

# Comprehensive School Safety Plan

Monroe Elementary School  
Santa Barbara Unified School District

Brian Naughton, Principal  
Santa Barbara Unified School District  
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A meeting for public input was held on \_\_\_\_\_ at Santa  
Barbara USD Board Room

Reviewed by Law Enforcement on February 1, 2018 at Monroe  
School

Plan Adopted by School Site Council January 22, 2018 at Monroe  
School

Plan approved by District or County Office of Education Governing  
Board on \_\_\_\_\_

## Committee members

Brian Naughton, Principal  
Ann Marie Galbraith, Teacher  
Yolanda Saunders, Health Assistant  
Vicente Belmonte, Lead Custodian  
Adrian Gutierrez, Law enforcement

This document is available for public inspection at Monroe Elementary School and at  
[www.monroe.sbunified.org](http://www.monroe.sbunified.org)

## School Site Mission

Monroe School, a community of learners, affirms that: high academic and ethical standards are maintained, every student has the right to a quality education, and every student will succeed in ways that reflect his or her aptitudes and interests. Our shared purpose is realized by effective student, family, and staff communication. We foster a climate focused on justice. Discipline, good character, caring, and occasions for celebration.

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

In order to evaluate the current status of Monroe Elementary, the Principal met with School Site Council, English Learner Advisory Committee (ELAC), student groups, and staff to review Single Plan for Student Achievement and share results contained in *LCAP Priority Area 6, School Climate*. School climate data included survey results from teachers, students, and parents.

## **Discipline Data:**

Monroe School tracks its suspension rates year to year. For the 2015-16 school only 2.5% of students were suspended and 0% of students were expelled. Of this suspension percent 2.7% were Hispanic Latino students and 2.9% were Socio-economically disadvantaged students. Monroe continues to evaluate and refine our Restorative Approaches, Character Counts, and Take Charge initiatives to increase student engagement and decrease the likelihood students will engage in activities that could result in suspension offenses.

The following goals were identified:

1. Monroe School will decrease suspensions for Hispanic, English Learners, and Special Education students.
2. Monroe School will aim for no expulsions.
3. Monroe School will use Hanover survey results from 2015-16 and increase sense of safety and connectedness for all stakeholder groups.

## **Survey Data from 2015-16:**

### **School Connectedness and Safety:**

1. Based on the Hanover / Climate Survey results, Monroe continues to have satisfactory positive results with regards to sense of safety and connectedness across all demographics. The data shows a majority of parents, students and staff feel safe, connected, and invited. Monroe will continue to monitor survey results as well as include stakeholders to gather information and continue to foster a safe and connected school climate.

Monroe Elementary employs the following strategies to prevent crime: 1) Educate students and families on school and district behavior expectations, rules and policies. 2) Create a student centered learning environment where students take ownership and pride of their school. 3) Celebrate students' positive, safe, respectful behavior. 4.) Develop and implement a multi-tiered system of supports (MTSS), which includes both academic and positive behavior interventions and supports

## **Threat Assessment**

# **Child Abuse Reporting Procedures**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5141.4.

[Child Abuse Prevention and Reporting - Board Policy 5141.4](#)

[Child Abuse Prevention and Reporting – Administrative Regulation 5141.4](#)

# **Disaster Response Procedures**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 3516.

[Emergencies and Disaster Preparedness Plan – Board Policy 3516](#)

## **Suspension and Expulsion Policies**

For specific details, refer to Santa Barbara Unified School District Board Policies and Administrative Regulations 5144, 5144.1 and 5144.2.

[Discipline – Board Policy 5144](#)

[Discipline – Administrative Regulation 5144](#)

[Suspension and Expulsion/Due Process – Board Policy 5144.1](#)

[Suspension and Expulsion/Due Process – Administrative Regulation 5144.1](#)

[Suspension and Expulsion/Due Process \(Students with Disabilities\) – Administrative Regulation 5144.2](#)

## **Procedures for Notifying Teachers about 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. The SBUSD has incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, will show an “\*” next to the student’s name. The teacher can access the suspension by looking at the student’s discipline screen. The information provided is for the student’s current teachers only. 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 list so students and others may not view it. Teachers are notified by the front office when students are suspended.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Santa Barbara Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student’s teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student’s counselor.

# Monroe Elementary School

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431 Flora Vista Drive, Santa Barbara, CA 93109, Phone (805) 966-7023, Fax (805) 963-4198

To: ALL CERTIFICATED STAFF  
From: **Brian Naughton**  
Re: Student Suspension Information

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The Santa Barbara Unified School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "\*" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. 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 list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- E.C. 48900**
- (a1)** Mutual fight
  - (a2)** Battery
  - (b)** Possessed dangerous object
  - (c)** Controlled substance/alcohol
  - (d)** Imitation controlled substance
  - (e)** Robbery/extortion
  - (f)** Vandalism
  - (g)** Theft
  - (h)** Tobacco/nicotine products
  - (i)** Habitual Profanity/vulgar or obscene act
  - (j)** Drug paraphernalia
  - (k)** Disruptive/willful defiant behavior
  - (l)** Received stolen property
  - (m)** Imitation firearm
  - (n)** Sexual assault or battery
  - (o)** Harassed/threatened witness
  - (p)** Sale of soma
  - (q)** Hazing
  - (r)** Bullying/cyberbullying
  - (t)** Aiding and abetting \*
- E.C. 48900.2** Sexual harassment (gr 4-12)
- E.C. 48900.3** Hate violence(gr 4-12)
- E.C. 48900.4** Severe and pervasive threats and intimidation (gr 4-12)
- E.C. 48900.7** Terrorist threats
- E.C. 48915 (a1a)**Serious physical injury

- (a1b) Possession: knife, explosive, dangerous object
  - (a1c) Controlled substance
  - (a1d) Robbery or extortion
  - (a1e) Assault/battery school employee
  - E.C. 48915(c1) Possessing, selling, furnishing firearm
  - (c2) Brandishing a knife at another person
  - (c3) Selling a controlled substance
  - (c4) Committing or attempting sexual assault or battery
  - (c5) Possession of an explosive
- If you have any questions or want more information, please see me.

## Confidential Memorandum

**To:** \_\_\_\_\_, Teacher  
**From:** Brian Naughton, Principal  
**Date:**

**Re:** Students having committed specified crime

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The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

**NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)**

**PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.**

\_\_\_\_\_ was found to have committed the following criminal activity:

If you have any questions, please see me.

Brian Naughton  
Principal

## **Sexual Harassment Policy**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5145.7.

[Sexual Harassment – Board Policy 5145.7](#)

[Sexual Harassment – Administrative Regulation 5145.7](#)

## **School-wide Dress Code prohibiting gang-related apparel**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5132.

[Dress and Grooming – Board Policy 5132](#)

[Dress and Grooming – Administrative Regulation 5132](#)

[Dress and Grooming – Exhibit 5132](#)

## **Procedures for Safe Ingress and Egress from School**

### ARRIVAL

The school day begins promptly at 8:30 a.m. The first bell rings at 8:25 and the tardy bell rings at 8:30. No students are to be on campus before 7:50 a.m. as supervision begins at 7:50 am in the cafeteria, where all students are invited to breakfast.

### TARDIES

A student is considered late to school if not in his/her classroom by 8:30 a.m. When a student arrives late, he/she must report to the office to receive a tardy slip. It is imperative to notify the office, pick up a tardy slip and give it to the teacher; otherwise, the student is marked absent and parents will be notified.

### EARLY PICK-UP/APPOINTMENTS

Parents must sign their child out from the office if the child needs to be dismissed early for any reason.

### DROP-OFF/PICK-UP POLICY

- ◆ The speed limit is 25 mph when children are present on Flora Vista and Cliff Drive.
- ◆ There is NO PARKING in pick-up areas or designated spaces in the parking lot.
- ◆ It is better to park and walk in to the school to minimize congestion, whenever possible.
- ◆ Students must go directly to the car pick-up area in front of the kindergarten rooms after school if they are not riding on the bus.
- ◆ All students are to remain in the pick-up area until picked up at the curb.
- ◆ NO Students are to walk through the parking lot or parked or idling cars without an adult-
- ◆ Parents must circle the parking lot until you can pull up to the curb or the pick up area.
- ◆ Car doors must be unlocked and ready for your child to enter. Be sure to buckle them up right away.
- ◆ Do not use cell phones in the parking lot or while driving (it is the law!).

## **LATE PICK-UP POLICY**

The safety of children is our first consideration. There is only supervision for 15 minutes after school. All students must be picked up promptly. If children are not picked up within 15 minutes after dismissal, he/she will be taken to the office to call parents. If parents are consistently late picking up their child, they will be required to meet with the Principal.

The map below is a map of Monroe School that identifies the classrooms and who occupies them. All visitors/parents are given this map to help them navigate Monroe School safely.

Under the Americans with Disabilities Act of 1990, individuals who are deaf/ hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. The school map identifies evacuation areas and ingress/egress routes. The primary evacuation area for Monroe Elementary School will be on the playground. The primary off-site evacuation/assembly location is currently Washington School, but the Principal is looking in to an alternate location. Emergency evacuations drills are practiced monthly so that students and staff can learn the safe exit routes of the buildings.

## **CLASSROOM TEACHERS CLASSROOM TEACHERS EMERGENCY DRILL PROCEDURES**

1. In the event of an earthquake; Drop, Cover and Hold On for 60 seconds. Upon hearing Emergency Bell, evacuate students in a silent line, *close and lock your doors*, and go to your designated number on the playground.
2. Have students line up *facing* the buildings.
3. Take roll on Emergency Roster noting students who are MISSING and ABSENT. Write M if a student is missing and A if the student is absent. Please make sure you have rosters
4. Complete either the pink or green card based on Emergency Roster form. Please write grade, teacher, and room on top.
  - 4a. Complete the **GREEN** card if there are **NO** students or adults that are **MISSING** in your class. List absent students and adults and also report total number of students and total number of adults present on the card.
  - 4b. Use the **PINK** card **ONLY** for students and adults who *were present but are currently missing*. List absent students and adults and also report total number of students and total number of adults present on the card.
5. Using a student or available staff member, send Green or Pink Card to Alyssa Schwoerke (Command Center #2) by the drinking fountain.

6. After you have submitted your green or pink card to command center #2, please hold up your red or green card (on your clipboard) to indicate the state of your class. Hold up green if everything is ok; Hold up red if you need help.
7. In an actual emergency, put name labels on students.
8. If you are on a Search and Rescue Team, turn your students over to your grade level “buddy” teacher, and proceed to the First Aid Area (on the lawn near Room 30).
9. Stay calm and lead by example.
10. Have quiet activities for your students (ie: coloring sheets and crayons, puzzles, paper mini books etc.).
11. Command Center #1 will send a staff member with the list of *Students to be Released* to Command Center #2, and a staff member will collect students from their classes to be escorted to the gate and released to their parent or guardian.
12. As students are picked up from your class by a staff member, please mark a “P” on your Emergency Roster (in red pen) to indicate that the child was released to a staff member.
13. Once your entire class has been released to a parent or guardian, bring your completed Emergency Roster to Alyssa Schwoerke at Command Center #2. Teachers will be released once it has been verified that all of your students have been released to a parent or guardian.

*Side note: It is important that you have a pair of comfortable shoes stored in your classroom for safety purposes.*

## **SEARCH AND RESCUE TEAM EMERGENCY DRILL PROCEDURES**

### **Search and Rescue Team Members:**

Team 1: Ann Marie Galbraith/Dan Gibbings *Alternate: Sondra Burnworth*

Team 2: Jared Wong /Christella Campbell *Alternate: Shannon Jaffe*

Team 3: Amy Gates or Kayla Johnson/Liz Caruso *Alternate: Julia Bowen*

Team 4: Lynne Harms/Nancy Morris *Alternate: Tiffany Stewart*

1. After taking attendance and turning your students over to your buddy-class teacher, meet your search and rescue partner by portable Room 30 to retrieve your supply backpack from Yolanda Saunders.
2. Get radio from Yolanda, turn on and turn to **Frequency 1**.

3. Proceed to your **“Search Section”** and begin searching for injured students and adults. (*See below for Teams’ Sections*).
4. Upon entering a Classroom, use your blue tape to put / on the outside of the door, and upon exiting put a \ , forming an X on the outside of the door. The X indicates that the Classroom has been searched and cleared. A / indicates that there are Search and Rescue members still in the Classroom. (This is a universal marking that is used by Community Emergency Response Teams)
  - a. **Team 1** searches the Library Wing (Library, Library Office, and Counseling Office in Library, Rooms 16, 16A, 17, 18, 18B, 19, 19D, 20, 20C) portable bathrooms.
  - b. **Team 2** searches Kitchen, Auditorium/Cafeteria, Computer Lab, Restrooms in Auditorium, Boys/Girls Restroom next to Room 11, Rooms 11, 12, 13, 14, 15, Back patios and patio closets.
  - c. **Team 3** searches Office Building (Health Office, Bathroom and Closet in Health Office, Office, Principal’s Office, Work Room, Lounge, Restrooms in Work Room, Math Lab), Custodian Office, Kiln Room, Rooms 7, 8, 9, 10, 6, 5, 4, 3, and Boys/Girls Restroom next to Room 3.
  - d. **Team 4** searches portable Rooms 26, 27, 28, 30, Room 1, Restrooms between Room 1 and 2, Room 2, and portable Rooms 21, 22, 23, and 24.
1. **UPDATED COMMUNICATION PROTOCOL** - Please see dialogue below. Search each room in your designated search area, radio Alyssa Schwoerke using the communication protocol below after exiting each room. When using the radio, press the talk button and wait a second before you speak. Then speak clearly and slowly.
2. Before making room reports, each team should do a radio check to confirm communication.
  - a. **Search and Rescue Team say:** *“This is S&R Team #\_ calling in for a radio check.”*
  - b. **Alyssa say:** *“Copy that S&R Team #\_, proceed with Search and Rescue.”*
  - c. See below for radio communication protocol for reporting.
    - i. **Search and Rescue Team say:** *“This is Search and Rescue Team #\_.”* **then wait** for a confirmation from Alyssa.
    - ii. **Alyssa say:** *“Copy Search and Rescue Team #\_, proceed.”* then you will say,
    - iii. **Search and Rescue Team say:** *“Room \_\_ all clear”* or *“injured person(s) in Room \_\_”*. Alyssa will then confirm with you.
    - iv. **Alyssa say:** *“Copy that Team #\_, proceed to next room.”*

Check all cabinets, behind doors, and any open areas in the classroom where a student could hide. Lock door after search.

3. Return to Command Center #2- Alyssa (on playground in front of drinking fountain) to confirm findings and turn in check-off list.
4. Remain at drinking fountain until all four teams have reported.
5. When cleared to leave by Alyssa Schwoerke, return backpacks to Yolanda Saunders at the First Aid Station and remain there to help with first aid.

## **FIRST AID TEAM EMERGENCY DRILL PROCEDURES**

### **Team Members:**

**Yolanda Saunders-** Team Leader

**Vicente Belmonte and Ethan Zolt - First,** turn off utilities then report to First Aid area

**Debbie Rankin**

**Emily Schwab**

**Jack Baird**

### **Duties:**

1. Yolanda Saunders is the First Aid Coordinator.
2. Yolanda and Vicente report to Emergency Shed behind portable Room 28.
3. Remove Search and Rescue materials to area next to portable Room 30.
4. Give Search and Rescue Teams their supply backpacks, and perform a radio check with all teams. **(Radio Frequency #1)**
5. Remove First Aid materials to area near soccer goal posts.
6. Set up Triage Area with First Aid materials.
7. Set up Porta Potty tents on corner of blacktop area behind basketball courts.

8. Alyssa Schwoerke will report the injured students to Yolanda Saunders that need to be transported to the First Aid area.
9. First Aid team will transport students to First Aid area.
10. Yolanda Saunders will report to Alyssa Schwoerke any students that are released to parents.

**OFFICE STAFF  
COMMAND CENTER #1 TEAM  
EMERGENCY DRILL PROCEDURES**

**Team Members:**

**Command Center #1**

Miriam Theis

Negin Parvin

Grace Riggs

Cafeteria Staff

1. If it is a Drill, call Fire Department to notify.
2. Take student and staff Emergency Cards out of office. Lock door.
3. Proceed to Flora Vista gate area and close two sidewalk gates, but do not lock.
4. Close driveway gates to size of one table for parent check in.
5. Move table from cafeteria stage to driveway gate. (Cafeteria staff)
6. Put up sign that tells parents status of students and to check in here for release of children.
7. Verify adult I.D. with Student Emergency Card information.
8. Write down list of students that are ready to be released to parents or guardians on the Release to Parent form.
9. Radio Command Center #2 the list of students to be picked up from each class and those students will be escorted to the front gate by a staff member.
10. As students are brought up to the west gate to be released to their parents or guardians, highlight on the Release to Parent form that they have been picked up.

**SIGN ON FENCE:**

1. Stand in one line at the main gate to check in with the office staff to pick up your child.
2. Have an I.D. ready to verify that you are on the Student's Emergency Card.
3. Stand in one line by the west gate extending towards Cliff Drive for your child to be brought to you.
4. THANK YOU FOR FOLLOWING THESE EMERGENCY PROCEDURES!

**SUPPORT STAFF  
COMMAND CENTER #2 TEAM  
EMERGENCY DRILL PROCEDURES**

**Team Members:**

**Command Center #2**

Brian Naughton

Support Staff

Alyssa Schwoerke

Ethan Zolt (1st assist Vicente then join Command Center #2)

1. Ring fire bell to indicate that there is a fire or earthquake.
2. Notify the school when it is okay to evacuate to safe areas.
3. Carry out cell phones, walkie-talkies, and Command Center #2 box.
4. Bring down School Safety Plan Binder, and folding table from the shed to Command Center #2.
5. If you are with a class, walk them to their designated area with their classroom teacher then report to Command Center #2.
6. If you are not in a class, report to Command Center #2.
7. Coordinate the safe area on the playground, Command Center #2.
8. Send out emergency teams (i.e.: Search and Rescue, First Aid.)
9. Receive GREEN “All present and accounted for” cards.
10. Will write down the number of present students and adults and missing students and adults.
11. Communicate with the district’s office, (Frequency 6) Inform them what site we are from, where all students and staff are evacuated to, how many students and adults are accounted for and missing. Also, report any damage or situation that exists on our campus.
12. Will record information from the Search and Rescue team regarding if a room is all clear or if there is an injured person in a given room.
13. Once a list of *Students to be Released* has been brought down from Command Center #1, will send support staff members to retrieve these students from their classes and escort them to their parents at the gate.
14. Will collect completed Emergency Rosters from teachers and release teachers.

## **EMERGENCY LOCKDOWN**

1. When you hear the word “Lockdown” over the intercom, close windows, blinds, and pull down the curtains.
2. Lock your classroom doors (you can lock them from the inside).
3. Move students away from windows and doors. Please keep the students and yourself out of sight.
4. If you have students that need to use the restroom, have them use the portable potty that you have stored in your classroom.
5. If it is safe to do so, evacuate students using patio doors/front doors or windows (if you’re in a portable)
6. Evacuate students to a safe/hidden location (may be off campus), call 911 to alert them so that the PD will be notified of your location, and call Principal Naughton at (805) 618-8680
7. If your students are at recess, the playground yard duties will escort them to rooms 26, 27, 28, and 30. (Vicente will open the classrooms if the doors are locked.)
8. If your students are at P.E., the P.E. teacher will escort them to rooms 27 or 26. Please call the office once students are safely in a classroom. (Vicente will open the classrooms if the doors are locked.)

**EMERGENCY PROCEDURES FOR GAS, ELECTRIC, AND WATER**  
**Emergency at school**

1. **Bring keys.**
2. **Get tools from Vicente's room.**



3. **Wrench for gas/ t-bar for water.**
4. **Electric Room- Main switch off.**



5. **Kinder playground**
  - a. **shut off gas- turn knob to right/ parallel to ground and lift metal case**



- b. **push blue levers down /straight**



- c. **By sidewalk - irrigation water- lift cover and turn off with the black t-bar**



## **Monroe Elementary After School RAP Program EMERGENCY PROCEDURES 2016-2017**

### **LOCKDOWN**

- Site Director alerts staff there is a lockdown and tells them what room/space to quickly move children into (room 24).
- Site Director notifies Supervisor immediately by phone.
- Leaders remain calm. Close doors and move children away from windows. Close windows/shades. Sit quietly on floor in middle of room.
- Take roll call and conduct anxiety reducing activity.
- Staff listens closely for direction from Site Director.

### **EARTHQUAKE**

- **INSIDE GROUPS:** Tell children to drop to the floor and duck/take cover under a desk/table with backs facing windows. Stay away from bookcases, file cabinets and other heavy objects. Hold on to what you are under (i.e. table legs). Keep eyes shut.
- Have children hold their positions until the ground stops shaking and it's safe to move.
- **OUTSIDE GROUPS:** Move children away from all buildings and trees. Seek any type of protection (benches, etc.) and crouch down. Have all children cover their faces with their arms to protect heads and faces.
- Stay down with the children until the Site Director gives the “all clear” signal.
- Site Director will determine if evacuation from room or school is needed. Leader should be the last person to exit indoor space. Off-site location will be Elings Park soccer fields.

Remain in contact with Supervisor for further instructions.

### **FIRE**

- Line up students at nearest exit (if inside classroom). All doors remain closed, but unlocked. All leaders walk their students to designated area (kickball court) on the blacktop.
- Site Director notifies Supervisor immediately by phone.
- Assistant Director takes roll call from roll sheet. Inform Site Director of any missing child immediately.

• Site Director and Supervisor will determine best/safest course of action and will inform staff if evacuation from site needs to occur.

#### **MISSING STUDENT**

- Contact your Site Director if:
- Child was not signed out and you cannot find the child. Site Director will contact parent. If parent and Director cannot locate child after 5 minutes, site Director calls 911.
- Site Director notifies Emily Fox immediately by phone at (805) 560-7552 or (858) 373-7252.

## **Procedures to Ensure a Safe and Orderly Environment**

### **Factors**

#### 1. The Social Climate

#### **MONROE PARENT/SCHOOL COMPACT**

Monroe School community is committed to excellence in the academic and social development of each child. In order to accomplish this goal, we agree to provide a setting in which:

#### ***Students are to:***

- Demonstrate their best efforts on all assignments whether in the classroom or on homework.
- Arrive at class on time and ready to learn.
- Ask for help on any school work that is not fully understood.
- Limit television watching and ask family members to read to them every day or read quietly on their own.
- Follow the school behavior plan and demonstrate good character.

#### ***Parents are to:***

- Communicate the importance of education and learning to their children.
- Assist their children with homework by monitoring assignments, providing a supportive environment, and giving guidance whenever possible.
- Attend parent-teacher conferences as required.
- Participate in school activities for a minimum of five hours per semester. These activities include volunteering in the classroom or school library, attending PTA meetings, or helping at special events
- Read to their children aloud or have older children read quietly for a minimum of 20 minutes daily.
- Make sure that children arrive at school on time and with adequate sleep and proper nutrition.
- Monitor television viewing and video games.
- Obey all school traffic procedures.
- Keep all contact information up to date.

#### ***Teachers are to:***

- Regularly communicate with parents regarding classroom activities, student progress, and support strategies
- Provide a challenging curriculum that is relevant, experience-based, and complies with the California State Framework.
- Provide a safe, supportive environment where students can develop their own strengths as well as develop a sensitivity and respect for diversity.

## SCHOOLWIDE DISCIPLINE PLAN

In order to provide our students with a consistently safe and productive learning environment, teachers and parents/guardians have developed the following discipline standards. All teachers and support staff at Monroe have agreed to consistently uphold these discipline standards throughout the school grounds. In accordance with our goal of providing a superior academic experience, the staff of Monroe will work in cooperation with parents/guardians to build and support an atmosphere conducive to successful learning. All teachers and staff have been trained using Restorative Approaches as well as the Take CHARGE! initiative.

## AN OFFICIAL NO PLACE FOR HATE® SCHOOL

Monroe Elementary School is recognized by the Anti-Defamation League for building a No Place for Hate® community and is officially designated a No Place for Hate® School by the ADL. By participating in No Place for Hate® activities like Friendship Week in the fall and Kindness & Justice Challenge in winter, Monroe School educates our students throughout the school year to foster understanding of many cultures, religions, and traditions that are shared by members of our increasingly diverse and growing community.

## RESPONSIBILITIES

Each teacher and support staff member is responsible to set and teach students specific expectations for responsible and productive behavior on school grounds, as well as take appropriate steps of corrective action to resolve problems when they occur. Each student is responsible for making appropriate decisions with regard to his/her behavior, as well as to fulfill the consequences of any inappropriate behavior he/she exhibits. Parents and guardians are responsible for supporting the discipline police of the school and requiring appropriate behavior of their child.

## CHARACTER COUNTS

Monroe School children at every grade level are taught character education using the national Character Counts program. The six pillars of the program are Caring, Fairness, Trustworthiness, Respect, Responsibility, and Citizenship. Students will be recognized and honored for their outstanding academic achievements and citizenship in bi-monthly Spirit Assemblies. Parents will be invited to these assemblies to celebrate with their children.

Monthly "[Character Counts](#)" focus

- August / September - TRUSTWORTHINESS and CITIZENSHIP
- October / November - RESPECT and RESPONSIBILITY
- December / January - CARING / FAIRNESS
- February - TRUSTWORTHINESS and CITIZENSHIP
- March / April - RESPECT and RESPONSIBILITY
- May/June - CARING / FAIRNESS

Take CHARGE!

Monroe students also Take CHARGE! Take CHARGE! is a school-wide initiative that our teachers and staff created that provide expectations for student behaviors at school. CHARGE is an acronym that stands for being **Compassionate**, demonstrating **Healthy** habits, strive for academic **Achievement**, demonstrating **Respect**, showing **Gratitude**, and giving your best **Effort**. Teachers teach students how to Take CHARGE at the beginning of the school year and continue to reinforce throughout the year.

## **EXPECTATIONS**

### ***Playground, Field, and Fair Play***

- Students are not allowed on the playground unless there is an adult supervisor present.
- Supervision of playground begins at 8:05 a.m. before school and 12:00 p.m. at lunch.
- WALK up and down ramps.
- Morning recess snacks are to be eaten on a bench or on the blacktop near the fence only. Students need to wait until they enter the playground to eat snacks and throw their trash away.
- No food is allowed on playground at lunchtime.
- Students are not to take equipment from other children.
- Students are not to pick up or throw rocks, sticks, pine cones, etc.
- Students are to wait in line to play on playground equipment, counting to 100 slowly and clearly.
- Swing properly facing the playground. Stay off the mat while waiting turn. No jumping from swings. Count clearly to 100. Each forward thrust of the swing is one count. Kindergartners count to 20.
- Slide DOWN the slides only, one at a time.
- Do not run or play tag on mats around playground equipment.
- Respect other students' games by not interfering.
- If equipment goes over the fence, report it to a teacher. **DO NOT CLIMB OVER THE FENCE.**
- **NO FIGHTING OR PLAY FIGHTING.** Keep hands and feet to yourself.
- Stay out of trees, off of the hillside.
- Softball, football and soccer games are to be used on the grass only. Footballs, kick balls are allowed on field or on kickball court only.
- Play Flag or Touch Football only; NO Tackle Football.
- No "locking" other students out of the game.
- Students are to freeze when the bell rings. When the teacher blows the whistle, WALK to designated lines.
- Carry equipment. Do not bounce or kick balls after the bell rings.
- Students must be in view of yard duty personnel at all times.

### ***Big Toy***

- Do not run, chase, or play tag on Big Toy Mat.
- Slide: Feet first. One student at a time. Down only, **DO NOT CLIMB UP SLIDE.**
- Spinning Wheel: No more than 3 students at a time. Spin once and go to end of line.
- Traveling Bars: Go across in one direction. Hang by hands only.
- Corkscrew Pole: One student going down at a time. Sit. Do not jump off.
- All Bars: Hang by hands only, no knees, feet, etc.
- All Areas: Move away when your 'ride' is over.

### ***Cafeteria***

During the lunch period, the students will:

- WALK into the cafeteria.
- Place balls and other playground equipment in the ball box at the entrance to the cafeteria.
- Walk to table or to the lunch line.
- Keep hands and feet to themselves while in line and while eating. Students will not touch each other's food or throw food.

- Use good manners. Talk quietly. Sit with both feet under the table. Students will not slide the cafeteria tables or benches.

*When finished eating, students will:*

- Clean the area where they ate to make the table ready for the next student.
- Raise his or her hand and wait to be excused by one of the lunchtime supervisors.
- Put trash in the garbage can and put hot-lunch tray neatly on the stack of trays for recycling.
- Take NO food to the playground or to eat in the hallways.
- WALK to the playground.

*For second chance breakfast, students will:*

- Go to cafeteria first, then playground.

### ***Bus***

All students who take the bus home may not stay after school unless we have written instructions from parents. Failure to follow bus rules may lead to suspension of bus privileges.

- Be on time.
- Follow directions the first time they are given.
- Keep all harmful objects off the bus.
- Do not bring animals on the bus.
- SIT in your assigned seat, face forward.
- Do not lean out of the window.
- Keep all parts of your body – and all objects – inside the bus.
- Keep hands, feet and objects to yourself. Do not throw objects,
- Stay in your seat with your feet on the floor while the bus is in motion.
- No pushing, shoving, fighting, rudeness, discourtesy or loudness.
- No cursing, swearing or foul language.
- Do not eat or drink on the bus.
- Do not litter, write on, or damage the bus in any way.

### **MOTIVATION PLAN**

Monroe believes that students benefit from a Restorative Approach. If a student chooses to break a rule, a Monroe School Better Choice Worksheet is issued describing the behavior, how the behavior has impacted others in the Monroe Community, and the student explains how they will make better choices in the future. The parent is to sign and return the Better Choice Worksheet the next day.

In the case of severe disruption to the learning environment, the student receives a citation and is sent immediately to the principal. Severe disruption includes the following: aggressive physical behavior, profanity, outward defiance of adults and inappropriate touching.

Citations are issued at the discretion of the school staff for infractions for which the consequence may be a suspension. A District Notice of Suspension form may be used for applicable infractions and must be used after receipt of 2 conduct reports in one school year.

Additionally, all teachers have a plan for classroom discipline. The same rules of conduct apply throughout the school.

The most crucial part of this plan is the consistent participation of everyone involved – students, teachers, support staff, parents or guardians. This plan will not be effective if rules are not clearly defined and faithfully upheld by all involved. This plan will be presented to parents or guardians and they will be asked to sign it.

### **REWARDS/INCENTIVES**

Green Slips celebrate our students' good conduct. Over the course of the school year, students in 1<sup>st</sup> through 6<sup>th</sup> grades receive green slips for positive academic behavior and citizenship. For every 5, 10, 15, 20, 25 green slips earned, students receive prizes and are recognized at our Monroe Monday Assemblies. When a student earns 30 green slips they join the Principal for a special pizza lunch on stage in the Auditorium. Students who reach 75 green slips celebrate with a fruit smoothie with the principal.

### **SPIRIT ASSEMBLIES**

Spirit Assemblies are held quarterly throughout the year and are an opportunity for students to receive recognition for awards outstanding citizenship, academic improvement, and academic excellence.

#### **Spirit Award Categories**

- Achievement in ELA, math, Science, History (classroom teacher)
- PE, Art, Music (Ethan, Liz, and Shannon)
- Noon League Sportsmanship, Effort, and Leadership (Coach Dalton)
- Good Character (Six traits, teachers)
- Perfect Attendance for the first report card (teachers, admin)
- Accelerated Reader

#### **Accelerated Reader Award**

Our school focus is developing students' ability to closely and analytical read complex texts. Students receive reading medals for for reaching specific grade level word counts. Our AR program works to identify books that match a student's reading level. AR also counts the number of words a student reads. Students are recognized for reading awards at our Spirit Award assemblies.

### **STUDENT COUNCIL**

Elections for Student Council are held in the fall. 5<sup>th</sup> and 6<sup>th</sup> grade students are eligible to be officers. Each 4<sup>th</sup> through 6<sup>th</sup> grade classroom has two elected classroom representatives who attend bi-weekly meetings during lunchtime with the student council officers. These representatives report upcoming school events and projects to all grade levels. A classroom teacher facilitates council meetings and supports the student council officers. Student Council officers work closely with the Principal in identifying community service events throughout the school year.

## **2. The Physical Environment**

- a. All Monroe School classrooms are 21<sup>st</sup> Century Technology ready classrooms equipped with 50 inch TV monitors, Apple TVs, and each teacher has an iPad and laptop.
- b. Classrooms, restrooms, and grounds are maintained daily.
- c. Monroe School participates in the annual United Day of Caring Beautification Day. In addition, throughout the school year there are Beautification Days. Classes also "adopt a spot" on the Monroe Campus to maintain and make beautiful.
- d. Students can eat lunch in the outdoor garden eating area (weather permitting) at picnic

tables with umbrellas providing shade.

e. A storage shed is located in the garden area where all physical education equipment and gardening tools are stored.

f. All food is prepared in the Monroe Cafeteria. Students are encouraged to select one vegetable and one fruit from the vegetable and fruit bar. Student Healthy Heroes serve a selected food for the month and is served to the students once a month during lunch.

g. Four Playground Supervisors supervise students before school, on the playground, and during lunch. Playground Supervisors wear orange vests so that they are easily identified by students and parents.

h. Playground Supervisors, Office Staff, Health Assistant, Head Custodian, and Principal use radios to communicate throughout the day.

**Goal 1: Component One: People and Programs**

**Increase All School Attendance Rates.**

Strategy	<p>1.1: Reduce student absences through awareness of the importance of daily attendance.</p> <p>1.2: Educate key stakeholders of the importance of daily attendance and the impact on student achievement.</p> <p>1.3 Put student incentives in place to encourage daily attendance.</p> <p>1.4 Recognize students for daily attendance.</p> <p>1.5 Use multiple sources of communication (Parent Square, All Call, Monroe Messenger, community meetings) to regularly inform the school community.</p> <p>1.6 Increase parent and student engagement through PIDA and IEE professional development</p>	<p>Teachers Principal Attendance Clerk Parents Students</p>	<p>August 2017 – June 2018</p>
Baseline	<p>1.1: Monroe chronic attendance rate is 11% for 2016-17 which an increase from the previous year and slightly higher than District average attendance rate of 9.6%.</p>		
Assessment	<p>1.1: Review monthly attendance data from AERIES with Attendance Clerk.</p> <p>1.2 Meet with Parents Monthly to review attendance data.</p>	<p>Principal Attendance Clerk Parents</p>	<p>August 2016 – June 2017</p>

Goal 2: Component Two: Place  
 Create a Bully Free learning environment.

Strategy	<p>1.1: Bullying – Reduce the number of incidences of bullying through classroom and school level awareness and education opportunities.</p> <p>1.2: Place importance on expectations and consequences for bullying in classroom presentations conducted by teachers throughout the year.</p> <p>1.3: Use Monday Morning Assemblies and Spirit Assemblies to reinforce positive behavior expectations, messages of empathy and support from student to student.</p> <p>1.4 Provide additional recess equipment, supervision and more structured student centered-activities during recess and lunch periods.</p> <p>1.5 Increase students’ understanding of students with special needs by providing a week of (dis)Ability Awareness.</p> <p>1.6 Provide all teachers and playground supervisory staff training in Restorative approaches.</p> <p>1.7 Increase 6<sup>th</sup> grade participation in buddy / role model system to develop and sustain student behavior expectations (i.e. reading buddies, Salad Ambassador Program)</p> <p>1.8 Develop and implement positive behavior intervention and support protocols, Take CHARGE!</p> <p>1.9 Develop Leadership capacity for our upper grade classes. 6th grade will schedule presentations with Mental Health and Just Communities.</p>	<p>Teachers          Principal          Parents          District Restorative Approach coordinator          Noon activities coordinator          Student Council          Alpha Resource Center          PTA          MTSS Committee</p>	<p>August 2017 – June 2018</p>
Baseline	<p>1.1: Less than 10 incidents of student bullying have been documented by student reporting as of January 2018.</p>		
Assessment	<p>1.1: Number of students receiving Better Choice Papers</p>	<p>Principal          Noon activities coordinator</p>	<p>August 2017 – June 2018</p>

	for incidences of bullying. 1.2: Number of students referred to principal for bullying related suspensions. 1.3: Number of students reported to have been bullied by parents. 1.4 Student participation rates and the number of lunch recess events held at lunch		
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## **Rules and Procedures on School Discipline**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5144.

[Discipline – Board Policy 5144](#)

[Discipline – Administrative Regulation 5144](#)

## **Procedures adopted under the Safe and Drug-Free Schools Act**

For specific details, refer to Santa Barbara Unified School District Board Policy 5137.

[Positive School Climate - Board Policy 5137](#)

## **Hate Crime Policies and Procedures**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5145.3.

[Nondiscrimination/Harassment – Board Policy 5145.3](#)

[Nondiscrimination/Harassment – Administrative Regulation 5145.3](#)

## **Bullying Prevention Policies and Procedures**

For specific details, refer to Santa Barbara Unified School District Board Policy 5131.2.

[Bullying – Board Policy 5131.2](#)