

# **Comprehensive School Safety Plan**

**2015-2016**

**Prunedale Elementary School**

17719 Pesante Road  
Salinas, CA 93907

Approval Date: October 14, 2015

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

Name	Role
Melissa Lewington	Principal <i>Melissa Lewington</i>
Ashley Waggle	Assistant Principal <i>Ashley Waggle</i>
Martha Arista	Classified Member <i>Martha Arista</i>
Audrey Varner	Teacher <i>Audrey Varner</i>
Erica MacKown	Teacher <i>Erica MacKown</i>
	Teacher <i>M. Hopkins</i>
Toby Kallenberger	Parent <i>Toby Kallenberger</i>
Erica Fernandez	Parent <i>Erica Fernandez</i>
Erin Groner-Nelsen	Parent <i>Erin Groner-Nelsen</i>
Sarah Rues	Parent <i>Sarah Rues</i>
Rena Aguilar	Parent <i>Rena Aguilar</i>

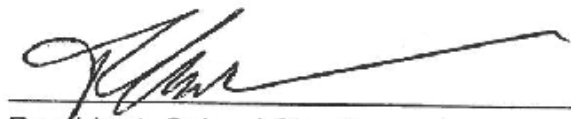
## ***Approval Process***

Approval Process Step	Date
Plan is shared at a public meeting located at the school site	October 14, 2015
The School Site Council approves the Plan	October 14, 2015
The Plan is submitted to the NMCUSD District Office	October 15, 2015
The NMCUSD Superintendent approves the Plan	
The NMCUSD School Board approves the Plan	

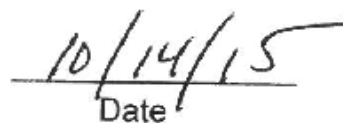


## ***Prunedale Elementary School School Safety Plan Approval***

The School Safety Plan for Prunedale Elementary School has been reviewed and approved.



\_\_\_\_\_  
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 Prunedale Elementary 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 Prunedale Elementary School**

<b>Data Source</b>	<b>2014-2015 School Year</b>
Suspensions: Total Number:	9
% of a Violent Nature:	0
% of Drugs/Alcohol Related	0
Expulsions: Total Number:	0

# Prunedale Elementary

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	7	2	0	0
48900(a)(2)	Used Force or Violence	0	0	0	0	0	0
48900(b)	Possession, Sale, Furnishing a Firearm or Knife	0	0	0	2	0	0
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	0	0	0	0	0	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	1	0	0	0
48900(g)	Property Theft	0	0	0	2	0	0
48900(h)	Possession or Use of Tobacco Products	0	0	0	0	0	0
48900(i)	Obscene Acts, Profanity, and Vulgarly	0	0	0	0	0	0
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	0	0	0	0	0	0
48900(k)	Disruption, Defiance	0	0	0	3	0	0
48900(l)	Received Stolen Property	0	0	0	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	0	0
48900(q)	Hazing	0	0	0	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	0	0	0	0
48900.7	Made Terrorist Threats	0	0	0	0	0	0
48915(a)(1)	Caused Physical Injury	0	0	0	0	0	0
48915(a)(2)	Possession of a Knife or Dangerous Object	0	0	1	0	0	0
48915(a)(3)	Possession of Controlled Substance	0	0	0	0	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	0	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	0	0	0	0
48915(c)(4)	Sexual Assault	0	0	0	0	0	0
<b>Total</b>		0	0	9	9	0	0

**California Healthy Kids Survey  
2014-15**

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

**1. School Engagement and Supports**

School connectedness (high)	63%
Academic motivation (high)	39%
Caring adult relationships (high)	52%
High expectations (high)	58%
Meaningful participation (high)	13%

**2. School Safety and Substance Use**

Feel safe at school	80%
Been hit or pushed	57%
Mean rumors spread about you	67%
Saw a weapon at school	34%

**3. Disciplinary Environment**

Students well-behaved	41%
Students treated fairly when break school rules	55%
Students treated with respect	82%

**4. Lifetime Substance Use**

Alcohol or drug use	20%
Cigarette smoking	0%
E-cigarette	0%

## **Data Analysis**

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

Upon analyzing the 2014-15 California Healthy Kids Survey (CHKS), Prunedale School has several areas of accomplishments. Our staff has worked hard to create a safe and respectful learning environment for our students. The data indicated that 63% of students feel school connectedness, 58% have high expectations for themselves, 52% report having caring adult relationships, 80% feel safe at school, 55% feel that they are treated fairly when breaking school rules and 82% of our students feel they are treated respectfully.

Areas of improvement needed

We need to increase opportunities for students to participate in school activities. Only 13% of students report having meaningful participation at school. We need to ensure that students feel included and a part of our school and that they have their voices heard. Only 41% of students felt that their peers were well-behaved. We would like to see this increased to 60%. Although there were only 9 suspensions during the 2014-15 academic year, 57% of students reported being hit or pushed. We would like to see a decrease in this indicator to below 40%.

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

### **Prunedale School's Safe School Mission Statement:**

The staff, parents, and students of Prunedale School are committed to the philosophy that all children can learn and succeed. We provide a well-balanced, dynamic, and quality education for our students in preparation for the 21<sup>st</sup> Century and to become college and career ready. Our staff is dedicated to high academic standards, instilling the enjoyment of life-long learning and ensuring a safe and nurturing environment. We believe that good discipline provides a climate that promotes a pattern of positive student behavior in school as well as in the individual classrooms.

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

When a student is absent, their parent notifies the school office about the reason for the absence. If the parent doesn't notify the office, the school office personnel call the parent to verify the absence.

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 6:00 p.m. on the day of the absence.

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

Six campus supervisors are present during recess and lunch to supervise student activities.

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***

The campus is surrounded by cyclone fencing, and 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.

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.

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

The school maintains 16 2-way radios that are charged overnight and distributed every school day to the custodian, office personnel, administrators, 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.

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

A school Counseling Intern is present on campus. During this time the counselor will assist the school administration in reporting child abuse and helping to determine if any student poses a threat to their own safety or to the safety of the school. The counselor also meets with children who experience difficulty with adjusting to the school environment. The school Counselor also assists the principal with interviewing students whose misbehavior has been reported to the office.

There are three Custodians who help supervise the presence of intruders on campus. They carry 2-way radios with which they can contact the office and administrators to alert them to any danger.

The school office personnel, including the Administrative Assistant to the Principal and the Bilingual 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 as one 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 their understanding of imminent dangers to the school administrators or office personnel.

#### **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. School Administration**

The school principal and assistant principal are actively involved with student supervision and discipline. The principal interviews all students who participate in behavior that requires disciplinary action and makes all determinations regarding consequences for misbehavior, including suspension and recommendation for expulsion. The principal helps supervise student arrival, dismissal, recess, and

classroom participation. When there are issues of concern, the principal contacts the student's parent in addition to interviewing the student.

#### **8. *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 deputies on duty at any time who serve the large unincorporated area of north Monterey County.

#### **9. *After-School Activity Programs***

The school operates the After School Education and Safety (ASES) Program and a fee-based childcare program called Kid Zone. Students are scheduled into classes and roll is taken daily so that students are accounted for. Staff in these two programs monitor visitors on campus and adhere strictly to student release policies. Students may only be released to adults who are listed as Emergency Contacts.

#### **10. *Community-Parent Partnerships***

The Parent-Teacher Group is 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 ensures that intruders are quickly identified.



## ***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 aides, and teacher assistants. District-employed child care 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 Sheriffs Department (non-emergency): (831) 755-3752  
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: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND		TYPE OF ABUSE (CHECK ONE OR MORE) <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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">NAME</td> <td>BIRTHDATE</td> <td>SEX</td> <td>ETHNICITY</td> <td colspan="2">NAME</td> <td>BIRTHDATE</td> <td>SEX</td> <td>ETHNICITY</td> </tr> <tr> <td colspan="2">1. _____</td> <td></td> <td></td> <td></td> <td colspan="2">3. _____</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">2. _____</td> <td></td> <td></td> <td></td> <td colspan="2">4. _____</td> <td></td> <td></td> <td></td> </tr> </table>							NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY	1. _____					3. _____					2. _____					4. _____				
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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

## 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: Prunedale Elementary School

Principal: Melissa Lewington

Revision Date: January 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: Parking lot in front of office

Media Staging area: Cafeteria

Parent/Student Release On site: Playground

	YES	NO		YES	NO
Radios	X		Megaphones	X	
Intercom	X		Phone Access	X	
Buzzer/Tones		X	Microphone/Soundsystem	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?

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 High School
Contact Person:	Caroline Calero, Principal
Address:	13990 Castroville Blvd
Phone Number:	831-633-5221
2 <sup>nd</sup> Evacuation Facility:	Castroville Elementary
Contact Person:	Hugo Galvan, Principal
Address:	11161 Merritt Street
Phone Number:	831-633-2570

<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?	NA	
Is each classroom teacher for each student informed of the evacuation plan?	NA	
Are staff, students and parents informed of Evacuation Areas identified for students and staff with functional needs?	NA	
<b><u>Student/Staff Name</u></b>	<b><u>Room #</u></b>	<b><u>Evacuation Location</u></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**

## Prunedale Elementary School Emergency Contact Numbers 2015-2016

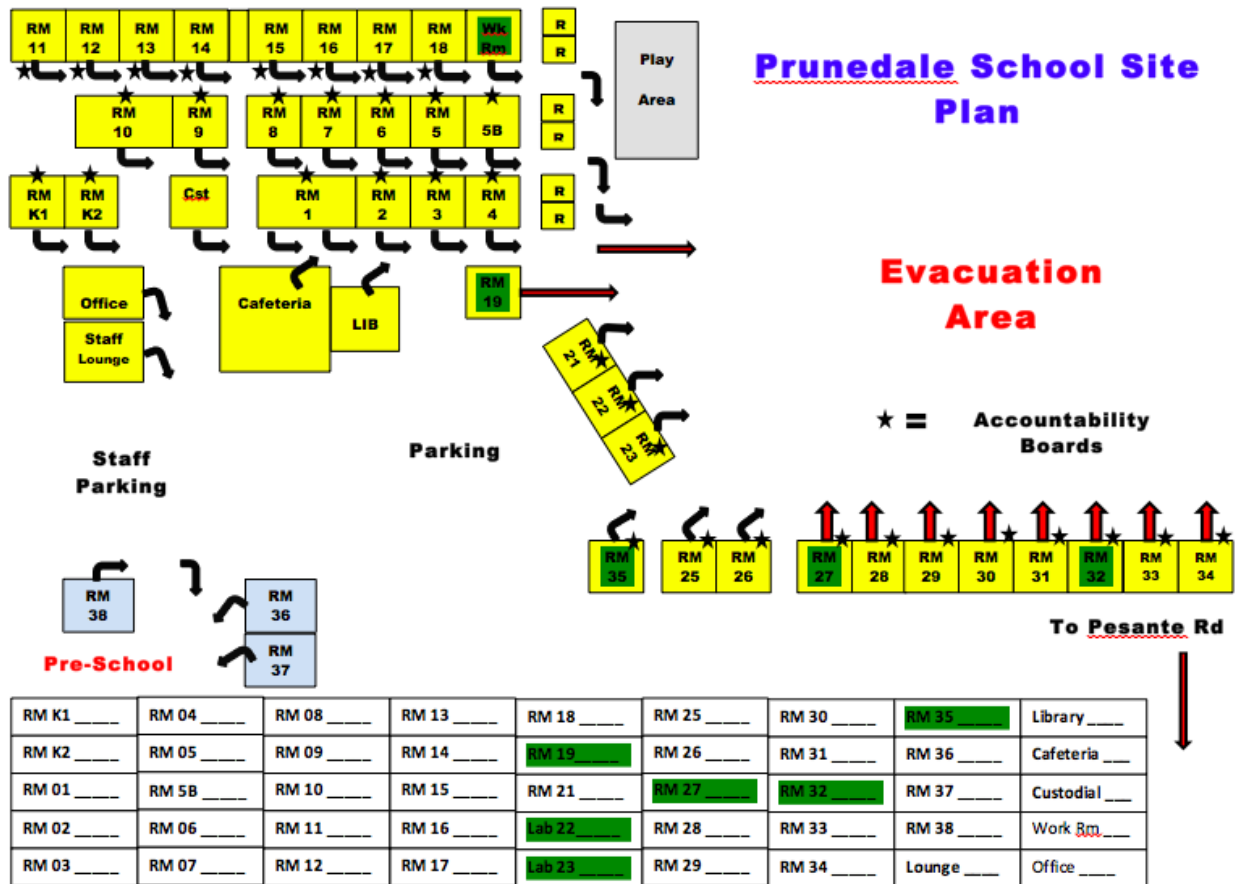
Phone Contact Information During School Hours			
<b>Primary Contact:</b> <b>Campus Phone Number:</b>	Melissa Lewington 831-663-3963, 2403	<b>Title:</b> <b>Cell Phone Number:</b>	Principal *
<b>Secondary Contact:</b> <b>Campus Phone Number:</b>	Ashley Waggle 831-663-3963, 2404	<b>Title:</b> <b>Cell Phone Number:</b>	Assistant Principal *
<b>Secondary Contact:</b> <b>Campus Phone Number:</b>	Susy Gonzalez 831-663-3963, 2401	<b>Title:</b> <b>Cell Phone Number:</b>	Admin Assistant *
After Hour Contact Information			
<b>Secondary Contact:</b> <b>Home Phone Number:</b>	Melissa Lewington *	<b>Title:</b> <b>Cell Phone Number:</b>	Principal *
<b>Secondary Contact:</b> <b>Home Phone Number:</b>	Mark Harris	<b>Title:</b> <b>Cell Phone Number:</b>	Director of Maintenance *
<b>Secondary Contact:</b> <b>Home Phone Number:</b>	Kay King *	<b>Title:</b> <b>Cell Phone Number:</b>	Director of Transportation *
<b>Secondary Contact:</b> <b>Home Phone Number:</b>	Monique Perez	<b>Title:</b> <b>Cell Phone Number:</b>	Head Custodian *

\*Please refer to the Standardized Emergency Plan Binder for confidential contact information.

# **Evacuation/ Accountability**

## **SECTION B**

## Safe Ingress and Egress Procedures



# **Individual Functional Needs List**

## **SECTION C**

## Prunedale Elementary 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, Assistant 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. Stars on the site map note the location where the Accountability Boards are to be posted.

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 or window 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 bussed 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, Assistant Principal, or the office secretary may fill the roll and identify themselves 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**

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**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**

## **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.**

## **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**

## **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):					
<div style="background-color: #e6f2ff; width: 100%; height: 100%;"></div>					
<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.					
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><b>6. Prepared by:</b> Name: <input style="width: 90%;" type="text"/></td> <td style="width: 33%;">Position/Title: <input style="width: 90%;" type="text"/></td> <td style="width: 33%;">Signature: <input style="width: 90%;" type="text"/></td> </tr> </table>			<b>6. Prepared by:</b> Name: <input style="width: 90%;" type="text"/>	Position/Title: <input style="width: 90%;" type="text"/>	Signature: <input style="width: 90%;" type="text"/>
<b>6. Prepared by:</b> Name: <input style="width: 90%;" type="text"/>	Position/Title: <input style="width: 90%;" type="text"/>	Signature: <input style="width: 90%;" type="text"/>			
ICS 201, Page 1		Date/Time: <input style="width: 80%;" type="text"/>			

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[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: <input type="text"/> Time: <input type="text"/> 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 --- SSC[Operations Section Chief]     IC --- PSC[Planning Section Chief]     IC --- LSC[Logistics Section Chief]     IC --- FAC[Finance/Admin Section Chief]     </pre>		
<b>6. Prepared by:</b> Name: <input style="width: 150px;" type="text"/> Position/Title: <input style="width: 150px;" type="text"/> Signature: <input style="width: 150px;" type="text"/>		
<b>ICS 201, Page 3</b>		Date/Time: <input style="width: 50px;" type="text"/>

<b>1. Incident Name:</b>		<b>2. Incident Number:</b>		<b>3. Date/Time Initiated:</b> Date:    DateTime: HHMM	
<b>10. Resource Summary:</b>					
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"/>	
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				<input type="checkbox"/>	
<b>6. Prepared by:</b> Name:		Position/Title:		Signature: _____	
<b>ICS 201, Page 4</b>		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: <input type="text"/> Date	Date To: <input type="text"/> 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 style="width: 60%;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <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               </div> <div style="width: 48%;"> <input type="checkbox"/> ICS 207  <input type="checkbox"/> ICS 208  <input type="checkbox"/> Map/Chart  <input type="checkbox"/> Weather Forecast/Tides/Currents               </div> </div> <div style="width: 35%;"> <b>Other Attachments:</b>  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____               </div> </div> </div>			
<b>7. Prepared by:</b> Name: _____ Position/Title: _____ Signature: _____			
<b>8. Approved by Incident Commander:</b> Name: _____ Signature: _____			
<b>ICS 202</b>	<b>IAP Page</b>	Date/Time: <input type="text"/> 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
<b>6</b>	<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
<b>7</b>	<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).
<b>8</b>	<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:		Name		Contact Number(s)	
Operations Section Chief:				XXX-XXX-XXXX	
Branch Director:				XXX-XXX-XXXX	
Division/Group Supervisor:				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>	Enter specific communications information (including emergency numbers) for this Branch/Division/Group.  If radios are being used, enter function (command, tactical, support, etc.), frequency, system, and channel from the Incident Radio Communications Plan (ICS 205).  Phone and pager numbers should include the area code and any satellite phone specifics.  In light of potential IAP distribution, use sensitivity when including cell phone number.  Add a secondary contact (phone number or radio) if needed.
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)

[illegible]

## 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).

[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 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 cyberbullying, 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 develop 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)

6. The principal or designee
7. One teacher who is a representative of the recognized certificated employee organization
8. One parent/guardian whose child attends the school
9. One classified employee who is a representative of the recognized classified employee organization
10. 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)

4. Representatives of local religious organizations
5. Local civic leaders
6. 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)

12. Child abuse reporting procedures consistent with Penal Code 11164
13. 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
14. 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
15. Procedures to notify teachers of dangerous students pursuant to Education Code 49079.
16. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4.
17. 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".
18. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
19. A safe and orderly school environment conducive to learning.
20. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5.
21. Hate crime reporting procedures.

Among the strategies for providing a safe environment, the School Safety Plan may also include:

11. 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.
12. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations.

13. 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.
14. 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.
15. 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.
16. 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.
17. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school.
18. 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.
19. 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.
20. 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
22. 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 cyberbullying, and how to respond when subjected to cyberbullying.

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, 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, notetakers, 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***

Students at Prunedale Elementary School are expected to come DRESSED FOR SUCCESS! This means to dress for the role you play at school, which is that of a responsible student. Your dress and personal cleanliness are important to you and to those with whom you attend class. The school administration has the right to designate which types of dress or appearance are not acceptable. Students must adhere to the following guidelines on school dress:

1. Students must wear shoes – slippers and strapless and/or open toed sandals are not appropriate as they do not provide adequate protection.
2. Shirts and blouses must be appropriately buttoned/zipped. The length must be beyond the belt level, not revealing, and not reflecting blatant gang colors or gang-related markings. Blouses with spaghetti straps are not allowed.
3. Shorts and skirts must be of appropriate length. They should be no shorter than the fingertips with hands at sides.
4. Any clothing which is controversial, obscene or identifies a student with illegal substances, alcohol, tobacco, or gang-related symbols or slogans may not be worn to school.
5. Bandanas, hair nets and "gang-related" belts or chains are not allowed.
6. Hats, beanies, and scarves are not allowed unless a special circumstance requires it and prior approval has been given by site administrator or teacher.
7. Combs and brushes are not to be used in the classrooms or cafeteria. Make-up materials and hair dyes are not allowed at school.
8. Fashions and fads which are "gang-related" or become a health or safety hazard to oneself or others will not be allowed.
9. Pants should be the correct length and size and worn with a belt if loose fitting. **NO SAGGING OR BAGGY PANTS ALLOWED.** The cuff of the pants should not drag on the ground. The width of the pants may not exceed the length of the shoe.

Failure to comply with **uniform policy or dress code will result in the** following consequences:

1. Modify offending clothing, call parents to exchange clothing
2. Parent notification, recess detention
3. Parent notification, at home suspension

## 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: People and Programs**

#### **Overall goal:**

Prunedale Elementary School is a caring and emotionally supportive place where students are free to express themselves in a safe school environment and where their participation makes a difference.

#### **Objective 1.1:**

Increase opportunities for students to plan and participate in school activities

As a result of increased opportunities for student participation, there will be a 25% decrease in the number of students who feel that they can share ideas or concerns as measured by the California Healthy Kids Survey.

#### **Related activities:**

- We will form a Student Leadership Group. The group will work on increasing school spirit. Council members will address issues in their regular meetings. The Student Leadership Group will share student issues/concerns with staff.
- Parents, students and staff members will organize and fundraising and service learning events to support children around their communities and abroad
  - Socks for Seniors
  - Pennies for Patients and/or other similar community service endeavors
  - PTO Holiday Food Drive

**Persons responsible:** Administration, Staff, Students, PTO

**Timeline:** On-going

**Budget:** NA

#### **Objective 1.2**

Prunedale Elementary School will continue to promote a safe, nurturing, and respectful school environment for all students, staff, and community members.

As a result of this emphasis, there will be a 30% improvement on the part of students, staff and community members in the responses related to safety, belonging, caring, trust and equity on the Safe School and Healthy Kids surveys.

#### **Related activities:**

- Continue to discuss and practice school norms and procedures
  1. *School- wide implementation of I Understand Discipline Protocol in all classrooms*

2. *Continue to share and implement behavior expectations and guidelines from I Understand Discipline Protocol with parents and staff members*
3. *Augment the use of PBIS strategies with students to promote positive school culture*
- Establish recognition programs to enhance school connectedness
  1. *Monthly Student of the Month Certificates*
  2. *Trimester Recognition of Perfect Attendance*
  3. *Lunch with Principal (Pelican Points)*
  4. *Special Pelican of the Week Recognition (Pelican Points)*
  5. *Use of Pelican Points by staff to encourage good behavior*
- Provide training for students and staff on tolerance, bullying, respect, and diversity issues.
- Students will participate in community service activities
- Provide counseling services to students in need
- Use site monies to support anti-bullying initiatives
- Invite Monterey Rape Crisis Center to present to K,3, and 5<sup>th</sup> grade students their Child Abuse Prevention workshop

**Persons responsible:** Administration, Staff, Counseling Intern

**Timeline:** On-going

**Budget:** \$2,000

## Component 2: Place

### **Goal:**

Provide a safe and secure campus for students, staff, and parents.

**Objective 2.1:** Increase safety procedures regarding student and visitor entry and departure.

As a result of these modifications, staff and parents will report a 75% improvement on safety measures for monitoring access to our school.

Related activities:

- Communicate Emergency Procedure Plan improvements and law enforcement participation to parents using ConnectEd, Site Council and ELAC meetings

**Persons responsible:** Administration, Administrative Secretary

**Timeline:** On-going

**Budget:** NA

**Objective 2.4:** Maintain a safe parking lot area

Related Activities:

- Station yard duty personnel and other staff at entry points and in parking lot to direct traffic and prevent potential accidents

**Persons responsible:** Administration

**Timeline:** On-going

**Budget:** NA

## ***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 l)

### **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) (PC. 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 action 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 is 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 well-being 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 Prunedale Elementary School includes the Discipline Policy as it specifically relates to our students.

North Monterey County  
Unified School District

### **PRUNEDALE ELEMENTARY SCHOOL PARENT/STUDENT HANDBOOK PHILOSOPHY/SCHOOL MISSION**

The staff, parents, and students of Prunedale School are committed to the philosophy that all children can learn and succeed. We provide a well-balanced, dynamic and quality education for our students in preparation for the 21st century and to become college and career ready. Our staff is dedicated to high academic standards, instilling the enjoyment of lifelong learning and ensuring a safe and nurturing environment. We believe that good discipline provides a climate that promotes a pattern of positive student behavior in school as well as in the individual classrooms. The goals of our discipline plan are to do the following:

- develop habits of good character represented by our ten character traits.
- provide and promote instructional time that is productive and free from disruption.
- ensure a productive learning environment that is safe, both physically and emotionally.
- encourage positive self-esteem that comes with good character.

### **MONTHLY CHARACTER TRAITS**

As a school, we highlight one trait per month;

however, we expect all students and adults to practice all traits daily!

Courtesy – behavior that is thoughtful of others.

Using polite language such as please, thank you, excuse me and sorry.

Honesty – tell the truth.

Appreciation – expressing gratitude toward your friends, family, classmates and school personnel.

Respect – treat others the way you want to be treated, show consideration to others.

Action – Accomplish goals over time.

Commitment – be true to your word and follow through.

Teamwork – working together toward a shared goal.

Encouragement – inspire others and yourself with courageous acts.

Responsibility – be accountable for your actions.

Self-discipline & Success – monitor yourself in order to improve and success is achieving a desirable outcome.

### **STUDENT RECOGNITION**

Students will receive recognition for academic achievement, good citizenship, perfect attendance, and

special service to the school.

- Classroom teachers offer a variety of incentives, awards, and privileges to students for both academic and social accomplishments and improvement.
- School-wide Pelican of the Month assemblies will be held and parents are invited. Pelican Points, our positive citizenship coupons will be given to students to promote character education goals.

#### DRESS CODE FOR ALL STUDENTS

- Students are to wear clothing that covers the torso, stomach, upper thigh, and underwear. Tops must have wide straps, no spaghetti straps.
- Clothing and accessories may not display “uncaring” words (dumb, stupid, idiot, etc.) or present images that are crude, sexually suggestive, violent, use profanity, express prejudice, or refer to drugs, alcohol or tobacco.
- No open toe, high-heeled, or roller shoes are allowed. On PE days, students must wear sturdy athletic shoes that allow for safe and comfortable running.
- Hats, caps, hoods, and sunglasses may be worn outdoors only.
- Consequences for not conforming to the dress code may include wearing a school-provided t-shirt for the remainder of the day or until parent contact is made

and appropriate clothing is brought to school.

- Please check with classroom teachers regarding exceptions to dress code for special school events.

#### SCHOOL RULES

Students are expected to follow school rules, adult instructions and demonstrate the following behaviors.

1. Show respect for self, other children and adults.
2. Students must respect school property including books and materials, furniture, playground equipment.
3. Bullying and harassment is not tolerated.
4. Use appropriate language, no profanity.
5. Ask permission before leaving the classroom or playground.
6. No gum or candy on campus.
7. Chips and other foods that stain school property are not allowed on school grounds, ie Hot Cheetos, Takis, etc.
8. Use school computers and the Internet appropriately.
9. Follow the Dress Code.
10. Cell phones, I pods and other electronic devices will be kept in the off position in backpacks and not used at school. School is not responsible for lost or stolen items.
11. Hats, caps, hoods, sunglasses and nonprescriptions glasses shall not be worn indoors.
12. Students may not bring toys, games, etc.
- 2
13. Pets of any kind are not allowed on campus.
14. Students must follow bathroom rules and take proper care of the facility.
15. Students may not be in hallways without written permission by teacher or campus supervisor.
16. Students may not bring more than a small

amount of pocket money to school.

17. Students are expected to follow all school rules and individual classroom rules.

#### **PLAYGROUND RULES – ALL GRADE LEVELS**

The primary purpose of recess is to take care of

personal needs such as the restroom, eat a snack, drink water and to play games.

1. Students must use all play equipment in a safe, orderly, and cooperative manner.

Campus supervisors will stop an activity when considered unsafe.

2. Students must follow the instructions of all

campus supervisors and staff members.

3. Students may play touch football only, no tackling. This game may not be allowed if rules are not followed.

4. Students will use school provided equipment.

5. Snacks must be eaten while sitting down. Please put trash away in trashcans.

6. Students must ask permission to leave playground in order to use bathrooms, use water fountains or go to the office.

7. Students may not be in hallways without written permission by teacher or campus supervisor.

8. Students must keep hands, feet, and objects to self.

9. Students can run on the grass area or track only.

#### **CAFETERIA RULES AND PROCEDURES**

Be responsible, be respectful, be a problem solver.

1. Follow instructions of campus supervisors and food service employees.

2. Use inside voices.

3. Clean up after yourself.

4. Students will ask for permission to leave cafeteria and will be dismissed by adult.

5. Trading or sharing food at lunch or snack times is not permitted. Please remember that many students have food allergies.

6. Nutritious snacks are encouraged and are part of the state wellness policy for schools.

#### **CLASSROOM CELEBRATIONS**

A classroom or school celebration is anything

extraordinary that does not usually happen on a

regular school day such as; birthday, holiday,

positive classroom incentives, etc.

Please check with your child's teacher before

bringing anything for the students to eat or pass out.

Many children and teachers have food allergies!

Prunedale School and North Monterey County

Unified School District is obligated to follow the

State Wellness Policy which encourages nutrientrich

foods during classroom celebrations. Food such as fresh fruits or vegetables and low or non

fat dairy products are encouraged.

#### **SCHOOL-WIDE**

##### **DISCIPLINE POLICY**

Prunedale School staff along with the distract

uses a discipline policy called "I Understand".

This program works directly with the "I Understand Building Character" program that our

school uses. The program includes school-wide

rules and consequences and a severe clause that

covers behavior situations that require the student

to be sent directly to the administration.

These



behaviors are explained by teachers, administrators and are reviewed consistently.

Teachers have selected four school-wide rules with grade level appropriate positive incentives for following rules and consequences for not following the rules. All students learn the rules and they are expected to do their personal best daily to follow them. The rules are posted in the classrooms and apply to all common areas such as the cafeteria, library, computer labs, bathrooms and playground areas.

The four basic rules are:

- follow instructions
- come on time and prepared
- keep feet, hands, and objects to self
- no teasing, bullying or put downs

Consequences for unacceptable behavior:

- Warning
- 5-minute timeout
- 10-minute timeout
- Phone call home and/or buddy room visit
- Office referral

Note: Students who fail to follow basic school rules may be excluded from participation in special assemblies and field trips.

Suspensions & Expulsion Reasons and Policy:

Please see district handbook.

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### ATTENDANCE & TARDY POLICY

Tardies:

The tardy policy is designed to promote student and family responsibility for timely school arrival. The enforcement of the tardy policy is intended to minimize interruptions to the learning

environment and maximize learning time for all students.

- School begins at 7:55 am. Warning bell rings at 7:50 am. Students are expected to line-up when the bell rings. Kindergarten and 1st grade students are picked up by teachers in the cafeteria. Please ensure that your student has eaten a healthy breakfast to maximize your child's academic progress. Free cafeteria breakfast is available daily for all students from \_\_\_\_\_ (PUT TIME).

- Parents can be referred to the District Attorney Truancy Mediation program when there are three or more unexcused tardies.

Absences:

Both teachers and parents want students to attend school daily so that our students achieve academically. Prunedale School carefully monitors attendance and seeks to work with families to maximize their student's attendance.

California State Law defines three types of absences:

1. Excused Absences; Illness, funeral of an immediate family member, quarantine, medical appointment, court appearance, observance of religious holiday or immunization.
2. Unexcused Absences: the missing of class or school without an excused or warranted reason, either the absence is reported by parent or not. A tardy to class of over 30 minutes shall be considered to be an unexcused absence from class.
3. Truancies are absences without parent permission. Any student who is absent from school without parent permission for more than three days in one academic year is considered truant.

Please call the office at 663-3693 between 7:30-

4:00 to report your child's absence. A note the

following day is also sufficient.

Make-up Work: Teachers will allow students to

make up tests and assignments missed during

excused absences. Students have one day to

make up work for each day of an excused

absence. Teachers are not required to provide

make-up work for unexcused absences,

truancies,

or suspensions.

#### PARENT PARTICIPATION

#### OPPORTUNITIES

There are many opportunities to be involved in

your child's education. Research has indicated

that the more a parent is involved, the more academic success a student can have.

Involvement can take many forms!

- Parent Teacher Organization (PTO)

- School Site Council (SSC)

- English Learner Advisory Committee (ELAC)

- Monterey County Reads reading tutor

- Volunteering in classroom with teacher approval.

- Volunteering to work on a project for a teacher

in the convenience of your own home.

- Attending school sponsored activities such as;

Back to School Night, Parent Teacher Conferences, Family Education Nights, Monthly

Student Celebrations and other school activities.

- Ask your child about what he/she is learning in

school. Use open-ended questions such as;

“What was the best part of your day?”

“What was

the most challenging part of your day?”

- Give your student a dedicated place and time to

do their homework.

- Read and talk with your child daily!

#### BUS TRANSPORTATION

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 refusal to comply with the authority of the bus driver

shall

be sufficient reason for a student to be

denied

transportation. The bus driver will issue bus

tickets for misbehavior on the bus and

parents

will be contacted. Three tickets will result in

suspension of transportation privileges.

#### BUS NOTES AND PASSES

If a student needs to take a different bus or get off

at a different bus stop than their regular schedule,

parents are required to send a signed and dated

note to the office so that we can issue a bus pass.

Please do not telephone the office for bus changes, as we cannot guarantee that your

child

will get the message in a timely manner.

Your

child will be required to take their regular bus

unless we get a written note. Please be at your

child's bus stop on time so that the bus driver can

leave them safely.

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#### PARKING LOT DROP OFF AND PICK-UP

Student and family safety is our priority.

Please

follow all traffic laws when entering or exiting the parking lot. Please park only in assigned parking spaces in the visitor parking lot when on campus. The staff parking lot area is for school staff or handicapped drivers with valid placards only.

#### **AFTER SCHOOL PICK UP FROM CAFETERIA**

Due to increased security concerns, students who are picked up after school will need to be picked up and signed out from the cafeteria. This is being done for the safety of all of our students.

Please monitor your children to ensure their safety. They are not allowed to run in the cafeteria or be on the stage. Please exit from the

doors at the back of the cafeteria only toward the

staff parking lot. This is to increase safety around the buses. Your cooperation and understanding is greatly appreciated. On rainy

days the students will move to the library for parent pick up.

#### **EMERGENCY PROCEDURES**

Safety drills are conducted monthly and students

are required to follow adult instructions in order

to practice appropriate behavior. This will assist

in ensuring all students are safe in the event of a

true emergency. In the event of a true emergency, parents will be contacted using our

automated system. Every attempt to

communicate with parents as soon as possible

after all students are safe.

Dear Parents and Guardians:

Thank you for reviewing the student handbook

with your child(ren). Every attempt was made to

include essential information, however, it would

be impossible to include every potential situation.

Each teacher will share his/her classroom rules

with each student, please review these with your

child(ren) as well. Parents please remember that

you are examples to your own child(ren) and other students around you. Please refrain from

inappropriate language and behavior.

Please refer to the North Monterey County Unified School District Parent/Guardian and Student Rights and Information

Notifications for

the 2015-16 School Year that is sent home with

each student at the beginning of each school year.

Norte del Condado de Monterey

El Distrito Escolar Unificado

5

ESCUELA PRUNEDALE MANUAL DE  
PADRES Y ESTUDIANTES

FILOSOFÍA

MISIÓN DE LA ESCUELA

El personal, los padres y los estudiantes de La Escuela

de Prunedale están comprometidos a la filosofía que

todos los niños pueden aprender y tener éxito.

Ofrecemos una educación bien equilibrada, dinámica

y de calidad para nuestros estudiantes en preparación de tener éxito en la universidad y en una carrera. Nuestro personal está dedicado a un alto nivel académico, inculcando el disfrute de la educación permanente y asegurando un ambiente seguro y cariñoso. Creemos que la buena disciplina ofrece un clima que promueve un modelo de comportamiento positivo de los estudiantes en la escuela, así como en los salones de clases individuales. Los objetivos de nuestro plan de disciplina son para hacer lo siguiente:

- Desarrollar hábitos de buen carácter representados por nuestros diez calidades de carácter.
- proporcionar y promover el tiempo de instrucción que es productivo y libre de interrupciones.
- asegurar un ambiente de aprendizaje productivo que es seguro, tanto física como emocional.
- fomentar una autoestima positiva que viene con buen carácter.

#### CALIDADES DEL CARÁCTER MENSUALES

Como escuela, destacamos una calidad por mes; sin embargo, esperamos que todos los estudiantes y adultos practiquen todas las calidades de buen carácter cada día!

Cortesía - comportamiento que es considerado de los demás. Utilizando un lenguaje cortés como por favor, gracias y lo siento.

Honestidad - decir la verdad.

Agradecimiento - expresando gratitud hacia sus amigos, familiares, compañeros y personal de la escuela.

Respeto - tratar a los demás como quieres ser tratado,

mostrar consideración para los demás.

Acción – Hacer y lograr metas.

Compromiso - ser fiel a su palabra y seguir adelante.

Trabajo en equipo - trabajando juntos hacia un objetivo común.

Apoyo - inspirar a los demás y a ti mismo con actos valientes.

Responsabilidad - ser responsable por lo que hacen y lo que dicen.

La autodisciplina y éxito - monitorear a sí mismo con el fin de mejorar y el éxito es lograr un resultado deseable.

#### RECONOCIMIENTO DE LOS ESTUDIANTES

Los estudiantes recibirán reconocimientos por el logro académico, buena ciudadanía, asistencia perfecta, otras razones decidido por los maestros y las administradoras.

- Los maestros de clase ofrecen una variedad de incentivos, premios y privilegios a los estudiantes, tanto para los logros académicos, sociales y mejoramiento.
- En los salones se llevarán a cabo el reconocimiento de los estudiantes y en la escuela las asambleas del mes y se invitarán a los padres. Puntos Pelicanos,

nuestros cupones de ciudadanía positivo, se les dará a los estudiantes para promover las metas de educación de carácter por seguir las reglas de los salones y de la escuela.

#### **CÓDIGO DE VESTIR PARA TODOS LOS ESTUDIANTES**

- Los estudiantes deben usar ropa que cubra el torso, el estómago, la parte superior de las piernas y la ropa interior. Las camisas deben tener tirantes anchos.
- Ropa y accesorios no pueden mostrar palabras "indiferentes" (tonto, estúpido, idiota, etc.) o imágenes presentes que son crudos, sexualmente sugerente, violento, utilizar malas palabras, prejuicios expresa o se refieren a las drogas, las pandillas, el alcohol o el tabaco.
- No se permite de tacón alto o los zapatos con ruedas. En los días de educación física (martes y viernes), los estudiantes deben usar zapatos atléticos que permiten funcionamiento seguro y cómodo.
- Sombreros, gorras, capuchas y gafas de sol pueden ser usados sólo al aire libre.
- Las consecuencias por no ajustarse al código de vestir pueden incluir el uso de una camiseta proporcionado por la escuela durante el resto del día o contacto con los padres hasta que la ropa adecuada sea traída a la escuela.
- Por favor, consulte con los maestros con respecto a

las excepciones al código de vestir para los eventos especiales de la escuela.

#### **REGLAS ESCOLARES**

Se espera que los estudiantes sigan las reglas escolares, instrucciones de los adultos y demostrar los siguientes comportamientos.

1. Mostrar respeto por uno mismo, otros niños y todos los adultos en la escuela.
2. Los estudiantes deben respetar la propiedad escolar y de otras personas, incluyendo libros y materiales, mobiliario, equipo del patio de recreo.
3. La intimidación y el acoso escolar no se tolera.
4. Use un lenguaje apropiado, sin malas palabras.
5. Pide permiso antes de salir del salón o patio de recreo.
6. No se permite chicle o caramelos en la escuela.
7. Papas fritas y otros alimentos que manche a la propiedad escolar no están permitidos en terrenos de la escuela, por ejemplo, Hot Cheetos, Takis.
8. Usar las computadoras y el internet apropiadamente.
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9. Siga el código de vestir.
10. Los teléfonos celulares, I pods y otros aparatos electrónicos se mantendrán en la posición apagada en las mochilas y no se utilizan en la escuela. La escuela no es responsable de los artículos perdidos o robados.
11. Sombreros, gorras, capuchas, gafas de sol y gafas sin recetas deben ser usados solamente afuera.

12. Los estudiantes no pueden traer juguetes ni juegos de la casa.

13. Mascotas de cualquier tipo no están permitidos en la escuela.

14. Los estudiantes deben seguir las reglas de baño y seguir las reglas usando el baño.

15. Los estudiantes no pueden estar en los pasillos sin permiso escrito por los maestros o supervisores de la escuela.

16. Los estudiantes no pueden traer más de una pequeña cantidad de dinero de bolsillo a la escuela.

17. Se espera que los estudiantes sigan todas las reglas de la escuela y las reglas individuales del salón de clases.

#### **REGLAS DE JUEGOS PARA TODOS LOS ESTUDIANTES**

El propósito principal de recreo es cuidar de las necesidades personales, tal como ir al baño, comer un bocadillo, tomar agua y jugar.

1. Los estudiantes deben usar todo el equipo de juego de una manera segura, ordenada y cooperativa. Los supervisores de la escuela deben prohibir cuando se considera inseguro.

2. Los estudiantes deben seguir las instrucciones de los supervisores y el personal de la escuela.

3. Los estudiantes pueden jugar solamente fútbol de toque. Este juego no puede ser permitido si los estudiantes no siguen las reglas.

4. Los estudiantes usarán material escolar de una manera apropiada.

5. Los bocadillos se deben comerse mientras están sentados. Por favor, ponga la basura en los botes de basura.

6. Los estudiantes deben pedir permiso para salir del parque de recreo con el fin de utilizar los baños, tomar agua o ir a la oficina.

7. Los estudiantes no pueden estar en los pasillos sin permiso escrito por los maestros o supervisores de la escuela.

8. Los estudiantes deben mantener las manos, pies y objetos a sí mismo/a.

9. Los estudiantes pueden correr solamente en la zona de césped o en la pista de correr.

#### **REGLAS Y PROCEDIMIENTOS DE CAFETERÍA**

Ser responsable, ser respetuoso, ser un solucionador de problemas.

1. Siga las instrucciones de los supervisores de la escuela y los empleados de servicio de alimentos.

2. Utilice las voces interiores.

3. Limpiar después de ti mismo/a.

4. Los estudiantes tienen que pedir permiso para salir de la cafetería y serán despedidos por los adultos.

5. Compartiendo la comida durante el almuerzo o bocadillos no está permitido. Por favor, recuerde que muchos estudiantes tienen alergias con algunos alimentos.

6. Meriendas nutritivas son preferidos y son parte de la política de bienestar estatal para todas las escuelas.

#### CELEBRACIONES EN LOS SALONES

Una celebración en salón de clases o en la escuela es nada extraordinario que no suele suceder en un día regular de la escuela, tal como un cumpleaños, día de fiesta, los incentivos positivos en los salones.

Por favor, consulte con el maestro de su hijo/a antes de traer cualquier cosa por los estudiantes.

Muchos niños o maestros tienen alergias de algunos alimentos, así que tienen que tener cuidado.

El Distrito Escolar Unificado del Condado de

Monterey Norte y la Escuela Prunedale están

obligados a seguir la Política de Bienestar del Estado que promueve alimentos ricos en nutrientes durante

las celebraciones de la clase. Por favor de enfocarse en

los alimentos como frutas o verduras frescas y

productos lácteos bajos o sin grasa.

#### POLÍTICA DE DISCIPLINA DE LA ESCUELA

El personal de La Escuela Prunedale junto con el

distrito utiliza una política de disciplina llamado "Yo

Entiendo". Este programa trabaja directamente con el

programa de Calidades de Carácter que utiliza nuestra

escuela. El programa incluye las reglas y consecuencias para toda la escuela y una cláusula

severa que cubre situaciones de comportamiento que requieren que el estudiante sea enviado directamente a

la administración. Estos comportamientos se explican

por los maestros, administradores y se revisan

frecuentemente con los estudiantes. Los maestros han

seleccionado cuatro reglas de toda la escuela con nivel

de grado incentivos positivos apropiados de seguir las

reglas y las consecuencias por no seguir las reglas.

Todos los estudiantes aprenden las reglas y esperamos

que los niños pongan su mejor esfuerzo personal

diariamente a seguirlos. Las normas se publican en los

salones y se aplican a todas las áreas comunes como la

cafetería, biblioteca, laboratorios de computación,

baños y áreas de juego.

Las cuatro reglas básicas son:

- Sigue las instrucciones del personal de la escuela
- Llegar a tiempo y preparado
- Mantener los pies, las manos y objetos a si mismo/a
- No se permite burlas, intimidación o humillaciones

Las consecuencias por conducta inaceptable: 7

- Advertencia
- 5 minutos de tiempo de espera
- 10 minutos de tiempo de espera
- Llamada telefónica a casa y / o visita a otro salón
- Referencia a la Oficina

Nota: Los estudiantes que no sigan las reglas escolares

básicas pueden ser excluidos de la participación en las asambleas especiales y excursiones. Suspensiones y Expulsión Razones y Política: Por favor, consulte el manual del distrito.

**ASISTENCIA Y POLÍTICA DE TARDE**

Las llegadas tardes:

La política de tardanza está diseñado para promover la la responsabilidad de la familia hacia la escuela. La aplicación de la política de tardanza existe para minimizar las interrupciones en el ambiente de aprendizaje y maximizar el tiempo de aprendizaje para todos los estudiantes.

- Las clases comienzan a las 7:55 am. La primera campana suena a las 7:50 am. Los estudiantes deben formarse cuando suena la campana. Los estudiantes de kindergarten y de primer grado son recogidos por los maestros en la cafetería. Asegúrese de que su hijo/a ha comido un desayuno saludable para maximizar el progreso académico de su hijo/a. El desayuno es gratis y disponible todos los días para todos los estudiantes de 7:15 hasta 7:55 am.
- Los padres pueden ser referidos al programa del Condado de Monterey de Absentismo mediación cuando hay tres o más tardanzas injustificadas.

**Ausencias:**

Los maestros y los padres quieren que los estudiantes asistan a la escuela diariamente para que nuestros

estudiantes tengan éxito en la escuela y en la vida. El personal de la Escuela Prunedale supervisa cuidadosamente la asistencia y estamos disponibles a trabajar con las familias para maximizar la asistencia de sus hijos.

La Ley Estatal de California define tres tipos de faltas:

1. Las ausencias justificadas; enfermedad, funeral de un miembro inmediato de la familia, cuarentena, cita médica, comparecencia ante el tribunal, la observancia de fiesta religiosa o inmunización.
2. Las ausencias injustificadas; la falta de la escuela sin una razón justificada, informada por el padre o no. Una tarde a la clase de más de 30 minutos se considera una ausencia injustificada de la clase.
3. Ausencias injustificadas son ausencias sin permiso de los padres. Cualquier estudiante que está ausente de la escuela sin permiso de los padres por más de tres días en un año académico es considerado ausente.

Por favor llame a la oficina al 663-3693 entre las 7:30-4:00 para reportar la ausencia de su hijo/a. Una nota al día siguiente también es suficiente.

**Tarea o trabajo del salón:** Los maestros permitirán que los estudiantes constituyen pruebas y tareas perdidas durante ausencias justificadas. Los estudiantes tienen un día para recuperar el trabajo de cada día de una ausencia justificada. Los maestros no



están obligados a proporcionar trabajo de recuperación por ausencias injustificadas, ausentismo, o suspensiones.

#### **OPORTUNIDADES PARA PARTICIPAR EN LA ESCUELA PARA LOS PADRES**

Hay muchas oportunidades para participar en la educación de su hijo/a. Los estudios han indicado que

cuanto más uno de los padres está involucrado, más es el éxito académico que un estudiante pueda tener. ¡La

participación puede adoptar muchas formas!

- Participar en las juntas y eventos del Organización

de Padres y Maestros (PTO)

- Participar en las juntas del Concilio Escolar (SSC)

- Participar en las juntas del Comité de Estudiantes

Aprendiendo Inglés (ELAC)

- Ser un tutor de “Monterey County Reads”

- Puede ser un voluntario en el salón con el permiso de los maestros.

- Puede ser un voluntario en su propia casa haciendo un proyecto para los maestros.

- Asistir a las actividades patrocinadas por la escuela,

tales como; Noche de Regreso a la Escuela, Conferencias de Padres y Maestros, noches de

educación familiar, celebraciones estudiantiles

mensuales y otras actividades escolares.

- Pregúntele a su hijo/a acerca de lo que él / ella está

aprendiendo en la escuela. Utilice preguntas abiertas

tales como; "¿Cuál fue la mejor parte de tu día?"

"¿Cuál fue la parte más difícil de tu día?"

- Dé a su hijo un lugar y tiempo dedicado a hacer su tarea.

- Lee y habla con su hijo/a todos los días!

#### **TRANSPORTE EN EL AUTOBÚS**

El transporte en autobús es un privilegio extendido

sólo a los estudiantes que muestran buena conducta

mientras se prepara a montar o salir del autobús.

Conducta desordenada continua o negar a cumplir con

la autoridad del conductor del autobús será razón

suficiente para que se le pueden negar el transporte. El

conductor del autobús dará reportes de conducta si

hacen una mala conducta en el autobús y contactarán a los padres. Tres reportes

pueden resultar

en la suspensión de los privilegios de transporte.

#### **NOTAS PARA MONTAR EL AUTOBUS**

Si un estudiante tiene que tomar un autobús diferente

o bajarse en una parada de autobús diferente a su

horario regular, los padres están obligados a enviar

una nota firmada y con fecha actual a la oficina para

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que podamos darle un pase de autobús. Por favor no

llame a la oficina para cambios de autobús, ya que no

podemos garantizar que su hijo/a recibirá el mensaje a

tiempo. Su hijo/a tendrá que tomar su autobús regular

a menos que tengamos una nota escrita.

Favor de estar

en la parada de autobús de su hijo/a a tiempo para que

el conductor del autobús puede dejar los niños seguramente.

#### ESTACIONAMIENTO LLEGADA Y SALIDA

La seguridad de los estudiantes y las familias es nuestra prioridad. Por favor, siga todas las leyes de tráfico al entrar o salir del aparcamiento. Por favor estacionecé sólo en los espacios de estacionamiento asignados para visitantes cuando esten en la escuela.

El área de estacionamiento del personal es para el personal de la escuela o los conductores con discapacidad con pancartas válidos.

#### DESPUÉS DE LA ESCUELA

#### RECOGER LOS ESTUDIANTES DE LA CAFETERIA

Debido a los problemas de seguridad, los estudiantes que son recogidos después de la escuela tendrán que ser recogidos por los adultos. Favor de firmar por su hijo/a cada día. Hacemos esto para la seguridad de todos nuestros estudiantes. Por favor, monitorear a sus hijos/as para garantizar su seguridad. No se les permite correr en la cafetería o estar en el escenario. Por favor, salga de las puertas en la parte de atras de la cafetería hacia el estacionamiento del personal. Esto es para aumentar la seguridad en torno a los autobuses.

Su cooperación es muy apreciada. Los días de lluvia

los estudiantes se moverán a la biblioteca para ser

recogidos por los padres.

#### PROCEDIMIENTOS DE EMERGENCIA

Hacemos practicas de evacuación del salón y quedar

seguros en los salones mensualmente. Los estudiantes

deben seguir las instrucciones de los adultos con el fin

de practicar un comportamiento adecuado.

Esto

ayudará a asegurar que todos los estudiantes estén a

salvo en caso de una verdadera emergencia.

En caso

de una verdadera emergencia, los padres serán

contactados mediante nuestro sistema automatizado.

Cada intento de comunicarse con los padres tan pronto

como sea posible después de que todos los estudiantes

estén seguros.

Estimados padres y tutores:

Gracias por revisar el manual del estudiante con su

hijo/a. Cada intento se hizo para incluir información

esencial, sin embargo, sería imposible incluir todas las

situaciones posibles.

Cada maestro/a compartirá sus reglas de la clase con

cada estudiante, por favor revise estos con su hijo/a

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

North Monterey Co USD | BP 5145.9 Students

### **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> <b>North County Unified School District</b> <b>Reference BP 5570.1</b></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. Educate staff and students on preventative measures.
12. Actively monitor remaining students and staff for signs of illness.

Revised 05/12/2012

*Prevent. Detect. Respond.*



Monterey County Health Department  
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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.*