cannot prohibit parents from opting their children out of instruction that conflicts with their religious beliefs — especially on gender and sexuality — holding that denying such opt-out rights violates the Free Exercise Clause of the First Amendment.

**Opt-Out Rights:** You may request that your child be excused from instruction conflicting with your sincerely held religious beliefs, including: discussions of gender identity and sexual orientation; related storybooks and educational materials; and associated classroom activities and assignments.

# School Accountability, Visiting & Volunteer Procedures

1

## School Accountability Report Card – EC 33126/35256/35258

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC "shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children. A copy of the SARC may be requested in the Department of Special Projects, State and Federal Programs during normal working hours. The information is also available on the internet at www.pusd.us or at the school site.

2

## School Visiting Procedures – EC 51101 (a)(12)

Parents and guardians enrolled in public schools have the right and should have the opportunity to, as mutually supportive and respectful partners in the education of their children, to be informed about school rules, including procedures for visiting the school. Please contact the school office as needed to set up a mutually agreed upon time to visit your child's classroom if desired.

3

## School Visitor Registration Requirements – PC 627.6

At the entrance to each school and school grounds is posted a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. Visit your school's main office for more details.

4

## School Volunteer Program

Volunteers serve as reading tutors, mentors, classroom support, and more. School volunteers must apply at the school and meet basic health and safety requirements to ensure the wellbeing of students and staff. Parents interested in volunteering should contact their local school and request an application. For more information, contact your school.

5

## Custody Concerns

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers specifically stating visitation limitations are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child. **gopusd.com/cwas**

# Residency & Enrollment Policies

## Attendance Options/Permits – EC 48980(H)

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. Current statutory attendance options and local attendance options available to District students are:

## Residency Requirements – EC 48200, 48204, and 48204.3

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located. A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is a foster child who remains in his or her school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; or a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order.

## First-Time Registration Documents

- Child's birth certificate, passport, or baptismal certificate
- Proof of current immunizations
- Proof of residency within PUSD boundaries (one): Deed of trust; Property tax bill; Lease agreement; Rental payment receipt; Utility bill in the parent/guardian name: Recent gas bill; Recent electric bill; Recent water bill
- Transcripts--middle and high school students only; Recent report card--elementary only
- IEP (Individualized Education Plan), if applicable

Alternative verification documentation is available upon request.

# Open Enrollment, Interdistrict Transfers & Special Programs

## Open Enrollment/School Choice—EC 35160.5(b)

The Governing Board shall annually review enrollment options and will strive to offer choices that meet the diverse needs and interests of district students. Students currently residing within PUSD boundaries may apply for enrollment in any district school.

### Signature & Permit Schools

Field Elementary (Dual Language-Mandarin), San Rafael Elementary (Dual Language-Spanish), Marshall Fundamental 6-12, and dual language immersion programs have no designated attendance areas. Visit **pusd.us/enroll**.

### Priority Enrollment (Fall)

Eligible siblings of enrolled students, and PUSD students promoting to 6th or 9th grade continuing in the same signature program (magnet, dual language, IB, Math Academy).

### Employee Preference

Children of PUSD and City of Pasadena employees receive preference in Open Enrollment for a limited number of seats by application.

- Students must be pre-registered by the communicated deadline to qualify for priority enrollment; once enrolled, a student does not need to reapply annually. Contact the Office of Enrollment, Permits & Student Records: (626) 396-3639 or visit **pusd.us/enroll**.






# Interdistrict Transfers

## Interdistrict Attendance — EC 46600

Out-of-PUSD families are welcome to explore and apply for all PUSD schools and programs, including PUSD's signature programs. Transfers are granted under BP 5117(a) guidelines with supporting documentation. Visit **pusd.us/enroll** to apply.

### Specialized Program

Valid interest in a multi-year academic specialized program not offered in the district of residence.

### Continuing Enrollment

To complete a school year after moving, remain with a graduating class, or allow a senior to finish at their junior-year school.

### Sibling Enrollment

When a sibling is already enrolled in the receiving district, to avoid splitting family attendance.

### Parent Employment

When the parent/guardian is employed full-time in the requested district. Exceptions may be granted for extenuating circumstances.

### Conditions for Acceptance

- Parent/guardian assumes full responsibility for transportation.
- Falsification of information constitutes grounds for refusal.
- Transfer subject to cancellation if classroom becomes overcrowded.
- Student must maintain satisfactory attendance, citizenship, and scholarship.
- No financial obligation shall be incurred by PUSD.
- Transfers must be renewed when the student changes schools.
- Other considerations that are not arbitrary.

For more information, call the Office of Enrollment, Permits & Student Records: (626) 396-3639 or visit **pusd.us/enroll**.

# Foster Youth, Homeless & Special Student Populations

## Foster Youth Educational Liaison —EC 48850

The Pasadena Unified School District's educational liaison helps students in foster care access stable placements, academic resources, services, and enrichment activities. Students also receive appropriate credits and support toward state academic standards. Contact Student Wellness and Support Services at (626) 396-3600, ext. 88238 **gopusd.com/cwas** for additional information.

## Foster Youth Suspension and Expulsions – AB740

AB 740 requires LEAs to send written notifications when a student in foster care faces suspension, expulsion, an IEP meeting with a Manifestation Determination, involuntary transfer, or transfer to a continuation school. Notifications are sent to the County Social Worker, Minor's Attorney, Education Rights Holder, and Tribal Social Worker.

## Graduation Support for Foster Youth —AB 167/216

Eligible foster youth or probation youth who transfer after their second year of high school may graduate under CDE requirements if they cannot reasonably complete PUSD requirements within four years. If the district determines they can complete the added requirements in time, they will follow the district's graduation requirements. Schools and service providers may not request a transfer solely to make a student eligible.

## Homeless Liaison—42 USC 11432

The Pasadena Unified School District's homeless liaison ensures families are informed of available educational opportunities and can participate meaningfully in their children's education. Homeless youth have the right to immediate enrollment without proof of residency, immunization records, tuberculosis test results, school records, or guardianship papers. For additional information, please call Families in Transition at (626) 396-5782. **Families in Transition**

## Married/Pregnant/Parenting Students – EC 230, 34 CFR 106.40, Board Policy 5146

The Pasadena Unified School District supports married, pregnant, and parenting students so they can stay in school and continue their education. The district does not discriminate based on marital status, pregnancy, childbirth, or related recovery. **Pregnant and Parenting Student Rights** | Lactating Student **Rights**

# McKinney-Vento: Rights of Students Experiencing Homelessness

"The McKinney-Vento Homeless Assistance Act entitles all school-age children experiencing homelessness to access the same free and appropriate public education provided to students who have permanent housing. Every LEA is required to appoint a homeless liaison to ensure parents and students are informed of available educational opportunities and provided meaningful opportunities to participate in their children's education."

## Who Is Considered Experiencing Homelessness?

A student experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence and may live:

- In an emergency or transitional shelter
- In substandard housing, a car, garage, or other places not designed as regular sleeping accommodations
- In another family's home due to loss of housing or economic hardship (doubled or tripled-up)
- In a hotel or motel as a result of economic hardship
- Temporarily in a trailer, RV, motor home, or campsite
- Temporarily with an adult who is not their parent/legal guardian (unaccompanied youth)

Unaccompanied youth — including teen parents not living with a parent/guardian, or students who have run away or been pushed out of their homes — have access to these same rights.

## Student Housing Questionnaire (SHQ)

The Student Housing Questionnaire (SHQ) is distributed annually at the beginning of each school year along with other required enrollment and registration forms. The SHQ allows parents/legal guardians, unaccompanied youth, or caregivers to self-identify their current living situation at any time during the school year. The SHQ shall be available in the family's primary language, and a paper version must be provided upon request. The SHQ must include information on the educational rights of students experiencing homelessness.

**Immediate Enrollment** — Students may enroll without proof of residency, immunization records, school records, or guardianship papers

**School of Origin** — Students have the right to remain in their school of origin even if they move outside the attendance area

**Free Services** — Students automatically qualify for nutrition programs and may receive transportation and other support services

# McKinney-Vento: Student Rights & Protections (continued)

## Rights of Students Experiencing Homelessness

### Education & Full Participation

Students have the right to education and other services, including full participation in all school activities and programs for which they are eligible, automatic qualification for nutrition programs, transportation services, and the ability to contact the liaison to resolve enrollment disputes.

### School of Origin & Enrollment Stability

Students have the right to attend their school of origin — including the school at which they were last enrolled or attended within the last 15 months — even if they no longer live within the attendance boundaries. At the request of the parent/legal guardian, unaccompanied youth, or caregiver, the LEA shall ensure that transportation is provided as appropriate and feasible to and from the school of origin.

### Partial Credits

The district shall accept and issue partial or full credits for coursework satisfactorily completed by the student while attending another school.

### Referrals to Programs & Services

The district shall refer parents/legal guardians and unaccompanied youth to applicable programs and services, which may include community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and other appropriate educationally related services.

### Graduation Exemption

Students experiencing homelessness may qualify for an exemption from local graduation requirements. To qualify, the student must be identified as experiencing homelessness, have transferred schools after what would have been their second year of high school, be unable to reasonably complete additional local LEA graduation requirements within four years, and have the educational rights holder (or unaccompanied youth) determine the exemption is in the student's best interest. If eligible, the student may complete state graduation requirements (130 credits in specific coursework) within four years, with a fifth year offered if needed. Eligibility continues even if the student's homeless status changes or they transfer to another school. It is unlawful to request or require a school transfer for the purpose of making a student eligible for this exemption.

### Dispute Resolution

If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the dispute resolution process, the student shall maintain enrollment in that school pending final resolution. For further information, please contact your school's Homeless Liaison.

**130 Credits** — Eligible students may fulfill state graduation requirements in lieu of local requirements

**5th Year Option** — Available to eligible students who need additional time to meet graduation requirements



# Education of Foster Youth

EC 42238.01 | EC 47605 | EC 47605.6 | EC 48204 | EC 48432.5 | EC 48850 | EC 48853 | EC 48853.5 | EC 48911 | EC 48911.1 | EC 48915.5 | EC 48918.1 | EC 49069.5 | EC 51215.1 | EC 51225.2

> Every local educational agency is required to designate a staff person as the educational liaison for foster children to ensure proper educational placement, enrollment, and school transitions — including the transfer of credits, records, and grades. Under AB 1055, a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization is afforded the same rights as foster children identified through county court systems.

Students supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs (STRTP, formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Students who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of students in foster care.

### Educational Liaison Contact

For information regarding the rights of foster youth, contact:

Angela Mendoza

📞 (626) 396-3600, ext. 88248

### Immediate Enrollment

Foster youth must be enrolled immediately, regardless of missing records or outstanding fines

### Partial Credits

Foster youth are entitled to partial credits for courses satisfactorily completed

### 5th Year Option

Eligible foster youth may remain for a fifth year to meet graduation requirements

### Grade Protection

No lowering of grades if a foster youth is absent due to a court or placing agency decision to change placement, a verified court appearance, or related court-ordered activity

### Graduation Exemption

Foster youth who transfer schools after their second year of high school and cannot reasonably complete local graduation requirements within four years may qualify for an exemption if the educational rights holder determines it is in the student's best interest. Eligibility continues even if the foster care case closes or the student transfers schools.

### Discipline Notifications

If a foster youth receives a suspension (including in-school suspension), is recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker.

### Dispute Resolution

If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. The student shall maintain enrollment in that school pending final resolution of the dispute.

### Uniform Complaint Procedures

If any of these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures.

# Nine Key Rights of Foster Youth

Stable school placements in the least restrictive education programs, with access to academic resources, services, and extracurricular activities available to all pupils, including the right to remain in the school of origin and to matriculate with peers.

Immediate enrollment in the school of origin or current school of residence following a commitment or placement under the Welfare and Institutions Code — regardless of availability of records, immunizations, uniforms, or outstanding fines.

Proper and timely transfer between schools, including coordination between the LEA and county placing agency, and transfer of educational information and records.

No lowering of grades if absent due to a court or placing agency decision, a verified court appearance, or related court-ordered activity.

Issuance and acceptance of partial credits for courses satisfactorily completed. Foster youth shall not be required to retake completed coursework unless it is determined they can reasonably complete requirements in time to graduate.

Not required to retake a course already satisfactorily completed.

Notification of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year, if the foster youth transferred after their second year of high school, is credit deficient, and cannot graduate on time with local district requirements.

Invitation extended to the foster youth's attorney and county child welfare representative — and tribal social worker, if applicable — to attend suspension extension meetings, manifestation determination meetings, and expulsion hearings.

Right to file a complaint of noncompliance with the local educational agency under the Uniform Complaint Procedures.

These rights apply to all students in foster care, including those supervised by DCFS, placed through a voluntary placement agreement, or under the jurisdiction of a tribal court. For questions, contact Angela Mendoza at (626) 396-3600, ext. 88248.

# Education of Foster Youth (continued)

## Additional Enrollment Protections & Stability Rights

### School of Origin Rights

Students in foster care have the right to attend their school of origin and, if applicable, matriculate in the secondary school in the same attendance area, even when placed with a family residing in a different attendance area. The school district shall allow the youth to continue their education in the school of origin while identified as a foster youth. If court jurisdiction terminates prior to the end of an academic year, the student may continue in the school of origin for the remainder of that year. High school students retain this right until graduation.

### Dispute Resolution & Immediate Enrollment

If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the dispute resolution process, the student shall maintain enrollment in that school pending final resolution.

### Suspension, Expulsion & Disciplinary Proceedings

If a student in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney, county social worker, and tribal social worker (if applicable). Attorneys and social workers have the same rights as parents during these processes, including the right to request meetings and inspect all documents.

### ⚠ Who Is Covered?

Students supervised by the Department of Children and Family Services (DCFS) and placed in:

- Licensed foster homes
- Short-Term Residential Therapeutic Programs (STRTP, formerly group homes)
- Relative placements
- Biological parent(s)

Also included: students subject to a DCFS voluntary placement agreement or Department of Probation placement (in certain circumstances), and dependent children of the court of an Indian tribe, consortium of tribes, or tribal organization.

### ⓘ Filing a Complaint

If these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures.

### DCFS & Probation

Students under DCFS or Probation supervision are included in foster care protections

### Same Rights as Parents

Attorneys and social workers have the same rights as parents in disciplinary proceedings

# Education of Foster Youth (continued)

## Graduation Exemption Eligibility

Students in foster care may qualify for an exemption from local graduation requirements. To qualify, the student must: be in foster care, have transferred schools after what would have been their second year of high school, be unable to reasonably complete additional local LEA graduation requirements within four years, and have the educational rights holder determine the exemption is in the student's best interest. If eligible, the student may complete state graduation requirements (130 credits in specific coursework) within four years, with a fifth year offered if needed. Eligibility continues even if the foster care case closes or the student transfers to another school. It is unlawful to request or require a school transfer for the purpose of making a student eligible for this exemption.

## School Change Notification & Best Interest Determination

Parents/legal guardians, foster caregivers, social workers, and/or probation officers should notify the school district as soon as they become aware that a student is changing school placements so that partial credits may be calculated and school records can be transferred in a timely manner. For students experiencing a change in residence, a Best Interest Determination meeting should be held with the educational rights holder to determine whether the student will remain in the school of origin and whether transportation is needed.

## 130 Credits

Eligible foster youth may fulfill state graduation requirements by completing 130 credits in specific coursework within four years. A fifth year may be offered if needed to meet these requirements.

## Unlawful Transfer Requests

It is unlawful for a school, student, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible for an exemption from local graduation requirements.

## Credits

State graduation requirement eligible foster youth may complete in lieu of local requirements

## Year

Available to eligible foster youth who need additional time to meet graduation requirements

# Academic & Other Resources for Your Child

### Advanced Placement & International Baccalaureate Exam Fees – EC 48980(k)

Eligible high school students may receive financial assistance for AP or IB exam fees. Contact the Assistant Superintendent of Secondary Education for information.

### Adult Education

Pasadena Unified offers Adult School classes, including diploma, GED, ESL, Parent Education, and online options. For more information, visit **gopusd.com/adultschool**.

### Athletics

PUSD athletics follow the CIF Southern Section Victory with Honor program and require athletic clearance before participation. No tryouts, practice, or competition may begin until the Athletic Director approves the application.

### Concussion & Head Injuries – EC 49475

Students suspected of a concussion must be removed from play the same day and may return only with written clearance from a licensed health care provider. A concussion information sheet must be signed annually by the athlete and parent or guardian before participation.

### Health Insurance Coverage for Athletics—EC 32221.5

School districts must ensure that student athletes have accidental injury insurance covering medical and hospital expenses. Some pupils may qualify for no-cost or low-cost insurance programs through local, state, or federal sources.

### Availability of Prospectus —EC 49063 & EC 49091.14

Each school annually compiles a prospectus listing course titles, descriptions, and instructional goals. Contact the school for a copy of the prospectus.

COLLEGE & CAREER RESOURCES

# College & Career Resources

Key guidance, pathways, and legal notices for families and students.

## California Colleges Guidance Initiative (CCGI)

PUSD partners with CCGI via CaliforniaColleges.edu; families may opt out by returning the **CCGI Opt Out Form** to their counselor.

## Cal Grant Program – EC 69432.9

Free college financial aid; grade 12 students are auto-enrolled unless they opt out by submitting the **Cal Grant Form** to their counselor.

## Career Counseling & Course Selection —EC 221.5(d)

Starting in grade 7, students receive unbiased career and course counseling, and parents are notified to participate in decisions.

## College Admission Requirements and Higher Education Information – Education Code 51229

Grades 9–12 receive annual notice about UC/CSU requirements and career pathways, and counselors are available for planning.

Helpful resources include **www.cccco.edu**, **www2.calstate.edu**, **www.universityofcalifornia.edu**, and **www.cde.ca.gov/ds/si/rp**.

## College & Career Academies

PUSD high schools offer 10 academies linking academics with career learning and work-based opportunities.

## Dual Enrollment

High school students can earn college credit through Pasadena City College partnerships.

## Investing for Future Education – EC48980 (d)

Parents are encouraged to invest early for college, including U.S. Savings Bonds, and can plan courses with a counselor.

# Language Programs & Language Acquisition

Parents/Guardians may choose a language acquisition program for their child (**EC Section 310[a]**). PUSD offers language acquisition programs for English Learners (ELs) using Integrated and Designated ELD, as well as language programs for non-EL students (**5 CCR section 11300[e]**).

### Structured English Immersion (SEI) Program

Nearly all instruction is provided in English, with curriculum designed for ELs. Students access grade-level content through designated and integrated ELD (**Ed. Code sections 305(a)(2)** and **306(c)(3)**).

### Dual-Language Immersion (DLI) Program (English/Armenian, French, Mandarin, Spanish)

This two-way 90:10 immersion model serves ELs and native English speakers in English and the target language. Kindergarten begins 90% in the target language and reaches 50/50 by grade 4 (**EC Section 306(c)(1)**).

### Newcomer Program

This program serves ELs in grades 6–12 who are new to the U.S. and have less than 12 months of U.S. schooling. Instruction begins in the native language and transitions to more English as skills develop.

Parents/Guardians may request a language acquisition program verbally or in writing at their school or the Language Assessment Development Dept. Schools must offer a program when 30 or more parents per school, or 20 or more parents in a grade, request one (**EC Section 310[a]**). No waivers are required.

## About Language Acquisition Programs and Language Programs

Language Acquisition Programs for ELs must be evidence-based, include Designated and Integrated ELD, and lead to grade-level English proficiency (**5 CCR 11309**). Language Programs for non-ELs provide instruction in languages other than English.

For other programs, contact the Language Assessment Development Dept. at (626) 396-3600, extension 88285 or visit us at 351 South Hudson Ave room 209, Pasadena, CA 91109, to ask about the process.

# Food & Nutrition Services

**Food & Nutrition Services Department**

Pasadena Unified School District's (PUSD) Nutrition Department participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Child and Adult Care Food Program (CACFP), and the Seamless Summer Feeding Option (SSFO). On average, the Food and Nutrition Department provides 615,000 breakfasts, 1,247,000 lunches and 270,000 supper and snacks to our students each year. Our department is made up of a team of more than 100 food service professionals dedicated to promoting student wellness and their ability to learn. Our team includes cafeteria staff, warehouse staff, and program administration staff. We embrace the CDC model WSCC (Whole School Community Child). All our meals served in the school cafeterias meet all State and Federal requirements. All our cafeteria managers and food service assistants are ServSafe certified, to ensure all food is handled safely.

- All PUSD Schools have been approved for the 2023-2024 Community Eligibility Program (CEP), a universal meal service option included in the NSLP and SBP. All children will be offered breakfast and lunch each day at no charge. All families are asked to complete the Alternative Income Form that is part of the Parent Portal. This form is used to assist schools with funding for computers, teachers and sports and music equipment. For additional information please visit our webpage at **Food & Nutrition Services**



# Additional Academic Resources

## Gifted and Talented Program – 5 CCR 3831

PUSD provides gifted and talented (GATE) students with learning opportunities matched to their abilities. All eligible students — including economically disadvantaged students, English learners, and students from diverse cultural backgrounds — have full access to the program. Board Policy 6172 outlines identification methods, parent participation procedures, and how families are notified of their child's participation status.

## Science Education Laboratory Safety Contract

To ensure safety in science and technology labs, students and parents/guardians must sign a laboratory safety contract before participating in lab activities. Visit pusd.us for more information.

## Mathematics Placement Grades 6-12

Secondary math placement (grades 6–12) is based on skill level, not grade, using multiple data points including state and local assessments and grades. Parents and students may appeal a placement recommendation. For details, visit **www.pusd.us/Page/4002**

## Moral Objection to Dissecting—EC 32255

Students with a moral objection to dissecting or harming animals must notify their teacher in writing, supported by a parent or guardian note. The teacher may offer an alternative project. Direct questions to the school principal.

## Notice of Alternative Schools—EC 58501

California law authorizes school districts to offer alternative schools — programs designed to maximize student self-motivation, creativity, and initiative, and to foster collaboration among students, teachers, and parents. For more information, copies of EC 58500 are available at the county superintendent's office, the district administrative office, and your school's principal's office.

# Special Education

## Special Education Eligibility and Services – EC 56301

Federal and state laws require that school districts provide a free, appropriate education in the least restrictive environment for students with eligible disabilities residing in the school district. The Pasadena Unified School District seeks to locate, identify, and assess students who reside in the District if there is a suspected disability. If an eligible disability is determined, the District will offer placement and services through an Individualized Education Program for students ages three through twenty-one years, and early intervention services to qualified infants and toddlers under three years of age.

Eligibility areas include: orthopedic impairment, deafness or hearing impairment, visual impairment, deaf-blind, intellectual disability, emotional disturbance, specific learning disability, speech and/or language impairment, autism, other health impairment, traumatic brain injury, and multiple disability. There is a continuum of services available to support the educational needs of students with disabilities. Some of the services available include: specialized academic instruction, related services such as speech/language therapy, adapted physical education, behavior services, mental health services, and occupational therapy. The programs and services offered are based upon each student's identified unique needs. Parent input and participation is a valuable and necessary part of the IEP process. Parents are important members of the IEP team; they must provide consent to any special education assessments and placement decisions for their child. If you believe that your child may have a disability that impacts their educational performance, or you have any questions about your child's current special education program, you may contact your school's special education team or the Special Education Department at 626.396.3600 ext. 88600.

Community Advisory Committee (CAC): The CAC consists of parents, school personnel, and community members learning and working together to produce healthy, valuable home-school partnerships. Effective school systems must devote energy and resources to informing and educating parents and community members about how to support and contribute to the efforts of their schools. The Community Advisory Committee (CAC) is designed in the legislative spirit and intent to establish a local forum for active parent involvement. The CAC functions in an advisory capacity to the governing board of the local Special Education Local Plan Area (SELPA). The general meetings are attended by representatives from local regional centers, school district departments and city departments. For information on meeting dates, visit **Community Advisory Committee Meeting Dates**

# District Attendance Policies – EC 48200, 48260, 48260.5, 48262, 48263, 48263.6, 48264, 48267, 48268, 48269, 60901

Regular attendance is essential to your child's academic success, self-esteem, and future opportunities. PUSD urges families to schedule medical appointments and travel outside school hours whenever possible—the school calendar is designed with holiday breaks to support this. Student absences also affect district funding, so every day counts. If your child will miss 5 or more consecutive days, notify the school at least 3 days in advance to arrange an Independent Study Agreement. For more information, contact the Office of Child Welfare & Attendance at gopusd.com/cwas. Truancy—absence without a valid excuse—is subject to City of Pasadena and Los Angeles County ordinances. Minors may not be in unsupervised public places between 8:30 a.m. and 1:30 p.m. on school days, and violations may result in fines.

### School Absences – EC 48205

After any absence, students must provide a valid reason within 5 calendar days. Absences not verified in time will be marked unexcused. Parents or guardians may verify absences by written note, fax, email, phone call, voicemail, or in-person conversation.

### Chronic Absenteeism – EC 48240

The Board recognizes that chronic absenteeism—whether from excused or unexcused absences—is an early warning sign of academic risk. Students missing 10% or more of school days for any reason, including suspensions, are considered chronically absent per **EC60901(c)(1)** and may be referred to support services and interventions.

### Compulsory Attendance – EC 48200

Each person between the ages of 6 and 18 years is subject to compulsory full-time education. Each person shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the schoolday by the governing board of the school district in which the residency of either the parent or legal guardian is located. A pupil shall not be enrolled for less than the minimum schoolday established by law. Exceptions are for persons enrolled in charter school, home school or other private school enrollments, and other online charter school options.

Regular school attendance is essential for student learning, academic success, and social development. Students who attend school consistently are more likely to achieve higher academic outcomes, stay engaged in learning, graduate on time, and avoid the need for academic or legal interventions. Parents/guardians are legally responsible for ensuring their child attends school regularly and on time. The school is committed to supporting students and families in improving attendance. When attendance concerns occur, the school may offer attendance conferences, counseling or support services, academic interventions, referrals to school or community resources, and other supports.

### Compulsory Attendance – EC 48260.5

When a student is first classified as truant, the district must notify the parent or guardian—by email, phone, or another cost-effective method—of the following: the student has been classified as truant; parents are legally obligated to ensure attendance; failure to comply may result in an infraction; alternative educational programs are available; parents may meet with school staff to address the issue; the student may face prosecution under Section 48264; driving privileges may be suspended under Vehicle Code 13202.7; and it is recommended that the parent accompany the student to school for one day.

## Attendance Definitions

### Tardy

A student is considered tardy when they are not present in their assigned classroom or instructional area at the scheduled start time of the school day or class period. Excessive tardiness disrupts instruction and impacts student learning.

### Truancy

Examples of truancy include missing an entire school day without an excuse, leaving school without permission, or excessive unexcused tardiness. Repeated unexcused absences may lead to parent notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and additional actions by the district.

### Chronic Absenteeism

A student is chronically absent when they miss 10% or more of school days for any reason, excused or unexcused.

# Excused Absences – EC 46014 and 48205

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral (wellbeing) health (**Education Code 48205**). Parents/Guardians may excuse up to 10 days for illness in a school year. A doctor's note is required to excuse any illness related absences after the 10th absence unless a valid Chronic Illness Verification Form has been signed by a doctor and submitted to the student's school.
2. Quarantine under the direction of a county or city health officer (**Education Code 48205**)
3. Medical, dental, optometrical, or chiropractic service or appointment (**Education Code 48205**)
4. Attendance at funeral services for a member of the student's immediate family (**Education Code 48205**). Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. Any absences beyond three days for bereavement shall be subject to the discretion of the school administrator, or their designee, based on their assessment of the necessity of the absence.
5. Jury duty in the manner provided for by law (**Education Code 48205**)
6. Illness or medical appointment of a child to whom the student is the custodial parent (**Education Code 48205**). Any absences beyond three days for immediate family illness shall be subject to the discretion of the school administrator, or their designee, based on their assessment of the necessity of the absence.
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (**Education Code 48205**) a. Appearance in court; b. Attendance at a funeral service; c. Observance of a religious holiday or ceremony; d. Attendance at religious retreats for no more than four hours per semester; e. Attendance at an employment conference; f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization; g. Participation in cultural activities or civic or political events.
8. Service as a member of a precinct board for an election pursuant to **Elections Code 12302** (**Education Code 48205**)
9. Participation in religious exercises or receipt of moral and religious instruction at off-campus locations, with written parental consent, pursuant to **EC 46014**. Such absences are generally limited to four days per school month, not to exceed 60 minutes on a single day once a week, and typically occur during the last hour of the school day. Because the student attends school for the minimum required time, this is not counted as an absence. Attendance at religious retreats shall not exceed one school day per semester.

For the purpose of the absences described above, **immediate family** means the student's parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. (**Education Code 48205**)

# Definitions

### Cultural

Relating to the practices, habits, beliefs, and traditions of a certain group of people.

### Civic or Political Event

Includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

### Victim Services Organization or Agency

An agency or organization that has a documented record of providing services to victims.

### Immediate Family

The parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

# Excused Absences – EC 46014 and 48205 (continued)

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons (continued):

1. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in **Education Code 49701**, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (**Education Code 48205**). Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (**Education Code 48205**)
2. Attendance at the student's naturalization ceremony to become a United States citizen (**Education Code 48205**)
3. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (**Education Code 48205**)
4. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (**Education Code 46014**). Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (**Education Code 46014**)
5. Work in the entertainment or allied industry (**Education Code 48225.5**). Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (**Education Code 48225.5**)
6. Participation with a nonprofit performing arts organization in a performance for a public school audience (**Education Code 48225.5**). A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (**Education Code 48225.5**)
7. Participation in a civic or political event provided that the middle or high school student notifies the school ahead of the absence. At the discretion of the school administrator or designee, additional excused absences (**Ed Code 48260**) (c) may be permitted. **Ed Code 48205(a)(12)(A)**
8. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (**Education Code 48205**, **48260**)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (**Education Code 48205**)

# Truancy, Tardiness & Attendance Review

## Tardiness

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. A student is considered tardy when they are not present in their assigned classroom or instructional area at the scheduled start time of the school day or class period. If a child is late, the child should bring a note from home to the school office. Excessive tardiness disrupts instruction and impacts student learning.

## Truancy — EC 48260(a), 48261, 48262 & 48263.6

A student is considered truant after three full-day absences without a valid excuse or three tardies of more than a 30-minute period during the schoolday without a valid excuse on three occasions in one school year, or any combination thereof. Examples of truancy include missing an entire 5 school day without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and additional actions by the district.

After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant.

A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205. For questions regarding attendance policies, please contact: Paul-Michael Dalton, SARB Chairperson at 626-396-3609.

## Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264

School attendance supervisor, administrator, peace officer, or probation officer may arrest or assume temporary custody of minors absent without valid excuse. Habitual truants may be referred to SARB.

## Excused for Confidential Medical Services — EC 46010.1

School authorities may excuse grades 7–12 pupils to obtain confidential medical services without parental consent.

## Parental Notification – EC 46014 and 48980

At the start of each year, the Superintendent shall notify parents/guardians of: (1) right to excuse students for religious instruction (EC 46014, 48980); (2) grades 7–12 students may be excused for confidential medical services without parental consent (EC 46010.1); (3) grades shall not be reduced for excused absences if missed work is completed within a reasonable time (EC 48205, 48980).

## Section 504 Plans

Section 504 of the Rehabilitation Act of 1973 and ADA (42 USC 12101) prohibit disability discrimination. Districts must identify and evaluate children with disabilities for free, appropriate public education. Parents must be informed of: 504 coordinator contact, evaluation procedures, right to written accommodation plan, right to be educated with non-disabled peers, and procedural safeguards. Contact Office of Child Welfare and Attendance (626) 396-3600 ext. 88230. gopusd.com/cwa.

## Victim of a Violent Crime – 20 USC 7912

Students who become victims of a violent crime on school grounds may transfer to another district school. District has 14 calendar days to offer transfer. Contact Office of Child Welfare and Attendance, (626) 396-3600 ext. 88230. gopusd.com/cwa.

# How Is My Child Kept Safe at School?

## Asbestos Management Plan – 40 CFR 763.93

PUSD maintains and annually updates its asbestos management plan for school buildings. For a copy, contact the Facilities Department at 626-396-5850.

## Bicycle Helmet Law – VC 21212

No person under 18 shall operate a bicycle, non-motorized scooter, skateboard, or wear inline/roller skates on a street, bikeway, or public path unless wearing a properly fitted and fastened bicycle helmet meeting specified standards.

## Child Abuse Reporting – PC 11164–11174.3

All District employees are mandated reporters required to report reasonable suspicion of child abuse or neglect. Reports must be filed with local law enforcement (Police/Sheriff, County Probation, or County Child Protective Services). Reports and reporter names are confidential. Parents/guardians may also file complaints with local law enforcement or notify the District's Human Resources office. Child abuse does not include reasonable force used by school personnel to: (1) stop a disturbance threatening injury or property damage; (2) self-defense; (3) obtain weapons from a student; (4) maintain order and safety conducive to learning.

## Civility & School Disruption – EC 32210, PC 415, 415.5

PUSD is committed to keeping schools free from disruption and unauthorized persons. The Civility Policy (BP1313(a)) promotes mutual respect and orderly conduct among employees, parents, and the public without depriving anyone of freedom of expression. Any person who willfully disturbs a public school or school meeting is guilty of a misdemeanor, punishable by a fine up to $500.

## Comprehensive School Safety Plan – EC 32288

Each PUSD school site has a School Safety Plan including a comprehensive disaster preparedness plan. Copies are available for review at each school office.

## Disaster Preparedness Educational Materials – EC 32282.5

Parents/guardians are encouraged to review safety educational materials at: cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp. Materials are available in multiple languages to help families prepare for emergencies and crises.

# Athletics, Safety, and Civil Rights – CIF Bylaw 210C, EC 221.8, 230, 32050, 32051, 35179.4, HSC 124238.5, 20 U.S.C. § 1681, PC 245.6

PUSD is committed to providing a safe and inclusive environment for all student athletes. Participation in athletic programs is provided without regard to actual or perceived race, color, ancestry, national origin, religion, disability, sex, sexual orientation, gender identity, or gender expression. Per California law, any incident of racial discrimination, harassment, or "hate-motivated behavior" occurring at an athletic event must be reported. A standardized Sporting Event/Game Incident Report is available on the PUSD website. Violations of non-discrimination policies in athletics may be filed under the Uniform Complaint Procedure (UCP).

### Anti-Hazing Policy:

Hazing of any kind — defined as any method of initiation or pre-initiation into a student organization or team that causes, or is likely to cause, bodily danger or physical or mental harm — is strictly prohibited. Students found in violation will face immediate disciplinary action, including possible expulsion and removal from all athletic programs. Students who witness hazing but do not report it may also face disciplinary consequences.

### Athletic Safety Requirements:

Written Emergency Action Plans are posted at every athletic venue (gyms, fields, and courts), outlining the location of Automated External Defibrillators (AEDs), emergency exits, and emergency procedures. Before participating, parents and students must review and sign the annual Athletic Safety Packet, which includes: Concussion Protocols ("When in doubt, sit them out"), Sudden Cardiac Arrest (SCA) warning signs and immediate AED use, and Exertional Heat Illness standards. The Nevaeh Youth Sports Safety Act requires LEAs to notify parents of AED locations.

### Sportsmanship & Substance Policy:

PUSD follows CIF "Pursuing Victory with Honor" principles. Any spectator who physically assaults a game official will be permanently banned from CIF-sanctioned contests. Taunting, profanity, or harassment of players, coaches, or officials may result in immediate removal. Student-athletes and parents/guardians agree that students shall not use androgenic/anabolic steroids or any dietary supplement on the banned substance list without a written prescription from a licensed healthcare practitioner.

Under the Athletes' Bill of Rights, all students have the right to protection from discrimination based on sex in all athletic programs, access to participate in all academic and extracurricular activities, including the right to apply for athletic scholarships.



# Child Abuse Prevention: Pupil Safety & School Employee Misconduct – EC 32280-32282, 44010, 44242.5, 44830.1, 44939.5, and 51950

PUSD is committed to maintaining a safe, respectful, and supportive learning environment for all pupils and has adopted policies and procedures to prevent child abuse, address school employee misconduct, and promote safe school environments. New policies were adopted by July 1, 2026.

### Professional Boundaries & Supervision:

PUSD maintains written policies that clearly define appropriate interactions and professional boundaries between pupils and all adults on campus, including school employees, volunteers, contractors, and governing board members. These policies are intended to protect pupils and staff and to prevent misconduct, abuse, and grooming behaviors.

### Electronic Communications Policy:

PUSD policies limit and regulate electronic, text, and social media communications between pupils and adults. Communications must be professional, school-related, age-appropriate, and transparent. Private or inappropriate electronic communications with pupils, especially those excluding parents/guardians, are prohibited.

### Mandated Reporters (Expanded):

Under California law, all school employees, volunteers (persons over 18 who interact with pupils outside of immediate parental/guardian supervision), contractors, and governing board members are mandated reporters of suspected child abuse or neglect. Mandated reporters must report known or reasonably suspected abuse to appropriate authorities. PUSD provides annual mandated reporter training covering recognizing abuse, grooming behaviors, reporting duties, and professional boundaries.

### Child Abuse Prevention Education & Reporting:

PUSD provides age-appropriate child abuse and neglect prevention education to pupils, including instruction on recognizing inappropriate behaviors and accessing help. Parents/guardians will be notified of this instruction and may exercise opt-out rights as allowed by law. Any pupil, parent/guardian, employee, or community member with concerns regarding misconduct, boundary violations, or suspected child abuse is encouraged to report promptly to school administration. Policies are available upon request at the school office and on the PUSD website.

# Human Trafficking Prevention (Grades 6–12) – EC 49380, 49381

Pasadena Unified School District is committed to maintaining a safe and supportive learning environment for all students. California law requires schools to provide age-appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking.

## Prevention Education

Age-appropriate human trafficking prevention information may be provided to students as part of health education, safety instruction, or other school-based programs. Instruction is designed to help students:

- Recognize unsafe or exploitative situations
- Understand how traffickers may target or recruit youth
- Develop strategies to seek help from trusted adults
- Know how to access local and national support resources

## Reporting Concerns

Students and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations. Support and resources include:

- School staff, including administrators, counselors, or teachers
- Local law enforcement or child welfare agencies, if there is immediate danger

## ⚠ 🚨 National Human Trafficking Hotline

📞 **Call:** 1-888-373-7888

💬 **Text** "HELP" or "INFO" to 233733

🌐 **Online:** https://humantraffickinghotline.org

Reports may be made confidentially. Support is available 24 hours a day, 7 days a week.

## 24/7

Hotline support available around the clock

## Confidential

All reports may be made anonymously

## Grades 6–12

Age-appropriate prevention education required by California law (EC 49380, 49381)

# Gaggle Online Safety Tool & Other Safety Policies

Gaggle, a school safety company uses a combination of machine learning and human safety experts to review students' use of online tools. The solution alerts district and school officials when students show signs of self-harm, depression, thoughts of suicide, substance abuse, cyberbullying, unhealthy relationships, and credible threats of violence against others.

## Questionable Content (QCON)

Anything that is not an immediate threat to the student, but is cause for concern and should be brought to an Emergency Contact's attention is marked as Questionable Content. This includes, but is not limited to, professional pornographic images or files, extremely graphic or violent stories/files not associated with an assignment, or messages containing references to sexual activity. If a QCON is identified, a Gaggle Student Safety Representative will send a designated District Emergency Contact an email with the relevant information and a copy of the blocked item.



## Possible Student Situations (PSS)

A PSS is a designation that identifies an immediate threat to a student, including, but not limited to, student produced pornography, violence, suicide, self-harm, bullying, rape or harmful family situations. If a PSS is identified between the hours of 6 a.m. and 11 p.m. CT, designated District Emergency Contacts are notified via phone and email and/or text message as soon as possible. Students are not contacted. If Gaggle detects a Possible Student Situation with an immediate threat to a student's life between 11 p.m. and 6 a.m. CT, a Gaggle Student Safety Representative will call the designated District Emergency Contact immediately as well as sending an email and/or text message. The designated District Emergency Contact may contact Local Law Enforcement may be contacted for the sake of a student welfare check. If the situation is serious, but not an immediate threat, the Gaggle representative will send the designated District Emergency Contact a text alert and an email providing the available information. They will then contact the designated District Emergency Contacts by telephone the next day.

# Other Safety Policies

## AR 5145.11 – Questioning by Law Enforcement

Questioning by Law Enforcement (PDF)

## Megan's Law—PC 290 et seq.

Information about registered sex offenders in California can be found on the California Department of Justice's Megan's Law website. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

## Tobacco-Free Campus – HSC 104220 & 104495

In accordance with state and federal law, tobacco use is prohibited by all persons on all district facilities and vehicles. This prohibition applies to all employees, students and visitors at any activity or athletic event on any property owned, leased, or rented by or from the district. Health & Safety Code 104495 further prohibits smoking or use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground. The prohibition does not apply to a public sidewalk located within 25 feet of a playground. Information about smoking cessation support programs is available and encouraged for pupils and staff.

## Safe Place to Learn Act – EC 234 and 234.1

The Pasadena Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying, based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 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. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact Director of Human Resources, 351 S. Hudson Ave., Pasadena, CA 91109 at (626) 396-3600, ext. 88777 or the Child Welfare Attendance & Safety Office at 626.396.3609.

## Walking or Riding a Bike to School – VC21212

Parents of children who walk or ride their bicycles to school are asked to go over a safe route to school with their children. Walkers may not take shortcuts through private property. All children are expected to display good behavior on the way to and from school. Visit the Child Welfare & Attendance website

# District Health Policies

## Emergency Treatment for Anaphylaxis – EC 49414, BP 5141.21

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

## Hearing Tests – EC 49452 & 49454

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing and in accordance with the procedures specified in 17 CCR 2951. Each student shall be given a hearing screening test at the following times: Kindergarten or Grades 1, Grades 2, Grades 5, Grades 8, Grades 10 or 11, and upon first entry into the California public school system.

## Insurance Plan – EC 49471 & 49472

The Pasadena Unified School District does not carry medical, hospital or dental insurance for students should they be injured on school premises while under school jurisdiction or through school-sponsored activities. The district makes available low cost medical/dental insurance plans for parent/guardian consideration. Contact is made directly with the insurance company, and the pupil, his parent or guardian pays for the cost of the insurance.

## Home and Hospital Instruction – Temporary Disability – EC 48206.3, 48207, 48208

The school district provides individual instruction (home and hospital instruction) for pupils with temporary disabilities. A pupil with a temporary disability, which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable, shall receive individual instruction provided by the district in which the pupil is deemed to reside. A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with residency requirements for school attendance in the district in which the hospital is located. It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Please contact the Health Programs office at (626) 396-3600, ext. 88240, for additional information.

## Pupil Mental Health Services

To initiate access to available pupil mental health services, please contact your School Site Administrator. The school district is required to notify parents and guardians at least twice per year regarding available mental health services. The first notification is provided through our Annual Notifications. A second notification will be issued each school year through the following means: school site notification and the district website at pusd.us.

# Immunizations

Immunizations – EC 49403 and 48216; HSC 120325, 120335, 120365, 120370, 120375

Free Immunizations are available at the PUSD Primary Clinic, room 130 in the Education Center for those who are Uninsured, Underinsured, or Medi-Cal eligible. Please call x88180 for information. Information about a medical exemption from immunizations for your student is available at the health office at your child's school.

## AB 1797 – Immunization Information Sharing

AB 1797 amended Health and Safety Code section 120440 to require schools, health care providers, childcare facilities, childcare families, and county human services agencies to disclose, upon request, specified immunization information to local health departments and the State Department of Public Health, as well as to each other. Before AB 1797, this immunization information sharing was optional. AB 1797 also added a student's race and ethnicity to the list of information that must now be shared. Our Client News Brief regarding AB 1797 can be found here: **2022 Client News Brief Number 54**. School districts must obtain written parental consent before sharing student immunization information with the California Immunization Registry (CAIR), or with one of the other agencies listed above.

## General Requirements

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing. Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

## Required Immunizations

State law requires the following immunizations before a child may attend school:

(a) All new students, in transitional kindergarten through grade 12, to the Pasadena Unified School District must provide proof of polio, diphtheria, pertussis, tetanus, measles, mumps, rubella, hepatitis B and varicella immunizations, in accordance with the age/grade and dose required by the California Department of Public Health.

(b) All seventh grade students must also provide proof of a second chickenpox (Varicella), and a pertussis booster vaccine.

## Exemptions & Special Programs

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs. A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

# Tuberculosis Screening – HSC 121475-121520

To ensure a healthy school environment, California law requires all students entering school for the first time — or transferring from outside the county — to undergo a tuberculosis (TB) risk assessment.

### How to Complete the TB Risk Assessment

Take the Pediatric TB Risk Assessment Form, included in the registration packet, to the student's healthcare provider. The provider must complete the form up to one year prior to registration or up to 90 days after the student starts school. If the student's provider is unable to complete the risk assessment within the time frame, please contact the school office for additional assistance.

### When TB Testing Is Required

Actual TB testing (skin or blood test) is only required if the provider identifies specific risk factors during the screening. Return the completed form to the student's school site.

### No Insurance? No Problem

If you do not have insurance, you may complete the risk assessment at one of the Department of Public Health walk-in sites or visit a low- or no-cost community clinic. Contact the school office for a list of local resources.

**7th Grade Pertussis Booster Requirement** — All seventh-grade students must also provide proof of a Pertussis (whooping cough) booster vaccine as required by California law.

# Medication Regimen at School

## Medication Regimen — EC 49423, EC 49423.1 & EC 49480

### General Requirements

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or health office personnel of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil. Any pupil who is required to take medication prescribed by a physician, surgeon or physician assistant during the regular school day, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

### Self-Administration Authorization

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or asthma inhaler the school district shall obtain both a written statement from the physician, surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or asthma inhaler, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

### Parent/Guardian Guidelines

1. Schedule medications outside school hours when possible.
2. Notify the school nurse in writing of any ongoing medication, dosage, and prescribing doctor at the start of each year (**EC 49480**).
3. Provide written authorization from both parent and licensed doctor for any medication taken at school; update notes annually or with any changes (**EC 49423**).
4. Supply all school-day medications; deliver in person or through another adult, except self-carry authorized medications.
5. Controlled medications (e.g., Ritalin) must be counted, logged, and verified by signature upon delivery.
6. Each medication must be in a pharmacist-labeled container listing the student's name, doctor, medication name, dosage, and schedule.
7. Pick up all discontinued, outdated, or unused medications before the end of the school year.
8. Know and follow your child's school medication policy.

# Additional Health Notices

## Notice of Participation in the LEA Medi-Cal Billing Program

The District, in cooperation with the California Departments of Health Care Services and Education, participates in a program that allows the district to be reimbursed with federal Medicaid dollars for select health services provided to enrolled Medi-Cal students at school. The money received through this program is directly reinvested into expanding and improving health and social services for all students. In accordance with state and federal rules and guidelines, we are notifying you that some information may be released from your student's records to our reimbursement recovery vendor, Paradigm Healthcare Services, LLC; Los Angeles County Office of Education; and to the Department of Health Care Services (DHCS) for claiming purposes only (and your child's Medi-Cal benefits may be accessed). This information is only released if we have received your consent to do so. Your consent may have been provided to the district when you registered your student for school, as part of your back-to-school paperwork or during the IEP/IFSP development and review process (if applicable). All information that is shared is encrypted and transmitted securely to both our vendors and to DHCS. The education records that may be shared as a result of our participation in this program include a) Student name, date of birth, and health-related evaluation, intervention, and referral information (for services received at school), and b) Practitioners' notes related to these health services and select data from child's IEP/IFSP (if applicable). You have the right to withdraw your consent to disclose your student's information at any time —feel free to visit your school's front office to discuss this program. Please note that students will not be denied services they require to attend school and parents will never be billed by the school district for services provided as a result of your consent or non-consent. Further, while Medi-Cal is reimbursing the district for select health services, your child's Medi-Cal benefits should not be impacted in any way. We participate in this program in an effort to obtain federal funding for the Medi-Cal reimbursable health services already being performed at school, and then use this funding to expand services that are available to all students. Confidentiality & Privacy: The district's reimbursement recovery vendor is bound by a contract that contains specific provisions to keep student records confidential, ensuring information is not used or disclosed inappropriately; further, our vendor is HIPAA compliant. In addition, the district and DHCS are bound by agreements that include specific provisions about the use of the information shared in this program and governing security protocols. Third Party Liability: If your student is enrolled in Medi-Cal and is also covered by a third party insurer, DHCS may attempt to recover third party liability if they pay a school-based claim submitted by us. This occurs due to the assignment of third-party liability rights that were provided when your application to Medi-Cal was approved.

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**Oral Health Assessment—EC 49452.8**

Requires a pupil enrolled in Kindergarten or first grade if the pupil was not previously enrolled in Kindergarten, to no later than May 31, of the school year present proof of having received an oral health assessment that was performed no earlier than 12 months prior to the date of initial enrollment.

**Parent's Refusal to Consent—EC 49451**

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

# Additional Health Notices (continued)

## Vision Tests – EC 49452

Each student's vision shall be appraised, by the school nurse or other personnel during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (EC 49455) Vision test may be waived if (1) parent/guardian requests a waiver and presents a certificate from physician/surgeon, physician assistant, or optometrist showing the results of an examination of the student's vision, including visual acuity and, in male students, color vision; (2) parent/guardian file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer of their religion.

## Pupil Health: Type 1 Diabetes Information (Senate Bill 97)

SB 97 requires the CDE to develop informational materials regarding type 1 diabetes and make this information available on the CDE's website. Effective January 1, 2023, SB 97 also requires school districts, county offices of education, and charter schools to either include the materials as part of the Annual Notice or make these materials available to parents and guardians when students first enroll in elementary school. The CDE's Type I Diabetes Information sheet may be found here (https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp). Our Client News Brief about this requirement may be found here: 2021 Client News Brief Number 37 (https://www.lozanosmith.com/news-clientnewsbriefdetail.php?news_id=3119).

## Student Food Allergies / California Food Allergy Resource Webpage (Assembly Bill 2640)

AB 2640 added Education Code section 49414.2 (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=49414.2.&lawCode=EDC), which requires the CDE to develop a California Food Allergy Resource found here (https://www.cde.ca.gov/ls/nu/sn/modaccomdisinclfoodalgry.asp). This new law encourages local educational agencies to consult the webpage and make it available annually to pupils, parents, and guardians.

## Synthetic Drugs – EC 48985.5

Requires public schools to annually inform parents and guardians about the dangers of synthetic drugs, including fentanyl, at the start of each school year. Fentanyl is a deadly synthetic opioid that is 50 times stronger than morphine and is being pressed into counterfeit pills. DEA lab testing reveals that 29 percent of counterfeit pills with fentanyl contain a potentially lethal dose (2026). Fentanyl is increasingly found in counterfeit pills and other substances, including marijuana and vaping products, making it nearly impossible to detect. Drug traffickers are using social media to advertise drugs and conduct sales.

# Student Conduct: Encouraged & Expected Behaviors

The Pasadena Unified School District supports collaboration between home and school to establish and enforce appropriate standards of conduct for students. Parental participation and responsibility is essential in assisting students in maintaining appropriate conduct. Therefore, with the exception of mandated police notification for serious infractions, teachers and other district personnel will initiate contact with parents as a primary action in response to student conduct that violates school rules. Parents are expected to provide and maintain current phone numbers of home and work to enable school personnel to make timely contact on behalf of students. **gopusd.com/cwas**

Disciplinary policies within the elementary and secondary schools' discipline plans will be developed and enforced within the general guidelines as set forth in the District's Standards of Conduct. These guidelines reflect a spectrum ranging from Encouraged and Expected Student Behaviors to identified Interventions and Consequences that may be appropriate for specific violations of district/school rules.

## Students Will:

### Academic Responsibility

- Attend school daily, on time, and actively participate in all classes.
- Produce quality work that meets the highest classroom standards.
- Bring all necessary materials to class, including completed assignments and homework.
- Set aside time every day to complete homework.
- Limit television viewing and read daily.
- Know and follow all school and class rules.

### Personal Responsibility

- Respect themselves, their school, classmates, staff, family and community.
- Use appropriate language at all times when communicating with others.
- Avoid negative peer pressure and activities.
- Regularly communicate with their parents and teachers about their progress in school.
- Commit to remain in school with an objective to graduate on time.
- Believe that they can learn and will learn.

# Dress Code, Discipline & Campus Rules

## Dress Code/Gang Apparel/Sun-Protective Clothing —EC 35183 & 35183.5

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. NOTE: Suspension is not a permissible disciplinary action for a dress code violation (PUSD Board Policy 5144.1 Suspension/Expulsion). Students should not miss class due to dress code violations. 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). School districts are authorized to adopt a dress code that would prohibit the wearing of "gang-related clothing." A school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Students may carry and apply sunscreen while on campus with a signed permission slip. Each school shall allow for outdoor use during the school day articles of sun protective clothing including, but not limited to, hats. The Pasadena Unified School District Board Policy and Administrative Regulation 5132 address district-wide Student Dress Code.

## Closed Campus —EC 44808.5

The Pasadena Unified School District does not permit enrolled students to leave the school grounds during the lunch or recess period. Students who are authorized for early dismissal must vacate the school and surrounding area within 10 minutes.

## Student Discipline—EC 35291 & 35291.5

The school district notifies the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

## Duty Concerning Conduct of Students— EC 44807

Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

## Prohibited Materials— EC 51512

The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary schools, and such use is prohibited. Any person, other than a pupil, who willfully violates this section shall be guilty of a misdemeanor. Any pupil violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.

# Dress Code, Discipline & Campus Rules (continued)

## Electronic Signaling Device —EC 48901.7

In the Pasadena Unified School District, students may carry phones and pagers during school hours under the following conditions: Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: 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.

## Financial Liability —EC 48904

Notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school district or private school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school district or private school, or personal property of any school employee, shall be liable for all damages so caused by the minor. The parent or guardian of a minor shall be liable to a school district or private school for all property belonging to the school district or private school loaned to the minor and not returned upon demand of an employee of the district or private school authorized to make the demand. Grades, diplomas and transcripts may be withheld until restitution is made.

## Laser Pointers —PC 417.27

It is a crime for any student to possess a laser pointer on any elementary or secondary school premise, unless the possession is for a valid instructional or other school-related purpose.

## BB Device/Imitation Firearm—PC 12550 & 12556

A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place.

## Student Responsibility —5 CCR 300

Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

# Searches, Lockers & Contraband Detection

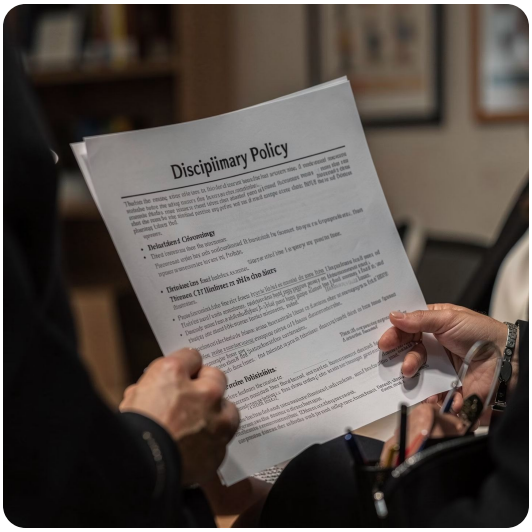
## Searches and School Lockers

School lockers remain the property of the Pasadena Unified School District even when assigned to students. The lockers are subject to search whenever the district finds a need to do so. The use of school lockers for other than school–related purposes is prohibited. The improper use of school lockers may result in disciplinary action. In the interest of maintaining a safe environment, locker searches and metal detection may occur as needed by school administration.

## Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual. Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item. Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection (AR 5145.12).

# Grounds for Suspension and Expulsion – EC 48900




⚠ A pupil shall not be suspended from school or recommended for expulsion, unless the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive.

1

## Scope of Discipline

A pupil may only be suspended or expelled for acts related to school activity or attendance — on campus, going to/from school, during lunch, or at school-sponsored activities.

2

## Aiding & Abetting

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

3

## Alternatives to Suspension

As used in this section, "school property" includes, but is not limited to, electronic files and databases. For a pupil subject to discipline under this section, the Superintendent or school principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in **Section 48900.5**. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

## Physical Injury

Caused, attempted, or threatened physical injury to another person, or used force/violence except in self-defense.

## Dangerous Weapons

Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous object without written permission.

## Controlled Substances

Unlawfully possessed, used, sold, or was under the influence of a controlled substance, alcohol, or intoxicant.

## Selling Fake Substances

Offered or negotiated to sell a controlled substance or alcohol, then delivered a different substance misrepresented as such.

## Robbery or Extortion

Committed or attempted to commit robbery or extortion.

## Theft

Stolen or attempted to steal school or private property.

## Tobacco & Nicotine

Possessed or used tobacco, cigarettes, cigars, smokeless tobacco, or other nicotine products.

## Obscene Acts / Profanity

Committed an obscene act or engaged in habitual profanity or vulgarity.

## Drug Paraphernalia

Unlawfully possessed or offered to sell drug paraphernalia as defined by law.

## Receiving Stolen Property

Knowingly received stolen school or private property.

## Imitation Firearm

Possessed a replica firearm so realistic a reasonable person would believe it to be real.

## Sexual Assault or Battery

Committed or attempted to commit sexual assault or sexual battery as defined in the Penal Code.

## Witness Intimidation

Harassed, threatened, or intimidated a student witness in a school disciplinary proceeding.

## Selling Soma

Unlawfully offered, arranged, or sold the prescription drug Soma.

## Property Damage

Caused or attempted to cause damage to school or private property.

## Hazing

Engaged in or attempted hazing likely to cause serious bodily injury or personal degradation.

## Bullying

Engaged in severe or pervasive physical, verbal, or electronic bullying directed at another student.

# Additional Grounds for Suspension & Expulsion

## Hate Violence — EC 48900.3

A pupil in any of grades 4 to 12 may be suspended from school or recommended for expulsion if the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.

## Harassment, Threats, or Intimidation — EC 48900.4

A pupil enrolled in any of grades 4 to 12 may be suspended from school or recommended for expulsion if the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, 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 either school personnel or pupils by creating an intimidating or hostile environment.

## Terroristic Threats — EC 48900.7

(a) A pupil may be suspended from school or recommended for expulsion if the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

## Parent/Guardian School Attendance — EC 48900.1

A school district may adopt a policy authorizing teachers to require the parent or guardian of a pupil who has been suspended from class by the teacher for an obscene act, profanity or vulgarity, disruption of school activities, or willful defiance of the teacher's authority to attend a portion of the school day in the classroom of his or her child.



# Addressing Discrimination, Harassment, Intimidation & 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 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.

# Sexual Harassment Policy

⚠ A pupil may be suspended from school or recommended for expulsion if the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (EC 48900.2)

## Board Commitment — EC 231.5, 48900.2 & 5 CCR 4917

The Governing Board is committed to maintaining a school environment that is free from harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy. Any student who engages in the sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account. Such circumstances shall include but are not limited to: 1) Age and maturity of the victim and the perpetrator; 2) Pervasiveness of the alleged harassing conduct (i.e., how many times the act(s) occurred, how many individuals were involved, etc.); 3) Prior complaints against the perpetrator.

## Student Instruction

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include: 1) What acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender. 2) A clear message that students do not have to endure sexual harassment. Students should be encouraged to report observed instances of sexual harassment, even where the victim of the harassment has not complained. 3) Information about the person(s) to whom a report of sexual harassment should be made.

## Prohibited Conduct — Education Code 212.5

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: 1) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress. 2) Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual. 3) The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment. 4) Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school. Other types of conduct which are prohibited in the district and which may constitute sexual harassment include: 5) Unwelcome leering, sexual flirtations, or propositions. 6) Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions. 7) Graphic verbal comments about an individual's body or overtly personal conversation. 8) Sexual jokes, stories, drawings, pictures, or gestures. 9) Spreading sexual rumors. 10) Teasing or sexual remarks about students enrolled in a predominantly single-sex class. 11) Touching an individual's body or clothes in a sexual way. 12) Purposefully limiting a student's access to educational tools. 13) Cornering or blocking of normal movements. 14) Displaying sexually suggestive objects in the educational environment. 15) Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

# Sexual Harassment Policy (continued)

## Reporting Sexual Harassment

- Students are expected to report incidents of sexual harassment to the school principal, to another district administrator, or to the Title IX Officer at (626) 396-3600, ext. 88476. Upon receipt of a complaint, the Chief of Human Resources or designee shall promptly convene an Investigative Team to identify and implement investigative procedures, which shall include contacts with the complainant, the accused, and witnesses. A written summary of findings will be communicated to the complainant within 30 days of completion of the investigation but no later than 45 days of the reporting of the incident. Students also have available all local law remedies, mediation centers, legal assistance agencies, and private legal counsel for assistance in the resolution of complaints. Questions or complaints of alleged discrimination, harassment, intimidation, and/or bullying or Title IX equity and compliance concerns for students should be directed to: Chief of Human Resources 626.396.3600 ext. 88777, Pasadena Unified School District, 351 S. Hudson Ave., Pasadena, CA 91109.

## Notification — EC 48980 & EC 212.6

A copy of the district's sexual harassment policy shall 1) be included in the notifications that are sent to parents/guardians at the beginning of each school year (EC 48980); 2) be displayed in a prominent location near each school principal's office (EC 212.6); 3) be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (EC 212.6); and 4) appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct (EC 212.6).

## Enforcement

The principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include 1) removing vulgar or offending graffiti; 2) providing staff in-service and student instruction or counseling; and/or 3) taking appropriate disciplinary action as needed.

# Investigating Sexual Harassment Complaints

Sexual harassment is a matter requiring unusually prompt attention by supervisors since failure to act may cause further personal damages to the alleged victim as well as legal action. Further, the issues involved are typically very personal and sensitive, and many victims will not risk the delays, publicity, and complications attendant to regular grievance procedures. Since the Pasadena Unified School District recognizes the delicate nature of such situations, each step in the complaint procedure will be conducted with discretion in order to maintain a high degree of confidentiality. It is the intent of the procedure to result in prompt recourse and ensure fairness and equity to the person alleging sexual harassment, the person accused of the sexual harassment, and witnesses.

## Step 1 – Initial Report

Any employee or student who believes he/she is being sexually harassed or finds the work or academic environment hostile should inform the harasser that he/she does not welcome or approve of such actions. If such actions continue, an employee complainant should notify his or her supervisor. If the supervisor is the alleged harasser, then the complainant should notify a member of the District Investigative Team (IT). If the complainant is a student, he/she or the student's parents should notify his/her teacher, guidance counselor, dean, or principal, or a member of the IT. Supervisors or other individuals receiving a sexual harassment complaint are required to report the complaint immediately to any member of the IT. Whenever a complaint of harassment occurs, the person receiving the complaint shall promptly and fully notify the alleged victim of his/her rights pursuant to this policy and current law. The complainant and accused will also be given a copy of the sexual harassment policy.

## Step 2 – Informal Resolution

If the supervisor or member of the IT believes the complaint can be resolved through informal means, then every effort will be made to do so.

## Step 3 – Informal Investigation

The complainant will be advised in advance of the date and time that the accused will be informed of the complainant's complaint. At the earliest appropriate time, the accused will be explained his/her rights pursuant to this policy at the earliest appropriate time and will be immediately informed that any retaliation against the complainant and/or witness is strictly prohibited, regardless of the accuracy of the complaint.

## Step 4 – Gathering Information

The supervisor and/or the IT shall then inform the person alleged to have committed harassment of the complainant and explain his/her rights pursuant to this policy. The IT shall also endeavor to obtain all possible information from the individual named by the complainant, from witnesses to the incident, if any, and from victims, if any, of similar conduct. Upon completion of the investigation, the complainant shall be advised of the findings and recommendations. This information shall then be communicated to the alleged harasser, and as appropriate, any other persons directly involved in the incident(s).

# Investigating Sexual Harassment Complaints (continued)




## Step 5 – Formal Investigation

Once the IT has reviewed a written complaint of sexual harassment, a complete and thorough investigation shall begin. The complaint will be resolved by this investigation, which shall also include gathering information from witnesses to the incident, if any, and from victims, if any, of similar conduct. The complainant will be advised in advance of the date and time that the accused will be informed of the complainant's complaint. At the earliest appropriate time, the accused will be explained their rights pursuant to this policy and will be informed that any retaliation against the complainant and/or witnesses is strictly prohibited, regardless of the accuracy of the complaint.

## Step 6 – Written Findings

The IT shall make a written report of the findings and recommendations regarding the acts and whether the sexual harassment did occur, and this determination will be communicated to the complainant first, the alleged harasser, and, as appropriate, any others directly concerned. If, after the investigation, the IT determines that the sexual harassment did not occur, the personnel file of the accused shall be expunged of all relevant documents. However, if the IT makes a finding that the sexual harassment did in fact occur, the alleged harasser shall have the opportunity to respond to this written determination prior to placement in his/her personnel file. Reports of all complaints and findings will be maintained by the IT in a confidential file.

## Step 8 – Appeals Process

In accordance with the provisions of Education Code, the District's agreements with the United Teachers of Pasadena (UTP), Chapter 434 of the California School Employees Association (CSEA), and Local 911 of the Teamsters, if either the complainant or the alleged harasser is not satisfied with the findings of the Investigative Team's report, they may appeal the entire matter to a closed session hearing of the Governing Board. The Board's decision will be the final decision of the District. Either party to the Board Hearing may be represented by an advisor(s) of their choosing. The findings of the Board may be appealed to the Fair Employment and Housing Commission. Even if no sexual harassment is found, the Fair Employment and Housing Commission may find a violation when the employer did not "inform the complainant of his/her rights and obligations to investigate fully." In determining whether the employer's response was sufficient to excuse the employer from liability, the test for the Commission is "whether the employer has acted promptly, vigorously, and visibly, and has demonstrated that it strongly disapproves of sexual harassment and will not tolerate it in the workplace."

## Step 7 – Disciplinary Action

If the alleged harasser is determined to have engaged in sexual harassment, appropriate disciplinary action as recommended by the Superintendent or his/her designee shall be taken by the District. The types of discipline (oral or written warnings, suspension, demotion or discharge/expulsion) that will be appropriate will be determined, in part, by the severity of the facts and whether or not the harassment is of a chronic nature. The employee against whom disciplinary action is taken shall be entitled to due process provided by law, Board policy, the Rules of the Personnel Commission, and current employee agreements. The disciplinary action will be made known to the complainant when final. Appropriate action may include remedies for the complainant's loss, if any. If the employee or student complainant has suffered harm through loss of his/her ability to study or work effectively, loss of student or employment status or well-being, the District will implement appropriate remedies.

# Student Discipline Guidelines

The spectrum of responses to inappropriate conduct ranges between the minimum of a warning to suspension, to an involuntary transfer to an alternative education program, to Board action regarding expulsion. **gopusd.com/cwas**

To the extent possible, alternatives to formal suspension will be initiated. Suspended students should also participate in appropriate intervention and remediation consequences upon return from suspension. The number of suspension days determined per incident may be reduced by parent/student agreement with school staff in order to allow the student to participate in alternative remediation activities. Alternatives to suspension are also applicable to Special Education students.

## Other Means of Correction Include, But Are Not Limited To:

### Parent-Student Conference

A conference between school personnel, the pupil's parent or guardian, and the pupil.

### Referrals to Support Services

Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management, counseling, and Behavior RtI (Response to Intervention)* strategies.

### Intervention Teams

Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his/her parents.

### Prosocial Behavior Programs

Enrollment in a program for teaching prosocial behavior or anger management.

### Positive Behavior Support

A positive behavior support approach with tiered interventions that occur during the school day on campus.

### After-School Programs

After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (Education Code 48900.5., 48911.1)



# Student Discipline Guidelines (continued)

### Make-Up Work

Students shall be given the opportunity to make up school work missed because of an excused absence or suspension and shall receive full credit if the work is turned in according to a reasonable make-up schedule. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension (Education Code 48913). Staff will allow access to daily homework to suspended students.

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Individual suspensions may range from a one-day school suspension to a maximum of five days to a recommendation for expulsion. The total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. It is important to note that Special Education students can only be suspended for a maximum of 10 days in any school year. Any suspension days in excess of 10 days is considered a change in placement and requires agreement of the Individualized Education Plan (IEP) team. For guidance in this area, please refer to the district's Department of Special Education.

OVERVIEW

# Interventions, Remediations & Consequences

When appropriate, alternative disciplinary methods may be employed to address and correct specific behaviors. The following delineates the types of interventions and consequences:

## A. Parent Contact

Verbal or written communication with parent either by telephone, mailing, or in person. Unsuccessful attempts to reach parent, including no answer, busy signals, or messages left do not constitute contact but should be recorded.

## B. Counseling

Individual or group meeting of student(s) with school counselor, psychologist, administrator, or other personnel authorized to assist student in resolving conflicts and/or modifying behavior.

## C. Personal Responsibility

Activities in which students participate with staff direction that enable students to acknowledge their responsibility for self-determined behavior modification, including written essays, apologies to offended parties, restitution (including financial), school/community service, participation in conflict resolution and anger management activities, and other appropriate interventions.

## D. Detention

A 30-minute to 2-hour period during non-instructional time designed to deliver assistance to students in behavior modification strategies.

## E. Campus Beautification

Remediation that includes minor work-related and campus support activities, including graffiti removal, cleaning and paper pick-up, furniture moving, office and classroom clerical assistance, and other appropriate activities.

## F. Parent Conference

Formal meeting between parent(s) and school personnel to discuss student needs.

## G. In-School Suspension

Assignment of student to separate supervised activity during instructional time with the intent to correct inappropriate behavior.

# Discipline Guidelines: Violations Against Persons

| Violation | Elementary School | Middle & High School |
|---|---|---|
| **Assault with Deadly Weapon EC 48900(a)(2) EC 48900(b)** | Immediate notification of police; Immediate consultation with Child Welfare, Attendance; Suspend 5 days; Refer for Expulsion | Immediate notification of police; Immediate consultation with Child Welfare & Attendance; Suspend 5 days; Refer for expulsion |
| **Assault, Threat, Mutual Combat EC 48900(a)(1)** | 1st Offense, B, C, F, G; 2nd Offense, Suspend – 1 to 2 days; B, C, F; 3rd Offense, Suspend – 2 to 5 days; B, C, F | 1st Offense, Suspend 1 to 3 days; B, C, F; 2nd Offense, Suspend 2 to 4 days; B, C, F; 3rd Offense, Suspend 3 to 5 days; B, C, F; For continued infractions, possible expulsion referral |
| **Assault and Battery EC 48900(a)(2)** | 1st Offense; B, C, F, G; 2nd Offense, Suspend 1 to 2 days; B, C, F; 3rd Offense, Suspend 2 to 5 days; C, F | 1st Offense, Suspend 1 to 3 days or more if serious; B, C, F; 2nd Offense, Suspend 2 to 4 days or more if serious; B, C, F; 3rd Offense, Suspend 3 to 5 days; B, C, F; For continued infractions, possible expulsion referral |
| **Verbal Abuse, Vulgarity, Profanity EC 48900(i)** | 1st Offense, A, B, C, D; 2nd Offense, B, C, E, F; 3rd Offense, B, C, F | 1st Offense, Suspend 1 to 2 days; B, C, E, F; 2nd Offense, Suspend 2 to 3 days; B, C, E, F; 3rd Offense, Suspend 3 to 5 days; B, C, F |
| **Sexual Harassment EC 48900.2 (4-12 grade only)** | 1st Offense, B, C, F; Establish behavioral plan; Document as required; 2nd Offense, B, C, F; 3rd Offense; B, F, Review behavioral plan | 1st Offense, B, C, F; Establish behavioral plan; Document as required; 2nd Offense, Suspend 1 to 3 days; B, C, F; 3rd Offense, Suspend 2 to 5 days; B, F; Review behavioral plan |
| **Bullying EC 48900(a)(1)(2)(r) EC 48900.3 EC 48900.4** | 1st Offense, A, B, C; 2nd offense, B, C, F, G; 3rd Offense, F | 1st Offense, A, B, C; 2nd Offense, Suspend 1 to 2 days; B, C, F; 3rd Offense, Suspend 3 to 5 days; F; Possible police citation |

# Discipline Guidelines: Violations Against Property & Public Health

| Violation | Elementary School | Middle & High School |
|---|---|---|
| **Sexual Harassment EC 48900.2 (4-12 grade only)** | 1st Offense, B, C, F; Establish behavioral plan; Document as required; 2nd Offense, B, C, F; 3rd Offense; B, F, Review behavioral plan | 1st Offense, B, C, F; Establish behavioral plan; Document as required; 2nd Offense, Suspend 1 to 3 days; B, C, F; 3rd Offense, Suspend 2 to 5 days; B, F; Review behavioral plan |
| **Bullying EC 48900(a)(1)(2)(r) EC 48900.3 EC 48900.4** | 1st Offense, A, B, C; 2nd offense, B, C, F, G; 3rd Offense, F | 1st Offense, A, B, C; 2nd Offense, Suspend 1 to 2 days; B, C, F; 3rd Offense, Suspend 3 to 5 days; F; Possible police citation |
| **Theft EC 48900 48900(g)** | 1st Offense, A, B, C; 2nd Offense, B, C, F; 3rd Offense, B, C, F | 1st Offense, Suspend 1 day; B, C, F; 2nd Offense, Suspend 2 to 3 days; B, C, F; 3rd Offense, Suspend 3 to 5 days; B, C, F; For continued infractions, possible expulsion referral |
| **Burglary EC 48900(f)** | 1st Offense, Notify police; B, C, F; 2nd Offense, Notify police | 1st Offense, Notify police; Suspend 5 days; Refer for expulsion |
| **Willful damage of school property or property of staff EC 48900(f)** | 1st Offense, A, B, C, E; 2nd Offense; B, C, E, F; 3rd Offense, B, C, F; For continued infractions, possible expulsion referral | 1st Offense, Suspend 1 to 2 days B, C, F; 2nd Offense, Suspend 3 to 4 days B, C,F; 3rd Offense, Suspend 3 to 5 days; For continued infractions, possible expulsion referral |

# Discipline Guidelines: Violations Against Property & Public Health continued...

| Violation | Elementary School | Middle & High School |
|---|---|---|
| **Knowingly received stolen school property or private property—EC 48900(l)** | 1st Offense, A, B, C; 2nd Offense, B, C, F; 3rd Offense, B, C, F | 1st Offense, Suspend 1 to 2 days B, C, F; 2nd Offense, Suspend 2 to 4 days B, C,F; 3rd Offense, Suspend 5 days, B, C, F; For continued infractions, possible expulsion referral |
| **Drug Paraphernalia EC 48900(j)** | 1st Offense, A, B; Confiscate; 2nd Offense, B, F; Confiscate; 3rd Offense, Suspend 1 day, Refer to IMPACT | 1st Offense, A, B, C, E; Confiscate; 2nd Offense, B, F; Confiscate; Suspend 1 day; Refer to IMPACT; 3rd Offense, A, B, Suspend 3 days, consult with CWAS Department |
| **Tobacco—Possession/Use EC 48900(h)** | Refer to Nicotine Section, Substance Abuse Policy; A, B | |
| **Alcohol—Possession/Use EC 48900(c)** | | 1st Offense, A, B; Suspend 1 Day; Refer to IMPACT; 2nd Offense, A, B; Suspend 2 days; 3rd Offense, A, B; |

# Discipline Guidelines: Violations Against School Administration Procedures

| Violation | Elementary School | Middle & High School |
|---|---|---|
| **Truancy (3 full-day unexcused absences) EC 48260** | 1st Offense (3 unexcused absences) A, D, Letter to parent; 2nd Offense (4th day) B, D, E, F; 3rd Offense (5th day), SARB Referral | 1st Offense (3 unexcused absences), A, D; Letter to parent; 2nd Offense, (4th day/class), B, D, E, F; 3rd Offense (5th day/class), SARB Referral |
| **Tardiness EC 48260** | 1st Offense (3rd day) A; 2nd Offense (5th day) A, D, F; 3rd Offense (7th day) D, E, F Warning letters re: SARB*; 4th Offense (9th day), SARB Referral | 1st Offense (3rd day), A; 2nd Offense (5th day), A, D, F; 3rd Offense (7th day), D, E, F; Warning letters regarding SARB*; 4th Offense (9th day), Referral to SARB* |

*Note: A student is considered truant after three absences or three tardies of more than 30 minutes each time and the absences or tardies are unexcused. A truant student may be referred to the School Attendance Review Board (SARB). Unexcused absences are all absences that do not fall within EC 48205. The text of EC 48205 is provided in the "Attendance" section of this handbook.

# Circumstances for Recommending Expulsion – EC 48915

1) Except as provided in subdivision (c) and (e), the principal or the Superintendent shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or Superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

### Serious Physical Injury

Causing serious physical injury to another person, except in self-defense.

### Dangerous Objects

Possession of any knife or other dangerous object of no reasonable use to the pupil.

### Controlled Substance

Unlawful possession of a controlled substance, except for first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

### Robbery or Extortion

Robbery or extortion.

### Assault or Battery on School Employee

Assault or battery, as defined in Section 240 and 242 of the Penal Code, upon any school employee.

⚠ Procedural Protocol: Immediate Notification of Police; Immediate Consultation with Child Welfare & Attendance; Suspension for Possible 5 days; Possible referral for expulsion. Controlled Substance: All above protocol and referral to IMPACT or Mental Health Provider for drug abatement counseling.

### Governing Board Expulsion Order

2) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivisions (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or more of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

# Circumstances for Recommending Expulsion – EC 48915 (continued)

3) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

### Firearm

Possession, selling, or otherwise furnishing a firearm.

### Brandishing a Knife

Brandishing a knife at another person.

### Selling Controlled Substance

Unlawfully selling a controlled substance.

### Sexual Assault or Battery

Committing or attempting to commit a sexual assault or sexual battery as defined in section 48900(n).

### Explosive

Possession of an explosive.

⚠ Procedural Protocol: Immediate Notification of Police; Immediate Consultation with Child, Welfare & Attendance; Suspension for 5 days; Refer for expulsion.

## Limitations on Imposing Suspension – EC 48900.5

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

### First Offense

A pupil may be suspended on a first offense if their presence causes a danger to persons.

### Other Means First

Suspension shall only be imposed when other means of correction have failed.

### Documented

Districts may document other means of correction used and place them in the pupil's record.

# Expulsion Process & Procedures

Expulsion is the most serious level of school discipline and may occur when a student commits certain violations of state law or district policy. In accordance with AB 1230, local educational agencies (LEAs) are required to adopt rules and regulations establishing procedures for the filing and processing of requests for readmission, the required review of expelled students for readmission, and the transition process for readmitted students.

## Expulsion Hearing Process

If a student is recommended for expulsion:

- The student and parent/guardian will receive written notice of an expulsion hearing.
- The notice will include the date, time, and location of the hearing, as well as the reason the expulsion is being recommended.
- At the hearing, the student has the right to:
  - Be represented by a parent/guardian, advocate, or attorney
  - Review the evidence presented by the district
  - Present witnesses or evidence on the student's behalf

After the hearing, the governing board or administrative panel will determine whether the student will be expelled.

## Educational Placement After Expulsion

If a student is expelled, they retain the right to continue their education. The district must ensure that an educational placement is provided to expelled students no later than three (3) school days after the issuance of the expulsion order. Possible educational placements may include:

- A district alternative education program
- A community day school
- A county office of education program
- Another program designed to serve students who have been expelled

These programs provide academic instruction and support while students are serving the expulsion term.

### Written Notice

Student and parent/guardian are notified in writing of the hearing date, time, location, and reason.

### Right to Representation

Students may be represented by a parent/guardian, advocate, or attorney.

### Board Decision

The governing board or administrative panel makes the final expulsion determination.

If a student is expelled, they retain the right to continue their education.

### 3 School Days

The district must provide an educational placement within 3 school days of the expulsion order.

# Expulsion Process & Procedures (continued)

## Length of Expulsion Term and Possible Extension

In many cases, an expulsion term may last up to one year. If, upon assessment, the student has not met the conditions of the rehabilitation plan, the governing board may grant one extension of the expulsion period (i.e., one semester). The district will continue to support and review the student's progress during the extension period to determine the student's readiness for readmission.

### Individual Rehabilitation Plan

Students who are expelled will receive an individualized rehabilitation plan outlining the steps the student must take to be considered for readmission to school. The expelling district must ensure that the rehabilitation plan:

- Includes a periodic review and an assessment for readmission (conducted 45 days before the end of the expulsion term)
- Is tailored to the individual student's needs
- Specifically addresses the behavior that led to the expulsion

The plan may be developed in consultation with school personnel who have knowledge or special expertise regarding the student's unique needs. The governing board will assist the student and parent/guardian in locating accessible opportunities and services necessary for the successful completion of the rehabilitation plan. The governing board cannot require students or parents/guardians to pay for any costs or services deemed necessary to complete the rehabilitation plan.

The conditions of the rehabilitation plan may include:

- Regular attendance in the assigned educational program
- Participation in academic tutoring
- Demonstrating academic progress
- Participation in counseling or behavioral support services
- Completion of community service, job training, or other rehabilitative programs
- Participation in programs related to the behavior that led to the expulsion
- Other appropriate requirements as determined by the district

The rehabilitation plan will be provided in writing to the student and the parent/guardian, along with the district's governing board-approved expulsion order.

# Expulsion Process & Procedures (continued)

## Readmission Review Procedures

An assessment of the student's progress toward completion of the rehabilitation plan will be conducted 45 days before the end of the expulsion term to determine whether the student will be readmitted to the district. A student cannot be denied readmission because of financial or transportation barriers or a lack of viable opportunities to complete the plan. Upon a student's readmission, the governing board shall ensure that there is a procedure for the successful transition of readmitted students.

## Grounds for Denying Readmission

1. The student has not substantially met the plan despite having access to the necessary resources and opportunities, or
2. The student continues to exhibit the behaviors that led to the expulsion or commits new expellable acts.

## Written Notice of Denial

If the student is denied readmission, the governing board shall provide the expelled student and the parent/guardian with written notice describing the reasons for the denial. This notice shall also include information about the educational program in which the student is to be enrolled until the next readmission review and assessment (i.e., 45 days before the end of the expulsion term).

**45 Days**

### Readmission Assessment

Assessment conducted 45 days before the end of the expulsion term

### Written Notice

Required if readmission is denied, including next placement information

**$0**

### No Financial Barriers

A student cannot be denied readmission due to financial or transportation barriers

# Student Discipline: Expulsions: Procedures – EC 48916, 48916.1, & 48926

Suspension is the removal of a student from ongoing instruction for adjustment purposes. A single suspension may not be issued for more than five (5) consecutive school days. Expulsion is the removal of a student from the immediate supervision and control, or the general supervision of school personnel. In general, other means of correction must be used prior to suspension except in specific circumstances.

## Suspension Process:

Suspension, including supervised suspension (such as in-school suspension and class suspension), shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file. Prior to a suspension from school, the principal/designee will have an informal conference with the student where the student will be informed of the reason for disciplinary action, including other means of correction that were attempted, and the evidence, as well as the opportunity to present their version. If the school determines there is an emergency situation constituting a clear and present danger to the life, safety, or health of students or school personnel, the informal conference is not required.

## Expulsion Recommendations (EC 48915):

The principal or superintendent shall recommend expulsion for any of the following acts, unless an alternative means of correction would address the conduct:

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 (with limited exceptions)
4. Robbery or extortion
5. Assault or battery upon any school employee

## Mandatory Expulsion Violations:

The principal or superintendent shall immediately suspend and shall recommend expulsion of a student determined to have committed any of the following:

1. Possessing, selling, or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or committing a sexual battery
5. Possession of an explosive

For more information regarding student discipline, please contact the PUSD Student Services office.

# Substance Abuse Prevention

No student shall have or use alcohol, tobacco (nicotine including e-cigarettes) or any controlled substance (drug) on school property, or during school hours, at school sponsored events, or while under the supervision of district employees.

| Activity | Consequences |
|---|---|
| **DRUGS: Sale or possession for sale of controlled substances E.C. 48900(c)** | Mandatory referral for expulsion; Immediate notification of police; Immediate consultation with Child Welfare & Attendance; Suspension for 5 days. If student is expelled with suspended enforcement: Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. |
| **Unlawful possession of any controlled substance E.C. 48915(3)** | Recommendation for expulsion unless deemed to be inappropriate; Immediate notification of police; Immediate consultation with Child Welfare & Attendance; Suspension possible for 5 days; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. If the student is expelled with suspended enforcement: Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. |
| **Possession or sale of drug paraphernalia E.C. 48900(j)** | First offense: Confiscation; Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. Second offense: Confiscation; Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. Third offense: Confiscation; Parent conference; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling; 1 day suspension. |

# Substance Abuse Prevention (continued)

| Activity | Consequences |
|---|---|
| **ALCOHOL AND OTHER INTOXICANTS:** Unlawful possession, use, sale, or otherwise furnishing, or being under the influence of an alcoholic beverage or intoxicant of any kind. **E.C. 48900(c)** | First offense: 1 day suspension; Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. Second offense: Two day suspension; Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. Third offense: Three day suspension; Parent conference; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling; Possible involuntary transfer to Alternative Education. |
| Unlawful offering, arranging, or negotiating to sell, or otherwise furnishing of any alcoholic beverage, intoxicant or liquid, or substance represented as an intoxicant or a controlled substance. **E.C. 48900(d)** | First offense: Confiscation; Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. Second offense: Confiscation; Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling. Third offense: Confiscation; Parent conference; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling; 1 day suspension. |
| **NICOTINE—USE:** Use or possession of tobacco or nicotine products (including e-cigarettes) **E.C. 48900(h)** | Note: **Penal Code 308(b)** — Every person under the age of 18 years who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, products prepared from tobacco, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars ($75) or 30 hours of community service work. First offense: Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling, OR Penal Code 308(b) citation issued. Second offense: Parent contact; Referral to Mandatory IMPACT or Mental Health provider for drug abatement counseling; AND Penal Code 308(b) citation issued. Failure to attend Mandatory IMPACT: Parent contact; Referral to counseling. |

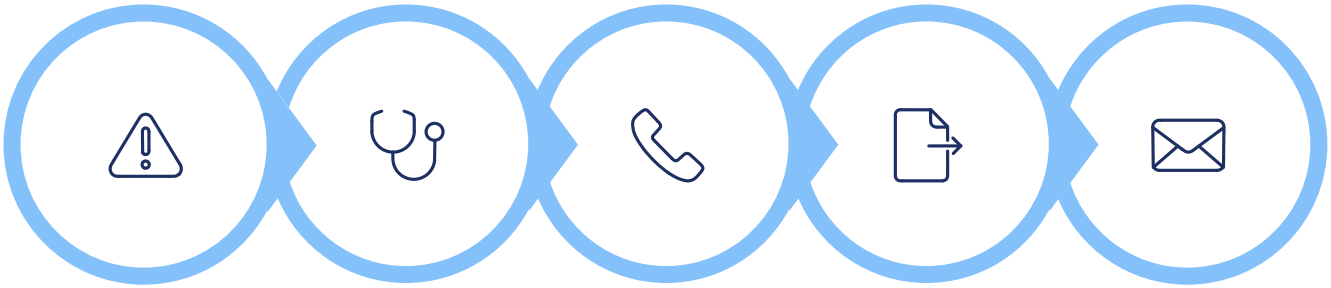
# Substance Abuse Prevention (continued)

Note: The Student Discipline Guidelines have been developed for all schools within the Pasadena Unified School District and outlines the consequences for inappropriate student actions that have been referred to the Principal, Assistant Principal or Dean of Students. Infractions or possible consequences may not be limited to those found in the Student Discipline Guidelines. It should be noted that although the Student Discipline Guidelines afford a framework for dealing with inappropriate behavior in a comprehensive and consistent manner, each disciplinary issue should be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator or designee shall use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in these guidelines or unusual or extreme cases shall be dealt with in accordance with the California Education Code and District policy. Schools may use other site-based consequences such as In-School Suspension (ISS) as an intervention consequence.

Note: The school district recognizes that Bullying is an issue that aggressively needs to be addressed in our schools. District staff will use all resources available within California Education Code and beyond to ensure that all students are secure and respected.
Note: Police may cite and/or arrest students who commit criminal acts in violation of the penal code.

# Mandatory IMPACT for Substance Abuse Violations

Sessions held Wednesdays, 4:30 p.m. - 7:30 p.m. - Must complete 5 sessions (15 hours). NO excuses for work, athletics, etc. Rose City High School 325 S. Oak Knoll St., Pasadena, Room 25



Incident | Nurse Notified | Parent Notified | Referral Sent | Mail Contact

This process ensures that students identified as using or under the influence of Tobacco, Drugs/Alcohol receive appropriate intervention and support through the Mandatory IMPACT program.

## Process Details:

1. Incident Occurs — Student identified as using or under the influence of Tobacco, Drugs/Alcohol
2. Nurse / School Administrator/Dean calls
3. Parent Notified of incident
4. Student Referral/Attendance Form or Phone/FAX send to: Health Programs, (626) 396-3600, ext. 88240 FAX: (626) 584-1540. Information needed: Student name, school, date of referral, person referring, and reason for referral
5. Parent/Student contact and attendance schedule mailed to student's home address.
6. Student information sent to Mandatory IMPACT Coordinator Kathy Watson
7. Student attends Mandatory IMPACT Program (Students begin according to IMPACT schedule)
8. Attendance/completion information sent to District coordinator, referring person, parents, and site IMPACT Coordinator. Recommendations for ongoing assistance if necessary. If student fails to attend IMPACT, contact referring person. Further discipline determined by the school.

# Surveys – Personal Beliefs & Student Records

## Surveys – Personal Beliefs—EC 51513, 20 USC 1232(h)

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

Note: EC 51938(b) allows for passive consent when measuring students' health behaviors and risks, including attitudes and practices relating to sex, for students in grades 7 to 12.

## Custodian of Records

The Assistant Superintendent of School Support Services serves as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled. "School officials and employees" are Governing Board members, district certificated employees, and district administrators. A "legitimate educational interest" is one held by officials and employees whose duties and responsibilities to the district require that they have access to student records.

## Directory Information – EC 49073

"Directory Information" includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended by the student. Information will be released as designated in board policy. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin; the District will not release such information without parental consent or a court order. No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory Information. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

# Student Records: Access, Rights & Retention

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm, or other means, must be maintained on the history of a pupil's development and educational progress. The district will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the district shall disclose educational records without parental consent.

Parents' requests to access their student's educational records must be submitted in written form to the school principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records. The district shall charge a reasonable fee not to exceed the actual cost of reproducing, handling, and mailing (if necessary) copies of student records made available to parents.

Any challenge to school records must be submitted in writing to the school principal. A parent challenging school records must show that the records are 1) inaccurate, 2) contain an unsubstantiated personal conclusion or inference, 3) contain a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the district to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

# Student Records: Access, Rights & Retention (continued)

## Mandatory Access

The following persons or agencies shall have access to student records: natural parents, adoptive parents, or legal guardians of students younger than age 18, adult students (age 18 or older), or those so authorized in compliance with a court order. The following persons or agencies shall have access to those particular records which are relevant to the legitimate educational interests of the requester: natural parents, adoptive parents or legal guardians of a dependent student age 18 or older, students 16 or older or who have completed the 10th grade, school officials and employees, school attendance and review board members, and involved school officials and employees, officials or employees of other public schools or school systems where educational programs leading to high school graduation are provided, federal, state and local officials, as needed for program audits or compliance with law, and county child welfare services workers responsible for the case plan of a minor who is being placed in foster care. Upon written request, peace officers designated by their law enforcement agency shall receive information about the transfer of a student's records to another district or private school within the state, or to a district within another state, when authorized by law to assist in suspected kidnapping investigations.

## Permitted Access

Parental consent is not required when information is shared with other persons within educational institutions, agencies, or organizations obtaining access, so long as those persons have a legitimate interest in the information. The district may release information from student records to the following: appropriate persons in an emergency if health and safety are at stake, agencies or organizations in connection with student's application for financial aid, accrediting associations, organizations conducting studies on behalf of educational institutions or agencies, officials and employees of private schools or school systems where the student is enrolled or intends to enroll; county elections officials may have access to information for the purpose of identifying students eligible to register to vote and offering such students an opportunity to register. For each student's record, the school custodian of records shall keep a log identifying all persons, agencies or organizations requesting or receiving information from the record.

## Senate Bill 233 – Foster Caregiver Access

Senate Bill 233 expands the list of caregivers who may access a currently enrolled or former students' educational records, expands the types of school records which may be accessed, and clarifies the rights and duties of a foster caregiver relative to school records, including the responsibility to notify the educational rights holder of any educational needs requiring the consent or participation of that educational rights holder. This authorization is extended to: a) short-term residential therapeutic program (STRTP) staff responsible for the education or case management of a student; b) a caregiver who has direct responsibility for the care of the student, including a certified or licensed foster parent; and an approved relative or non-related extended family member (NREFM), or a resource family, as specified.

## Records Retention

The staff reviews records periodically, and material no longer required is destroyed in accordance with state law.

# Student Testing Schedules

*Subject to change

## Smarter Balanced Assessment Consortium (SBAC)

Computer-adaptive assessments are aligned with the Common Core State Standards (CCSS). All students in grades three through eight and grade 11 will participate in the 2025 Smarter Balanced tests, which include both ELA and mathematics content areas. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready and are administered online.

## California Alternate Assessments (CAAs)

The summative California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are to be administered one-on-one to students in grades three through eight and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

## California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

## Advanced Placement Exam Schedule

May 6–10 and May 13–17.
https://apcentral.collegeboard.org/courses/exam-dates-and-fees

As the parent or guardian, you have the option of excusing your child from any part of the CAASPP. If you would like to excuse your child from these tests, you must submit your request in writing to your school principal Education Code 60615. We will grant your request. Please let the school know as soon as possible so alternative arrangements can be made for your child.

BOARD POLICY 6163.4

# Technology: Acceptable Use Agreement

The Pasadena Unified School District authorizes students to use technology as defined in Board Policy 6163.4 - Student Use of Technology. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable board policies, administrative regulations, and this Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system. The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use, or misuse, of the system.

Each student who is authorized to use district technology and the student's parent/guardian shall sign this Agreement which indicates that the student has read and understands the Agreement and Board Policy 6163.4 - Student Use of Technology.

## Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only, and in accordance with the accompanying board policy and applicable copyright laws. The student in whose name district technology is issued is responsible for its proper use at all times.

Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications.

Furthermore, students shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.




# Technology: Acceptable Use Agreement (continued)

## Students Are Prohibited from Using District Technology To:

Access, post, display, create, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive

Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")

Disclose, use, or disseminate personal identification information (such as name, address, email, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

Share confidential information or personally identifiable information with an open artificial intelligence (AI) system of themselves, another student, staff member, or other person

Adjust the privacy settings on any technology tool or AI app unless directed to do so by a teacher or staff member

Violate the direction of teachers or other staff members, age restrictions, or the intended use of the technology

Infringe on copyright, license, trademark, patent, or other intellectual property rights

Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)

Install unauthorized software

"Hack" into the system to manipulate data of the district or other users

Engage in or promote any practice that is unethical or violates any law or board policy, administrative regulation, or district practice

# Technology: Acceptable Use Agreement (continued)

### Privacy

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology. The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, Internet searches, browsing history, use of AI, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted. All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

## Personally Owned Devices

If a student uses a personally owned device to access district technology, the student shall abide by all applicable board policies, administrative regulations, and this Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

## Reporting

If a student becomes aware of any security problem (including, but not limited to, a cyberattack, phishing, or any compromise of the confidentiality of any login or account information), or misuse of district technology, the student shall immediately report such information to the teacher or other district personnel.

### Consequences for Violation

Violations of the law, board policy, or this Agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, board policy, or this Agreement may be reported to law enforcement agencies as appropriate.



# Proper Care of Devices & Lost/Stolen Procedures

## Proper Care of Devices

Students are responsible for maintaining the condition of any district-issued device:

- Do not leave your device unattended or unsecured.
- Do not let others use or sign in to your device.
- Charge your device daily and bring it to school, when applicable
- Keep food and drinks away from devices
- Transport devices securely and protect your device from potential damage.
- Do not disassemble, write on, or apply stickers directly onto the devices
- Avoid exposing devices to heat, cold, or moisture
- Submit a ticket for repairs; do not attempt them yourself
- Return the device and power cord/charger in good working condition when leaving PUSD.

## If Lost:

- Report to school staff immediately
- Device will be locked and replaced
- If found, please turn in to your school site

## If Stolen:

- File a police report and submit to the school
- Staff will lock the device and issue a replacement device



# Technology Learning Applications

**A snapshot of some current district-supported tech applications for students:**

## Google Workspace for Education

All students will automatically receive a Google Workspace For Education account, including email address. Students cannot receive emails from anyone outside of @pusd.us. Their account is monitored by the Gaggle Online Safety tool (as described in the Safety section on page 12). Account provides access to Chromebooks, educational tools, and curriculum.

## Canvas

Every student will engage in their online learning through our Learning Management System (LMS), Canvas. Students can access their accounts through the Clever Dashboard (**clever.com/in/pasadenausd**) or PUSD Portal (portal.pusd.us). By logging into Canvas, students will be able to click on their courses to: engage in lessons, complete assignments, submit work, send messages to teachers and classmates, and participate in their live synchronous lessons.

## WebEx: Classroom Conferencing

Students may engage in live synchronous learning by using our classroom WebEx tool. Webex integrates into the student's Canvas classroom where all archived lessons, office hours, and small groups instruction can be found in one place. WebEx provides a safe and secure platform allowing the teacher to facilitate engaging instruction with enhanced teaching tools and breakout rooms.

## Clever Dashboard

Students can find all of their learning applications through their Clever dashboard. When students are logged into their Chromebook or logged into a Chrome browser, they will have access to all of their PUSD applications. Students can access the Clever dashboard by visiting **clever.com/in/pasadenausd**.

## Aeries: Student Portal

All students have Aeries Student Portal accounts with access grades, attendance records, report cards, and state assessment scores. We encourage all students to access and monitor their accounts throughout the school year. To learn more, students can visit **https://www.pusd.us/parentportal**.

## ITS HelpDesk

All students can submit a ticket for technical support through our Help Desk portal. Our Help Desk team is available to assist with troubleshooting, making appointments for repair, assisting in device checkouts, and support with PUSD applications. Support tickets can be created by visiting the Help Desk link in Clever.

# Technology Learning Applications (continued)

**A snapshot of some current district-supported tech applications for parents:**

### Aeries: Parent Portal

With access to the Parent Portal, you as a parent/guardian can see the assignments added by the teacher, grades for those assignments, attendance, view state assessment results, provide confirmation of your student's information, and update personal information. If you don't already have an account setup, you will need to get in touch with your school site to receive a verification code. Please visit **www.pusd.us/parentportal** for more information. Electronic Report Cards: Pasadena Unified School District provides progress reports and report cards electronically through the Aeries Parent Portal to parents/guardians in an effort to maximize parent convenience and move the district toward a more eco-friendly paperless environment. With a Parent Portal account, parents will be able to review, and if they choose, print a copy of the progress report or report card through the Parent Portal. When the report cards are available, parents will be notified via phone message and email. If you currently do not have a Parent Portal account, please go to **www.pusd.us/parentportal** or visit your student's school for assistance in creating an account. If you would like to receive paper copies of the progress reports or report cards for the year, a **Paper Report Card Copy Request** form must be mailed or emailed to your student's school office one week before the next grading period.

### Canvas: Observer Accounts

Every student will engage in their online learning through our Learning Management System (LMS), Canvas. Each parent/guardian will also be able to create a Canvas Observer account linked to their students' Canvas accounts which will allow them to see students' course(s), assignments, classwork, lessons, feedback, and completed and reviewed assignments. For more information on becoming an Observer in Canvas, please visit this site: **https://www.pusd.us/departments/online-learning/canvas-remote-learning-for-students**

# Problem-Solving Guide

When families, employees, or members of the PUSD community have a question, concern, or PUSD-related problem, we want to help solve it. Personal assistance is available by directly contacting the individual or office below, in the order listed.

| Issue | Contact Order |
|---|---|
| **Issues Affecting Your Child's Learning** | 1. Teacher; 2. Counselor (secondary); 3. Principal; 4. Senior Director of TK-12 Schools 626.396.3600 x.88425 |
| **General School Issues** | 1. Principal; 2. Senior Director of TK-12 Schools 626.396.3600 x.88425 |
| **Attendance** | 1. Teacher; 2. Attendance Clerk; 3. Principal; 4. Child Welfare, Attendance (CWA) 626.396.3609 |
| **Personal/Social Emotional** | 1. Teacher; 2. School Guidance Counselor or Aide; 3. Principal; 4. Child Welfare, Attendance (CWA) 626.396.3609 |
| **English Learner (EL)** | 1. Teacher; 2. EL Instructional Coach; 3. Principal; 4. Language Assessment & Development Dept. (LADD) 626.396.3600 x. 88280 |
| **Gifted & Talented Education (GATE)** | 1. Teacher; 2. School GATE Coordinator; 3. Principal; 4. GATE Office 626.396.3600 x. 88216 |
| **Safety** | 1. Principal; 2. Assistant Superintendent of Instruction 626.396.3600 x.88217; 3. Assistant Superintendent of Student Wellness and Support Services (SWSS) 626.396.3609; 4. Local Sheriff or Police |
| **School Assignments & Open Enrollment** | 1. Website: pusd.us/enroll; 2. Office of Enrollment, Permits & Student Records 626.396.3639 |
| **Special Education** | 1. Teacher; 2. Special Education Case Carrier; 3. Principal; 4. Special Education Office 626.396.3600 x. 88605 |
| **Volunteers** | 1. School Community Assistant or Volunteer Coordinator; 2. Principal; 3. Office of Family & Community Engagement 626.396.3631 |
| **Transportation** | 1. Principal; 2. Transportation Department 626.396.5850 x. 89239 |

# Nondiscrimination

## Equity & Access

School equity and access committees integrate research-based practices, policies, and procedures to institutionalize equity in education throughout PUSD. The goal is to secure the academic success and socio-emotional development of every student and increase access to educational opportunities, post-secondary options, and behavioral support services.

## Non-Discrimination

### District Commitment

PUSD is committed to providing a safe school environment where all individuals are afforded equal access and opportunities. All academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression — including perception of such characteristics or association with a person with such characteristics. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District also assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process and must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact the Human Resources Department, 351 S. Hudson Ave., Pasadena, CA 91101, (626) 396-3600, ext. 88194.

### Federal & State Law

**Education Code 200** et seq. requires school districts to afford all pupils equal rights and opportunities regardless of gender, gender identity, gender expression, sex, race, color, religion, national origin, disability, or sexual orientation. **EC 221.5** specifically prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Title VI of the Civil Rights Act prohibits discrimination based on race, color, and national origin; Title IX and Title IV prohibit gender discrimination; and the ADA and Section 504 of the Vocational Rehabilitation Act prohibit discrimination based on disability. The Office for Civil Rights of the U.S. Department of Education enforces these federal laws in all programs receiving federal funds.

ⓘ Questions or complaints of alleged discrimination, harassment, intimidation, and/or bullying or Title IX equity and compliance concerns for students should be directed to: Chief of Human Resources, 351 S. Hudson Ave., Pasadena, CA 91109 at (626) 396-3600, ext. 88194

# Educational Equity: Discrimination & Antisemitism Prevention

PUSD is committed to maintaining a learning environment free from discrimination, harassment, and bias. All instructional materials, textbooks, and teacher-led discussions must be factually accurate and free from content that promotes unlawful discrimination. This includes specific protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics.

## Nondiscrimination in Instruction

School boards are prohibited from adopting or using any textbooks, instructional materials, or professional development materials that subject students to unlawful discrimination. All materials and teacher instruction must be factually accurate, align with state standards, and reflect professional responsibility rather than personal advocacy or bias. Materials regarding Jews, Israel, or the Israel-Palestine conflict must be balanced and cannot promote antisemitic content. PUSD is required to ensure that all curriculum aligns with state standards and does not subject students to a hostile environment. Any materials found to be discriminatory or factually inaccurate regarding protected groups will be removed from the classroom.

## Investigation & Corrective Action

Schools are required to treat antisemitism with the same seriousness as other forms of hate. PUSD must investigate allegations of discriminatory bias in instruction and school-sponsored activities. If discrimination is found, PUSD must take immediate corrective action, including removing discriminatory materials from current and future course offerings. Corrective action can be taken without showing that a member of a protected group was present or directly harmed. The state can withhold funding from districts that fail to take corrective action after being found in violation of antidiscrimination laws.

## How to File a Complaint

If you believe your student has experienced discrimination or that instructional materials violate these standards, you have the right to file a uniform complaint with the UCP Coordinator and provide evidence supporting the allegations. The district will investigate and respond to all formal complaints within 60 days. If PUSD fails to meet this timeline or if you are unsatisfied with the local resolution, you have the right to appeal directly to the California Department of Education (CDE). To report a concern or request more information, contact the District Compliance Officer.

# Immigration Enforcement: School Site Notification & Educational Equity

### EC 234.7, FC 6550 & 6552, HSC 1597.640 & ProC 1502 & 2105

⚠ **Policy Update Required:** The Office of the Attorney General required all schools to update policies by **March 1, 2026**, to reflect new guidelines on immigration enforcement at school sites.

All children in the Pasadena Unified School District have the right to a free public education, regardless of their immigration status or the immigration status of their parents or guardians. This school district will not deny enrollment to any child based on immigration status. PUSD is committed to providing a safe, welcoming environment for all students.

## ICE Access Restrictions

Districts must limit Immigration and Customs Enforcement (ICE) access to school campuses to the fullest extent possible. ICE officials **cannot enter nonpublic areas** (classrooms, offices) without a valid judicial warrant, subpoena, or court order. Staff are instructed to ask for credentials and a signed warrant, and must not allow access without proper authorization.

- Schools cannot turn over student records or personal information (birthplace, immigration status) to immigration agents without a warrant.
- Campus personnel are **prohibited** from aiding immigration enforcement efforts.

## Staff Protocols When ICE Arrives

If an officer arrives on campus, staff must follow established protocols to protect students:

- Administrators must **notify families as soon as possible**, often before allowing any questioning.
- Staff are encouraged to photograph/video ICE behavior if they enter and report the interaction to the California Department of Justice.
- Schools are advised to designate campus locations as **"safe havens"** for students and families.
- School safety plans must include notifying parents and staff when immigration enforcement is present.

## Required Postings & Resources

LEAs must prominently post the **Attorney General's Guide on Immigration-Enforcement Actions at Schools** and related resources for students and families on websites and in school administrative buildings.

- School personnel will not solicit, collect, or retain information regarding the citizenship or immigration status of students or their family members.
- The District strictly prohibits discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status, national origin, or ethnicity.

## Family Preparedness

Families are encouraged to take proactive steps to ensure the safety and continuity of care for their children:

- Ensure emergency contact information is updated, identifying a **trusted adult** who can care for a child if a parent is detained or deported.
- Students or parents who experience discrimination based on immigration status are encouraged to report to the site principal or through the **Uniform Complaint Procedures**.
- As of **January 1, 2016**, parents of students in any school cannot be denied enrollment based on immigration status.

# Title IX & Equity

## Title IX Notification (EC 221.61)

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

### What Title IX Protects

Title IX remains a critical federal civil rights law that prohibits discrimination on the basis of sex (including sexual harassment) in our schools. It protects male and female students and employees in any educational entity that receives federal funds. In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation. Title IX requires that each public school district, as well as state-approved nonpublic special education programs, have at least one person designated as the Title IX Coordinator. The Title IX Coordinator ensures active compliance with the law. Title IX Web pages can be found at **http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp**

### Filing a Complaint

Compliance with Title IX is essential to ensure equity in education. Complaints pertaining to Title IX issues can be filed by utilizing the Uniform Complaint Procedures (UCP) as identified in California Code of Regulations, Title 5, Sections 4600, et seq., and Pasadena Unified School District **Policy 5145.7** and **Administrative Regulation 5145.7**. To learn more about Title IX provisions, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or **ocr@ed.gov**.

PUSD Title IX Coordinator: Dr. Jennifer Alcazar | 351 S. Hudson Ave., Pasadena, CA 91109 | (626) 396-3600, ext. 88476

# Uniform Complaint Policy & Procedure

## Uniform Complaint Policy & Procedure—5 CCR 4600, et seq. al., & EC 32289

The Board of Education recognizes that the District has the primary responsibility to ensure compliance with applicable federal and state laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board has adopted the uniform system of complaint processes. The Uniform Complaint Procedures apply to the filing, investigation and resolution of the following complaints alleging:

- failure to comply with federal or state law or regulations governing adult education programs, after school education and safety programs, agricultural vocational education, American Indian education centers and early childhood assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Education Prevention programs, and any other district-implemented program listed in **EC 64000**.;
- unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) including actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in **EC 200** or **220**, GC 11135, or **PC 422.25**, or based on his/her association with a person or group with one or more of these actual or perceived characteristics;
- noncompliance with the requirement to reasonably accommodate lactating students;
- noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities;
- noncompliance with the legal requirements related to the implementation of the Local Control Accountability Plan;
- noncompliance with education provisions for students in foster care, who are homeless, or who are former juvenile court school students, and children of military families;
- inappropriate assignment of a pupil in grades 9-12 to courses without educational content or previously satisfactorily completed;
- noncompliance with physical education instructional minutes at elementary schools;
- alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy;
- Any other complaint as specified in a district policy

# Uniform Complaint Policy & Procedure (continued)

## Protection from Retaliation

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

1

## Filing a Complaint

A complaint alleging district violation of applicable state or federal law or regulations governing the programs may be filed by any individual, public agency, or organization. The District UCP Process and Complaint Form and further information can be obtained at www.pusd.us, the District office, and the office of each school within the District. A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures encourage the complainant to submit a written complaint to the District's Compliance Officer.

2

## Investigation

The District compliance officer will coordinate an investigation and response within 60 calendar days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians.

3

## Appeal

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 calendar days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in **Section 4650** of Title 5 of the California Code of Regulations exists, including cases in which the district has not taken action within 60 calendar days of the date the complaint was filed with the district. If a district is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available.

## District Compliance Officer

Jen Alcazar, Ed.D., Director of Human Resources
Pasadena Unified School District
351 S. Hudson Ave.,
Pasadena, CA 91109
alcazar.jennifer@pusd.us
626.396.3600 ext. 88778

## For More Information

For additional general information on uniform complaint procedures, contact Complaints Management Services Unit, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720; Telephone (916) 319-0929.

# Williams Complaint Policy & Procedure

## Williams Complaint Policy & Procedure—EC 35186

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained on the District website at **www.pusd.us** at each school office, and the Human Resources Division. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns. Complaints may be filed with the principal or the Human Resources Division. A complaint may be filed anonymously. If the complaint is beyond the authority of the school principal, he or she must forward it to the appropriate school district official within ten (10) working days of receipt of the complaint. The principal or, where applicable, Superintendent or designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received. The principal or, where applicable, Superintendent or designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing if the complainant identifies himself or herself and requests a response. A complainant who is not satisfied with the resolution of the principal or the Superintendent or designee has the right to describe the complaint to the Governing Board of the school district at a regularly scheduled meeting of the Board of Education. With respect to a complaint involving a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution offered by the principal, or the Superintendent or designee, has the right to file an appeal to the Superintendent of Public Instruction within 15 days of receiving the report.

## Parent's Right to Notice: Title 1 Elementary and Secondary Education Act (ESEA)

At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher: Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Richard Ibarra at 626-396-3600 x88194.

# Pesticide Products – EC 17612 and 48980.3

## About This Notice

The Healthy Schools Act of 2000 requires all California school districts to provide to parents and guardians the approved list of pesticides intended for use in the upcoming school year. PUSD annually notifies all staff and parents/guardians of pupils enrolled at a school site of all pesticide products expected to be applied during the upcoming year.

## Resources & Registration

The PUSD Integrated Pest Management Plan and approved pesticide list is available at https://www.pusd.us/Page/3987. Parents/guardians may register with the school or district to receive notification of pesticide application. Visit www.cdpr.ca.gov/schoolipm for questions about the Healthy Schools Act of 2000.

## Approved List of Pesticides Intended for Use at Pasadena Unified School District

| Product Name | Active Ingredients | Type of Pesticide | Target Pest |
|---|---|---|---|
| Archer-IGR | Pyridine | Growth regulator | Slow plant growth |
| Bora-care | Disodium octaborate tetrahydrate | Termiticide/insecticide/fungicide | Unwanted insects and fungus |
| CB-80 Extra | Pyrethrins | Insecticide | Unwanted insects |
| Contrc-Bloc | Bromadiolone | Rodenticide | Unwanted rodents |
| Cy-Kick (crack/crevice) | Cyfluthrin | Insecticide | Unwanted insects |
| Cynoff | Cypermethrin | Insecticide | Unwanted insects |
| Demand cs | Lambda Cyhalothrin | Insecticide | Unwanted insects |
| Dimension 270G | Dithiopyr | Herbicide | Unwanted plants (weeds) |
| Dragnet SFR | Permethrin | Insecticide/termiticide | Unwanted insects |
| Drax Ant Bait Gel | Orthoboric acid | Insecticide | Unwanted insects |
| Fumitoxin | Aluminum phosphide | Rodenticide | Unwanted Rodents |
| Gentrol-IGR | Hydroprene | Growth regulator | Slow plant growth |
| Masterline | Bifenthrin | Insecticide | Unwanted insects |

| Product Name | Active Ingredients | Type of Pesticide | Target Pest |
|---|---|---|---|
| Maxforce – Gel | Fipronil and Hydramethylnon | Insecticide | Unwanted insects |
| Maxforce Ant Station | Hydramethylnon | Insecticide | Unwanted insects |
| Maxforce Roach station | Fipronil and Hydramethyinon | Insecticide | Unwanted insects |
| Monument 75WG | 2-pyridnesulfonamide, N-[[(4,6-dimethoxy-2-pyrimidinyl)amino] carbonyl]-3-(2,2,2 trifluoroethoxy)-, monosodium salt, monohydrate, Trifloxysulfuron-sodium | Herbicide | Unwanted plants (weeds) |
| Pendulum | Pendimethalin | Herbicide | Unwanted plants (weeds) |
| Phantom | Chlorosulfuron | Insecticide | Unwanted insects |
| Powerzone | Dicamba Mcpp | Herbicide | Clover (Attracts Bees) |
| Pre-Cor | Methoprene | Insecticide | Unwanted insects |
| Pre-empt Gel bait | Imidacloprid | Insecticide | Unwanted Insects |
| Premise 75 | Imidacloprid | Insecticide/Termiticide | Unwanted insects |
| Princep Caliber 90 | Simazine | Herbicide | Unwanted plants (weeds) |
| Ramik Green | Diphacinone | Rodenticide | Unwanted Rodents |
| Ranger Pro | Glyphosate | Herbicide | Unwanted plants (weeds) |
| Revolver | Foramsulfuron | Herbicide | Unwanted plants (weeds) |
| Talstar | Bifenthrin | Termicide/Insecticide | Unwanted termites and insects |
| Tempo | Cyfluthrin | Insecticide | Unwanted roaches |
| Termidor | Fipromil | Insecticide | Unwanted insects |
| Turflon | Triclopyr | Herbicide | Unwanted plants (weeds) |
| Vanquish | Dicamba | Herbicide | Unwanted plants (weeds) |

IMPORTANT NOTICE

# California Law Regarding the Safe Storage of Firearms

**To:** Parents and Guardians of Students in the Pasadena Unified School District
**From:** Dr. Elizabeth Blanco, Superintendent
**Subject:** California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and remind parents and legal guardians of all students in the Pasadena Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to ensure that you and your family are in compliance with California law.

## ⚠ Criminal Liability for Child Access

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

*Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.*

# California Law Regarding the Safe Storage of Firearms (continued)

### ⚠ Negligent Storage is a Crime

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a child never actually accesses the firearm.

### ⓘ Note

Your county or city may have additional restrictions regarding the safe storage of firearms.

### 10-Year Firearm Prohibition

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, having custody or control, owning, receiving, or purchasing a firearm for 10 years.

### Civil Liability

A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

ⓘ Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,
Dr. Elizabeth Blanco, Superintendent of Pasadena Unified School District

Date published: April 2025
California Department of Education

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1. Baxley F, Miller M. Parental Misperceptions About Children and Firearms. *Arch Pediatr Adolesc Med.* 2006;160(5):542–547. doi:10.1001/archpedi.160.5.542
2. Barber, C., Azrael, D., Clark, D. E., & Hemenway, D. (2010). Who are the owners of firearms used in adolescent suicides? *Suicide & Life-Threatening Behavior,* 40(6), 609–611.
3. See California Penal Code sections 25100 through 25125 and 25200 through 25220.

# Contact Us & Additional Resources

The Pasadena Unified School District is committed to partnering with families to ensure every student succeeds. Below is a summary of key contacts and resources for your reference throughout the 2026–27 school year.

## District Main Office

Education Center, 351 S. Hudson Ave., Pasadena, CA 91109 | (626) 396-3600 | www.pusd.us

## Enrollment & Permits

Office of Enrollment, Permits & Student Records | (626) 396-3639 | pusd.us/enroll

## Child Welfare & Attendance

(626) 396-3600, Ext. 88230 | gopusd.com/cwas

## Family & Community Engagement

351 S. Hudson Ave., Room 121, Pasadena, CA 91109 | 626.396.3600 ext: 88191 | familycenter@pusd.us | pusd.us/family

## Transportation

District Service Center, 740 W. Woodbury Rd., Pasadena, CA 91103 | (626) 396-5850, Ext. 89239

## Title IX Coordinator

Dr. Allison Steppes | 351 S. Hudson Ave., Pasadena, CA 91109 | (626) 396-3600, Ext. 88476

## Uniform Complaint / Human Resources

Jen Alcazar, Ed.D., Director of Human Resources | 351 S. Hudson Ave., Pasadena, CA 91109 | alcazar.jennifer@pusd.us | 626.396.3600 ext. 88778

## Quick Contacts

Special Education: (626) 396-3600, Ext. 88600
Health Programs: (626) 396-3600, Ext. 88240
Families in Transition (Homeless Liaison): (626) 396-5782 | Families in Transition
Parent Portal: www.pusd.us/parentportal
Food & Nutrition Services: Food & Nutrition Services Department

Thank you for being a partner in your child's education. Together, we can ensure every student in the Pasadena Unified School District has the opportunity to thrive, succeed, and reach their full potential.

**Pasadena Unified School District | 351 S. Hudson Ave. Pasadena, CA 91109 | 626.396.3600 | www.pusd.us**