

# **Comprehensive School Safety Plan**

**2015-2016**

**North Monterey County High School**

13990 Castroville Blvd.  
Castroville, CA 95012

Approval Date: February 9, 2016

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***School Safety Planning Committee Roster***  
***CA Ed. Code Section 32281***

<b>Name</b>	<b>Role</b>
Caroline Calero	Principal
Dave Burke	Assistant Principal
Garret Quindimil	Assistant Principal
Laurel Gast	Teacher
Dave Strickland	Lead Custodian
Deputy Brandon Smith	Representative from law enforcement agency
Chief Humberto Arista	North County Fire Department provided assistance with Disaster Procedures

**2015-2016 School Site Council and New Safety Planning Committee  
Roster CA Ed. Code Section 32281**

<b>Name</b>	<b>Role</b>
Caroline Calero	Principal
David Burke	Assistant Principal
Laurel Gast	Teacher
Dave Strickland	Classified Employee
Valerie Bigham	Classified Employee
Commander John Thornburg	Representative from law enforcement agency
Chief Humberto Arista	North County Fire Department provided assistance with Disaster Procedures



## ***Approval Process***

Approval Process Step	Date
Plan is shared at a public meeting located at the school site	February 9, 2016
The School Site Council approves the Plan	February 9, 2016
The Plan is submitted to the NMCUSD District Office	February 5, 2016
The NMCUSD Superintendent approves the Plan	
The NMCUSD School Board approves the Plan	

## ***North Monterey County High School Safety Plan Approval***

The School Safety Plan for North Monterey County High School has been reviewed and approved.

  
\_\_\_\_\_  
Jim O'Neil, President, School Site Council

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Kari Yeater, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Linda Lines, School Board President

\_\_\_\_\_  
Date

## ***Assessment of the Current Status of School Crime***

### ***CA Ed. Code Section 32282***

### **Summary of Data:**

Source: The School Safety Plan is based on an assessment of the current status of school crime at North Monterey County High School. Data sources used for this assessment include: 1. CALPADS Data Reporting 2013-14, 2014-15 for Suspensions and Expulsions and 2. The California Healthy Kids Survey Data Reporting for 2014-15.

### **Comprehensive School Safety Plan (Year 2014-2015)**

#### **DATA SUMMARY**

#### **North Monterey County High School**

<b>Data Source</b>	<b>2014-2015 School Year</b>
Suspensions: Total Number:	108
% of a Violent Nature:	7% (8)
% of Drugs/Alcohol Related	28% (31)
Expulsions: Total Number:	2

# North Monterey County High School

Ed Code	Offense Description	Total Number of Offenses Involved in Expulsions		Total Number of Offenses Involved in Suspensions		Total Number of Offenses Involved in Other Actions	
		2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	0	0	16	3	0	0
48900(a)(2)	Used Force or Violence	0	0	0	3	0	0
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	0	0	7	0	0	0
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	1	0	33	26	1	0
48900(d)	Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	0	0	0	0	0	0
48900(f)	Property Damage	0	0	5	0	0	0
48900(g)	Property Theft	0	0	5	2	1	0
48900(h)	Possession or Use of Tobacco Products	0	0	1	4	0	0
48900(i)	Obscene Acts, Profanity, and Vulgarity	0	0	5	8	1	0
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	0	0	12	0	0	0
48900(k)	Disruption, Defiance	0	0	65	58	8	0
48900(l)	Received Stolen Property	0	0	1	0	0	0
48900(m)	Possession of an Imitation Firearm	0	0	0	0	0	0
48900(o)	Harassment, Intimidation of a Witness	0	0	0	0	1	0
48900(q)	Hazing	0	0	2	0	0	0
48900(r)	Bullying	0	0	0	0	0	0
48900.2	Sexual Harassment	0	0	0	0	0	0
48900.4	Harassment or Intimidation	0	0	9	1	1	0
48900.7	Made Terrorist Threats	0	0	0	0	0	0
48915(a)(1)	Caused Physical Injury	0	0	1	2	0	0
48915(a)(2)	Possession of a Knife or Dangerous Object	2	1	0	0	0	0
48915(a)(3)	Possession of Controlled Substance	0	0	0	1	0	0
48915(a)(4)	Robbery or Extortion	0	0	0	0	0	0
48915(a)(5)	Committed Assault or Battery on a School Employee	0	1	0	0	0	0
48915(c)(2)	Brandishing a Knife	0	0	0	0	0	0
48915(c)(3)	Sale of Controlled Substance	0	0	1	0	0	0
48915(c)(4)	Sexual Assault	0	0	0	0	0	0
<b>Total</b>		<b>3</b>	<b>2</b>	<b>163</b>	<b>108</b>	<b>13</b>	<b>0</b>

**California Healthy Kids Survey  
2014-15**

**Summary of Key Indicators of School Climate and Student Well Being**

	<b>Grade 9 %</b>	<b>Grade 11%</b>
<b>1. School Engagement and Supports</b>		
School connectedness (high)	35%	25%
Academic motivation (high)	23%	26%
Truant more than a few times	5%	7%
Caring adult relationships (high)	12%	21%
High expectations (high)	26%	31%
Meaningful participation (high)	9%	15%
<b>2. School Safety and Substance Use</b>		
School perceived as very safe or safe	45%	37%
Experienced any harassment or bullying	36%	42%
Had mean rumors or lies spread about you	38%	43%
Been afraid of being beaten up	16%	13%
Been in a physical fight	13%	10%
Seen a weapon on campus	19%	20%
Been drunk or “high” on drugs at school, ever	7%	26%
<b>3. Mental and Physical Health</b>		
Current alcohol or drug use	23%	47%
Current binge drinking	7%	17%
Very drunk or “high” 7 or more times	10%	24%
Current cigarette smoking	2%	14%
Experienced chronic sadness/hopelessness	31%	44%
Considered suicide	17%	23%

## Data Analysis

### Areas of accomplishments as perceived by students, staff, and parents:

1. School Engagement and Support Data as Measured by 2014-2015 California Healthy Kids Survey
  - 35% of grade 9 students indicated high on school connectedness indicators, up 14 percentage points from 2013-2014.
  - 21% of grade 11 students indicated high on caring adult relationships indicators, up 11 percentage points from 2013-2014.
2. School Safety and Substance Abuse Data as Measured by 2014-2015 California Healthy Kids Survey
  - 45% of grade 9 students indicated school perceived as very safe or safe, up 11 percentage points from 2013-2014
  - 7% of grade 9 students indicated they had been drunk or “high” on drugs at school, down 19 percentage points from 2013-2014
3. Mental and Physical Health
  - 23% of grade 9 students indicated current alcohol or drug use, down 15 percentage points from 2013-2014
  - 7% of grade 9 students indicated current binge drinking, down 10 percentage points from 2013-2014
  - 10% of grade 9 students indicated very drunk or “high” more than 7 times, down 15 percentage points from 2013-2014

All indicators for mental and physical health for grade 9 students show positive progress from 2013-2014

### Areas of concern as perceived by students, parents, and staff:

1. School Engagement and Support Data as Measured by 2014-2015 California Healthy Kids Survey
  - 9% of grade 9 students and 15% of grade 11 students indicated high on school connectedness indicators.
  - Indicators for school engagement indicated as high all remain well below 50%, ranging from 9% in meaningful participation, to 35% in school connectedness.
2. School Safety and Substance Abuse Data as Measured by 2014-2015 California Healthy Kids Survey
  - 42% of grade 11 students indicated experiencing any harassment or bullying, up 7 percentage points from 2013-2014.
3. Mental and Physical Health
  - 44% of grade 11 students indicated experienced chronic sadness/hopelessness, up 12 percentage points from 2013-2014
  - 23% of grade 11 students indicated considered suicide, up 13 percentage points from 2013-2014

All indicators for mental and physical health for grade 11 students show negative progress from 2013-2014.

## ***Appropriate Programs and Strategies that Provide School Safety***

### **North Monterey County High School's Safe School Mission Statement:**

***North Monterey County High School is committed to excellence... a community school dedicated to preparing students academically, physically, socially to make a difference in a changing world.***

#### **1. Attendance Policies**

When a student is absent, their parent notifies the school office about the reason for the absence by the second period of the school day. The school uses an auto-dial system to contact the parents of all students who are absent from school. The automated phone call is made by 10:30 a.m. on the day of the absence.

#### **2. Campus Supervisors**

There are always at least three campus supervisors at any time. For some periods of the school day there are as many as five or six campus supervisors. They are assigned routes to monitor the campus and student activities. These routes are changed monthly so that students can't be sure of who is responsible for the zone where they are. One campus supervisor is stationed at the school entrance/exit and screens visitors and ensures that students who are leaving have appropriate passes.

Campus supervisors carry 2-way radios so that they can communicate easily with each other, the school office, and school administrators. They invite any visitors to the school to report to the school office, and alert the office to the presence of any unwanted intruder.

#### **3. Closed Campus Policy**

Students may not leave campus before the end of the school day unless they have been officially released to a responsible adult by the school office personnel. The responsible adult must sign the student out and indicate the reason for the early release.

There is a closed campus policy, and vehicle access to the campus is limited to the main parking area only during school hours. Signs are prominently posted to remind all visitors to report to the office.

Campus Supervisors verify that students have a pass to leave campus before they are allowed to exit the parking lot area.

#### **4. *Communication Tools***

The school maintains approximately 25 2-way radios that are charged overnight and distributed every school day to the counselors, counseling office staff, custodian, office personnel, administrators, activities director, athletic director, and campus supervisors. Every classroom has an intercom system that is connected to a telephone. The telephone can be used in any emergency to contact the office. The office can contact any specific classroom, or all classrooms simultaneously to send alert messages.

The school bell system is coded so that the office staff can call for a custodian to assist with any need and to alert all staff to the need for students to be secured in place with classroom lock-down. Students and staff wear or have in their possession a school identification card.

#### **5. *Other Staff***

The Intervention Coordinator works as a part of the Coordination of Student Services Team that implements a Response to Intervention approach. The Intervention Coordinator provides alternatives to suspension for 48900(k) discipline infractions that support conflict resolution peer mediation, family and community conferencing, targeted support and skill-building groups, and check-in/check-out mentoring and monitoring.

There are between two and three Custodians during the school day who provide supervision for the safety of the overall campus. They carry two way radios and are in contact with office and staff to provide information and serve as part of the emergency response procedures.

The school office personnel, including Attendance Technician and the Attendance Clerk, monitor the sign-in and sign-out of visitors and students. If an adult comes to the office to request that a student leave the campus in their custody, the office staff ensures that the adult is listed on of the student's Emergency Contacts, if the adult is not a known relative of the child.

Classroom teachers spend the most time with the students and can be the best informed of dangerous situations that may be imminent, including assaults, suicide threats, etc. Teachers communicate imminent dangers to office personnel who dispatch the information to administration and campus supervisors as needed.

Three Guidance Coordinators provide supervision and monitoring of student activities, progress, and social-emotional needs. They are a part of the Student Advocacy Model team and work closely with the Coordination of Student Services Team and the Student Attendance Review Team to closely monitor students on their caseload.

#### **6. *Visitor Policy***

Visitors to the campus must sign in at the school office and indicate the time and purpose of their visit. They are given a Visitor sticker to wear while on campus so that



any school personnel can determine that the non-employee has been checked in by the office.

### **7. Curriculum Opportunities**

The College and Career Coordinator works as part of the Student Advocacy Model team to provide coordinated supports to every student by name and engage families in the process. The Guidance Coordinators provide all students with an individualized six year plan that engages students in their college and career goals/planning and monitoring of progress toward post-secondary pursuits.

### **8. School Administration**

The Assistant Principal of Student Services and Athletics provides oversight to the Student Attendance Review Team and is responsible for all disciplinary infractions that require suspension due to the serious nature of the infraction. The Assistant Principal of Guidance and Academics provides oversight to the Student Advocacy Model Team, the Coordination of Student Services Team, and assists with the Intervention Coordinator with discipline referrals for 48900(k) offenses. The principal makes determinations for recommended expulsions. The Assistant Principals supervise student arrival, dismissal, break, and attendance in class. Parent involvement and contact is a part of all issues related to discipline.

### **9. Counseling Services**

The school Coordinators assist the Assistant Principal with students whose misbehavior has been reported to the office. Students are referred to the Coordinators who routinely check in with these students to see how they are doing.

A Community Counselor is present on campus five days per week and serves on the Coordination of Student Services Team (Assistant Principal of Guidance and Academics, School Psychologist, Intervention Coordinator, Community Counselor).

Teachers refer at-risk students (social-emotional and/or academic) using a school-wide form to initiate interventions as directed and monitored by the Coordination of Student Services Team. The team members support reporting child abuse as needed, determine if a student poses a threat to their own safety or to the safety of the school, and also meets with at-risk students who are referred by any staff member on campus to the Coordination of Student Services Team.

### **10. Law Enforcement Presence**

The Monterey County Sheriff's Department maintains a field office in the town of Castroville. The Department responds as quickly as possible when called to a school site. There are seven deputies on duty at any time who serve the large unincorporated area of North Monterey County.

**11. After-School Activity Programs**

The Adult Education Program operates after school so that students can recover lost credits. Upward Bound and Migrant Education operates after school to provide tutorial services

**12. Community-parent partnerships**

Parent Booster Clubs are very active in providing supplemental activities to students at the school. The high visibility of parents on campus increases the capacity of the school to supervise student activities and ensure that intruders are quickly identified.

**13. Student Information System Accountability**

The student information system, Illuminate, has photos of students and staff members. All staff has accounts in Illuminate and can look up student information and see the photo of the student to verify identity.

## ***Child Abuse Reporting Procedures***

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed childcare workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Hotline: (800) 606-6618  
or
- b. Monterey County Sheriff’s Department (non-emergency) (831) 755-5111  
Emergency Number 911

A follow up written report must be submitted within 36 hours.

### School Interview Law:

Law enforcement or Child Protective Services may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?  
The staff member should leave the room.
2. The child asks for either the mother or father to be present?  
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?  
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do?

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member's role is one of a "comforter" during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

## North Monterey Co USD | BP 5141.4 Students **Child Abuse Prevention And Reporting**

### **Child Abuse Prevention**

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

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

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

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

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

Policy adopted: May 17, 2012 Moss Landing, California

California Penal Code 11174.3., known as the School Interview Law, describes the regulations governing the interview at school of students who are suspected victims of child abuse or neglect.

**CA Penal Code 11174.3.**  
***School Interview Law***

1174.3. (a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.

The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during the school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

## SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) (      )		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
		OFFICIAL CONTACTED - TITLE		TELEPHONE (      )		
<b>C. VICTIM</b>  One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS
						GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)	
	PRIMARY LANGUAGE SPOKEN IN HOME					
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:		TYPE OF ABUSE (CHECK ONE OR MORE)	
			<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
			<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
<b>D. INVOLVED PARTIES</b>	VICTIM'S SIBLINGS					
	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____			
	2. _____		4. _____			
	VICTIM'S PARENTS/GUARDIANS					
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
				HOME PHONE (      )		BUSINESS PHONE (      )
	VICTIM'S PARENTS/GUARDIANS					
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
ADDRESS			Street	City	Zip	
			HOME PHONE (      )		BUSINESS PHONE (      )	
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
				TELEPHONE (      )		
	OTHER RELEVANT INFORMATION					
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

# North Monterey County Unified School District

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

### IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

### V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian



## Monterey County Standardized Emergency Plan

### Directions for the Site Administrator/Principal

This Standardized Emergency Plan must be completed at the beginning of each school year. Please enter all your Information. Get consultation as needed from local emergency services. Discuss with your staff the Incident Command System Management Roles. Review all of the information in the Emergency Plan with all staff members. Inform staff where copies of the manuals are kept. Forward copies of your Evacuation Routes/Site Map to: Local Law Enforcement and Fire Department.

### School Information

School: North Monterey County High School

Principal: Caroline Calero

Revision Date: February 9, 2016

### Identify a School Command Post, Media Staging Areas, Parent/Student Release and Communication Resources

The on campus Command Post will serve as a base for operations in the event of an emergency. Selection on a location for the Command Post may have access to telephones, Fax, Intercom or any needed building controls. Designate a Media staging area and an on campus Parent/Student Release Area.

Command Post: Main Office

Media Staging area: Front Grass Area

Parent/Student Release On site: Forum

	YES	NO		YES	NO
Radios	X		Megaphones	X	
Intercom	X		Phone Access	X	
Buzzer/Tones	X				

### Management Binder

Has student emergency contact information been placed in Emergency Management binders?

YES	NO
X	

Have student rosters been placed in Emergency Management binders?

YES	NO
X	

<b><u>Emergency Resources at Your School</u></b>		
	<b>YES</b>	<b>NO</b>
Accountability Boards in All Classrooms and Office.	X	
Evacuation Diagrams in All Classrooms and Office.	X	
Did you replenish the First Aid Kit?	X	
Do You Have A Parent/Student Release Procedure?	X	

<b><u>Identify Two Off-Site Emergency Evacuation Locations</u></b>	
These relocation facilities should be near your school and able to house your students and staff until they are released to their parents. Examples are a nearby school, church or public library. Specify both a first and second choice. Support services will be identified in Parent/Student off- site Release Procedures. Contact the off-site location directly to make.	
1 <sup>st</sup> Evacuation Facility:	North Monterey County Middle School
Contact Person:	Marisa Martinez, Principal
Address:	10301 Seymour Castroville 95012
Phone Number:	831-633-3391
2 <sup>nd</sup> Evacuation Facility:	Castroville Community Center
Contact Person:	Judy Burdett
Address:	11261 Crane Ave. Castroville 95012
Phone Number:	831-633-3084

<b><u>Emergency Planning for Individuals With Functional Needs</u></b>		
	<b>YES</b>	<b>NO</b>
Is a list of students with functional needs/corresponding staff and evacuation plans in the management binders?	X	
Is each classroom teacher for each student informed of the evacuation plan?	x	
Are staff, students and parents informed of Evacuation Areas identified for students and staff with functional needs?	x	
<b><u>Student/Staff Name</u></b>	<b><u>Room #</u></b>	<b><u>Evacuation Location</u></b>
<b>**Please refer to the Standardized Emergency Plan Binder</b>		

# **SAFETY PLAN**

## **Emergency Component Index**

**Emergency Contact Numbers** \_\_\_\_\_ **Section A**

**Evacuation/Accountability** \_\_\_\_\_ **Section B**

**Individual Functional Needs List** \_\_\_\_\_ **Section C**

**Emergency Incident Guides** \_\_\_\_\_ **Section D**

**Student Rosters** \_\_\_\_\_ **Section E**

**Incident Command System Guide/Form** \_\_\_\_\_ **Section F**

# **Emergency Contact Numbers**

## **SECTION A**

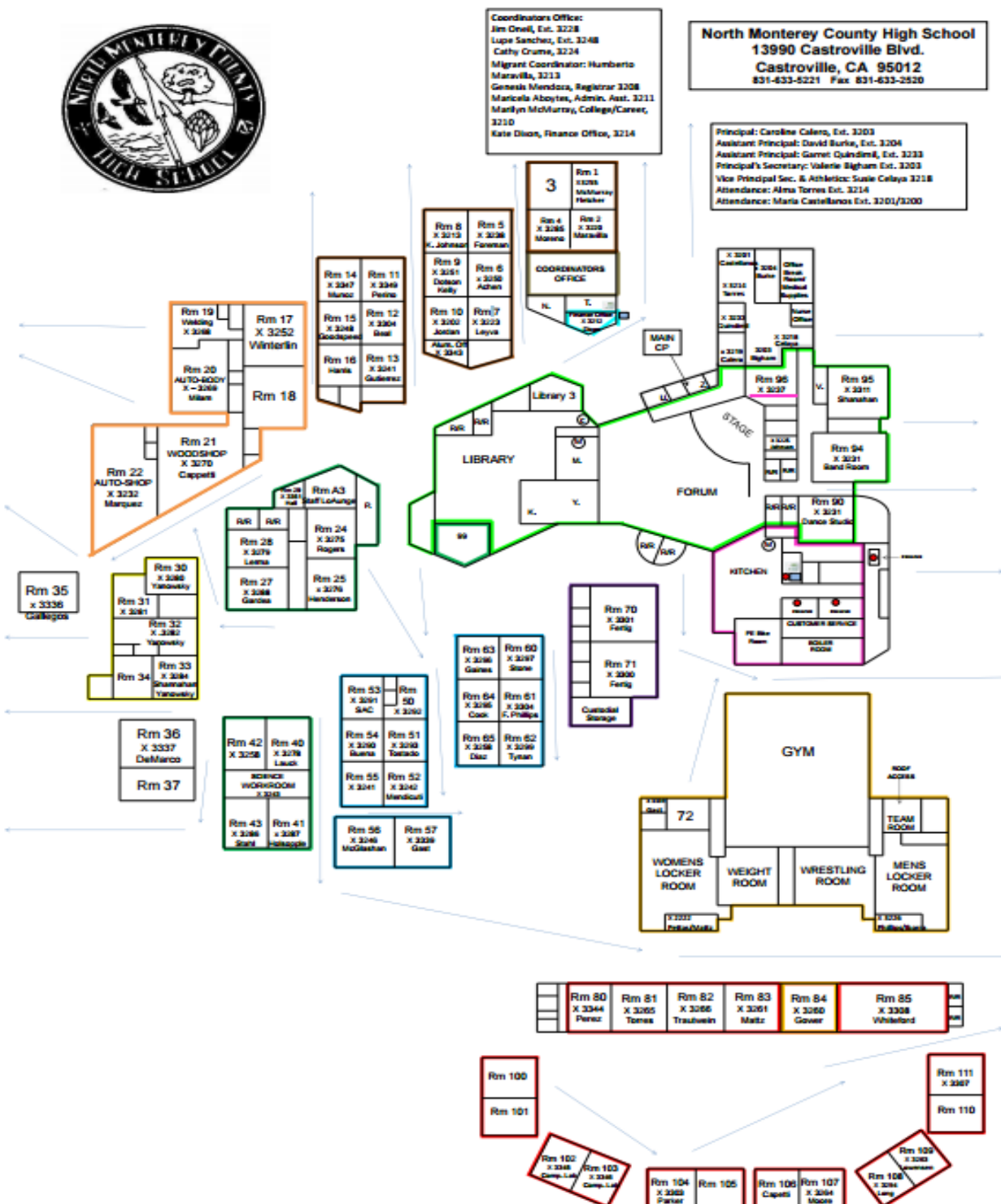
## North Monterey County High School Emergency Contact Numbers 2015-2016

<b>Phone Contact Information During School Hours</b>			
<b>Primary Contact: Campus Phone Number:</b>	Caroline Calero 831-633-5221 x3219	<b>Title: Cell Phone Number:</b>	<b>Principal</b> *
<b>Secondary Contact: Campus Phone Number:</b>	David Burke  831- 633-5221 X3204	<b>Title: Cell Phone Number:</b>	<b>Assistant Principal</b> *
<b>Secondary Contact: Campus Phone Number:</b>	Garret Quindimill  831-633-5221 x3233	<b>Title: Cell Phone Number:</b>	<b>Assistant Principal</b> *
<b>After Hour Contact Information</b>			
<b>Secondary Contact: Home Phone Number:</b>	Caroline Calero	<b>Title: Cell Phone Number:</b>	<b>Principal</b> *
<b>Secondary Contact: Home Phone Number:</b>	Mark Harris	<b>Title: Cell Phone Number:</b>	<b>Supervisor of FMO</b> *
<b>Secondary Contact: Home Phone Number:</b>	Kari Yeater	<b>Title: Cell Phone Number:</b>	<b>Superintendent</b> *
<b>Secondary Contact: Home Phone Number:</b>		<b>Title: Cell Phone Number:</b>	

# **Evacuation/ Accountability**

## **SECTION B**

# Safe Ingress and Egress Procedures



# **Individual Functional Needs List**

## **SECTION C**



## North Monterey County High School Emergency Contact Numbers 2015-2016

## Individual Functional Needs List

[illegible]

# **Emergency Incident Guides**

## **SECTION D**

## ***Disaster Procedures***

Disaster procedure guides have been established in collaboration with the North County Fire Department. These procedure guides include:

- 1 Standardized Emergency Operational Plan
  - 2 Earthquake Guide
  - 3 Fire Guide
  - 4 Bomb Threat Guide
  - 5 Drive By Shooting Guide
  - 6 Evacuation/Shelter in Place Guide
  - 7 Explosion Guide
  - 8 Fallen Aircraft Guide
  - 9 Hazardous Materials Guide
  - 10 Intruder Guide
  - 11 Major Systems Failure Guide
  - 12 Missing Student Guide
  - 13 Severe Weather Guide
  - 14 Suspicious Package Guide
- Incident Command System (ICS) Documents
- 15 - 20 Incident Briefing (ICS 201)
  - 21 - 23 Incident Objectives (ICS 202)
  - 24 - 26 Organization Assignment List (ICS 203)
  - 27 - 29 Assignment List (ICS 204)
  - 30 - 32 Incident Radio Communications Plan List (ICS 205)
  - 33 - 36 Activity Log (ICS 214)

# MONTEREY COUNTY STANDARDIZED EMERGENCY OPERATIONAL PLAN

## 1. Purpose:

The purpose of the emergency plan is to establish a simple, all risk operational plan, which will work as a guide during major emergency incidents incorporating responding emergency agencies. The Operational Plan will work in conjunction with both the North County Unified School District Safety Plan and North County Unified School District Disaster Plan. The Operational Plan will incorporate state and federal mandates.

## 2. Responsibility:

A. It is the responsibility of every administrator, teacher and supervisor to identify a school emergency. The model to be used will be “When in doubt, call 911.” Early notification is crucial in mitigating an emergency incident. Call 911 immediately and then follow the proper channels of notification within the school so that the proper administrative procedures can be carried out.

B. The Principal, Vice Principal or the office staff will be responsible for determining the emergency mode if any and filling Incident Command System positions.

C. During emergency operations all classified and certified personnel shall account for all students they are supervising.

D. The Custodial staff will be responsible for filling Incident Command System positions and school security if applicable.

## 3. Accountability:

A. The accountability system will consist of an Accountability Board with a color-coded (**RED/GREEN**) flip chart to identify and account for students under a specific supervisor. One side will have name tags of all the students being supervised. The opposite side will have a flip chart system with **RED** and **GREEN** color coded sheets to identify the status of students under their supervision. The supervisor/teacher will display **GREEN** for all students accounted for or **RED** for missing students during an emergency.

B. The Accountability Board shall be maintained during the day so that there is an accurate account of all students should an emergency present itself. The accountability board shall be hung next to the exit door so it can be available on your way out during an emergency.

C. If no Accountability Board is displayed, it shall be treated as a **RED** sheet. This will signal that all students are not accounted for.

#### **4. Alarm System:**

A. The emergency alarm shall consist of two operational modes: Shelter in Place or Evacuation of the Classrooms.

B. The alarm signal shall be a long extended 10 second bell ring followed by: “Attention all staff, Shelter in Place” or “Attention all staff, Evacuate the Classrooms”. This emergency message will be repeated two times with only one 10 second bell activation. In the event that there is a fire, the fire alarm shall serve as an “Evacuation Signal”.

C. A back up alarm system shall be established at each school. This will ensure proper emergency response in the event there is a failure of the alarm system.

#### **5. Shelter in Place:**

Once the shelter in place emergency signal is been activated, the following will take place:

A. All doors and windows shall be secured by the occupying supervisor or teacher.

B. Supervisors shall have all students take refuge next to their desks.

C. The Accountability board will be placed in the most visible window based on the layout of the room or the small door window if no other windows are available.

D. The supervisor/teacher will determine accountability by displaying **RED** for missing students and or **GREEN** for all students accounted for.

E. Supervisors/Teachers shall ensure that all students remain in a shelter in place mode until given further instructions via the PA system, phone, radio or face to face.

#### **6. Evacuating the Classrooms:**

Once the “Evacuate the Classrooms” signal has been activated, the following will take place:

A. The supervisor/teacher will ensure students, in an orderly manner, are lined up for evacuation.

B. The supervisor/teacher will remove accountability board from wall while exiting the building.

C. The supervisor/teacher with the students will proceed to their on campus evacuation area established by each individual school. Based on the school and campus layouts, the campus evacuation of each class will be different. This location is spelled out in the school evacuation plan.

D. Once evacuated to the assigned on campus evacuation location, the supervisor will determine accountability by displaying **RED** for missing students or **GREEN** for all students accounted for.

E. The supervisor will remain at the pre-assigned evacuation area until given further instructions.

F. It is important to note that further instructions may include return to class, evacuate to a safer area or instructions on evacuating students from the campus.

G. The Incident Commander will make the decision on whether or not students will be bused off the campus. The logistics person will handle all the logistical needs associated with moving the students off campus. The accountability officer will handle accounting for all students both on and off campus.

7. Incident Command System Structure:

A. The Principal, Vice Principal (if applicable) or the office secretary may fill the roll and identify them self as the Incident Commander. The Incident Commander will meet emergency responding personnel near the entrance to the school if it is safe to do so. If it is not safe to do so emergency personnel will contact the Incident Commander via telephone or cell phone from a list of emergency contact numbers provided. The Incident Commander will oversee the incident until emergency services arrive and command is transferred or the Incident Commander may work in a Unified Command capacity.

B. The Incident Commander will be responsible for appointing an Accountability Officer. The Accountability Officer is responsible for an accurate head count of all staff and students. The Accountability Officer is to begin accounting for all the students and staff immediately if it is safe to do so. The Accountability Officer position may transfer from school staff to emergency service personnel once they arrive. If this is done an accurate report of who has been accounted for will be passed on.

C. The head custodian or a member of his/her staff may be assigned to the position of Logistics. The Logistics person will be responsible for any logistical needs the incident may require. This includes bus transportation and an account of equipment available in the school district with estimated times to place in service if requested. The custodian or his/her staff members will also be required to secure the main entrance during an emergency if it is safe to do so. Logistics will also be responsible for assisting emergency equipment with entry to the school as necessary.

D. The Incident Command Structure will expand if the incident grows as identified in the Incident Command System Training.

Updated 2/10/2010 HAJMDC

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## **EARTHQUAKE**

### **SHELTER IN PLACE/EVACUATE**

Earthquakes will occur without warning and aftershocks can follow. Remain Calm. To ensure student and staff safety, use the following procedures;

#### **SHELTER IN PLACE**

- Instruct students to Duck and Cover under tables or desks.
- Move away from windows with large panes of glass, bookshelves and heavy suspended light fixtures.
- Do not allow children to run outside there will be a danger of falling debris.
- Take roll and determine if students under your supervision are accountable for.

#### **EVACUATION**

Evacuate when safe to do so or indicated by the alarm. This will follow your pre-established evacuation route when the earthquake is over.

- Do not use matches or lighters if power is out
- Line students up and exit the classroom to the designated area
- **DO NOT RUN**
- **TAKE YOUR ACCOUNTABILITY BOARD**
- Take roll and determine if you have all the students you are supervising.
- Display a **RED** card if you have more than or not all of your students
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions

#### **OUTSIDE**

If students are outside when an earthquake begins, the safest place is in an open area away from potential falling objects (trees, portable backstops, power lines and buildings)

- Stay in the open until further directions are given
- Move students to a safe area away from dangers

**IF THERE ARE INJURIES OR DAMAGE TO PROPERTY  
CALL 911 IMMEDIATELY**

## **FIRE** **EVACUATE**

If a fire occurs while school is in session, the evacuation plan will be implemented if safe to do so. **Remain Calm!**

### **INSIDE**

- Sound the fire alarm and call **911**
- Line up the students for an organized evacuation.
- **TAKE YOUR ACCOUNTABILITY BOARD**
- Proceed to designated evacuation area if safe to do so.

### **EVACUATION**

- Remain Calm
- If evacuation area is not safe, use alternate open area and communicate location.
- Do not block access to emergency equipment
- Line students up in designated evacuation areas.
- Take roll and determine if you have all the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions

**IF INJURIES OCCUR IDENTIFY NUMBER OF  
PATIENTS, LOCATION AND EXTENT OF INJURIES**



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## **BOMB THREAT** **EVACUATE**

A Bomb threat exists when a suspected bomb or explosive device has been reported, but not located. **Remain Calm!! Call 911 Immediately!! Cease radio communications** on campus, if a suspicious package is found **DO NOT TOUCH IT! If threat indicates that the danger is out in an open area, Shelter in Place and wait for controlled Evacuation instructions.**

### **EVACUATION**

- If it is not safe to remain in classrooms, line up the students for an organized evacuation.
- **TAKE YOUR ACCOUNTABILITY BOARD**
- Proceed to designated evacuation area if safe to do so.
- If evacuation area is not safe, use alternate open area and communicate location.
- **Move students a maximum safe distance from buildings, Stay clear of trash cans, lockers and any containers in the open.**
- Do not block access to emergency equipment
- Take roll and determine if you have all the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions

**NOTE: TRY TO GAIN AS MUCH INFORMATION FROM THE CALLER AS POSSIBLE**

- **EXACT WORDING OF THE THREAT**
- **BACKGROUND NOISES**
- **CALLERS VOICE (ANGRY, FAMILIAR, CRYING, ACCENT, EXCITED, ETC.)**
- **APPROXIMATE AGE, SEX AND ETHNICITY OF CALLER**
- **ASK NAME OF CALLER**
- **WHERE IS THE BOMB?**
- **WHAT KIND OF BOMB IS IT?**
- **WHY DID YOU PLACE THE BOMB?**

**MAKE SURE TO NOTE WHAT TIME THE CALL CAME IN AND THE PHONE NUMBER IT CAME IN ON.**

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## **DRIVE BY SHOOTING** **SHELTER IN PLACE**

In the event that a drive by shooting occurs on or adjacent to the school **Remain Calm!** To ensure student and staff safety, use the following procedures; **Call 911 Immediately!**

### **SHELTER IN PLACE**

- Secure the classrooms and instruct students to Duck and Cover under tables or desks.
- Move away from windows with large panes of glass
- Do not allow children to run outside
- Help children to remain calm
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom
- Wait for further instructions.

### **OUTSIDE**

- Move students into nearest indoors away from open areas
- Secure the classrooms and instruct students to Duck and Cover under tables or desks.
- Move away from windows with large panes of glass
- Do not allow children to run outside
- Help students remain calm
- Wait for further instructions

**NOTE:** Drive by shootings usually happen very quickly, and perpetrators usually leave the scene immediately. Staff members who witness the incident should, **without putting themselves in danger, attempt to get information on the license plate number, vehicle and suspect description.**

**IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES**

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**SAFETY PLAN EMERGENCY PROCEDURES**

DURING AN EMERGENCY, YOU ARE TO OPERATE IN TWO EMERGENCY MODES: SHELTER IN PLACE OR EVACUATION. USE THIS AS A GUIDE IF NO SPECIFIC EMERGENCY GUIDE IS AVAILABLE

**SHELTER IN PLACE**

**DURING A SHELTER IN PLACE:**

- A 10 second alarm will be sounded, followed by a “**SHELTER IN PLACE**” announcement.
- Students and staff who are outside will move quickly into the nearest room
- Students will Duck and Cover under tables or near desks
- Staff will secure doors, and shut blinds and curtains
- Take roll and determine if you have all of the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom
- Wait for further instructions.

**EVACUATION**

**During an Evacuation:**

- A 10 second alarm will sound, followed by an announcement to “**Evacuate**”.
- If it is safe to do so, evacuate to the designated areas shown on the evacuation map.
- If the assigned evacuation area is not safe, use alternate open area and communicate the location.
- **TAKE YOUR ACCOUNTABILITY BOARD**
- Do not block access to emergency equipment
- Secure doors and proceed in an orderly manner to designated areas and line up accordingly.
- Take roll and determine if you have all of the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students.
- Wait for further instructions.

**NOTE: SHOULD AN OFF-SITE EVACUATION BE NECESSARY, PLEASE FOLLOW THE OFF-SITE EVACUATION PLAN**

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## **Explosion**

### **SHELTER IN PLACE/EVACUATE**

If an Explosion occurs while school is in session, you will either evacuate or shelter in place depending on where the explosion occurs. **Remain Calm! Call 911 immediately!**

#### **SHELTER IN PLACE**

- Direct students to Duck and Cover under tables or near desks
- If no apparent danger exists, remain in the classrooms with students
- Take roll and determine if all your students are accounted for
- Display a **RED** card if you have more than or not all of your students
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions

#### **EVACUATION**

- If it is not safe to remain in classrooms, line up the students for an organized evacuation.
- **TAKE YOUR ACCOUNTABILITY BOARD**
- Proceed to designated evacuation area if safe to do so.
- Remain Calm
- If evacuation area is not safe, use alternate open area and communicate location.
- Do not block access to emergency equipment
- Take roll and determine if you have all the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions

**IF INJURIES OCCUR IDENTIFY NUMBER OF  
PATIENTS, LOCATION AND EXTENT OF INJURIES**

## **FALLEN AIRCRAFT**

### **SHELTER IN PLACE/EVACUATE**

In the event an Aircraft falls on or near the school campus, you will either evacuate or shelter in place depending on where the Aircraft falls. **Remain Calm! Call 911 immediately!**

#### **SHELTER IN PLACE**

- If aircraft falls off campus it may be safer to shelter in place.
- Direct students to Duck and Cover under tables or near desks
- If no apparent danger exists, remain in the classrooms with students
- Take roll and determine if all your students are accounted for
- Display a **RED** card if you have more than or not all of your students
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions

#### **EVACUATION**

- If it is not safe to remain in classrooms, line up the students for an organized evacuation.
- **TAKE YOUR ACCOUNTABILITY BOARD**
- Proceed to designated evacuation area if safe to do so.
- Remain Calm
- If evacuation area is not safe, use alternate open area and communicate location.
- Do not block access to emergency equipment
- Take roll and determine if you have all the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions

**IF INJURIES OCCUR IDENTIFY NUMBER OF  
PATIENTS, LOCATION AND EXTENT OF INJURIES**

## **Hazardous Materials** **EVACUATE/SHELTER IN PLACE**

Hazardous materials and chemical spills can be **Toxic**. If a chemical spill occurs at the school campus or in the immediate area of the school, **Call 911 Immediately!**

### **EVACUATE**

- Evacuate the area of the campus nearest the spill (classrooms, Wing, etc.)
- If evacuation area is not safe, use alternate open area and communicate location.
- Be sure the evacuation area is located up-wind from the spill.
- Do not block access to emergency equipment.
- **KEEP ALL EXPOSED STUDENTS SEPARATE FROM OTHERS**
- Take your **ACCOUNTABILITY BOARD**
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Help children to remain calm
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions.

### **SHELTER IN PLACE**

If it is safe to do so

- Move students into the nearest indoors
- Secure all doors and windows
- Close any circulating air system vents
- help children to remain calm
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Help children to remain calm
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom
- Wait for further instructions.

**IF INJURIES OCCUR IDENTIFY NUMBER OF  
PATIENTS, LOCATION AND EXTENT OF INJURIES**

## **INTRUDER** **SHELTER IN PLACE**

In The event there is a Intruder on campus **Remain Calm!** Hostile individuals are often emotionally disturbed, avoid antagonizing them. **CALL 911 IMMEDIATELY!**

### **SHELTER IN PLACE**

- Instruct students to Move into nearest classrooms and secure doors
- Duck and Cover under tables or near desks.
- Turn off lights, close windows, shades /curtains
- Barricade doors if needed
- Do not allow children to run outside
- Help children to remain calm and quiet
- Turn on your computer, if safe, to receive e-mail.
- Turn down cell phones and radios
- Take roll and determine if you have all of the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom
- Wait for further instructions.

### **HOSTAGE SITUATION**

- Remain calm and keep your distance
- Talk with the intruder, only if necessary, in a low non-threatening manner
- Do not attempt to deceive or threaten the intruder
- Maintain order among students

**NOTE: BE CONSTANTLY ALERT AND PREPARED FOR VIOLENCE. IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES**

## **MAJOR SYSTEMS FAILURE** **SHELTER IN PLACE/EVACUATE**

If there is a Major Systems Failure; GAS, HEAT, WATER, OR POWER, **Remain Calm!**

### **SHELTER IN PLACE**

- Help the students to remain calm.
- Make sure there are no sources of ignition on during outages.
- Take roll and determine if you have all of the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students.
- If there are students missing, notify the office immediately!
- Wait for further instructions

### **EVACUATE**

- If conditions inside the building are not safe, **EVACUATE** the building.
- Line up students in an orderly fashion and proceed to designated areas.
- Bring your **ACCOUNTABILITY BOARDS**
- Take roll and determine if you have all the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students.
- Wait for further instructions.



## **MISSING STUDENT** **SHELTER IN PLACE**

If you receive information that a student has been taken or is missing  
**Remain Calm!**

### **SHELTER IN PLACE**

- **Notify the Office Immediately!!**
- **Call 911** and try to obtain the following information on the missing student (Name, Height, Weight, Eyes, Hair and Clothing as well as Last area known to be and how long the child has been missing )
- Move students indoors and help students remain calm
- Take roll and determine if you have all of the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom.
- Wait for further instructions.

**NOTE: IF A CHILD IS ABDUCTED, GATHER INFORMATION FROM WITNESSES ON WHO TOOK THE CHILD. IF POSSIBLE, GET A DESCRIPTION OF THE VEHICLE AND PERSONS INVOLVED. URGENCY IN THIS MATTER IS VERY IMPORTANT IN LOCATING THE CHILD.**

## **SEVERE WEATHER**

### **SHELTER IN PLACE / EVACUATE**

Warning of an impending weather event may be received via radio, television or internet. If time and conditions permit, students may be sent home via normal transportation routines. If weather conditions develop during school hours without sufficient warning, **Remain Calm!**

#### **SHELTER IN PLACE**

- Move students into nearest indoors away from play areas and fields.
- Inside the classroom instruct students and staff to take cover.
- Keep students away from windows.
- Help students remain calm.
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom.
- Wait for further instructions.

#### **EVACUATE**

- If conditions inside the building are not safe, **EVACUATE** the building.
- Line up students in an orderly fashion and proceed to designated areas.
- Stay away from power lines and over head hazards
- Bring your **ACCOUNTABILITY BOARDS**
- Take roll and determine if you have all the students you are accountable for.
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your line.
- Wait for further instructions.

**IF THERE ARE INJURIES OR DAMAGE TO PROPERTY  
CALL 911 IMMEDIATELY**

## **SUSPICIOUS PACKAGE** **EVACUATE/SHELTER IN PLACE**

If a suspicious package or **Bomb** has been located at the school campus or in the immediate area of the school **Do not touch, Move, or in any way handle the package.** The location of the package will determine whether to Shelter in Place or Evacuate. **Call 911 Immediately!**

### **EVACUATE**

- Cease all radio communications on campus (2-way, cell phones)
- Evacuate the area of the campus nearest the package (classrooms, Wing, etc.)
- If evacuation area is not safe, use alternate open area and communicate location.
- Do not block access to emergency equipment.
- Take your **ACCOUNTABILITY BOARD**
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- help children to remain calm
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your line
- Wait for further instructions.

### **SHELTER IN PLACE**

- Move students into the nearest indoors
- Secure all doors and windows
- Turn off any heating, ventilation or air conditioning systems.
- Help children to remain calm
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Display a **RED** card if you have more than or not all of your students.
- Display the **GREEN** card if you have all of your students in your classroom
- Wait for further instructions.

**STAY CLEAR OF TRASH CANS AND LOCKERS OR ANY  
CONTAINERS IN THE OPEN**

# **Student Rosters**

## **SECTION E**

# **Incident Command System Guide/Forms**

## **SECTION F**

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### INCIDENT BRIEFING (ICS 201)

<b>1. Incident Name:</b>	<b>2. Incident Number:</b>	<b>3. Date/Time Initiated:</b> Date: <input type="text"/> Time: <input type="text"/>
<b>4. Map/Sketch</b> (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):		
		
<b>5. Situation Summary and Health and Safety Briefing</b> (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.		
<b>6. Prepared by:</b> Name: <input style="width: 200px;" type="text"/> Position/Title: <input style="width: 150px;" type="text"/> Signature: <input style="width: 150px;" type="text"/>		
ICS 201, Page 1		Date/Time: <input style="width: 100px;" type="text"/>

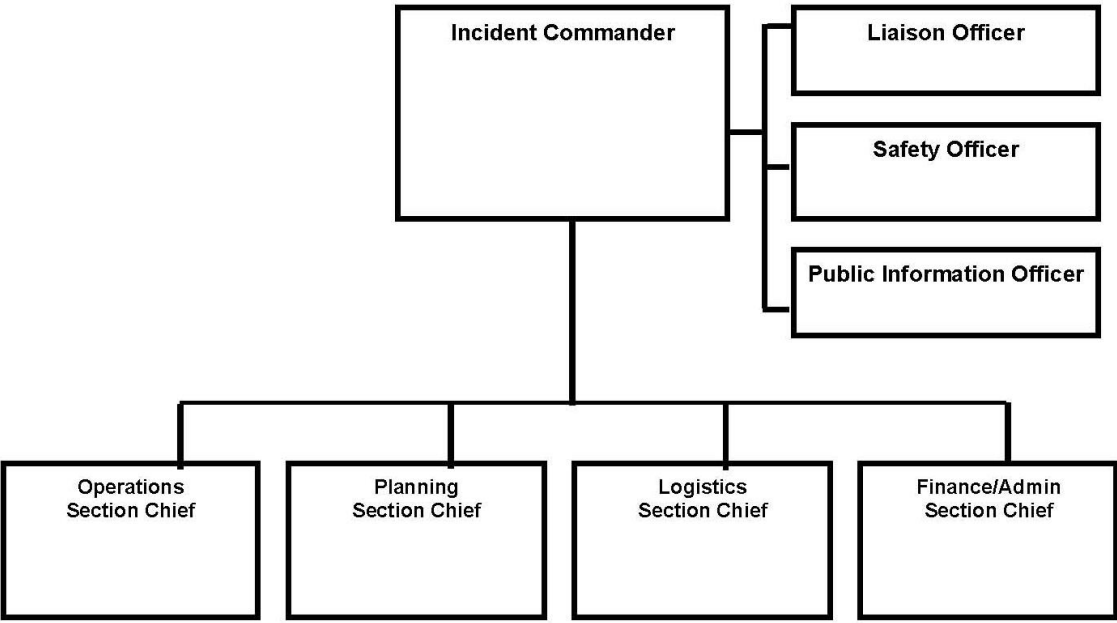
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## INCIDENT BRIEFING (ICS 201)

[illegible]

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## INCIDENT BRIEFING (ICS 201)

<b>1. Incident Name:</b>	<b>2. Incident Number:</b>	<b>3. Date/Time Initiated:</b> Date: <span style="border-bottom: 1px solid black; width: 40px;"></span> Time: <span style="border-bottom: 1px solid black; width: 40px;"></span> HHMM						
<b>9. Current Organization</b> (fill in additional organization as appropriate):								
 <pre> graph TD     IC[Incident Commander] --- LO[Liaison Officer]     IC --- SO[Safety Officer]     IC --- PIO[Public Information Officer]     IC --- OSC[Operations Section Chief]     IC --- PSC[Planning Section Chief]     IC --- LSC[Logistics Section Chief]     IC --- FASC[Finance/Admin Section Chief]                     </pre> <p style="text-align: center; margin-top: 20px;"> <span style="background-color: #e6f2ff; display: inline-block; width: 400px; height: 200px; vertical-align: middle;"></span> </p>								
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><b>6. Prepared by:</b> Name: <span style="border-bottom: 1px solid black; width: 150px;"></span></td> <td style="width: 33%; border: none;">Position/Title: <span style="border-bottom: 1px solid black; width: 150px;"></span></td> <td style="width: 33%; border: none;">Signature: <span style="border-bottom: 1px solid black; width: 150px;"></span></td> </tr> <tr> <td style="border: none;"><b>ICS 201, Page 3</b></td> <td colspan="2" style="border: none;">Date/Time: <span style="border-bottom: 1px solid black; width: 100px;"></span></td> </tr> </table>			<b>6. Prepared by:</b> Name: <span style="border-bottom: 1px solid black; width: 150px;"></span>	Position/Title: <span style="border-bottom: 1px solid black; width: 150px;"></span>	Signature: <span style="border-bottom: 1px solid black; width: 150px;"></span>	<b>ICS 201, Page 3</b>	Date/Time: <span style="border-bottom: 1px solid black; width: 100px;"></span>	
<b>6. Prepared by:</b> Name: <span style="border-bottom: 1px solid black; width: 150px;"></span>	Position/Title: <span style="border-bottom: 1px solid black; width: 150px;"></span>	Signature: <span style="border-bottom: 1px solid black; width: 150px;"></span>						
<b>ICS 201, Page 3</b>	Date/Time: <span style="border-bottom: 1px solid black; width: 100px;"></span>							



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## INCIDENT BRIEFING (ICS 201)

1. Incident Name:		2. Incident Number:		3. Date/Time Initiated: Date:    DateTime: HHMM	
10. Resource Summary:					
Resource	Resource Identifier	Date/Time Ordered	ETA	Arrived	Notes (location/assignment/status)
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
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				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
6. Prepared by:      Name: _____ Position/Title: _____ Signature: _____					
ICS 201, Page 4		Date/Time:    Date			

## ICS 201 Incident Briefing

**Purpose.** The Incident Briefing (ICS 201) provides the Incident Commander (and the Command and General Staffs) with basic information regarding the incident situation and the resources allocated to the incident. In addition to a briefing document, the ICS 201 also serves as an initial action worksheet. It serves as a permanent record of the initial response to the incident.

**Preparation.** The briefing form is prepared by the Incident Commander for presentation to the incoming Incident Commander along with a more detailed oral briefing.

**Distribution.** Ideally, the ICS 201 is duplicated and distributed before the initial briefing of the Command and General Staffs or other responders as appropriate. The "Map/Sketch" and "Current and Planned Actions, Strategies, and Tactics" sections (pages 1–2) of the briefing form are given to the Situation Unit, while the "Current Organization" and "Resource Summary" sections (pages 3–4) are given to the Resources Unit.

### Notes:

- The ICS 201 can serve as part of the initial Incident Action Plan (IAP).
- If additional pages are needed for any form page, use a blank ICS 201 and repaginate as needed.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident.
2	<b>Incident Number</b>	Enter the number assigned to the incident.
3	<b>Date/Time Initiated</b> <ul style="list-style-type: none"> <li>• Date, Time</li> </ul>	Enter date initiated (month/day/year) and time initiated (using the 24-hour clock).
4	<b>Map/Sketch</b> (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment)	Show perimeter and other graphics depicting situational status, resource assignments, incident facilities, and other special information on a map/sketch or with attached maps. Utilize commonly accepted ICS map symbology.  If specific geospatial reference points are needed about the incident's location or area outside the ICS organization at the incident, that information should be submitted on the Incident Status Summary (ICS 209). North should be at the top of page unless noted otherwise.
5	<b>Situation Summary and Health and Safety Briefing</b> (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.	Self-explanatory.
6	<b>Prepared by</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Position/Title</li> <li>• Signature</li> <li>• Date/Time</li> </ul>	Enter the name, ICS position/title, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).
7	<b>Current and Planned Objectives</b>	Enter the objectives used on the incident and note any specific problem areas.

Block Number	Block Title	Instructions
8	<b>Current and Planned Actions, Strategies, and Tactics</b> <ul style="list-style-type: none"> <li>Time</li> <li>Actions</li> </ul>	Enter the current and planned actions, strategies, and tactics and time they may or did occur to attain the objectives. If additional pages are needed, use a blank sheet or another ICS 201 (Page 2), and adjust page numbers accordingly.
9	<b>Current Organization</b> (fill in additional organization as appropriate) <ul style="list-style-type: none"> <li>Incident Commander(s)</li> <li>Liaison Officer</li> <li>Safety Officer</li> <li>Public Information Officer</li> <li>Planning Section Chief</li> <li>Operations Section Chief</li> <li>Finance/Administration Section Chief</li> <li>Logistics Section Chief</li> </ul>	<ul style="list-style-type: none"> <li>Enter on the organization chart the names of the individuals assigned to each position.</li> <li>Modify the chart as necessary, and add any lines/spaces needed for Command Staff Assistants, Agency Representatives, and the organization of each of the General Staff Sections.</li> <li>If Unified Command is being used, split the Incident Commander box.</li> <li>Indicate agency for each of the Incident Commanders listed if Unified Command is being used.</li> </ul>
10	<b>Resource Summary</b>	Enter the following information about the resources allocated to the incident. If additional pages are needed, use a blank sheet or another ICS 201 (Page 4), and adjust page numbers accordingly.
	• Resource	Enter the number and appropriate category, kind, or type of resource ordered.
	• Resource Identifier	Enter the relevant agency designator and/or resource designator (if any).
	• Date/Time Ordered	Enter the date (month/day/year) and time (24-hour clock) the resource was ordered.
	• ETA	Enter the estimated time of arrival (ETA) to the incident (use 24-hour clock).
	• Arrived	Enter an "X" or a checkmark upon arrival to the incident.
	• Notes (location/assignment/status)	Enter notes such as the assigned location of the resource and/or the actual assignment and status.

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## INCIDENT OBJECTIVES (ICS 202)

<b>1. Incident Name:</b>	<b>2. Operational Period:</b>	Date From: Date	Date To: Date
		Time From: HHMM	Time To: HHMM
<b>3. Objective(s):</b>			
<b>4. Operational Period Command Emphasis:</b>			
General Situational Awareness			
<b>5. Site Safety Plan Required?</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Approved Site Safety Plan(s) Located at:</b> _____			
<b>6. Incident Action Plan</b> (the items checked below are included in this Incident Action Plan): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> ICS 203      <input type="checkbox"/> ICS 207  <input type="checkbox"/> ICS 204      <input type="checkbox"/> ICS 208  <input type="checkbox"/> ICS 205      <input type="checkbox"/> Map/Chart  <input type="checkbox"/> ICS 205A      <input type="checkbox"/> Weather Forecast/Tides/Currents  <input type="checkbox"/> ICS 206         </div> <div style="border-left: 1px solid black; padding-left: 10px;"> <b>Other Attachments:</b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____         </div> </div>			
<b>7. Prepared by:</b> Name: _____ Position/Title: _____ Signature: _____			
<b>8. Approved by Incident Commander:</b> Name: _____ Signature: _____			
ICS 202	IAP Page	Date/Time: Date	



## ICS 202 Incident Objectives

**Purpose.** The Incident Objectives (ICS 202) describes the basic incident strategy, incident objectives, command emphasis/priorities, and safety considerations for use during the next operational period.

**Preparation.** The ICS 202 is completed by the Planning Section following each Command and General Staff meeting conducted to prepare the Incident Action Plan (IAP). In case of a Unified Command, one Incident Commander (IC) may approve the ICS 202. If additional IC signatures are used, attach a blank page.

**Distribution.** The ICS 202 may be reproduced with the IAP and may be part of the IAP and given to all supervisory personnel at the Section, Branch, Division/Group, and Unit levels. All completed original forms must be given to the Documentation Unit.

**Notes:**

- The ICS 202 is part of the IAP and can be used as the opening or cover page.
- If additional pages are needed, use a blank ICS 202 and repaginate as needed.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident. If needed, an incident number can be added.
2	<b>Operational Period</b> <ul style="list-style-type: none"> <li>• Date and Time From</li> <li>• Date and Time To</li> </ul>	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
3	<b>Objective(s)</b>	Enter clear, concise statements of the objectives for managing the response. Ideally, these objectives will be listed in priority order. These objectives are for the incident response for this operational period as well as for the duration of the incident. Include alternative and/or specific tactical objectives as applicable. Objectives should follow the SMART model or a similar approach: <b>S</b> pecific – Is the wording precise and unambiguous? <b>M</b> easurable – How will achievements be measured? <b>A</b> ction-oriented – Is an action verb used to describe expected accomplishments? <b>R</b> ealistic – Is the outcome achievable with given available resources? <b>T</b> ime-sensitive – What is the timeframe?
4	<b>Operational Period Command Emphasis</b>	Enter command emphasis for the operational period, which may include tactical priorities or a general weather forecast for the operational period. It may be a sequence of events or order of events to address. This is not a narrative on the objectives, but a discussion about where to place emphasis if there are needs to prioritize based on the Incident Commander's or Unified Command's direction. Examples: Be aware of falling debris, secondary explosions, etc.
	General Situational Awareness	General situational awareness may include a weather forecast, incident conditions, and/or a general safety message. If a safety message is included here, it should be reviewed by the Safety Officer to ensure it is in alignment with the Safety Message/Plan (ICS 208).
5	<b>Site Safety Plan Required?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	Safety Officer should check whether or not a site safety plan is required for this incident.
	<b>Approved Site Safety Plan(s) Located At</b>	Enter the location of the approved Site Safety Plan(s).

Block Number	Block Title	Instructions
6	<b>Incident Action Plan</b> (the items checked below are included in this Incident Action Plan): <input type="checkbox"/> ICS 203 <input type="checkbox"/> ICS 204 <input type="checkbox"/> ICS 205 <input type="checkbox"/> ICS 205A <input type="checkbox"/> ICS 206 <input type="checkbox"/> ICS 207 <input type="checkbox"/> ICS 208 <input type="checkbox"/> Map/Chart <input type="checkbox"/> Weather Forecast/ Tides/Currents <u>Other Attachments:</u>	Check appropriate forms and list other relevant documents that are included in the IAP. <input type="checkbox"/> ICS 203 – Organization Assignment List <input type="checkbox"/> ICS 204 – Assignment List <input type="checkbox"/> ICS 205 – Incident Radio Communications Plan <input type="checkbox"/> ICS 205A – Communications List <input type="checkbox"/> ICS 206 – Medical Plan <input type="checkbox"/> ICS 207 – Incident Organization Chart <input type="checkbox"/> ICS 208 – Safety Message/Plan
7	<b>Prepared by</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Position/Title</li> <li>• Signature</li> </ul>	Enter the name, ICS position, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).
8	<b>Approved by Incident Commander</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Signature</li> <li>• Date/Time</li> </ul>	In the case of a Unified Command, one IC may approve the ICS 202. If additional IC signatures are used, attach a blank page.

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**ORGANIZATION ASSIGNMENT LIST (ICS 203)**

<b>1. Incident Name:</b>		<b>2. Operational Period:</b>		Date From: Date	Date To: Date
				Time From: HHMM	Time To: HHMM
<b>3. Incident Commander(s) and Command Staff:</b>			<b>7. Operations Section:</b>		
IC/UCs		Chief			
		Deputy			
Deputy		Staging Area			
Safety Officer		<b>Branch</b>			
Public Info. Officer		Branch Director			
Liaison Officer		Deputy			
<b>4. Agency/Organization Representatives:</b>		Division/Group			
Agency/Organization	Name	Division/Group			
		Division/Group			
		Division/Group			
		Division/Group			
		<b>Branch</b>			
		Branch Director			
		Deputy			
<b>5. Planning Section:</b>		Division/Group			
Chief		Division/Group			
Deputy		Division/Group			
Resources Unit		Division/Group			
Situation Unit		Division/Group			
Documentation Unit		<b>Branch</b>			
Demobilization Unit		Branch Director			
Technical Specialists		Deputy			
		Division/Group			
		Division/Group			
		Division/Group			
<b>6. Logistics Section:</b>		Division/Group			
Chief		Division/Group			
Deputy		<b>Air Operations Branch</b>			
<b>Support Branch</b>		Air Ops Branch Dir.			
Director					
Supply Unit					
Facilities Unit		<b>8. Finance/Administration Section:</b>			
Ground Support Unit		Chief			
<b>Service Branch</b>		Deputy			
Director		Time Unit			
Communications Unit		Procurement Unit			
Medical Unit		Comp/Claims Unit			
Food Unit		Cost Unit			
<b>9. Prepared by:</b>		Name:		Position/Title:	
				Signature: _____	
<b>ICS 203</b>	<b>IAP Page</b>	Date/Time: Date			

## ICS 203 Organization Assignment List

**Purpose.** The Organization Assignment List (ICS 203) provides ICS personnel with information on the units that are currently activated and the names of personnel staffing each position/unit. It is used to complete the Incident Organization Chart (ICS 207) which is posted on the Incident Command Post display. An actual organization will be incident or event-specific. **Not all positions need to be filled.** Some blocks may contain more than one name. The size of the organization is dependent on the magnitude of the incident, and can be expanded or contracted as necessary.

**Preparation.** The Resources Unit prepares and maintains this list under the direction of the Planning Section Chief. Complete only the blocks for the positions that are being used for the incident. If a trainee is assigned to a position, indicate this with a "T" in parentheses behind the name (e.g., "A. Smith (T)").

**Distribution.** The ICS 203 is duplicated and attached to the Incident Objectives (ICS 202) and given to all recipients as part of the Incident Action Plan (IAP). All completed original forms must be given to the Documentation Unit.

### Notes:

- The ICS 203 serves as part of the IAP.
- If needed, more than one name can be put in each block by inserting a slash.
- If additional pages are needed, use a blank ICS 203 and repaginate as needed.
- ICS allows for organizational flexibility, so the Intelligence/Investigations Function can be embedded in several different places within the organizational structure.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident.
2	<b>Operational Period</b> <ul style="list-style-type: none"> <li>• Date and Time From</li> <li>• Date and Time To</li> </ul>	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
3	<b>Incident Commander(s) and Command Staff</b> <ul style="list-style-type: none"> <li>• IC/UCs</li> <li>• Deputy</li> <li>• Safety Officer</li> <li>• Public Information Officer</li> <li>• Liaison Officer</li> </ul>	Enter the names of the Incident Commander(s) and Command Staff. Label Assistants to Command Staff as such (for example, "Assistant Safety Officer"). For all individuals, use at least the first initial and last name. For Unified Command, also include agency names.
4	<b>Agency/Organization Representatives</b> <ul style="list-style-type: none"> <li>• Agency/Organization</li> <li>• Name</li> </ul>	Enter the agency/organization names and the names of their representatives. For all individuals, use at least the first initial and last name.
5	<b>Planning Section</b> <ul style="list-style-type: none"> <li>• Chief</li> <li>• Deputy</li> <li>• Resources Unit</li> <li>• Situation Unit</li> <li>• Documentation Unit</li> <li>• Demobilization Unit</li> <li>• Technical Specialists</li> </ul>	Enter the name of the Planning Section Chief, Deputy, and Unit Leaders after each position title. List Technical Specialists with an indication of specialty. If there is a shift change during the specified operational period, list both names, separated by a slash. For all individuals, use at least the first initial and last name.



Block Number	Block Title	Instructions
6	<b>Logistics Section</b> <ul style="list-style-type: none"> <li>• Chief</li> <li>• Deputy</li> </ul> <b>Support Branch</b> <ul style="list-style-type: none"> <li>• Director</li> <li>• Supply Unit</li> <li>• Facilities Unit</li> <li>• Ground Support Unit</li> </ul> <b>Service Branch</b> <ul style="list-style-type: none"> <li>• Director</li> <li>• Communications Unit</li> <li>• Medical Unit</li> <li>• Food Unit</li> </ul>	<p>Enter the name of the Logistics Section Chief, Deputy, Branch Directors, and Unit Leaders after each position title.</p> <p>If there is a shift change during the specified operational period, list both names, separated by a slash.</p> <p>For all individuals, use at least the first initial and last name.</p>
7	<b>Operations Section</b> <ul style="list-style-type: none"> <li>• Chief</li> <li>• Deputy</li> <li>• Staging Area</li> </ul> <b>Branch</b> <ul style="list-style-type: none"> <li>• Branch Director</li> <li>• Deputy</li> <li>• Division/Group</li> </ul> <b>Air Operations Branch</b> <ul style="list-style-type: none"> <li>• Air Operations Branch Director</li> </ul>	<p>Enter the name of the Operations Section Chief, Deputy, Branch Director(s), Deputies, and personnel staffing each of the listed positions. For Divisions/Groups, enter the Division/Group identifier in the left column and the individual's name in the right column.</p> <p>Branches and Divisions/Groups may be named for functionality or by geography. For Divisions/Groups, indicate Division/Group Supervisor. Use an additional page if more than three Branches are activated.</p> <p>If there is a shift change during the specified operational period, list both names, separated by a slash.</p> <p>For all individuals, use at least the first initial and last name.</p>
8	<b>Finance/Administration Section</b> <ul style="list-style-type: none"> <li>• Chief</li> <li>• Deputy</li> <li>• Time Unit</li> <li>• Procurement Unit</li> <li>• Compensation/Claims Unit</li> <li>• Cost Unit</li> </ul>	<p>Enter the name of the Finance/Administration Section Chief, Deputy, and Unit Leaders after each position title.</p> <p>If there is a shift change during the specified operational period, list both names, separated by a slash.</p> <p>For all individuals, use at least the first initial and last name.</p>
9	<b>Prepared by</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Position/Title</li> <li>• Signature</li> <li>• Date/Time</li> </ul>	<p>Enter the name, ICS position, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).</p>

1. Incident Name:		2. Operational Period: Date From: Date    Date To: Date Time From: HHMM    Time To: HHMM		3.	
4. Operations Personnel:  Operations Section Chief: Branch Director: Division/Group Supervisor:		Name		Contact Number(s)	
				XXX-XXX-XXXX	
				XXX-XXX-XXXX	
				XXX-XXX-XXXX	
5. Resources Assigned:		# of Persons	Contact (e.g., phone, pager, radio frequency, etc.)	Reporting Location, Special Equipment and Supplies, Remarks, Notes, Information	
Resource Identifier	Leader				
6. Work Assignments:					
7. Special Instructions:					
8. Communications (radio and/or phone contact numbers needed for this assignment): Name /Function Primary Contact: indicate cell, pager, or radio (frequency/system/channel) / / / /					
9. Prepared by: Name:		Position/Title:		Signature: _____	
ICS 204	IAP Page	Date/Time: Date			

## ICS 204 Assignment List

**Purpose.** The Assignment List(s) (ICS 204) informs Division and Group supervisors of incident assignments. Once the Command and General Staffs agree to the assignments, the assignment information is given to the appropriate Divisions and Groups.

**Preparation.** The ICS 204 is normally prepared by the Resources Unit, using guidance from the Incident Objectives (ICS 202), Operational Planning Worksheet (ICS 215), and the Operations Section Chief. It must be approved by the Incident Commander, but may be reviewed and initialed by the Planning Section Chief and Operations Section Chief as well.

**Distribution.** The ICS 204 is duplicated and attached to the ICS 202 and given to all recipients as part of the Incident Action Plan (IAP). In some cases, assignments may be communicated via radio/telephone/fax. All completed original forms must be given to the Documentation Unit.

### Notes:

- The ICS 204 details assignments at Division and Group levels and is part of the IAP.
- Multiple pages/copies can be used if needed.
- If additional pages are needed, use a blank ICS 204 and repaginate as needed.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident.
2	<b>Operational Period</b> <ul style="list-style-type: none"> <li>• Date and Time From</li> <li>• Date and Time To</li> </ul>	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
3	<b>Branch</b> <b>Division</b> <b>Group</b> <b>Staging Area</b>	This block is for use in a large IAP for reference only.  Write the alphanumeric abbreviation for the Branch, Division, Group, and Staging Area (e.g., "Branch 1," "Division D," "Group 1A") in large letters for easy referencing.
4	<b>Operations Personnel</b> <ul style="list-style-type: none"> <li>• Name, Contact Number(s) <ul style="list-style-type: none"> <li>– Operations Section Chief</li> <li>– Branch Director</li> <li>– Division/Group Supervisor</li> </ul> </li> </ul>	Enter the name and contact numbers of the Operations Section Chief, applicable Branch Director(s), and Division/Group Supervisor(s).
5	<b>Resources Assigned</b>	Enter the following information about the resources assigned to the Division or Group for this period:
	• Resource Identifier	The identifier is a unique way to identify a resource (e.g., ENG-13, IA-SCC-413). If the resource has been ordered but no identification has been received, use TBD (to be determined).
	• Leader	Enter resource leader's name.
	• # of Persons	Enter total number of persons for the resource assigned, including the leader.
	• Contact (e.g., phone, pager, radio frequency, etc.)	Enter primary means of contacting the leader or contact person (e.g., radio, phone, pager, etc.). Be sure to include the area code when listing a phone number.
5 (continued)	• Reporting Location, Special Equipment and Supplies, Remarks, Notes, Information	Provide special notes or directions specific to this resource. If required, add notes to indicate: (1) specific location/time where the resource should report or be dropped off/picked up; (2) special equipment and supplies that will be used or needed; (3) whether or not the resource received briefings; (4) transportation needs; or (5) other information.

Block Number	Block Title	Instructions
6	<b>Work Assignments</b>	Provide a statement of the tactical objectives to be achieved within the operational period by personnel assigned to this Division or Group.
7	<b>Special Instructions</b>	Enter a statement noting any safety problems, specific precautions to be exercised, dropoff or pickup points, or other important information.
8	<b>Communications</b> (radio and/or phone contact numbers needed for this assignment) <ul style="list-style-type: none"> <li>Name/Function</li> <li>Primary Contact: indicate cell, pager, or radio (frequency/system/channel)</li> </ul>	<p>Enter specific communications information (including emergency numbers) for this Branch/Division/Group.</p> <p>If radios are being used, enter function (command, tactical, support, etc.), frequency, system, and channel from the Incident Radio Communications Plan (ICS 205).</p> <p>Phone and pager numbers should include the area code and any satellite phone specifics.</p> <p>In light of potential IAP distribution, use sensitivity when including cell phone number.</p> <p>Add a secondary contact (phone number or radio) if needed.</p>
9	<b>Prepared by</b> <ul style="list-style-type: none"> <li>Name</li> <li>Position/Title</li> <li>Signature</li> <li>Date/Time</li> </ul>	Enter the name, ICS position, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).

**INCIDENT RADIO COMMUNICATIONS PLAN (ICS 205)**

<b>1. Incident Name:</b>		<b>2. Date/Time Prepared:</b> Date: _____ Time: HHMM		<b>3. Operational Period:</b> Date From: _____ Time From: HHMM		Date To: _____ Time To: HHMM				
<b>4. Basic Radio Channel Use:</b>										
Zone Grp.	Ch #	Function	Channel Name/Trunked Radio System Talkgroup	Assignment	RX Freq N or W	RX Tone/NAC	TX Freq N or W	TX Tone/NAC	Mode (A, D, or M)	Remarks
<b>5. Special Instructions:</b>										
<b>6. Prepared by (Communications Unit Leader):</b> Name: _____ Signature: _____										
ICS 205 IAP Page Date/Time: _____ Date: _____										



## ICS 205 Incident Radio Communications Plan

**Purpose.** The Incident Radio Communications Plan (ICS 205) provides information on all radio frequency or trunked radio system talkgroup assignments for each operational period. The plan is a summary of information obtained about available radio frequencies or talkgroups and the assignments of those resources by the Communications Unit Leader for use by incident responders. Information from the Incident Radio Communications Plan on frequency or talkgroup assignments is normally placed on the Assignment List (ICS 204).

**Preparation.** The ICS 205 is prepared by the Communications Unit Leader and given to the Planning Section Chief for inclusion in the Incident Action Plan.

**Distribution.** The ICS 205 is duplicated and attached to the Incident Objectives (ICS 202) and given to all recipients as part of the Incident Action Plan (IAP). All completed original forms must be given to the Documentation Unit. Information from the ICS 205 is placed on Assignment Lists.

### Notes:

- The ICS 205 is used to provide, in one location, information on all radio frequency assignments down to the Division/Group level for each operational period.
- The ICS 205 serves as part of the IAP.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident.
2	<b>Date/Time Prepared</b>	Enter date prepared (month/day/year) and time prepared (using the 24-hour clock).
3	<b>Operational Period</b> <ul style="list-style-type: none"> <li>• Date and Time From</li> <li>• Date and Time To</li> </ul>	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
4	<b>Basic Radio Channel Use</b>	Enter the following information about radio channel use:
	Zone Group	
	Channel Number	Use at the Communications Unit Leader's discretion. Channel Number (Ch #) may equate to the channel number for incident radios that are programmed or cloned for a specific Communications Plan, or it may be used just as a reference line number on the ICS 205 document.
	Function	Enter the Net function each channel or talkgroup will be used for (Command, Tactical, Ground-to-Air, Air-to-Air, Support, Dispatch).
	Channel Name/Trunked Radio System Talkgroup	Enter the nomenclature or commonly used name for the channel or talk group such as the National Interoperability Channels which follow DHS frequency Field Operations Guide (FOG).
	Assignment	Enter the name of the ICS Branch/Division/Group/Section to which this channel/talkgroup will be assigned.
	RX (Receive) Frequency (N or W)	Enter the Receive Frequency (RX Freq) as the mobile or portable subscriber would be programmed using xxx.xxxx out to four decimal places, followed by an "N" designating narrowband or a "W" designating wideband emissions. The name of the specific trunked radio system with which the talkgroup is associated may be entered across all fields on the ICS 205 normally used for conventional channel programming information.
	RX Tone/NAC	Enter the Receive Continuous Tone Coded Squelch System (CTCSS) subaudible tone (RX Tone) or Network Access Code (RX NAC) for the receive frequency as the mobile or portable subscriber would be programmed.

Block Number	Block Title	Instructions
<b>4</b> (continued)	TX (Transmit) Frequency (N or W)	Enter the Transmit Frequency (TX Freq) as the mobile or portable subscriber would be programmed using xxx.xxxx out to four decimal places, followed by an "N" designating narrowband or a "W" designating wideband emissions.
	TX Tone/NAC	Enter the Transmit Continuous Tone Coded Squelch System (CTCSS) subaudible tone (TX Tone) or Network Access Code (TX NAC) for the transmit frequency as the mobile or portable subscriber would be programmed.
	Mode (A, D, or M)	Enter "A" for analog operation, "D" for digital operation, or "M" for mixed mode operation.
	Remarks	Enter miscellaneous information concerning repeater locations, information concerning patched channels or talkgroups using links or gateways, etc.
<b>5</b>	<b>Special Instructions</b>	Enter any special instructions (e.g., using cross-band repeaters, secure-voice, encoders, private line (PL) tones, etc.) or other emergency communications needs). If needed, also include any special instructions for handling an incident within an incident.
<b>6</b>	<b>Prepared by</b> (Communications Unit Leader) <ul style="list-style-type: none"> <li>• Name</li> <li>• Signature</li> <li>• Date/Time</li> </ul>	Enter the name and signature of the person preparing the form, typically the Communications Unit Leader. Enter date (month/day/year) and time prepared (24-hour clock).

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## ACTIVITY LOG (ICS 214)

[illegible]



## ICS 206 Medical Plan

**Purpose.** The Medical Plan (ICS 206) provides information on incident medical aid stations, transportation services, hospitals, and medical emergency procedures.

**Preparation.** The ICS 206 is prepared by the Medical Unit Leader and reviewed by the Safety Officer to ensure ICS coordination. If aviation assets are utilized for rescue, coordinate with Air Operations.

**Distribution.** The ICS 206 is duplicated and attached to the Incident Objectives (ICS 202) and given to all recipients as part of the Incident Action Plan (IAP). Information from the plan pertaining to incident medical aid stations and medical emergency procedures may be noted on the Assignment List (ICS 204). All completed original forms must be given to the Documentation Unit.

### Notes:

- The ICS 206 serves as part of the IAP.
- This form can include multiple pages.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident.
2	<b>Operational Period</b> <ul style="list-style-type: none"> <li>• Date and Time From</li> <li>• Date and Time To</li> </ul>	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
3	<b>Medical Aid Stations</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Location</li> <li>• Contact Number(s)/Frequency</li> <li>• Paramedics on Site? <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul>	Enter the following information on the incident medical aid station(s): Enter name of the medical aid station. Enter the location of the medical aid station (e.g., Staging Area, Camp Ground). Enter the contact number(s) and frequency for the medical aid station(s). Indicate (yes or no) if paramedics are at the site indicated.
4	<b>Transportation</b> (indicate air or ground) <ul style="list-style-type: none"> <li>• Ambulance Service</li> <li>• Location</li> <li>• Contact Number(s)/Frequency</li> <li>• Level of Service <input type="checkbox"/> ALS <input type="checkbox"/> BLS</li> </ul>	Enter the following information for ambulance services available to the incident: Enter name of ambulance service. Enter the location of the ambulance service. Enter the contact number(s) and frequency for the ambulance service. Indicate the level of service available for each ambulance, either ALS (Advanced Life Support) or BLS (Basic Life Support).

Block Number	Block Title	Instructions
5	<b>Hospitals</b>	Enter the following information for hospital(s) that could serve this incident:
	• Hospital Name	Enter hospital name and identify any predesignated medivac aircraft by name a frequency.
	• Address, Latitude & Longitude if Helipad	Enter the physical address of the hospital and the latitude and longitude if the hospital has a helipad.
	• Contact Number(s)/ Frequency	Enter the contact number(s) and/or communications frequency(s) for the hospital.
	• Travel Time • Air • Ground	Enter the travel time by air and ground from the incident to the hospital.
	• Trauma Center <input type="checkbox"/> Yes Level: _____	Indicate yes and the trauma level if the hospital has a trauma center.
	• Burn Center <input type="checkbox"/> Yes <input type="checkbox"/> No	Indicate (yes or no) if the hospital has a burn center.
	• Helipad <input type="checkbox"/> Yes <input type="checkbox"/> No	Indicate (yes or no) if the hospital has a helipad. Latitude and Longitude data format need to compliment Medical Evacuation Helicopters and Medical Air Resources
6	<b>Special Medical Emergency Procedures</b>	Note any special emergency instructions for use by incident personnel, including (1) who should be contacted, (2) how should they be contacted; and (3) who manages an incident within an incident due to a rescue, accident, etc. Include procedures for how to report medical emergencies.
	<input type="checkbox"/> Check box if aviation assets are utilized for rescue. If assets are used, coordinate with Air Operations.	Self explanatory. Incident assigned aviation assets should be included in ICS 220.
7	<b>Prepared by</b> (Medical Unit Leader) • Name • Signature	Enter the name and signature of the person preparing the form, typically the Medical Unit Leader. Enter date (month/day/year) and time prepared (24-hour clock).
8	<b>Approved by</b> (Safety Officer) • Name • Signature • Date/Time	Enter the name of the person who approved the plan, typically the Safety Officer. Enter date (month/day/year) and time reviewed (24-hour clock).

## ICS 214 Activity Log

**Purpose.** The Activity Log (ICS 214) records details of notable activities at any ICS level, including single resources, equipment, Task Forces, etc. These logs provide basic incident activity documentation, and a reference for any after-action report.

**Preparation.** An ICS 214 can be initiated and maintained by personnel in various ICS positions as it is needed or appropriate. Personnel should document how relevant incident activities are occurring and progressing, or any notable events or communications.

**Distribution.** Completed ICS 214s are submitted to supervisors, who forward them to the Documentation Unit. All completed original forms must be given to the Documentation Unit, which maintains a file of all ICS 214s. It is recommended that individuals retain a copy for their own records.

### Notes:

- The ICS 214 can be printed as a two-sided form.
- Use additional copies as continuation sheets as needed, and indicate pagination as used.

Block Number	Block Title	Instructions
1	<b>Incident Name</b>	Enter the name assigned to the incident.
2	<b>Operational Period</b> <ul style="list-style-type: none"> <li>• Date and Time From</li> <li>• Date and Time To</li> </ul>	Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
3	<b>Name</b>	Enter the title of the organizational unit or resource designator (e.g., Facilities Unit, Safety Officer, Strike Team).
4	<b>ICS Position</b>	Enter the name and ICS position of the individual in charge of the Unit.
5	<b>Home Agency</b> (and Unit)	Enter the home agency of the individual completing the ICS 214. Enter a unit designator if utilized by the jurisdiction or discipline.
6	<b>Resources Assigned</b>	Enter the following information for resources assigned:
	<ul style="list-style-type: none"> <li>• Name</li> </ul>	Use this section to enter the resource's name. For all individuals, use at least the first initial and last name. Cell phone number for the individual can be added as an option.
	<ul style="list-style-type: none"> <li>• ICS Position</li> </ul>	Use this section to enter the resource's ICS position (e.g., Finance Section Chief).
	<ul style="list-style-type: none"> <li>• Home Agency (and Unit)</li> </ul>	Use this section to enter the resource's home agency and/or unit (e.g., Des Moines Public Works Department, Water Management Unit).
7	<b>Activity Log</b> <ul style="list-style-type: none"> <li>• Date/Time</li> <li>• Notable Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Enter the time (24-hour clock) and briefly describe individual notable activities. Note the date as well if the operational period covers more than one day.</li> <li>• Activities described may include notable occurrences or events such as task assignments, task completions, injuries, difficulties encountered, etc.</li> <li>• This block can also be used to track personal work habits by adding columns such as "Action Required," "Delegated To," "Status," etc.</li> </ul>
8	<b>Prepared by</b> <ul style="list-style-type: none"> <li>• Name</li> <li>• Position/Title</li> <li>• Signature</li> <li>• Date/Time</li> </ul>	Enter the name, ICS position/title, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).

## ***Public Agency Use of Facilities During an Emergency***

NMCUSD Administrative Regulation AR 0450 Philosophy, Goals, Objectives and Comprehensive Plans - **Comprehensive Safety Plan - Development and Review of Comprehensive School Safety Plan** addresses public agency use of facilities during an emergency, including the American Red Cross.

NMCUSD | AR 0450 Philosophy, Goals, Objectives and Comprehensive Plans

### **Development and Review of Comprehensive School Safety Plan**

The school site council shall consult with local law enforcement in writing and developing the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee. This committee shall be composed of the following members :( Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired.

Before adopting its comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288) The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school (cf. 4140/4240/4340)
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations

2. Local civic leaders
3. Local business organizations

Content of the Safety Plan Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282) The assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures including, but not limited to:
  - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act (cf. 6159 - Individualized Education Program)
  - b. An earthquake emergency procedure system in accordance with Education Code 32282 (cf. 3516 - Emergencies and Disaster Preparedness Plan) (cf. 3516.3 - Earthquake Emergency Procedure System)
  - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079.
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4.
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel".
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning.
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5.
10. Hate crime reporting procedures.

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution.

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyber bullying, as well as behavioral expectations and consequences for violations.
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence.
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus.
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.
7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school.
8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime.
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus.
10. Crisis prevention and intervention strategies, which may include the following:
  - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
  - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
  - c. Assignment of staff members responsible for each identified task and procedure
  - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
  - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
  - f. Development of a method for the reporting of violent incidents
  - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

Regulation approved: May 17, 2012 Moss Landing, California



## ***Suspension and Expulsion Policies***

Suspension and expulsion offenses fall under the following California Education Codes:

- 48915 (1) possessed/sold/furnished firearm (Mandatory Expulsion Recommendation)
- 48915 (2) brandished a knife at another person (Mandatory Expulsion Recommendation)
- 48915 (3) sold a controlled substance (Mandatory Expulsion Recommendation)
- 48915 (4) sexual assault or sexual battery (Mandatory Expulsion Recommendation)
- 48915 (5) possession of an explosive (Mandatory Expulsion Recommendation)
- 48900 (a1) caused, attempted to cause, or threatened to cause physical injury
- 48900 (a2) willfully used force or violence upon the person of another, except in self-defense
- 48900 (b) possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object
- 48900 (c) possession of, use of, sale or furnishing of a controlled substance
- 48900 (d) offered, arranged or negotiated to sell a controlled substance and then provided a replica substance
- 48900 (e) attempted/committed robbery or extortion
- 48900 (f) attempted/caused damage to school or private property
- 48900 (g) attempted/stole school or private property
- 48900 (h) possession/use of tobacco product
- 48900 (i) committed an obscene act or engaged in habitual profanity or vulgarity
- 48900 (j) possession of/offered/arranged/negotiated to sell drug paraphernalia
- 48900 (k) disruption of school activities; defiance of authority
- 48900 (l) knowingly received stolen school or personal property
- 48900 (m) possession of a replica firearm
- 48900 (n) attempted/committed a sexual assault or sexual battery\*\*
- 48900 (o) harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- 48900 (p) unlawfully offered, arranged to sell, negotiate to sell, or sold the prescription drug SOMA
- 48900 (q) engaged in or attempted to engage in hazing.
- 48900 (r) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act
- 48900.2 (grades 4-12) sexual harassment
- 48900.3 (grades 4-12) act of hate crime
- 48900.4 (grades 4-12) harassment, threats, or intimidation, directed against school district personnel or pupils that is severe or pervasive to create substantial disorder or by creating an intimidating or hostile educational environment.
- 48900.7 terroristic threats against school officials or school property or both.

Repeat offenses and habitual non-compliance result in the increase of supports and remediation.

## ***NMCUSD Board Policy Suspension and Expulsion***

### **North Monterey Co USD | BP 5144.1 Students**

#### **Suspension And Expulsion/Due Process**

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

#### **Zero Tolerance**

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

#### **Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

#### **Supervised Suspension Classroom**

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.



The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

### **Required Parental Attendance**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

### **Decision Not to Enforce Expulsion Order**

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on a case-by-case basis, pursuant to the requirements of law.

Policy adopted: May 17, 2012 Moss Landing, California

## ***Policy for Notifying Teachers of Dangerous Pupils***

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the information so students and others may not view it.

Pursuant to Education Code 48267, the Monterey County Probation Department notifies the Pupil Personnel Division of North Monterey County Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the school principal who is responsible for prompt notification of the student's teachers, consistent with NMCUSD Administrative Regulation AR 0450 Philosophy, Goals, Objectives and Comprehensive Plans - **Comprehensive Safety Plan - Development and Review of Comprehensive School Safety Plan** and Board Policy | BP 4158 - **Employee Security**.

### **NMCUSD | AR 0450 Philosophy, Goals, Objectives and Comprehensive Plans Development and Review of Comprehensive School Safety Plan**

The school site council shall consult with local law enforcement in writing and developing the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee. This committee shall be composed of the following members :( Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school  
One classified employee who is a representative of the recognized classified employee organization
4. Other members, if desired.

Before adopting its comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288) The school site council or safety planning committee shall notify, in writing, the following persons and entities

of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school (cf. 4140/4240/4340 - Bargaining Units)
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

**Content of the Safety Plan** Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282) The assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures including, but not limited to:
  - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act (cf. 6159 - Individualized Education Program)
  - b. An earthquake emergency procedure system in accordance with Education Code 32282 (cf. 3516 - Emergencies and Disaster Preparedness Plan) (cf. 3516.3 - Earthquake Emergency Procedure System)
  - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915© and other school-designated serious acts which would lead to Suspension, expulsion, or mandatory expulsion recommendations

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079.
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4.
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel".
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning.
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5.
10. Hate crime reporting procedures.

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution.
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyber bullying, as well as behavioral expectations and consequences for violations.
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence.
  4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus.
  5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.
  6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.
  7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school.
  8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime.
  9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on

campus.

10. Crisis prevention and intervention strategies, which may include the following:
  - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
  - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
  - c. Assignment of staff members responsible for each identified task and procedure
  - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
  - e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
  - f. Development of a method for the reporting of violent incidents
  - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

Regulation approved: May 17, 2012 Moss Landing, California

## North Monterey Co USD | BP 4158 Personnel **Employee Security**

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. The Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

The Superintendent or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow an employee to possess pepper spray that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

### **Reporting of Injurious Objects**

The Board requires employees to take immediate action upon being made aware that any person is in possession of an unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal. When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Policy adopted: May 17, 2012 Moss Landing, California

## ***Discrimination and Harassment Policies***

The following North Monterey County Unified School District Board Policies address discrimination and harassment:

BP 5145.3 Nondiscrimination/Harassment

BP 6163.4 Student Use Of Technology

BP 0410 Nondiscrimination In District Programs And Activities

BP 5145.7 Students - Sexual Harassment

## North Monterey Co USD | BP 5145.3 Students **Nondiscrimination/Harassment**

The Governing Board desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation.

The Board prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in the district. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and harassment and inquiries regarding the district's nondiscrimination policies: Chief Human Resources Officer 8142 Moss Landing Road Moss Landing, CA 95039-9617 (831) 633-3343

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 Sexual Harassment.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. The district's policy may also be posted on the district website or any other location that is easily accessible to students.



## North Monterey Co USD | BP 6163.4 Instruction **Student Use Of Technology**

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

**Use of District Computers for Online Services/Internet Access** The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyber bullying, and how to respond when subjected to cyber bullying.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Policy adopted: May 17, 2012 Moss Landing, California

## North Monterey Co USD | BP 0410 Philosophy, Goals, Objectives and Comprehensive Plans

### **Nondiscrimination In District Programs And Activities**

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, and shall be in compliance with the Americans with Disabilities Act. The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups.

The Superintendent or designee shall also provide information about related complaint procedures.

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

Policy adopted: May 17, 2012 Moss Landing, California

## North Monterey Co USD | BP 5145.7 Students - **Sexual Harassment**

The Governing Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

### Instruction/Information

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 behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

**Complaint Process** Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

**Disciplinary Actions** - Any student who engages in 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 4-12, 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.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Policy adopted: May 17, 2012 Moss Landing, California

## ***Dress Code***

### **STUDENT DRESS and GROOMING (AR#5132)**

All apparel must comply with North Monterey County Unified School District Dress Code. The dress code shall be in effect at all school-related activities both on and off campus, including, but not limited to, activities such as dances, award ceremonies, field trips, and athletic events.

The Board shall authorize school regulations that prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student himself or others in the school.
2. Cause excessive wear or damage to school property.
3. Prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.
4. Clothing or styles used by some students to identify groups or gangs whose purpose is to intimidate or harass.
5. Distract from or otherwise impede the learning process because of their extreme style (i.e. piercing, unnatural hair color) or attire that is too revealing.

#### **Guidelines for Dress Code**

The following guidelines shall apply to all regular school activities: Where some schools have adopted a school uniform policy – additional information will be provided.

1. Shoes must be worn at all times, on campus and at school functions Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice
3. Hats, caps and other head coverings shall not be worn indoors (except for religious beliefs) *The only acceptable headwear is official Condor hats and beanies and solid black, grey, or white beanies without a logo.*
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited
5. Gym shorts may not be worn in classes other than physical education
6. Hair styles which draw undue attention and detract from the educational environment are not acceptable; i.e. unusual designs, colors, Mohawks, tails, or unusual razor cuts
7. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
8. Attire which may be used as a weapon may not be worn, including but not limited to steel toed boots, chains, items with spikes or studs, and other items deemed inappropriate by the principal and/or school site council
9. Administrative exceptions may be made in regard to grooming and dress. These exceptions, verified by the administrator, shall include (but will not be limited to):
  - a. Sincerely held religious beliefs

b. Valid medical reasons

10. Gangs... Clothing, headgear, and symbols related to gang activities is prohibited (i.e. tags, logos, insignias, bandannas, buckles, college sport and professional team attire or city names)

**Gang-Related Apparel**

The principal, staff and parents/guardians, *in collaboration with local law enforcement*, participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282, BP# 5132)

**Consequences of Dress and Grooming Code Violations**

**Standard Violations:** Persistent violations of this regulation or locally adopted supplemental regulations shall be considered to be willful defiance of directives under Education Code section 48900(k). As such for multiple violations, students will be subject to discipline as follows:

First Violation: Home contact and the violator will be required to change clothing, hair style or cosmetic

Second Violation: Home contact and alternative to suspension or suspension if student refuses alternative

Third Violation: Home contact and suspension

Fourth Violation: Further disciplinary action, up to and including expulsion, is the discretion of the District as permitted by state law and/or district policy/regulation

If a parent/guardian or student disagrees with the site administrator's decision on a standard violation, the parent/guardian or student may attempt to resolve the problem by requesting a personal conference with the site administrator.

**Dangerous or Disruptive Violations**

Dress and grooming violations that cause actual disruption of the educational environment, result in actual violation of law or other school rules, including hate-crime laws, or cause actual injury may result, is the discretion of the District Administration, in more serious disciplinary action, up to and including expulsion without regard to the steps set forth above for standard violations.

## North Monterey Co USD | BP 5132 Students Dress **and Grooming**

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.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

### **Gang-Related Apparel**

The principal, staff and parents/guardians at 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. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

### **Uniforms**

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Policy adopted: May 17, 2012 Moss Landing, California.

## ***Ensuring a Safe and Orderly Environment***

### **Component 1: Component 1: People and Programs**

**Goal:** Our school is a safe place where students and adults model respect for themselves and each other, students are involved and supported to achieve high expectations.

**Objectives:**

1. More students will experience opportunities for meaningful participation as demonstrated by a 5% increase in the percentage of students who score High or Moderate in **Opportunities for Meaningful Participation** on the California Healthy Kids Survey.
2. Students will feel safer at school as demonstrated by a 5% increase in the percentage of students who indicate that they feel Safe or Very Safe when they are at school on the California Healthy Kids Survey.
3. Reduce alcohol and drug use on campus as demonstrated by a 5% decrease in the percentage of students who indicate on the California Healthy Kids Survey that they used marijuana or smoked cigarettes on school property within the past 30 days.

**Action Steps:**

1. Staff will work together with colleagues to expand the range of student activities to increase participation of students who are not currently participating.
2. Students will be surveyed at least once per year to determine new ideas for student activities that will involve more students.
3. Increase the number of Campus Supervisors who monitor students outside of class.
4. Implement student support programs in the areas of social emotional needs as a means of intervention when needed.

### **Component 2: Place**

**Goal:** Assure that every student is learning in a safe environment.

**Objectives:**

1. Improve the physical appearance of common areas and bathrooms.
2. Improve student supervision during school dismissal.
3. Decrease accessibility of unsupervised areas of the campus.

**Action Steps:**

1. Remove graffiti and evidence of vandalism as quickly as possible.
2. Increase the number of Campus Supervisors.
3. Restrict student access to unsupervised areas of the campus.
4. School maps with supervision assignments clearly labeled
5. Supervision schedule created and distributed to all staff.
6. Quarterly supervision meetings among all staff with supervision duty.



## ***School Rules and Discipline Procedures***

North Monterey County Unified School District Board Policies address discipline procedures to be followed in the case of unacceptable actions by students against persons or property. These policies also protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

Students are suspended or expelled from school or school activities to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and by the Board of Trustees. Final action is taken by the Board of Trustees in open session.

### **Expected Student Behavior**

The Board of Trustees of North Monterey County Unified School District, in support of public education and the exercise of general supervision of district schools, believes that the conduct of students must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning. For this purpose, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291) All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

## **Rules and Regulations**

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended, expelled, and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal 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 violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

## **CAUSES FOR DISCIPLINARY ACTION**

### **VIOLATIONS RELATING TO PERSONS**

**ABUSE / HARASSMENT, THREATS OR INTIMIDATION** (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a) (1), (a) (2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

**ASSAULT AND BATTERY** (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a) (1), (a) (2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

**BUS CONDUCT** (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

**DEFIANCE, DISRESPECT, ETC.** (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

**ELECTRONIC LISTENING OR RECORDING DEVICE** (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

**EXTORTION / ROBBERY** (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a) (1), (a) (2), e and g, 48915 (a-4); P.C. 240, 241, 524)

**FIGHTING** (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a) (1), (a) (2), 48915 (a-1))

**FORGING** (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

**GAMBLING** (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

**HAZING / HATE VIOLENCE** (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785).

**KEYS** (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

**RECEIVING STOLEN PROPERTY** (knowingly received stolen school property or private property) (E.C.48900 l)

**SECRET CLUBS** (membership on school campus prohibited) (E.C. 48900 k)

**SEXUAL HARASSMENT/ASSAULT** (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting) (E.C. 48900.2, 212.5, 48915 (c-4))

**STEALING** (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

**TARDINESS/TRUANCY** (late to class; missing class (es) illegally) (E.C. 48260-48262)

**VEHICLES** (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

**OTHER OFFENSES** (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

## **VICTIMS OF VIOLENT CRIMES**

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case-by-case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

## **VIOLATIONS RELATING TO STUDENT EXPRESSION**

**LEWD OR LASCIVIOUS ACTS** (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

**PROFANITY/VULGARITY** (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

### **VIOLATIONS RELATING TO CAMPUS DISTURBANCE**

**FALSE FIRE ALARMS** (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

**LOITERING** (persons on school premises unlawfully) (P.C. 653 g)

**PICKETING** (persons posted to affect the school) (P.C. 407, 409)

**SIT-INS, WALK-ONS, ETC.** (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (P.C. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

**TRESPASSING / FORCED ENTRY** (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

**UNAUTHORIZED VISITORS** (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

### **VIOLATIONS RELATING TO PROHIBITED ITEMS**

**ALCOHOL / INHALENTS** (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

**CHEMICAL SPRAYS** (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

**DRUGS / NARCOTICS** (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

**DRUG PARAPHERNALIA** (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

**ELECTRONIC SIGNALING DEVICES** (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

**TOBACCO** (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

**WEAPONS OR THREAT THEREOF** (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301) Possession of an imitation firearm (gun). (E.C. 48900 m)

**SEARCH AND SEIZURE** (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H.& S.C. 11364.7, 11471)

**LASER POINTERS OR LASER DEVICES** (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

### **VIOLATIONS RELATING TO PROPERTY**

**BOMB THREATS** (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

**DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM)** (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

**FIRES, EXPLOSIVES OR THREAT THEREOF** (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a) (1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

### **DEFINITION OF TERMS**

**PROBATION:** Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

**TRANSFER TO ANOTHER CLASS / SCHOOL:** A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

**DETENTION:** Keeping a student in custody for a defined period of time in special rooms under staff supervision.

**PARTICIPATION DENIAL:** Preventing the student from participating in school activities.

**SUSPENSION:** Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

**EXPULSION:** Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

**EXEMPTION:** Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

**EXCLUSION:** Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

## **EXTRA-CURRICULAR ACTIVITIES**

Participation and/or attendance at extra-curricular activities are considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board.

## **STUDENT EXPRESSION**

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others.

## **ENFORCEMENT**

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical wellbeing of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of North Monterey County School District, the action may be appealed by the student or parent to the County Board of Education.

The Monterey County Sheriff is available on an as-needed basis.

## **RIGHTS AND RESPONSIBILITIES**

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education, which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of all students.

### **CODE REFERENCE ABBREVIATIONS**

B. P.C.	Business and Professions Code	G.C.	Government Code
C.A.C.	Calif. Administrative Code, Title 5	H. & S.C.	Health and Safety Code
C.C.	Civil Code	L.C.	Labor Code
E.C.	Education Code	P.C.	Penal Code
		V.C.	Vehicle Code

## ***Student Handbook***

The Student Handbook for North Monterey County Middle School includes the Discipline Policy as it specifically relates to our students.



### **North Monterey County High School STUDENT HANDBOOK**

2015-2016



#### **CONDOR PRIDE**

**NMCHS Students are inspired, purposeful, and prepared for graduation and beyond.**

#### **WE ARE...**

**CREATIVE-** *we develop new ideas, communicate effectively, work together, and solve problems.*

**ACTIVE –** *we care about, transform, and excel in the diverse and changing world in which we live.*

**INNOVATIVE-** *we are critical and ethical thinkers, use technology to effectively access and communicate ideas to provide leading edge solutions.*

**LEADERS-** *we are confident, motivated, responsible, adaptable, self-reflective, and resilient as we collaborate, innovate and work in teams to accomplish goals.*

Dear Students,

It is with great warmth and enthusiasm that I welcome you to the North Monterey County High School 2015-2016 School year. This is OUR school and we are all in it together to make Condor Pride a reality for everyone. Condor Pride is all about opportunity, making a difference, and taking responsibility for your unique contribution to your school, community, and family as you build your future. Working and playing together is a big part of Condor Pride, so get involved and have fun! It is my responsibility to ensure you have opportunities to dream big, work hard, and become the adult you want to be upon graduation. It is your responsibility to pursue those opportunities. Although it is your journey, it is the school's responsibility to work with you to ensure you have the chance to grow into your future. High school is the time to become inspired, to get focused and purposeful, and to be proud of yourself as you learn and grow. We are here to help you!

Please be sure to review this student handbook. It contains some very important information that you are responsible for knowing. You will sign a form indicating that you understand the handbook contents.

Sincerely,

Principal Calero



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**ATTENDANCE**

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**Regulations and Procedures**

Under California Education Code 46000, North Monterey County Unified School District schools must track all absences and report them to the state.

**Reporting Absences**

1. All absences must be cleared by telephone, email, or note.  
Only parents or legal guardians may clear absences.
2. Parents may call the Attendance Office between the hours of 7:30 a.m. and 4:00 p.m. and speak directly to the attendance clerk.  
If no one is available, please leave a message.
3. All absences should be cleared within 48 hours of their occurrence. An absence not cleared during this time will be considered an unexcused absence.

**Excused Absences**

State Law requires all students to attend school daily. (EC Code 48205, BP# 5113/ AR #5113). Excused absences include:

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointment
4. Attendance at funeral services for a member of the immediate family
5. Jury duty in the manner provided by law
6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons
8. Participation in religious instruction or exercises in accordance with District policy
9. Service as a member of a precinct board for an election pursuant to Elections Code 12302

**Unexcused Absences**

An absence due to any reason not listed above will be marked as an unexcused absence.

**NOTE: IF AN ABSENCE IS NOT CLEARED WITHIN THREE (3) DAYS, IT IS CONSIDERED A CUT. THIS WILL RESULT IN A SATURDAY SCHOOL ASSIGNMENT. CUTS ON YOUR CHILD'S RECORD WILL RESULT IN THE DENIAL OF A WORK PERMIT AND/OR PARTICIPATION IN THE SENIOR GRADUATION ACTIVITIES AND/OR CEREMONY.**

**Confidential Medical Appointments**

A student may be excused to obtain confidential medical services without the consent of the student's parent (EC 46010.1.)

**Make-Up Work**

Students with excused or unexcused absences can make up work missed; the amount of time given will be equivalent to the number of days missed. A student, whose absence is not cleared, unauthorized, considered as a truancy, or not due to a suspension, may not be allowed to complete assignments, tests, or other class work missed as per teacher discretion. It is the responsibility of the student to make up work missed due to absences. Students are expected to complete, on time, any class work they were assigned prior to their absence.

Parents may request to pick up work missed if students have been absent for at least two (2) days. Work will be available after 3:00 p.m. on the day following the request. If a student is suspended for three (3) days or more, homework will be available to pick up by the parent after 3:00 p.m., on the day following the request.

**Truancy Policy**

Any student is truant if absent from school without a valid excuse for three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year. Students who are habitually truant are in violation of the Education Code and are subject to referral to the justice court system (Ed Code 48264.5 Truancies, BP #5113.1/ AR#5113.1).

**Truancy Procedures**

An auto dialer may call the students home for period and/or daily absences. After three unexcused absences the administration will generate the first truancy letter. A parent conference may be set up and the student placed on an attendance contract. Violation of the contract will lead to a second truancy letter and possible referral to the district attorney's office.

**Student Attendance Review Team (S.A.R.T.)**

Students that are habitually absent are referred to SART for intervention support.

**Attendance Contract**

Students with chronic attendance problems (see truancy policy) will be placed on an administrative attendance contract; further attendance non-compliance may result in a transfer to an alternative school program.

**Illness during the School Day**

If a student becomes ill during the school day, the parent will be notified. Students who cannot participate in physical education, because of medical

## North Monterey County Unified School District

reasons, must bring a doctor's note within three days of non- participation. Alternative programs will be provided for students who have a medically excused status for physical education.

### Check-in/Check-out Policy Appointments, Partial Day Absences

All students leaving school during the day must sign out with the Attendance Office either by parents or a note, fax, or e-mail sent giving permission for a student to be off campus. No student will be released from school to anyone that is not listed on the student's most updated emergency card! Students must obtain permission prior to leaving campus. Students leaving campus without signing out through the Attendance Office will be marked as truant and will be referred for disciplinary action. Students must sign back in after returning to campus.

### Attendance for 18 year olds

Students who have been continuously enrolled in a comprehensive high school program since his/her 18th birthday are considered entitled to continue such enrollment. Adult students will be responsible for adhering to all policies and regulations of the District. Violation of the District's policies and regulations, including habitual absences with no legitimate reason, may result in discipline, up to and including expulsion.

### Tardy Policy

A student should be sitting in their seat when the bell rings.

If a student is not in their seat when the bell rings and within five minutes of the start of class the student shall be considered late.

If a student is late to class, the teacher immediately changes the absence (A) in Illuminate to an unexcused late (UL).

If the student arrives to class more than five minutes late and does not possess the pass excusing the student, it is then considered a cut. All cuts are given the hall pass and sent to the office immediately.

### Consequences: Tardies and Cuts

If a student receives 3 unexcused lates within a quarter they receive a lunch detention. If a student does not serve the detention as scheduled, they will receive one afterschool detention. If the student does not serve the after school detention alternative measures will be implemented and may include a one day suspension from school. If the student cuts class or is assigned a cut for being more than ten minutes late to class, they will be assigned an after school detention.

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## DISCIPLINE

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### Progressive Discipline Process

A progressive discipline process is followed. As students continue violating school rules, interventions and consequences for student actions become more intensive. Repeated violations (major or minor) indicate a habitual problem despite interventions and will be subject to suspensions, behavior contracts, and possible expulsion. A police report will be filed, as required by law, where appropriate.

### Progressive Discipline Tiered intervention

#### Tier 1

Classroom Interventions: Procedures, Protocols, redirects, incentives and timeout process.

#### Tier 2

Intervention coordinator intervenes. Student is counseled and directed back to class.

#### Tier 3

Intervention coordinator makes parent contact, communicates with teacher, conducts student/teacher or parent/teacher meeting. Student subject to contract, suspension and/or referral to Student Study Team.

NMCHS has a system of discipline that applies school-wide discipline in a fair, consistent manner. Our goal is to provide a positive learning environment and prevent the repetition of an unacceptable behavior to assure the classroom and school grounds remain safe and orderly.

#### • **Administration Responsibilities -**

Administrators will monitor the implementation of the discipline program and assure consistency of its enforcement for all grade levels. The principal will make final decisions relating to school policy.

#### • **Teacher Responsibilities -**

The teachers will support administrative policies. Teachers will frequently monitor and review the discipline policy with the students to assure consistent implementation.

#### • **Student Responsibilities -**

While on campus, students will follow all school rules, show respect for all adults, fellow students, and both personal and school property. In addition, students will comply with the established guidelines of the North Monterey County Unified School District student dress code. See School-wide Student Expectations as listed on page 1.

#### • **Parent Responsibilities -**

The parents of students must support the school rules and policies.

All rules, regulations, policies, and administrative decisions are in effect and binding on any student(s) attending our school.

The consequences for these actions range from, but are not limited to, a minimum of a parent contact to a maximum of a 5-day suspension. It is the

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administration's decision as to whether the violation is a minor or major violation.

### **Community Service** (BP# 5144)

For students not suspended or recommended for expulsion, the principal of the school, the principal's designee, the superintendent of schools or the governing board may require a pupil to perform community service on school grounds during non-school hours. (Ed Code 48900.6)

### **Education Code related to Progressive Discipline**

#### **Grounds for Suspension or Expulsion According to Education Code 48900, (BP# 5144)**

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense (Education Code 48900(a))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object (Education Code 48900(b))
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties (Education Code 48900(k))
12. Knowingly received stolen school property or private property (Education Code 48900(l))
13. Possessed an imitation firearm as to lead a reasonable person to conclude that the replica is a firearm (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault or committed a sexual battery (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing as defined in Penal Code 245.6. (Education Code 48900(q))
18. Engaged in the act of bullying (Education Code 48900(r))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)
20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)
23. Caused or attempted to cause damage; or stealing or attempted to steal; or knowingly receiving stolen school property including electronic files and databases, aiding and abetting (Education Code 48900(s))

A student may be suspended or expelled for any of the acts listed above if act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district

### **Removal from Class** (AR# 6142.7)

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

### **Supervised On-Campus Suspension**

The Superintendent or designee may establish a supervised class room suspension program which meets the requirements of law for students suspended for any reasons enumerated in Education Code 48900 and 48900.2, who pose imminent danger or threat at school, and for whom an expulsion action has not been initiated. In some cases, students may be requested to attend a special on-campus suspension district program if the student is suspended for a series of instructional days and/or is awaiting appropriate alternative placement and/or a pending expulsion hearing.

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### **Expulsion (AR# 5144) Authority to Expel**

A student may be expelled only by the Governing Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

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

### **Mandatory Recommendation for Expulsion**

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student Due Process (BP#5144.1)**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

### **Recommendation for expulsion is required by Education Code for possession of any firearm, knife, and/or explosive**

Suspended students and students pending expulsion may not be on campus or attend any school activities, unless prior arrangements have been made with the principal. Recommendation for expulsion is required by Education Code for possession of any firearm, knife, and/or explosive

### **Other Suspension**

For any suspendable offense the consequences may include, but are not limited to, 1-5 days school suspension, 7 or more day participation restrictions, dismissal from team with forfeiture of all honors, awards, and privileges, or ineligibility to participate in extra-curricular activities from the date of suspension.

### **Academic Integrity**

Students need to see that they can do successful work as a result of their own efforts. Cheating, lying, and/or plagiarizing may result in a zero grade on the assignment and the student will be referred to academic counseling if it is the first violation. Parents will be notified and grades will be affected. Repeated violations of academic integrity indicate a habitual problem despite interventions and could result in failure of an entire course of work.

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## **Sexual Harassment**

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The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who report, testify, assist or otherwise participate in the complaint process.

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Policy ensures that all district students receive age-appropriate instruction and information on sexual harassment to include what behavior constitutes sexual harassment, a clear message that students do not have to endure sexual harassment, encouragement to report observed instances of sexual harassment, and information about the person(s) to whom a report of sexual harassment should be made.

### Sexual Harassment Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours, report it to the principal or designee who shall promptly investigate all complaints of sexual harassment.

### Disciplinary Measures as a Result of Sexual Harassment

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or a school-related activity is in violation of this policy and shall be subject to disciplinary action. 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.

Prohibited Conduct that may constitute Sexual Harassment Types of conduct which are prohibited in the district and which may constitute sexual harassment includes, but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Sexting

## STUDENT DRESS and GROOMING (AR#5132)

All apparel must comply with North Monterey County Unified School District Dress Code. The dress code shall be in effect at all school-related activities both on and off campus, including, but not limited to, activities such as dances, award ceremonies, field trips, and athletic events. All apparel must comply with North Monterey County Unified School District Dress Code.

The Board shall authorize school regulations that prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student himself or others in the school.
2. Cause excessive wear or damage to school property.
3. Prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.
4. Clothing or styles used by some students that can be appear to identify groups or gangs whose purpose is to intimidate or harass. (appendix)
5. Clothing or styles that distract from the professional/educational learning environment (i.e. attire that is too revealing) (appendix)

### Guidelines for Dress Code

The following guidelines shall apply to all regular school activities: Where

Some schools have adopted a school uniform policy- additional information will be provided.

1. Shoes must be worn at all times, on campus and at school functions.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice
3. Hats, caps and other head coverings shall not be worn indoors (except for religious beliefs) *The only acceptable headwear is official Condor hats or beanies and solid black, grey or white hats or beanies without a logo.*
4. In order to institute academically professional environment clothing that is determined to be too revealing or inappropriate for other reasons will be referred to administration for further discussion and optional clothing choices. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts that are considered too revealing
5. Gym shorts may not be worn in classes other than physical education.
6. Attire which may be used as a weapon may not be worn, including but not limited to steel toed boots, chains, items with spikes or studs, and other items deemed inappropriate by the principal and/or school site council
7. Administrative exceptions may be made in regard to grooming and dress. These exceptions, verified by the administrator, shall include (but will not be limited to):
  - a. Sincerely held religious beliefs
  - b. Valid medical reasons
10. Clothing, headgear, and symbols that can be perceived as related to

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gang activities or affiliation with gangs is prohibited (i.e. tags, logos, insignias, bandannas, buckles, sport team attire or city names)

### **Gang Related Apparel**

The principal, staff and parents/guardians, in collaboration with local law enforcement, participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282, BP# 5132)

### **Consequences of Dress and Grooming Code Violations**

#### **Standard Violations:**

Persistent violations of this regulation or locally adopted supplemental regulations shall be considered to be willful defiance of directives under Education Code section 48900(k). As such for multiple violations, students will be subject to discipline as follows:

**First Violation:** The student will be counseled and be required to change.

**Second Violation:** Parent conference resulting in student agreement

**Third Violation:** Home contact and afterschool detention

**Fourth Violation:** Further disciplinary action, up to and including suspension/expulsions the discretion of the District as permitted by state law and/or district policy/regulation.

If a parent/guardian or student disagrees with the site administrator's decision on a standard violation, the parent/guardian or student may attempt to resolve the problem by requesting a personal conference with the site administrator.

### **Use of personal electronic devices (PEDS) such as cellular/digital telephone, pager, or other mobile communications device during instructional time**

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Electronic devices are brought to school at the students' own risk, lost or stolen electronics are not the responsibility of North Monterey County High School. If students choose to bring electronics and/or cell phones to school, they must abide by the following rules:

1. PEDS must be turned off and out of sight during class time unless otherwise directed by the teacher for instructional purposes.
2. PEDS must be turned off and out of sight when students are out of class with a hall pass during class time.
3. PEDS may be used during passing periods, brunch, and lunch only if hearing is not restricted.

Consequences for violation of the Personal Electronics Device Policies will be as follows:

**LEVEL 1: 1st offense-** May be picked up at 3:15 from the Assistant Principal's Office (upon availability of the Assistant Principal)

**LEVEL 2: 2nd offense-** May be picked up the following day at 3:15 from the Assistant Principal's Office (upon availability of the Assistant Principal)

**LEVEL 3: 3rd offense-** Parent/Guardian must come pick it up from the Assistant Principal's Office (upon availability of the Assistant Principal)

### **Dangerous or Disruptive Violations**

Dress and grooming violations that cause actual disruption of the educational environment, result in actual violation of law or other school rules, including hate-crime laws, or cause actual injury may result, is the discretion of the District Administration, in more serious disciplinary action, up to and including expulsion without regard to the steps set forth above for standard violations.

## **GENERAL POLICIES AND OTHER PERTINENT INFORMATION**

### **Bullying /Cyber Bullying (BP#5131)**

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR#5145.7. Sexual Harassment.

Cyber bullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.

When a student is suspected or reported to be using electronic or digital communications to engage in cyber bullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact.

### **Bus Conduct (BP#5131.1)**

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Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including school activity trips:

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, noises of any kind scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms, or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus-with the exception of guide, signal or service animals (Education Code 39839).
10. Riders should be alert for traffic when leaving the bus.
11. Riders shall not move toward the bus until it has come to a complete stop and the door has been opened

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the Transportation department in collaboration with the principal or designee.

### Campus Behavior

Students must respect the rights of others. Running, shouting, vulgarity and public displays of affection are unacceptable behaviors. Students must be in class during scheduled class time.

### Cars on Campus

The following regulations apply to students who opt to drive automobiles to and from school:

1. All students must park vehicles in the appropriate student parking lot, no exceptions.
2. Student vehicles must display a student parking permit.
3. The Administration may suspend a student's driving privilege for breaking parking regulations, inappropriate vehicle operation, or unpaid parking tickets.
4. The school/district is not responsible for damage done to automobiles parked in the school parking lots.
5. Any vehicle parked illegally may be subject to towing/citation.
6. Improper use of staff or visitor parking spots by students may result in suspension from school.
7. Under NO CIRCUMSTANCES can students transport other students to school events.
8. Canine searches of cars are conducted periodically.

### Closed Campus Policy (BP# 5112.5)

The Board of Education has instituted a closed-campus policy for the safety and welfare of all students. Students are not allowed to leave campus between 8:15AM to 3:15PM unless they have an early dismissal pass issued by the Attendance Office. With the exception of foreign exchange students, organized activities, and/or teacher-sponsored visits, no non-student may visit the campus or attend school with a current school student. Any student who is off campus during class time is truant and can be suspended. Truancy procedures will be followed.

### Conduct (BP# 5131)

All students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

- Conduct that endangers students, staff, or others
- Conduct that disrupts the orderly classroom or school environment



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- Harassment of students or staff, including bullying, intimidation, so-called "cyber bullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering (See Bullying/Cyber bullying)
- Damage to or theft of property belonging to students, staff, or the district (See discipline policy)
- Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)
- Use of profane, vulgar, or abusive language (see discipline policy)
- Plagiarism or dishonesty in school work or on tests (see integrity policy)
- Inappropriate attire (See Dress and Grooming Code)
- Tardiness or unexcused absence from school (See Absences and Excuses)
- Failure to remain on school premises in accordance with school rules (See Open/Closed Campus)

### Recovery Minutes (AKA Detention)

School support staff may assign detention/campus beautification activities as a consequence for minor school infractions. After-school detention is limited to not more than ninety minutes at the end of the school day. Parents must be notified, using the phone messaging system, 24 hours prior to serving the detention. A student may also be given a lunchtime detention. Recovery minutes not served will result in loss of eligibility for participating in extra-curricular activities (i.e. dances, sporting events, assemblies, etc.) Failure to attend detention will be cause for additional consequences (behavior ineligibility for participating in extra-curricular activities and sports) and/or intervention program.

### Emergencies and Current Information

In the event of an emergency, every attempt will be made to contact parents if a student requires immediate medical attention. If it is determined to be life threatening, staff will call 911. In the event a parent cannot be reached during an emergency, the emergency telephone number on file in the school office will be contacted. It is very important that every student has an emergency telephone number on file. If there is a change in address, telephone numbers, or employment, notify the school immediately so the emergency telephone number can be changed. If a student requires immediate medical attention and 911 is called, a parent or person listed on emergency contact card will be contacted.

### Enrollment

All incoming students will bring transcripts, verification of address (a utility bill dated within 30 days or less - water, cable, P G & E, or land phone bill), birth certificate, immunization records that includes T-dap, drop form from previous school and are presented to the school registrar.

Students who are not living in a fixed, regular adequate nighttime residence may enroll under the McKinney-Vito Act even if the student lives with friends, an adult that is not their legal guardian or alone without an adult.

### Fines and Fees

Students are responsible for all textbooks, library books, materials; equipment and facilities assigned to them or provided for their use, and may be charged fines or fees for damage or lost items. Fines for book damage is assessed at the time of check-in. Any student not returning textbooks or other materials will be charged replacement cost.

Please note: students who have outstanding delinquencies may not be allowed to participate in any school extracurricular or reward activities or events.

### Food Deliveries

NMCHS is a closed campus school. Students may not order delivery of food from outside sources. Parents dropping off items must do so in the main office.

### Hall Passes

Every Effort must be made to minimize interruption of instructional time. However, in the event that a student is required to leave the classroom during class, the following procedure must be followed:

Every student who leaves the classroom during instructional time MUST:

1. Have a current SCHOOL ID in his/her possession, once these have been issued.
2. Carry a valid (completed, signed, and current) HALL PASS
3. No PEDs to be used while on a pass from class.
4. Comply with the "Ten Minute Rule," which states that no passes other than tardy passes are valid during the first and/or last ten minutes of class.

### Insurance

The school does NOT provide accident insurance for students for any injuries that might happen while a student is at school or participating in school activities. A health release form must be signed before a student can participate in after-school co-curricular/athletic programs.

Students may purchase student health and accident insurance for a low cost. Information is available in English and Spanish at the school office.

### Language and Written Public Expression



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A student's expression may not disrupt the classes or activities of the school. Students will not use any offensive, profane, vulgar, or obscene language, make sexual remarks, or use language that may be derogatory or inflammatory (see discipline policy.) or related to drugs/alcohol.

### Library

Our school has a library that contains books, videos, and materials for use in the classrooms. Students may check out books from the library. If a book is not returned in a timely manner, a notice will be sent to the student and parent.

### Lockers

North Monterey County High School does not have lockers for student use other than during PE. Students should refrain from bringing unnecessary items to school, as they will have to carry such items with them all day. Storage space is not available in the office or classrooms for items not academically necessary during the school day.

### Security

The North Monterey County Unified School District and its officials will not be held responsible for lost or stolen items.

Students are required, before being issued a locker, or other assigned school property, to agree to abide by the following regulations in relation to the use of lockers, and personal property on school grounds (EC 5145.12, Board Policy 5145.12):

- Students assume responsibility for the contents and security of the locker assigned, by ensuring it is locked after each use.
- Students may not share their assigned lockers or provide another student access to his/her locker or lock combination.
- Students may not store any materials or personal property that is in violation of school rules or state or federal laws in their locker or classrooms.
- Students understand that, if there are facts to support a reasonable suspicion that he/she has violated a criminal law or school rule, all student lockers and personal property are subject to search by school officials.

### Loitering

Students are expected to remain in areas that have been designated as appropriate. Students are not permitted to loiter on campus, in the hallways, restrooms, back/front parking lots, on athletic fields, perimeters of campus, or in cars. Students are expected to be on campus only during the time periods designated within their academic/extracurricular activities' schedule.

### Lost and Found

Found articles of clothing are to be turned in to a container in the Library and articles such as jewelry and electronic devices are to be turned in to the main office. Students who lose articles are urged to check immediately with the School Office. Textbooks and library books will be sent to the Library. Unclaimed clothing and other articles will be donated to charity after a reasonable period of time.

### Messages to Students

To make full use of our office personnel and ensure the maximum instructional time for our students, we will not deliver messages unless it is a case of extreme emergency. Parents are encouraged to make arrangements for appointments prior to the beginning of the school day and to give gifts, balloons, and flowers during non-school times.

### Public Display of Affection

Physical displays of affection are not appropriate in a professional/educational setting and will not be permitted.

### Searches

An administrator or designee may conduct a reasonable search of a student's person, personal items, locker or vehicle when there are facts to support a reasonable suspicion that that he/she has violated a criminal law or school rule or possesses illegally obtained items. These may include illegal substances, drug, weapons, or other objects or substances, which may be injurious to students and others. Canine searches of classrooms, personal items, lockers, and cars are conducted periodically. (EC 49050, Board Policy 5145.11)

### Skateboards, Roller-skates, ETC.

Skateboards, scooters, and roller blades are not allowed on campus and should not be brought to campus without permission by the principal.

### Tobacco Free Schools

Our school has been recognized and complies with the Tobacco Free School regulations. Employees and other adults are not permitted to smoke or chew on school property, or in school buildings and vehicles.

### Use of Technology (BP# 6163.4)

Technological resources provided by the district must be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. Student use of district computers to access social networking sites is prohibited.

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Before using the district's technological resources, each student and his/her parent/guardian shall sign and return a Technology Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred. Finally, they agree to comply with technology Board policy regarding electronic harassment and cyber-bullying.

Students are required to have a current and signed Technology Agreement on file prior to being able to use District/School Network and/or the Web Page.

### Visitors

North Monterey County High School is a closed campus school and has a No Visitor Policy. Under special circumstances, visitor passes may be pre-approved by an administrator and issued to adults.

All visitors must check in at the Main Office.

### Work Permits

Students under 18 years of age who work for wages outside the school are required by State law to have work permits. This applies both to employment during vacation and during the school year. Application forms are available from Career Center in room 1.

### ATHLETICS and ACTIVITIES RESTRICTIONS-SUSPENSIONS FROM SCHOOL

- Whenever the students receive a suspension (out of school or on-campus), they also face the restriction of athletics and activities participation for a period of time, following the last day of suspension. The formula outlined below, applicable during any one school year, shall apply in these situations, where an on campus suspension is assigned: 1-2 day suspension = Student shall not participate in athletic games, practices, scrimmages, or tryouts for seven calendar days, excluding holidays, and shall not attend the next school extracurricular activities (example: school dance).
- 3-5 day suspension = Student shall not participate in athletic games, practices, scrimmages, or tryouts for at least fourteen calendar days, excluding holidays, and shall not attend the next 2 scheduled school extra-curricular activities (examples: Disneyland trip and prom).
- For multiple suspensions totaling six or more days, at a minimum, a student shall not participate in athletic games, practices, scrimmages, or tryouts for thirty calendar days, excluding holidays. A student may be excluded from 3 or more future scheduled school extracurricular activities. A student may also be removed from the team or program at the discretion of the administration.

When a student receives an out of school suspension a participation ineligibility period may occur up to, but not limited to, a grading period or sports season.

## STUDENT ACTIVITIES

### Extracurricular Activities

The Associated Student Body organized a major portion of the student activities on and off the campus. Students must realize that extracurricular activities, including but not limited to athletics and/or evening/weekend events, are a privilege and can be taken away by the Administration for improper behavior by the Student Body members (Bp# 5127).

### ASB and ID CARDS

Students will receive a free school ID card on a lanyard with their picture, enabling it to be worn during school hours and brought to school events. All students must be in possession of their ID card while at school. Students are urged to purchase an ASB sticker. The ASB card entitles a student to discounted admission to all home athletic events and discounts on events during the school year for which an admission is charged.

### Dance

The school and District Code of Conduct and dress code will apply at all events and to all students and their guests. All dances will be alcohol and drug free. Each student may be tested with an alcohol sensor device called a Breathalyzer before entering any dance.

### Textbook Policy

When a student receives textbooks they become responsible for the book. If a book is lost or damaged the student is responsible for the replacement cost. Each year students receive notices related to fines and book charges. All students must clear those fines in order to participate in any extracurricular activities the following year. In the case of senior, they must clear all fines and book charges in order to participate in the graduation ceremony.

### Athletic Code

\* insert athletic code

### Academic Eligibility

To be eligible to participate in athletics, a student must be a full time student maintaining a minimum grade point average of 2.0 each quarter/semester and not have received 2 F's. Incompletes are computed as an "F" until a grade is posted. The first time an athlete becomes ineligible, a probation period may be granted whereby a student may continue in the sport until the next grading period. If the athlete receives

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below a 2.0 or receives 2 F's during the grading period, he/she will be pulled from the sport for the remainder of the season. The athlete must wait until the following grading period to become eligible for another sport's team. Please refer to the athletic packet for further clarification. During the ineligibility period, the athlete may be asked not to travel with the team. The level of involvement of the athlete is at the discretion of the administrator. (AR# 6320)

### **Attendance Eligibility**

Athletes cannot participate in a practice, scrimmage, or game if they are

not in attendance for at least (4) classes or the equivalent at school on the day of activity. Additionally, a student with a verified truancy on the day of activity will be declared ineligible to participate for that day. Excused attendance absences, other than for illness, are the only exception to the four-period rule.

## STUDENT SUPPORT SERVICES

### **Yearly Counseling Goals**

#### **Ninth Grade**

The established six-year education/career plan will be reviewed. An academic counseling session is conducted for at-risk students in August. PSAT will be available, career exploration occurs and aptitude test is taken, and CAHSEE preparation/interventions are discussed.

#### **Tenth Grade**

The student will update the personalized six-year educational/career plan with the assistance of the Coordinator. Guided research on possible careers explored during freshman year- course sequences for A-G requirements and career goals as well as placement per CTE standards will be utilized and articulated as a part of the six year educational career planning conference with students. A credit recovery plan will be put in place for students behind in credits, in such instances, a conference with each student and their parent or guardian will be held after-school hours (September/October). All tenth grade students will be encouraged to take the PSAT. CAHSEE preparation and passage notice in May.

#### **Eleventh Grade**

Students will be informed of their progress toward graduation. Students will explore education necessary to meet career goals (includes credit recovery plan and CTE plan), will be given PSAT/ACT, SAT I, SAT II, and ASVAB testing information, have an opportunity to meet with college representatives, NCAA eligibility conference (if requested), and CAHSEE status report.

#### **Twelfth Grade**

Parents will receive notification every 4-5 weeks when a student is not on track for graduation or to include: Credits and required Courses, passing of CAHSEE, and GPA. Students will be given information and registration forms for ACT, SAT I, and SAT II, scholarship and financial aid information, assistance in filling out applications for scholarships and college admission, and a financial aid/workshop for parents and students.

### **Grants and Scholarship Information**

Grants, scholarship information and applications are made available to juniors and seniors through their coordinator and the Career Center Technician. Students are notified of deadline dates, qualifications, and where and how to apply through announcements and postings in the Career Center.

### **Transcripts**

All official transcripts must be requested from the school registrar 24 hours in advance by signing a Transfer Request Form. Unofficial transcripts can be received from the Registrar or the counselors as time permits. Allow two days (48 hours) for processing. Current students may request 2 official transcripts at no charge; thereafter, the following fees apply:

- \$1.00 Unofficial Transcript
- \$2.00 Official Transcript
- \$4.00 Rush Transcript (same day processing)

### **A-G Subject Areas and UC & CSU Admission Requirements**

The intent of the UC (University of California) "A-G" subject requirements is to ensure that students can participate fully in the first year program at the University in a wide variety of fields of study.

### **UNIVERSITY OF CALIFORNIA SUBJECT REQUIREMENTS FOR ELIGIBLE ADMISSION**

History/Social Science - 2 years required

English - 4 years required

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Mathematics - 3 years required, 4 years recommended

Laboratory Science - 2 years required, 3 years recommended Language, other than English- 2 years required, 3 years recommended

Visual and Performing Arts - 1 year required

College Preparatory Electives - 1 year required

### **CALIFORNIA STATE UNIVERSITY SUBJECT REQUIREMENTS**

English-4 years

Mathematics- 3 years required, 4 years recommended

History and Social Science - 2 years

Laboratory Science - 2 years

Foreign Language - 2 years

Visual and Performing Arts - 1 year

College Preparatory Electives- 3 years

### **ACADEMICS**

High School Graduation Requirements (BP/AR 6146.1)

To receive a High School Diploma, all high school students must fulfill the following graduation requirements:

1. Pass the California High School Examination (CAHSEE)
2. Receive an accumulative 2.0 GPA over their four year high school career
3. Successfully complete 220 credits in the following subject areas:

SUBJECT	CREDITS
English	40
Math; to include Math I completion	20
Science; to include one physical and one life/lab science	20
Social Studies	30
Vocational Arts	15
Foreign Language/Fine Arts	10
Physical Education, to include 9 <sup>th</sup> grade PE	20
Health	5
Electives	60
<b>TOTAL CREDITS REQUIRED</b>	<b>220</b>

*A semester course equals 5 credits*

No course credit will be given for a grade "F" in subject courses. If a student receives a "D" or "F" and the master schedule can accommodate additional students, courses can be repeated for full credit during the school day. Both grades will be posted on the student's transcript with only the higher grade calculated into the GPA, but the student shall receive credit only once for taking the courses.

A "D" grade is passing in all subjects. A grade of "C" is required for the student to move to the next level as a pre-requisite in some selected classes. All credits earned in the regular school day grade program may be counted towards the total 220 credits required. This does not preclude the earning of extra credits beyond the regular school day or year for the purpose of acceleration or for credit recovery if those courses are approved by NMCUSD for transfer. Incoming 9th graders may earn credits that can be applied to their high school transcript if the courses are approved by NMCUSD for transfer.

Students shall not apply more than 10 credits of "Teacher's Assistant"(TA) towards graduation requirements.

#### **Math Course Requirements**

Completion, prior to entering grade 9, of coursework that meets or exceeds state academic content standards shall not exempt a student from the requirement to complete two mathematics courses (or at least 20 credits) in grades 9-12. (ED Code 51224.5, BP #6142.92)

#### **9<sup>th</sup> grade State Fitness Test**

Beginning with the Class of 2018, all 9th graders students must take and pass 5 of the 6 State Healthy Fitness Standards of the State Fitness Test by the end of their 10th grade year or they will be required to continue to take PE.

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### **Transfer Students**

The requirements of 220 semester credits may be reduced for transfer students whose previous school programs did not permit the earning of 60 semester credits per year. Prior to receiving a class schedule, all

transfer high school students and parents shall have a conference with his/her counselor to review the student's credit standing towards graduation and to develop a written plan to complete the required courses and credits for an NMCHS High School diploma.

### **High School Exit Exam**

All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. (ED Code 60851, 60859, BP#6146/ AR#6146.1)

The CAHSEE has two parts: English-language arts (ELA) and mathematics. ELA addresses state content standards through grade ten. In reading, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. In writing, this covers writing strategies, applications, and the conventions of English (e.g. grammar, spelling, and punctuation). Mathematics addresses state standards in grades six and seven and Algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percent's.

Supplemental instruction is offered to any student who does not demonstrate "sufficient progress," as defined in AR #6146.1, toward passing the CAHSEE exam. (ED Code 37252, 6085). Supplemental instruction may include afterschool, intersession, Saturday School and summer school instructional programs for students in grades 7-12 who do not demonstrate sufficient progress toward passing the CAHSEE. (ED Code 37252, BP 6146/AR 6146.1)

The High School exit examination for 10th graders is scheduled for March 17 and March 18, 2015.. For Junior and senior testing dates, please refer to the attached calendar. As a condition of graduation, State law requires that each pupil completing 12th grade successfully pass the high school exit examination. Pupils may take the exit examination prior to reaching the 12th grade. In order to pass the exit examination a pupil will be required to demonstrate mastery of statewide academically rigorous content standards in language arts and mathematics. A pupil who fails to pass all parts of the examination by the completion of 12th grade shall not receive a diploma. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 must be provided with the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grad 12. (Ed. Code, §§ 3754(d)(4)-(5), 489806, 60850 et seq.)

### **Options for students Not Passing the High School Exit Examination**

The Board believes that it is important to provide continuing support to students who have passed all state and local graduation requirements except for passage of the exit examination. To that end, the District shall offer students the following options beyond their regular senior year until they pass the examination:

1. Students in grade 12 may take the examination up to five times per year until they pass it
2. Remediation instruction will be offered during the year following grade 12 pursuant to Education Code 37252 or 37254
3. Enrollment for an additional year at a comprehensive high school can be offered with approval from the principal and if the student has been continuously enrolled
4. Enrollment in an alternative education program
5. Maintaining continuous enrollment in an independent study program
6. Enrollment in an adult secondary school

In addition, some community colleges offer non-credit adult education programs and grant high school diplomas without requiring passage of the exit examination. Students may also obtain a diploma equivalent by passing the California High School Proficiency Exam or the General Education Development test.

Upon receipt of the results of the last administration of the exit examination to high school seniors, the Superintendent or designee shall identify students who have not fulfilled all local and state graduation requirements and have not passed CAHSEE and shall notify them, and their parents/guardians, of the educational options offered by the district.

### **Participation in Graduation Ceremony**

Participation in commencement is an earned privilege and students must meet all requirements for graduation to be eligible to participate. Students suspended during the last 60 school days preceding the commencement may not participate in commencement exercises in line with BP 5127. Of a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (ED Code 48645.5)

### **Award of Diploma**

The District shall later award a student who does not receive a diploma for failure to meet the minimum standards of academic achievement after passing the necessary coursework. This course work must be approved by NMCUSD and should be completed within one calendar school year from

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a student's original scheduled graduation. During this calendar school year no additional course work shall be required. Additionally a student shall pass the state mandated CAHSEE and meet all other graduation requirements.

### Special Competency Requirements/ Certificate of Educational

#### Achievement or Completion

Where students following an active Individual Educational Plan (I.E.P.), a school assessment team shall determine essential competencies and courses required. A student shall receive an award of diploma if they meet all NMCUSD graduation requirements, including passing the CAHSEE. Students can pass the CAHSEE using modification indicated on their Individualized Education Plan (I.E.P.) and determined by the school assessment team. A student may receive a Certificate of Educational Achievement or Completion as so indicated on the Individualized Education Plan (I.E.P.) and determined by the school assessment team.

Required instruction for each student

1. Full Credit Requirements

Every student must enroll and successfully complete the learning objective of all required courses listed in the BP# 5127 to the extent that allows for full credit to be granted. A student must achieve full credit in these courses to fulfill graduation requirements and receive Certificate of Educational Achievement.

2. Participation in a Course

When participation is part of the requirement of the goals outlined in the students Individual Educational Plan (I.E.P.), it shall be described in the learning objectives for completing the course.

### Attendance and Performance Standards

#### Attendance/ Attendance Credit

Attendance is not a prerequisite for obtaining credit. When courses provide for semester periods of credit, performance standards should be established to form a basis for the awarding of credits. No reduction of credit can be given due to the lack of attendance.

Attendance is a separate item from mastery of subject matter.

Attendance may be recorded for reporting purposes only during the time that a student is under the immediate supervision and control of a certificated teacher or under an approved independent study contract. Thus, if a student is released from direct supervision and control for contract independent study on or off-campus, such time may be counted for attendance purposes.

#### Attendance and Mastery of Subject

A goal of any classroom is to facilitate mastery of that subject area. Classroom procedures shall be established to allow a student who is absent from class to continue toward mastery of the subject area. The semester period is the only unit of high school credit that will be posted to the official transcript.

### Grades

Grades serve a valuable instructional purpose by helping students and parents/guardians identify the students' areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the students' achievement. The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, and Administrative Regulation. Teachers shall evaluate a student's work in relation to standards, which apply to all students at his/her grade level and provide appropriate accommodations and modifications to insure students have access to the course content and standards in which the grade is based upon. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades should be based on impartial, consistent observation of the quality mastery through a variety of methods such as performance assessments, classroom participation, homework, tests, and portfolios.

### Grades for Achievement

Grades towards mastery of standards in middle and high school shall be reported for each marking period as follows:

A	Advanced Mastery of Course Standards	4.0 grade points
B	Proficient Mastery of Course Standards	3.0 grade points
C	Basic Mastery of Course Standards	2.0 grade points
D	Below Mastery of Course Standards	1.0 grade points
F	Far Below Mastery of Course Standards	0 grade points

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the students' parent/guardian or send the parent/guardian a written report. (ED Code 49067, BP/AR# 5123). No "F" can be given for a course if parents/guardians are not notified in a timely manner that the student is failing the course.

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An Incomplete is given for a semester grade only when a student's work is not finished because of extenuating circumstances that have been approved by the site administrator or designee. At the end of second semester incomplete grades may be given only with prior administrative approval ensuring that a plan and timeline for completion of the course work is in place. The Incomplete shall become an "F" if not made up within three weeks after Winter Break for the first semester or in accordance with the approved timeline for second semester.

### Grades for Physical Education- (BP/AR #5121)

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (ED Code 49066). Student performance in high school physical education courses shall be based upon evaluation of the students' individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.

### **Repeating Classes**

A student may repeat a course in which they received a "D" or "F" in order to raise his/her grade. The principal or designee shall determine the options available to the student for repeating the course: on site, accredited community college, summer school, Adult Education, Independent Study, etc. Both grades received shall be entered on the student's transcript with only the higher grade calculated into the GPA, but the student shall receive credit only once for taking the course.

### Changing Classes/Withdrawal from Classes

A high-school student requesting to drop a course or change a course during the first two weeks of the semester must have prior parental approval and then may do so without any entry on his/her permanent record card. A student who drops a course at the third week of the semester shall receive an "F" grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

### **Early Withdrawal**

A student whose family leaves the district three weeks or less before the end of the school year may be promoted to the next grade or awarded academic course credit only if they demonstrate mastery of grade level or course standards as determined by the classroom teacher in consultation with the principal or designee. If students leave at any other time throughout the school year, progress report grades will be provided to the student/parent to bring to their new school. Student records will be forwarded upon request by the parent.

### **Students in Foster Care**

Grades for a student in foster care shall not be lowered if the student is absent from school due to a decision by a court or placement agency to change the student's placement in which case the student's grades and credits shall be calculated as of the date the student left school or a verified court appearance or related court ordered activity (Education Code 49069.5).

### **Weighted Grades**

Students may earn weighted grade credit for any advanced placement courses completed. Students transferring from other districts shall be given weighted credit for their advanced placement and/or honor courses. Courses, which are to receive weighted grades, shall receive the approval of the Board of Education. The grade for any weighted course shall be computed as follow: A=5, B=4, C=3, D=2, F=0.

### **Criteria**

Courses, which are considered weighted, shall meet the following criteria: Advanced Placement Courses in college preparatory subjects, which are designated to prepare students for an Advanced Placement examination of the College Board.

### **Grading Periods**

Progress and grade reports are available four times during a semester. Progress reports are sent home via the student and will inform parents if a student is failing or are in danger of failing a course. Report cards will be mailed home. Parents and students can look up grading and other information on their student in Illuminate. Grades will be entered regularly by the teacher in Illuminate.

### **Homework Expectations (BP# 6154)**

The assigning of regular homework is a practice regarded as an important part of our educational program and assignments will be posted in Illuminate. Homework is defined as planned learning assignments which require time and effort outside of students' regular school hours. Homework reinforces classroom learning and expands upon the classroom experiences. Homework is supplemental in terms of evaluating students' mastery of course content standards.

The purpose of homework is to:

- Practice skills already acquired
- Extend learning beyond the school into the home and community
- Develop regular study habits and self-discipline basic to effective study and the ability to work independently.



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### **Promotion (Board Policy 5123)**

The Superintendent or designee shall identify students who are performing below the minimum standards for promotion, but are enrolled into 9th grade at the high school (Education Code 48070.5).

**Accommodations for English Learners** Students who are identified by the district as English Learners and are performing below the minimum standards for promotion into grade 9 will receive intervention services in order to accelerate English Language Acquisition.

### **Accommodations for Special Needs Students**

Students enrolled in a Resource Specialist Program (RSP) or Special Day Class (SDC) and who have an active Individualized Education Plan (IEP) and are performing below the minimum standard for promotion to grade 9 will receive appropriate intervention services recommended by the student's IEP Review Team. The IEP shall also include the level of expected performance at the conclusion of the intervention program.

### **Advanced Placement (AP) Program**

NMCHS offer AP courses whose subject content is recommended by the College Board. These advanced classes involve students in college level course content and learning experiences. Each AP course requires a specific prerequisite course of study or teacher permission. These prerequisites need to be included in the development of any six-year plan.

In May of each year, examinations are taken to determine if advanced standing in college is warranted. Most major colleges and universities recognize scores of 3, 4, or 5 for college credit. Three to four units of college credit may be earned per semester for each test successfully passed. Students who are enrolled in Advanced Placement classes during the spring semester are encouraged to take the AP test and are encouraged to pay the testing fee during the fall semester in order to be awarded grade point augmentation. Students will take the exam in May.

### **College Classes**

Juniors and seniors are allowed to enroll concurrently in Community College, CSU, and/or UC college classes with prior administrative approval and must meet with the Counselor for course approval. Students must have a minimum 2.5 GPA to attend a Community College and a minimum 3.0 to attend CSU or UC schools. Please note there is a "cap" on the number of courses a student can take. Specific courses may be approved for credit on the student's high school transcript under the NMCUSD concurrent enrollment policy.

### **Testing**

Assembly Bill (AB) 484 was signed into law on October 2, 2013, establishing California's new student assessment system which replaces the Standardized Testing and Reporting Program (STAR). Beginning in the 2014-15 school year, the grade eleven Smarter Balanced computer adaptive assessments for ELA and mathematics will replace CSTs that are used for the EAP. The grade-level CST, CAPA, and CMA science assessments will continue to be administered in grade ten until new tests aligned with the Next Generation Science Standards, adopted in September 2013, are implemented. Students in Grades 10 take the life science exam.

### **Student Records**

Parents of students enrolled or former pupils have a right to access pupil records related to their children which are maintained by the school district. The requested access shall be granted no later than five days following the date of the request and take place during regular school hours (Education Code 4906, Administrative Regulation #5125). Following an inspection and review of a pupil's records, the parent or guardian of a pupil or former pupil of the school district may challenge the content of a pupil record through a written request (Education Code 49070, BP#5125.3).

## **SAFETY INFORMATION**

Emergency and disasters are unpredictable and strike without warning. NMCUSD has developed an emergency procedure bulletin that is posted in each one of the classrooms. Procedures have been developed for Shelter in Place and Evacuation.

### **COMPLAINT PROCEDURES**

All district Policies and Administrative Regulations are available upon request.

### **NONDISCRIMINATION**

The District prohibits discrimination based on race, color or national origin, actual or perceived sex, ethnic group identification, religion, mental or physical disability or sexual orientation. The District's Governing Board has primary responsibility for ensuring that district programs and activities are free from discrimination based on such unlawful basis.

**Step 1: Filing a complaint.** A complaint must be initiated no later than six months from the time the alleged discrimination occurred. A complaint form and copy of the full policy is available on the District website, each school office and the District Office free of charge.

**Step 2: Mediation.** Within three days of receiving the complaint, the Compliance Office may informally discuss with the complainant the possibility of using mediation. If mediation does not resolve the problem, the Compliance Officer shall proceed with his investigation of the complaint adhering to a 60 day timeline.

**Step 3: Investigation of a Complaint.** The Compliance Officer shall hold an investigative meeting within five days of receiving the complaint or after an unsuccessful attempt to mediate the complaint.

**Step 4: Response.** Within 60 days of receiving complaint, the Compliance Officer shall prepare and send to the complainant a written report of the



## North Monterey County Unified School District

investigation and decision.

*Step 5: Final written decision.* The report will be presented in writing in the complainant's primary language, or if necessary, interpreted. The report shall include findings and disposition of the complaint and notice of the complainant's right to appeal the decision in writing to the California Department of Education within 15 days. Complainants may also pursue civil law remedies but such remedies may not be pursued until 60 days after filing an appeal to the CDE.

The NMCHS student handbook in English and Spanish can be found on the school website at [www.nmchs.com](http://www.nmchs.com).

District Board Policies and Administrative Regulations can be found on the District's website under Board of Education page using the link to [www.GamutOnline.net](http://www.GamutOnline.net).

## ***Hate Crime Policies and Procedures***

### **North Monterey Co USD | BP 5145.9 Hate-Motivated Behavior**

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Policy adopted: May 17, 2012 Moss Landing, California

**Tolerance, Diversity and Hate-Motivated  
Behavior**  
North County Unified School District  
Reference BP 5220.5

**The District is committed to the acceptance of diversity and the promotion of tolerance, with the goal of enabling students to grow in their understanding of the rights and responsibilities required of people in a free and diverse society.**

Notwithstanding the free speech rights set forth in District Policy 5570, every student has the right to be protected from hate-motivated behavior and statements that degrade individuals and groups on this [sic] basis of race, ethnicity, culture, heritage, gender, sexual orientation, physical or mental attributes, religious beliefs or practices. Such behavior will not be tolerated.

Approved 9/13/01

## **SUMMONING 911 EMERGENCY SERVICES**

**North County Unified School District  
Reference AR 5560.3.**

**The principal or site manager has primary responsibility for deciding whether a 911 emergency exists. In his or her absence, the individual(s) on the scene must use his or her judgment as to whether a 911 call is necessary. In general, 911 should be called whenever a life is threatened.**

**A. MEDICAL EMERGENCIES: A 911 call is appropriate if an individual:**

- Is not breathing
- Is bleeding excessively
- Is unconscious
- Is in non-life-threatening medical emergency and the parent or surrogate named on the emergency card cannot be located.

**Note:** Staff will continue to attempt to contact parent or guardian after 911 has been contacted.

**B. LAW ENFORCEMENT: A 911 call is appropriate if an individual:**

- Is loitering or trespassing and refuses to leave
- Is verbally or physically abusive
- Has a weapon on campus
- Is threatening to attack or has attacked
- Has committed a serious crime or one is in progress

## **CHILD ABUSE** **MANDATED REPORTERS**

(Reference: Board Policy 4114, Penal Code 11166)

Employees who work with children are required by law to report known or suspected child abuse.

The law defines child abuse as:

**Physical abuse:** inflicted by other than accident means on a child.

**Neglect:** is negligent treatment or maltreatment of a child by a parent or caretaker under circumstances indicating harm or threatened harm to the child's health or welfare.

**Child Sexual abuse:** is defined as acts of sexual assault or sexual exploitation.

**Emotional maltreatment:** consist of emotional abuse and emotional deprivation, neglect that constitutes willful cruelty or unjustified punishment.

### **WHEN DO YOU REPORT?**

Child abuse must be reported when one who is legally mandated reporter "...has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect..." (P.C. 11166(a)).

**CHILD PROTECTIVE SERVICES**  
**HOTLINE 1-800-606-6618**

## **SEXUAL HARASSMENT OF STUDENTS**

**North County Unified School District**

**Reference BP 5580.3**

Sexual harassment is deemed to be vulgar and obscene and is unacceptable conduct. The District is committed to assuring that students are not subjected to it. Offenders will be disciplined, including dismissal or expulsion when appropriate. Individuals responsible for supervision of students are accountable for ensuring that students under their supervision are not subjected to sexual harassment, and managers must ensure that complaints of sexual harassment are handled sensitively and in confidence.

Sexual harassment refers to unwelcome sexual advances, unwelcome requests for sexual favors, and unwelcome verbal, visual or physical conduct of a sexual nature under any of the following circumstances:

1. When assenting to the conduct is either an explicit or implicit condition of a student's employment, evaluation, promotion, academic or extracurricular status.
2. When submission to or rejection of the conduct is used or threatened as a basis for an employment or academic decision affecting the victim.
3. When the behavior creates an intimidating, hostile or offensive work or academic environment, or substantially interferes with an individual's work or academic performance.
4. When submission to or rejection of the conduct is the basis for any decision regarding benefits, grades, honors, activities or programs.

**SEXUAL HARASSMENT  
STUDENT COMPLAINTS**  
North County Unified School District  
Reference BP 5580.4.

**Students who feel that they are being or have been sexually harassed are encouraged to inform the person(s) involved that the conduct is offensive and ask that it be stopped. If the conduct continues, or if the student chooses not to confront the person(s) involved, the following procedure will be followed:**

**LEVEL ONE:** The incident of sexual harassment shall be reported by the student or his/her parent/guardian, to his/her principal within **five (5) days** of the alleged incident or within five (5) days of the date when the incident became known to the parent/guardian. This time limit may be extended by the principal for good cause.

**\*If the complaint is being made against the principal, see Level Two for complaint procedure.**

- Informed of their right to file a formal complaint using the District's uniform complaint procedure rather than this procedure.
- Within **ten (10) days** after receiving the complaint, investigate the allegation and take appropriate action. The student and/or parent/guardian will be notified of the action taken, except that individual rights shall be protected, in accordance with the law.

**LEVEL TWO:** If the complaint is not resolved to the satisfaction of the student or parent/guardian and further remedy is requested, send the written complaint forwarded to the Superintendent within **thirty (30) days** of the incident. This time limit may be extended by the Superintendent for good cause.

**\*If the complaint is being made against the Superintendent or a member of the Board of Trustees, see Level Three for complaint procedure.**

- The written complaint, at minimum, must provide the following information:
  - The name of the individual(s) involved.
  - A clear statement of the facts.
  - The specific remedy requested.

- Within **ten (10) days** after receiving the complaint, the Superintendent or her/his designee shall investigate, provide a written response to the student or parent/guardian, and take appropriate action. The student or parent/guardian shall be notified of the action taken, except that individual rights shall be protected, in accordance with the law.

**LEVEL THREE:** If the complaint is still not resolved to the satisfaction of the student or parent/guardian, the student and/or parent/guardian may appeal in writing within **forty-five (45) days** of the incident to the Board of Trustees. The appeal shall include copies of all correspondence and written material related to the complaint. This time limit may be extended by the Board for good cause.

- The Board shall hear the matter within **thirty (30) days** after receipt of the appeal and present its findings in writing within **ten (10) days** of the hearing.
- The student and/or parent/guardian shall be given a full and fair opportunity to present evidence relevant to the facts and may be represented by counsel at the hearing.
- The Board's decision shall be final.



<p style="text-align: center;"><b>DRESS CODE</b> North County Unified School District Reference BP 5570.1</p>
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Students are expected to present a neat and orderly appearance, dressed in keeping with daily activities. The Board of Trustees considers dress to be an area of judgement to be exercised by the principal or designee. Details and specific rules that apply at a given school will be administrative decision with input from students (as appropriate to their ages), the staff and parents/guardians. Students uniform programs shall be subject to the approval of Board of Trustees, in accordance with the following guidelines:

1. Evidence must be presented to the Board that a two-thirds of the parents responding to a survey within the school community support the proposed uniform policy.
2. If the uniform will not be optional, evidence must be presented that the cost of outfitting students in the uniform is within the means of all parents, or that provisions will be made to assist parents who cannot afford the uniform or who have several children in the school and cannot afford to purchase uniforms for all of them.

**BULLYING / CYBERBULLYING,  
HARASSMENT / HAZING**  
North County Unified School District  
Reference BP 5131

**The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.**

**Bullying**

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in BP 5580.4 Sexual Harassment.

**Cyberbullying**

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

**Harassment**

For purposes of this Policy, "harassment on the basis of protected characteristics" is verbal or physical conduct that denigrates or shows hostility or aversion toward an

individual because of his or her race, color, religion, national origin, disability, or sexual orientation *and* that:

- A. Has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
- B. Has the purpose or effect of unreasonably interfering with the student's ability to benefit from any educational program or service provided by the School District; and
- C. Is so offensive or pervasive as to adversely effect the educational performance of the student.

#### **Hazing.**

The Board of Education finds that practices known under the term "hazing" are dangerous to the physical and psychological welfare of students, and should be prohibited in connection with all school activities.

Hazing includes, but is not limited to,

- engaging in any offensive or dangerous physical contact, restraint, abduction, or isolation of a student, or
- requiring or encouraging a student to perform any dangerous, painful, offensive, or demeaning physical or verbal act, including the ingestion of any substance, exposure to the elements, deprivation of sleep or rest, or extensive isolation, or
- subjecting a student to any dangerous, painful, harmful, offensive, or demeaning conduct, or to conduct reasonably likely to create extreme mental distress,
- as a condition of membership in, or initiation into, any class, team, group, or organization sponsored by, or permitted to operate under, the auspices of, a school of the School District, or for similar or related purposes, *provided*, that such conduct shall not be considered hazing when it is a recognized and integral part of the particular sport or activity.



Monterey County Health Department  
Public Health Bureau  
Communicable Disease Prevention and Control

Epidemiology: 831-755-4698  
Fax: 831-754-6682

TB Unit: 831.755.4593  
Fax: 831.796.1272

CD Unit: 831.755.4521  
Fax: 831.754.6682

HIV: 831-755-4626  
Fax: 831-796-8638

Immunizations: 831-755-4683  
Fax: 831-755-4565

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### **General Guidelines for Schools When Experiencing a Disease Cluster or Outbreak**

There are very few communicable disease emergencies. Take time to confirm the facts of the situation, consult with the Health Department, and develop an informed plan of action. Guidance for outbreaks will depend on the number of individuals involved, symptoms and severity of disease, and the potential infectiousness of the suspected pathogen. In general:

1. Isolate symptomatic individuals. If the number of individuals is small, an office or room will suffice. If the number of individuals is large, you may need to utilize an area like a gymnasium or auditorium.
2. Notify your school administrator. Designate individuals who will interact with the Health Department, parents, staff, and media.
3. Contact the Monterey County Health Department's Epidemiology and Surveillance Unit (831-755-4698 or 831-755-4521; after hours: 831-869-6465).
4. Notify parents of ill students to pick up their children; send ill staff home. Individuals should be excluded if they have a fever, rash, vomiting, and/or diarrhea.
5. Gather information on individuals who are ill. This should include name, grade, classroom, contact information for parent or guardian, symptoms, and date and time of symptom onset. Pediatrician's name and date of birth may also be requested if biological testing is indicated.
6. Gather information on any potential common exposures.
7. Coordinate with the Health Department to determine if a parental notice should be sent, what information it should contain, and who should receive it. Message should include a brief description of the current situation, brief explanation of the exposure/disease, what parents and staff should watch for, what parents and staff should do if symptoms develop, and who they can contact for more information.
8. If the outbreak is large or severe, plan a joint media message or conference with the Health Department.
9. Initiate enhanced environmental cleaning as recommended by the Monterey County Health Department.
10. Depending on the severity and mode of transmission of the outbreak, cancel activities that bring large groups of students and/or staff together.
11. Education staff and students on preventative measures.
12. Actively monitor remaining students and staff for signs of illness.

updated 03/12/2015

*Prevent. Detect. Respond.*



Monterey County Health Department  
Public Health Bureau  
Communicable Disease Prevention and Control

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Immunizations: 831-755-4683  
Fax: 831-755-4565

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**Services and Contact Information**

**Epidemiology & Surveillance Unit:**

Primary contact: Susie Barnes, MPH, 831-755-4698, [BarnesS@co.monterey.ca.us](mailto:BarnesS@co.monterey.ca.us)

- Receives reports of suspected outbreaks and clusters
- Provides recommendations for infection control during outbreaks/clusters of diseases
- Tracks the spread of disease (reviews absentee logs)
- Provides information on circulating diseases, morbidity patterns, health disparities, etc.

**Immunization Program:**

Primary contact: Angie Gladstone, PHN, 831-755-4683, [GladstoneA@co.monterey.ca.us](mailto:GladstoneA@co.monterey.ca.us)

- Offers guidance on school immunization requirements
- Provides blue cards and stickers
- Assists with questions about vaccine availability, local providers, and ACIP recommendations

**HIV/AIDS Programs:**

Primary contact: Amanda Mihalko, 831-755-4626, [MihalkoA@co.monterey.ca.us](mailto:MihalkoA@co.monterey.ca.us)

- Provides information on local counseling, testing, and care services
- Facilitates condom distribution program enrollment
- Coordinates parent and student STD educational presentations

**Tuberculosis Control Unit:**

Primary contact: Davithia Salisbury, PHN, 831-796-1279, [SalisburyDM@co.monterey.ca.us](mailto:SalisburyDM@co.monterey.ca.us)

- Receives reports of infectious tuberculosis cases; coordinates case management services
- Provides recommendations on TB screening, exclusion policies, and exposure notices
- Assists with questions about LTBI versus active TB

**Communicable Disease Unit:**

Primary Contact: Zonelle Cantu, PHN, 831-755-4582, [CantuZC@co.monterey.ca.us](mailto:CantuZC@co.monterey.ca.us)

- Receives reports of communicable disease cases; coordinates individual investigations
- Provides recommendations on exclusion policies and exposure notices
- Assists with questions about disease symptoms, transmission, and treatment

Kristy Michie, Epidemiologist/Program Manager I, 831-755-4503, [MichieKJ@co.monterey.ca.us](mailto:MichieKJ@co.monterey.ca.us)

*Prevent. Detect. Respond.*