

MONTEREY HILLS ELEMENTARY SCHOOL

**SOUTH PASADENA UNIFIED
SCHOOL DISTRICT**

SCHOOL SAFETY PLAN

JANUARY 29, 2007

SOUTH PASADENA UNIFIED SCHOOL DISTRICT

Monterey Hills Elementary School
1624 Via Del Rey
South Pasadena, California 91030
626-441-5860

Joseph Johnson, Principal
Email Address: jjohnson@fc.spusd.net

Mission Statement

The mission of the MHS community is to assist all students to realize their full academic potential and personal social development resulting in responsible, independent and motivated learners.

Vision Statement

Monterey Hills School vision is to provide a safe, secure and dynamic learning environment where all students are valued and treated sensitively in respect to their individual needs and cultural backgrounds.

School Guiding Beliefs and Principles

The Monterey Hills Elementary School community believes that:

- All students have potential to learn in different ways when given the opportunity and when sufficiently motivated.
- A safe, secure, disciplined, diverse, and nurturing learning environment develops competent and responsible learners.
- Students, parents, and teachers share responsibility for student learning and developing positive social skills.
- A school-wide character development program teaches respect, responsibility, caring, trustworthiness, fairness, and citizenship.
- Student and staff diversity is a strength of our school.
- All students can become lifelong learners and productive citizens.

South Pasadena Unified School District Mission Statement

It is the mission of the South Pasadena Unified School District to:

- Promote high academic achievement,
- Build character and
- Foster creativity for every student.

Reviewed January - February, 2007

SCHOOL SAFETY PLAN COMMITTEE MEMBERS

Joe Johnson, Principal
Olga Diaz, Parent
Michael Kause, Parent
Michelle Kause, Parent
Debra Landau, Teacher
Brenda Low, Parent
Robyn Saito, Parent

Shannon Robledo,
South Pasadena Police Department/Site Resource Officer

Assessment of Crime
South Pasadena Police Department

**Incidents that occurred at Monterey Hills Elementary School for the
2005-06 School Year**

#	Incident
1	Vandalism (school was victim)
2	Road hazards (students)
1	Child abuse investigation (incident occurred at student's residence)
5	Extra patrol requests (parental/school official's requests)
1	Commercial burglary (school was victim)
1	Traffic stop
1	Court order violation (parent of a student)
1	Burglar alarm
1	911 call from school (unknown circumstance)
1	Parking violation (extra patrol request from school official)

Monterey Hills Elementary shall complete an assessment of the current status of school crime committed on campus and school related functions per cf.3515.1.

A Three Year Suspension and Expulsion Rate Table

A safe and orderly learning environment is a major focus of Monterey Hills Elementary School. The table below indicates the total number and percentage rate of suspensions and expulsions for MHS and the District over the past three years. Expulsions occur when required by law or when other alternatives have been exhausted.

	Monterey Hills Elementary			District Wide		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	15	14	0	165	267	173
Suspension rate	3.3%	1.8%	0.0%	3.9%	6.3%	4.0%
Expulsions	0	1	0	7	7	4
Expulsion rate	0.0%	0.2%	0.0%	0.1%	0.2%	0.9%

SCHOOL SAFETY ACTION PLAN

COMPONENT 1: Safe and Secure Learning Environment

Objective 1:

Students and staff will be trained in a variety of emergencies, and respond appropriately to them. Staff will communicate to parents/guardians procedures should a disaster occur.

Related Activities:

- 1) Annually review/revise MHS Disaster Preparedness /Emergency Plan, replenish emergency supplies.
- 2) Practice plan changes with student drill procedures (eg. lockdown, earthquake)

Resources Needed:

- 1) Time to identify, develop and publicize and practice procedures.
- 2) Seek resources (ie. other Disaster Preparedness handbook) that assist with developing these procedures.
- 3) Create brochure to inform parents/guards regarding procedures should a disaster occur.
- 4) Place emergency/disaster information on the school website.

Persons Responsible: Disaster Preparedness Committee, staff, School Safety Committee

Timeline: Update Disaster Preparedness plan annually by June.

Objective 2:

Maintain staff CPR/First Aid training and certification

Related Activities:

- 1) Practice CPR procedures.
- 2) Schedule a first aid class for the staff.

Resources Needed:

Funds for CPR/First Aid training/retraining

Persons Responsible:

Disaster Preparedness Committee, principal

Timeline:

Review needs/budget annually.

Objective 3:

Devise solutions to eliminate or reduce safety hazards to students in the drive through lot and on Via Del Rey and increase traffic flow efficiency.

Related Activities

- Research Traffic Options:

Option 1

Improve traffic flow in drive through by implementing the following:

- A. Recruit parent ***Safety Valet Team Members*** (4 from 8:00-8:15, 2 from 2:25-3:10) to assist students out of / into vehicles, aid in continuous traffic flow, and be aware of safety concerns in drive through area.
- B. Post permanent signage for NO LEFT TURN out of the drive through onto Via Del Rey.
- C. Work with the South Pasadena Police Dept. to secure an effective crossing guard at Via Del Rey and Camino Cerrado that will aggressively direct vehicles through the stop sign on northbound Via Del Rey to ensure maximum traffic flow and pedestrian safety.
- D. Research the possibility of posting **NO U TURN** signs along Via Del Rey from 100 yards north of Camino Cerrado, south every 50 yards to the intersection of Via Del Rey and Indiana Avenue.
- E. Initiate a “no waiting” policy supported by PM parent Safety Valets to get cars through the pick up zone.

Option 2

Close the drive through lot and convert to teacher parking lot. Establish the curb area in front of MHS between the entrance and exit driveways as the designated drop off and pick up areas during school hours.

- A. Recruit parent Safety Valets to assist students out of their cars and to maintain safe and efficient traffic flow north on Via Del Rey.
- B. Work with the SPPD to hire and train an effective crossing guard at Via Del Rey and Camino Cerrado that will assertively direct vehicles through the stop sign on northbound Via Del Rey to ensure maximum traffic flow and pedestrian safety.
- C. Research the possibility of posting **NO U TURN** signs along Via Del Rey from 100 yards north of Camino Cerrado, south every 50 yards to the intersection of Via Del Rey and Indiana Avenue.
- D. Maintain a staggered release of students in PM to ensure pick up zone runs smoothly on Via Del Rey.

- Reinforce the school tardiness policy by school staff by promoting a “students on time” recognition policy for students in class on time.
- Review/revise consequences for students habitually tardy (not truant students).

Resources Needed:

1. Parents to volunteer as Safety Valets for 20-30 minutes per day, once every 2-3 weeks. Establish a **Safety Valet Coordinator** position.
 2. Reinforce our Character Counts! program through parent volunteers modeling the pillars of “responsibility & caring”.
 3. Maintain funding for Traffic Control Assistant to help manage traffic flow either for option 1 or 2 (PTA is currently sponsoring this position.)
 4. Contact, consult and support the SPPD to hire and train an efficient and assertive crossing guard in order to get traffic moving through the stop sign on northbound Via Del Rey whenever it can be accomplished safely.
- Research cost and process for installing signage for NO U TURNS and NO LEFT TURN with the District and SPPD.

Persons Responsible:

Safety Committee, South Pasadena Police Dept., PTA, and MHS Staff

Timeline: Review effectiveness annually; make changes as necessary.

Objective 4: *Increase physical plant's security.*

Related Activities:

1. Increase lighting in interior and exterior building and classrooms. Areas of immediate concern are walkway to school, area between office and MPR, walkway between room 12 and room 23 and Extended Daycare bungalows, and the back of the lunch pavilion.
2. District Maintenance Dept. will assist with eradicate wasp hives on hillsides.
3. Check classroom stability for falling objects in an earthquake.
4. Audit campus for needed physical safety improvements annually.
5. Follow-up with District regarding the plan to install a fence/gate around the perimeter of the school. Need to evaluate where the gates will be located.
6. Evaluate the “check-in/visitor sign-in” policy for effectiveness
7. Monitor traffic at drop-off and pick-up for safety issues. (ie. redirect drop-off and pick-up, additional supervision, etc.)

Resources Needed:

- Annual reassessment of bee/wasp population as it affects lunch and after-school programs.
- Consultant to assess playground equipment needs, as well as design a new playground plan (while the new classrooms are constructed).
- Safety Committee and Principal need to assess if there is a need to increase staffing or implement parent volunteers for additional supervision.

Persons Responsible:

Principal, Safety Committee, District Maintenance Dept., Emergency/Earthquake Preparedness Committee, and District Business Services (project implementation)

Timeline: Assess the interior and exterior of each classroom, room-by-room annually by Principal and Safety Committee.

COMPONENT 2: School's Social Environment

Objective 1: Develop written procedures to inform students and parents of acceptable pick-up and drop-off times to prevent unsupervised children and unsafe behavior.

Related Activities:

1. Publicize the acceptable pick-up and drop-off procedures and map through principal-to-parent letters, PTA newsletter, parent handbook, and posting signs.
2. Provide parents with alternatives to transportation problems and early drop-off (eg. carpooling with student directory as a guide).

Resources Needed: District will publish the parent handbook annually.

Persons Responsible: PTA and Safety Committee

Timeline: Publish procedures for parents annually in time for August registration week ("Round-Up").

Objective 2: Provide ongoing training for the morning and noontime aides in order to develop more effective playground supervisory practices during school hours.

Related Activities:

- Provide conflict resolution techniques training, and effective monitoring methods.
- Build-in student awareness of aides authority and their roles.

Resources Needed: Funding source(s) and training time for playground staff in conflict resolution techniques and effective monitoring techniques.

Persons Needed: Principal

Persons Responsible: Principal, District Personnel Division

Timeline: Review training procedures annually.

Objective 3: Publicize the school’s discipline policy in September and as needed throughout the school year.

Related Activities:

1. Reinforce discipline policy at Back-to-School Night, in parent conferences, and in the parent handbook.
2. Reinforce mutual respect through the **Character Counts!** Program. This particular program is devoted to building character development by reinforcing the six pillars of **Character Counts!**:
Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
 - a. Demonstrate “Respect” by :
 - Treating others respectfully
 - Being tolerant of differences
 - Using good manners, not bad language
 - Be considerate of others’ feelings
 - Don’t be a bully, don’t threaten, hit, or hurt anyone
 - Deal peacefully with anger, insults and disagreements
3. Parents will be held financially responsible for destruction of any school property.
4. Publish and distribute a **school-family compact** that outlines student, teacher and parent responsibilities and commitments (eg. Students will commit to tardiness, bullying, fighting, slurs, and will respect school property.) Each parent, student and teacher will sign each.

Resources Needed:

- Time to prepare, update and publish “School Discipline Policy” in parent handbook, as well as creating a Child/Parent School Discipline Agreement.
- Funds to implement, support and continue the **Character Counts!** Program on an annual basis.

Persons Responsible: Principal, Staff , Safety Committee and PTA

Timeline: Prepare, update and publish student discipline policy in parent handbook annually.

Objective 4: Develop a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.

Related Activities:

1. Reinforce school playground rules, develop classroom discussions around bullying, breakdown “code of silence” behavior, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in parent handbook (and translate those expectations in Spanish and Chinese languages). Build-in process to empower students to take responsibility for their own behavior.
 - This activity can be done through the ***Character Counts! Program*** by building upon the six pillars of Character, Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
2. Develop formalized “buddy system” for new student orientation. Continue to develop ways to increase “connected-ness” among students (e.g. **Developmental Assets**, cultural arts assemblies, etc.) to promote “**Take a Second, Make a Difference**” and “We are a family” concepts.
3. Identify existing programs in place at MHS that develop self-reliant children (which may include topics such as violence prevention, conflict mediation, self-esteem). Explore programs that develop self-reliant children (which may include topics such as violence prevention, conflict mediation, self-esteem). Explore programs that develop self-reliant children to supplement existing programs as necessary.

Resources Needed:

- Funds to secure a consultant to facilitate Parent/Staff education meeting time.
- Funds/time to continue to implement, support and continue the ***Character Counts!*** Program on an annual basis.
- Funds to secure resources on “Bullying” as discussion topic (e.g. school counselor, literature)

Persons Responsible: Safety Committee, Staff and PTA

Timeline: Evaluate all programs annually.

After careful consideration of the above, needs were developed and reviewed by the staff and the School Site Council. From the needs, objectives were written along with related activities, resources needed, persons available and the timeline for implementation.

Information Gathering Process and Current Information Analysis

The Safe Schools Planning Committee used the Los Angeles County Office of Education's **Safe Schools Planning Guide** questionnaires to determine the bulk of our parent's and staff's safety concerns.

The **Parent Survey** was distributed in January, 2007, and of the 357 families, 138 (39%) responded. The surveys were tallied and compiled in January, 2007, by **Mrs. Robyn Saito**, School Safety Plan Committee member.

A **Transportation Survey** was distributed in November, 2006, and of the 357 families, 186 (52%) responded. The surveys were tallied and compiled in January, 2007, by **Mr. Michael Kause**, School Safety Plan Committee member.

We also considered relevant data gathered from student attendance, student discipline referrals, suspensions, annual crime reports, staff meeting agendas, and Student Study Team notes.

The committee scheduled several meetings in November, December and January to review data gathered to determine the large-scale issues from which we developed our objectives. Overall, our site is considered a safe school to learn by both staff and parents, is virtually free of graffiti and property damage, and students respect school rules and property.

The **Safe School Questionnaire** and **Transportation Survey's** summary data is attached to show our improvement areas as well as our strengths.

Policies and Procedures

Child Abuse Reporting Procedures

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code [11166](#).

Definitions

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code [11166](#))

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

Department of Children's Services
3452 E. Foothill Blvd.. Pasadena
Liaison: 577-3765 x3650 general information 577-3665

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency. Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are expected, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the Superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code [11174.3](#))

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code [11167.5](#).

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code [11174.3](#))

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Superintendent or designee and/or principal shall not notify the parent/ guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code [48906](#))

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form. (cf. [5145.11](#) - Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

(cf. [4117.4](#) - Dismissal)

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Regulation SOUTH PASADENA UNIFIED SCHOOL DISTRICT

approved: August 19, 1997 South Pasadena, California

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.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. [5146](#) - Married/Pregnant/Parenting Students)

(cf. [6164.6](#) - Identification and Education under Section 504)

DISASTER PROCEDURES

**In order to be operative for 72 hours,
conditions and common sense will dictate procedure.**

Earthquake

1. Warning Signal
2. Procedures
 - a. If in the classroom, the teacher or person in authority will call "DROP." Students will get under a desk, table, or doorway and assume the duck and cover position and hold on to legs of table.
 - b. If in the cafeteria/auditorium, students will get under tables and assume the proper position. If the tables are not down, students will drop and assume the proper position on the floor.
 - c. If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position.
 - d. Wait for signal to determine if and when to move students.
 - e. Evacuate to designated areas on the playground. Take red emergency notebook and emergency kit.

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible. Stay down until the shaking subsides.
2. If we are able to announce an all clear signal, you are responsible to decide when to take students outside to the assembly area. Use your best judgment.
3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.
4. Always have an up-to-date list of your students in your red emergency notebooks. You need these to make sure all of your students are accounted for. The office staff has placed total school class lists in the emergency notebooks in the computer lab, library, and MPR so that you will have a list of your students when you're visiting those rooms. You will be responsible to take the emergency notebook with you when you exit that room.

Office Staff will act as coordinators for communication and for the release center.

At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. An all-clear signal will be made via public address system if possible, or teachers will be notified in person and the message will be spread room to room. Evacuate at own discretion as necessary.

1. Status check/assess damages in own room - flashlight/batteries.
2. Custodian will block passage way near daycare with lunch tables as soon as possible after he serves as a Sweep Team member.
3. Secretaries set up release area near Room 12 or gated area, depending on damage to building. Sophie Lin will assist.
 - a. Three tables and two chairs are needed.
 - b. Need phone available - cellular phone or walkie talkie.
 - c. Emergency forms
 - d. Medical lists and medications
 - e. Emergency office supply box
 - f. Sign out form/release slips
 - g. Fifth grade runners to take release slips to class areas.
4. Principal will establish the Command Post near home plate on the playground
 - a. Bull horn and clipboard
 - b. Tables and chairs
 - c. Send first aid release forms to first aid station (once you are outside and are able to assess injuries).
5. All support personnel report to the Principal at the Command Post after their students are released.
6. The plant foreman will coordinate the Sweep Teams. Check utilities and will only shut off utilities if there are gas or water leaks. Assess damages.
 - a. Gas, water heaters, kitchen, check utilities
 - b. Electrical
 - c. Water
7. First aid team sets up first aid station located by the swings.
8. Sweep Team takes injured to first aid area.
9. Extra teachers (kindergarten and other support people) take positions at Room 12 and at emergency access gate to direct parents or emergency vehicles. District emergency personnel arrives to establish radio communications with District's Command Post.

10. Releasing Students

- a. A designated adult is either recognized or shows identification to the secretary.
 - b. The secretary records release of student on form. Designated adult signs.
 - c. A release slip for each child will be given to a runner who will go to the appropriate class area and get the child. Parents will only go on the playground for injured students.
6. The teacher keeps the release slips.

Sweep Team

Purpose: account for all students and staff, check physical condition of school for unsafe areas.

- Consists of Plant Foreman, Resource teacher and support staff, ELD and support staff, Computer Asst., Librarian, and Instructional Assistants.
- After the students are at their places, the Plant Foreman will organize A & B sweep teams:
 1. Meet at the Command Post (near main playground home plate).
Split into two teams of four—assign a runner, an entrance “monitor,” and two room checkers.
Team A--Plant Foreman and Leader
Team B—Leader and any available teacher (Resource, ELD, Kindergarten)
 2. Check every room and all bathrooms, multi-purpose room, library, and work rooms.
 3. Try to open doors, use a crow bar covered with a jacket, etc. to open/break a window if necessary.
 4. If all rooms are cleared, check overhead for gas lines -- near Room 18.

First Aid Team

- Location will be near the handball courts. Those staff members trained in CPR/First aid and the nurse, if available, will assist those in need. After students are in their areas and accounted for, the team goes to First Aid area.

Teachers and Students

- Major responsibility of teachers is for their own students. Teachers are to remain with their students and follow evacuation procedures.
 1. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. Since we can no longer ring an “all clear” bell, classrooms will be notified and the message will be spread room to room via the buddy system. If that is not possible, classes will evacuate to evacuation area at teacher discretion.
 2. Status check/assess damages in own room - flashlight/batteries.

3. Check with partners by adjacent rooms:
 - 1, 8, Office
 - K2, K3
 - 4, 5
 - 6, 7
 - 9, 10
 - 11, 12,
 - 13, 23
 - 14, 15, 16
 - 17, 18, 19
 - 20, 21, 22
 - Computer Lab/Library Media Center
4. Follow planned escape route or determine safer route and proceed to evacuation area on the playground.
5. Take red emergency notebook and green first aid kit. Leave gray bags in rooms.
6. Leave immobile students in the classroom with a desk placed over them if possible. Assure child that help is on the way.
7. All rooms will be checked for injuries or fatalities.
8. When in the evacuation area, always take status check on current roll sheet.
9. Students will remain in the designated open areas until their parents come for them, or until instructions are received from authorities in charge.
10. Release child only when release slip is presented. Keep release slips for records. Condition of the child at the time of release will be noted.

Special Teachers--Resource, Speech, ELD Asst., Drama, Music, A.P.E., are responsible for any students with them at the time of the emergency. Once in the evacuation area, they release students to their respective teachers. Report to command post or sweep team.

Cafeteria Workers--Only shut off utilities in case of major fire, odor, sound of gas, or water leaks. Report to command post for directions.

COMMUNICATIONS PLAN

- 1 Telephone/cell phone use will be limited to the command post until normalcy is restored.
- 2 Office personnel will use either a battery operated radio or car radio for outside use.
- 3 Teachers are responsible for checking with their assigned buddies and reporting to a lead teacher, designee, who will report to the Principal.
- 4 Office personnel will notify Fire, Police, and Paramedics if necessary.

- 5 Should telephone service be inoperable, District maintenance personnel assigned to Monterey Hills will establish radio communication with District/Maintenance command posts.
- 6 When calm is restored and injuries and damages are stabilized, staff members may try to phone family members.

Fire

1. Warning Signal: Series of short bells continue until building is evacuated.
2. Procedures:
 - a. Teacher will walk class immediately to designated evacuation area. Be sure doors are closed and electricity is turned off.
 - b. Children on errands or in rest rooms at the sound of a fire bell should report immediately to their class evacuation area.
 - c. Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher.
 - d. Children will wait quietly in evacuation area.
7. Teachers will account for all children using the class register.

Lockdown Procedure

The lockdown code is either:

- All Call (Public Address system): “ Mr. P. C. is in the building.”
- Emergency bell – one long emergency sound via P.A. system
- “Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown of classrooms.” All students report directly to your classrooms and ignore any fire alarms. (The signal for a lockdown is “Mr. P. C. please come to the office.” Of course if you hear bullet shots or loud noises such as that, you would enforce the lockdown yourself until you get a signal that all is clear.)

Variations to the lockdown procedure:

1. Classes in progress (not during recess/lunch/PE):

Teacher Response to a Lockdown:

- Lock the classroom door(s) immediately. For a lockdown, you will need to go outside your room in order to lock the door. If you hear unusual sounds that lead you to think there is a danger outside, lock your door and remain in the room with the students, until someone calls you or otherwise tells you it is safe to leave the room. The front office staff will take care of doors leading outside (if possible).
- Keep all students sitting on the floor, away from the door and windows (as directed by the office staff).
- Use caution and discretion in allowing a student’s entry into the classroom.
- Advise students that there is some type of emergency that requires a

lockdown, but that you don't know what it is.

- Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you when you are directed to leave the classroom.
- Ignore any fire alarm activation—the school will **never** be evacuated using this method during a lockdown.
- Project a calm attitude to quell student fears.
- Remain in the room until the **official** lockdown release code is given via the intercom system or by a member of law enforcement, or the front office.
- When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on the TV when students are present.
- Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the phones in your room. Students will be further instructed to enter the nearest classroom if the need to lockdown is urgent
- Sometimes when the police lock down an area, it takes a lot of time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. You can read books or otherwise keep them busy while they wait.
- Inform students that if they ever hear gun shots while they are outside, they are to lie down on the ground right where they are. The duty person would signal by blowing the whistle a series of short whistles when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the “Mr. P. C.,” signal or when they hear a gun shot. When you are going out to lock your door, bring any stray students into your room as quickly as possible.

2. To students outside at recess/lunch/PE:

“Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up.”

To call off a lockdown, the following code via the P.A. must be followed:

“Teachers and students, Mr. P. C. has left the building. Lockdown is over.”

If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

3. During Recess/Lunch/PE:

Involving a Gunman or Intruder on Campus

- Principal, playground supervisors, and office staff with walkie-talkies will contact office immediately with the code, “Mr. P. C., please come to the office” and number of intruders. If the intruder is carrying a weapon, the caller should add “with weapon.”
- Students should be instructed to drop to the playground and cover their heads with **1 long whistle, followed by applicable hand gestures** (to get down low to the ground).
- Students should be instructed to get up and quickly line up with **a series of short whistles and hand gestures to move students along**.
- The office staff should alert all teachers to lockdown using the appropriate code. A member of the office staff should quickly lock all doors leading outside the building.
- Via 9-1-1, local enforcement will be contacted immediately.
- If possible, the staff member with the walkie-talkie should keep the office informed of the location of the intruder.
- Staff members should use caution when approaching a stranger/intruder on campus.
- Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

- Be courteous and confident
- Keep a distance from the individual
- Not touch the individual
- Protect him/herself at all times
- Encourage students either verbally or with hand signals to keep **away** from the situation.
- Attempt to be helpful—identify him/herself as someone who can assist the person if necessary.

The staff member with the walkie talkie should inform the office of any change in status on the playground. The staff member should only use the **official** lockdown release code to inform the office that the danger is gone.

Example: “Mr. P. C. has left campus. Lockdown is over.”
Injuries should be reported to the office immediately.

DISCIPLINE POLICY

The three rules enforced for all students:

1. Play safely
2. No profanity of any kind
3. Be respectful to all students and adults

IN-CLASS or PLAYGROUND BEHAVIOR-RELATED CONSEQUENCES:

When a student's behavior disrupts the classroom educational process, progressive disciplinary measures will be enforced by the staff before a referral is made to the principal. Teachers will use a behavior management plan that is appropriate to the student's development age/level, which include consequences that progress from less to more severe over time. Staff members will consider the following:

- Detain the student for teacher counseling - student should verbally identify what was incorrect. A "Conflict Resolution" form will be used as appropriate.
- Detain the student for makeup or extra work
- Assign time-out in another teacher's room as appropriate
- Notify parents by phone call, email, or schedule parent conference or a SST
- Keep principal informed with referral forms

If behavioral issues escalate beyond the scope of the classroom teacher, the staff member and principal, as a team, will follow this sequence:

1. Counsel student – identify issue of concern
2. Call home – inform parents of issue
3. Extend student day as appropriate
4. Parent conference to develop plan
5. Suspend for full day(s) or partial day as appropriate for a final consequence

When suspension/discipline is required, the following SPUSD Administrative Regulations (AR) and Board Policies (BP) support the following measures:

- Recess Restriction
- Detention after School
- BP 5144.1 (a) – Suspension is only used when other means of correction fail to bring about proper conduct.
- On-site suspension program – alternative room for the day to complete class work
- Required parent attendance in class
- Grounds for suspension (AR 5144.1(a) - Definition of Suspension, Due Process. Further, grounds for suspension is supported by California **Education Code section 48900**. A student may be suspended or expelled for acts listed below while on school grounds, while going to or coming from school, during lunch period whether on or off campus, or during or while going to or coming from school. A student may be suspended (or expelled if warranted) if s/he has engaged in any of the following acts:
 - **Physical injury** – Threatening/causing injury to another person except in self-defense.

- BP 5144.1(a) - Suspension is only used when other means of correction fail to bring about proper conduct. Robbery or extortion – **Taking part in a robbery or extortion or attempting either.**
- **Dangerous weapons** - Possessing, selling, using or supplying any firearm, knife, explosive or other dangerous object.
- **Imitation firearm** – Possessing a replica or a firearm that is so substantially similar in appearance to a real firearm, that a reasonable person may conclude it is real.
- **Alcohol and drugs** – Unlawfully possessing, using, selling, supplying or being under the influence of alcohol or drugs (eg. offering, selling, or arranging the sale or sold the prescription drug Soma).
- **Paraphernalia** – Offering, arranging or negotiating to sell any drug paraphernalia.
- **Smoking** – Possessing or using tobacco or any products containing tobacco or nicotine.
- **Damaging school or private property** – Causing or attempting to cause damage to school or private property. This includes defacing or destroying such property.
- **Stealing school or private property**- Stealing or attempting to steal school or private property or knowingly receiving stolen property.
- **Profanity and obscenity** – Committing an obscene act or engaging in habitual profanity or vulgarity. One-time violations do not normally result in a suspension.
- **Disruption or defiance** – Disrupting school activities or willfully defying the authority of school personnel performing their duties.
- **Sexual harassment** – Making “unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature”.
- **Sexual assault** – Committing or attempting to commit an act as listed in the Penal Code.
- **Intimidating a student witness** – Harassing, threatening or intimidating a student who is a complaining witness for the purpose of preventing him/her from being a witness.
- **Hate violence** – Causing, attempting to cause, threatening to cause or participate in an act of hate violence against a victim’s race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.
- **Harassment** - Intentionally harassing, threatening or intimidating another student enough to disrupt class work, cause disorder, creating a hostile learning environment.
- **Terroristic threats** – Making terrorist threats against school officials or school property or both, that is verbal, written or both.

Dangerous Student Notification Procedures

The Superintendent or designee shall inform the teacher of any student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession of/or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall keep the information confidential. (Ed. Code 49079)

Student Offenses committed while outside school Jurisdiction:

When informed by the court that a minor student has committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. The principal shall keep this information in a separate confidential file and give it to the counselors who directly supervise or report on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with other student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

Discrimination and Sexual Harassment Policy

The Governing Board desires to provide district employees with a working environment that is free from harassment. In order to achieve this end, the Board prohibits sexual harassment of district employees by anyone, in any manner, and shall not tolerate retaliatory action or behavior against a district employee or other person who complains, testifies or otherwise participates in the complaint process pursuant to Board policy and administrative regulations.

For the purposes of this policy, district employees shall include applicants for employment in the district.

Any district employee who permits, engages in or participates in sexual harassment of another district employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted sexual harassment where he/she has knowledge that a student or an employee has engaged in sexual harassment and fails to report such student or employee to the appropriate authorities, whether or not the victim makes a complaint.

A supervisor, principal or district administrator other than the Superintendent or designee who receives a harassment complaint shall promptly notify the Superintendent or designee.

(cf. [4030](#) - Nondiscrimination in Employment)

(cf. [4117.4](#) - Dismissal)

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4318](#) - Suspension/Disciplinary Action)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any instance of sexual harassment by another employee or a student, shall immediately contact his/her supervisor, principal, Superintendent or designee, or other district administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the sexual harassment. Employee complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

(cf. [4031](#) - Complaints Concerning Discrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments.

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex, especially:**GOVERNMENT CODE**[12900-12996](#) Fair Employment and Housing Act**LABOR CODE**[1101](#) Political activities of employees[1102.1](#) Discrimination: sexual orientation**UNITED STATES CODE, TITLE 42**[2000d-2000d-7](#) Title VI, Civil Rights Act of 1964[2000e-2000e-17](#) Title VII, Civil Rights Act of 1964 as amended[2000h-2-2000h-6](#) Title IX, 1972 Education Act Amendments**CODE OF FEDERAL REGULATIONS, TITLE 34**[106.9](#) Dissemination of policy**COURT DECISIONS**

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Juarez v. Ameritech Mobile Systems, (N.D. Ill.) 746 F.Supp. 798

Dornhecker v. Malibu Grand Prix Corp., (5th Cir. 1987) 828 F.2d. 307

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF
ATTORNEYS GENERAL**Protecting Students from Harassment and Hate Crime, January, 1999****WEB SITES**EEOC: <http://www.eeoc.gov>OCR: <http://www.ed.gov/offices/OCR>**Policy:** SOUTH PASADENA UNIFIED SCHOOL DISTRICT
adopted: October 5, 1999 South Pasadena, California

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when (Education Code 212.5):

1. Submission to the conduct is made either expressly or by implication, a term or condition of the other's employment

2. Submission to or rejection of such conduct by the other individual is used as the basis for an employment decision affecting him/her
3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work or academic performance; creating an intimidating, hostile or offensive work or educational environment; or of adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of education, employment or career development
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district

Other examples of sexual harassment, whether committed by a supervisor or any other employee, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint

Notifications

A copy of this policy shall: (Education Code [231.5](#))

1. Be displayed in a prominent location in the main administrative building or other area of the school
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired (cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district

information sheets that contain, at a minimum, components on: (Government Code [12950](#))

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission
6. Directions on how to contact the Fair Employment and Housing Department and Commission.

Regulation: SOUTH PASADENA UNIFIED SCHOOL DISTRICT
approved: October 5, 1999 South Pasadena, California

DRESS CODE

The California Education code provides that the governing board may set rules for the government and discipline of the schools under its jurisdiction (E.C. 35010,34014, 35291) which includes a student dress code.

The District Board Policy states:

“The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to a 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 that would interfere with the educational process. A student who violates these standards shall be subject to appropriate disciplinary action.”

General Expectations:

Students are expected to wear clothing that is both reasonable and appropriate for elementary age children. Attire must meet the following standards:

1. Not to be a distraction to other students or the classroom learning environment (eg. caps cannot be worn inside at anytime)
2. Promote personal safety

Specifically Not Allowed:

1. Open-toe or open-heel shoes, or shoes that have a heel over 1”
2. Any shoe that is not rubber soled
3. Tops that expose the midriff and/or have spaghetti straps.

4. Any shirt that displays
 - A logo commercializing alcohol or tobacco

- Inappropriate language or graphics
5. Excessively baggy clothing that inhibits physical education activities
 6. Hair that is cut, colored or dyed that distracts the educational process

Violation of the dress code will result in the teacher and/or principal notifying the parent or guardian as soon as contact can be made on that same day. It will be the parent(s) responsibility to provide appropriate attire as soon as possible on that day

SAFE INGRESS AND EGRESS INFORMATION

Grade Level	Arrival/Departure Hours		
	Monday-Thursday	Friday	Lunch
AM Kindergarten	8:10 am – 11:35 am	No change	11:15
PM Kindergarten	11:35 am – 3:00 pm	9:15-12:35	11:15
1st and 2nd	8:10 am – 2:25 pm	1:05 pm	11:30–12:15
3rd	8:10 am – 2:45 pm	1:05 pm	11:50–12:35
4 th and 5th	8:10 am – 2:50 pm	1:15 pm	12:00–12:45

Attendance/Tardiness

Punctuality is critical. School begins at 8:10 am and students are considered to be tardy by 8:15 am. When students are late to class, it is disruptive to the class, interrupts the teacher’s schedule, and puts undue stress on your child. Your child may miss important announcements or may be behind on an activity the class has begun. Parents will be notified about any tardiness issue. Students are considered truant after three days of tardiness exceeding 30 minutes each. A Student Attendance Review Team convenes with parents for truant students.

Before School Line-up and Rainy Day Procedures

All 1st-5th grade students arriving at school need to line up at their designated line-up area on the main playground. Students are to wait until their child’s teacher arrives to escort them to the classroom between 8:05-8:10 AM. On rainy days, all students are to congregate in the MPR by grade level at their designated area until their teacher arrives to escort them to the classroom. Students are never to wait by their classroom unattended. Kindergartners are to meet by their classroom benches before school.

Safety/ Changes to After School Pickup

It is important that parents arrange their schedule so students do not arrive before 8:00 am since supervision is not provided before that time. Be sure you know where your child is every day after school. It is essential for your child’s safety that parents establish a procedure to notify their child(ren) of **any** changes regarding after school plans. This includes notifying the office and the teacher about a change in who is picking up your child(ren) after school. Students will not

be released during school hours to ride bicycles or walk home alone. If your child returns before school is over, please escort him/her to the office to sign him/her back in to school. We appreciate your effort to ensure that your children are safe!

BICYCLES, SCOOTERS, ROLLER BLADES AND SKATEBOARDS

Students in grades 3 through 5 may ride bicycles to school. Students wishing to ride a bike must have a helmet, bike lock and SPPD bicycle license. In addition, a permission form needs to be signed by a parent or guardian. All bikes are to be secured in the bike lock-up area. Children may not bring or ride skateboards, scooters or roller blade skates at any time to or on the MHS campus.

HELP US HELP YOU! REMINDERS FROM THE SCHOOL OFFICE

The MHS office staff appreciates your help, and thanks for remembering...

- To call the office (626/441-5860) whenever your child is absent. We are required to obtain from our parents a specific reason for each absence, i.e. cold, temperature, etc. rather than your child is “ill or sick.”
- To accompany your child to the office, if he or she arrives after 8:30 am. We need to add your child to our lunch count if he or she is buying lunch from our cafeteria.
- To bring a doctor’s excuse slip to the office once your child returns from a medical appointment. Each student must check-in at the office before returning to the classroom after an absence.
- To always sign in and obtain a “Volunteer/Visitor” badge in the office before going to a classroom. We also need you to sign out and return the badge before you leave! This is part of our Safety Plan.
- To park on the street regardless of the length of your school business. Every parking space is designated for staff.

To notify the office immediately anytime there is a change in your work, mobile and/or home telephone numbers, as well as email and home addresses.

Drive Through Procedures and Safety Measures

PARENTS:

- Drop-off your child(ren) no earlier than 7:55 am **Students are tardy if they are not in class by 8:10 am.**
- Pick-up your child promptly after school
 - Kindergarten AM 11:35 am
 - Kindergarten PM 3:00 pm
 - 1st & 2nd Grades 2:25 pm/1:05 pm (Fridays only)
 - 3rd Grade 2:45 pm/1:05 pm (Fridays only)
 - 4th & 5th Grades 2:50 pm/1:05 pm (Fridays only)
- Meet your child(ren) in the front waiting area at dismissal times. Do not wait by the classrooms except if you have a teacher appointment. Children walking home are expected to leave school at their dismissal time.

- Review attached traffic information map and note revised designated waiting areas.
- Establish a routine plan with your child that is clear about where, when and with whom pick-up will occur.
- Be familiar with the following and create a plan with your child(ren):
 1. Lane #2 will accommodate both childcare vans and cars.
 2. Child(ren) need to enter your vehicle at the crosswalk area if you are in Lane
 3. Be alert to traffic control assistant's safety directives.
 4. Stop at the crosswalk zone at all times; at Camino Cerrado and Via del Rey.
 5. Keep up with traffic flow – recirculate through lot as necessary.
 6. Consider parking your vehicle on Via del Rey and meeting your child at the designated waiting area. This helps relieve traffic congestion in our drive-through. Remember to curb your wheels to avoid a parking citation!
 7. Consider carpooling.
 8. Consider alternative drop-off and pick-up locations.
 9. DO NOT:
 - Leave your car unattended at any time.
 - Allow your child to wait for you in an unsupervised area on the site.
 - Allow your child to cross traffic lanes to enter your vehicle. (Use the lot crosswalk.)
 - Park in striped area at any time.
 - Park in handicap zone unless you have an authorization.
 - Park in any staff slot. Spaces are reserved for school personnel only.
 - Cross Via del Rey. Use the crossing guard's assistance at Camino Cerrado (this is the intersection just north of the school).
 - **Park in RED zones** on Via del Rey.
 - **Park in WHITE zones except for loading and unloading.**

ALL STUDENTS NEED TO:

- Wait in designated safety boxes watching for their pick-up. When the ride is spotted, students need to walk to the crosswalk or the curbside yellow restraining line.
- Remain in their designated area (see map) until siblings or friends (to rideshare or walk together) are dismissed from class.
- Stay in the front of school, and may not go on to the playground after school.
- Refrain from eating snacks after school.

TEN TIPS FOR DRIVERS

Picking Up and Dropping Off Children at Monterey Hills School

1. BUCKLE UP PASSENGERS

- It's the law
 - Children under 12 go in the vehicle's backseats
 - One child per seat and belt
2. **DRIVE AT A SAFE SPEED - 25 mph maximum**
 - School areas can be hazardous
 3. **LEARN AND OBEY THE "RIGHT-OF-WAY" RULES**
 - Don't create traffic gridlock
 - Yield RIGHT-OF-WAY when required
 4. **U-TURN ONLY IF SAFE AND LEGAL**
 - Never block other traffic
 - Avoid U-turns in school zones, congested areas, or close to an intersection
 5. **OBEY PARKING RULES WHEN YOU STOP OR PARK**
 - Don't park – even temporarily – where it's illegal
 - Don't block other vehicles
 6. **USE DESIGNATED AREAS TO DROP OFF OR PICK UP**
 - Always pull to the curb, and load/unload on the curb side
 7. **TRY NOT TO STOP ACROSS FROM THE SCHOOL**
 - Send children to a crosswalk if you must stop across the street
 - Never **direct** or allow a child to cross the street
 8. **HAVE CHILDREN CROSS ONLY WHERE SAFE**
 - Marked crosswalks are best
 - Unmarked crosswalks at intersections are OK, too
 9. **WALK WITH THEM – PARKING FARTHER AWAY**
 - You reduce congestion close to the school
 - You can use this time to talk about traffic safety
 10. **OTHER IMPORTANT GUIDELINES**
 - Praise good behavior – walking, checking for traffic and crossing safely
 - Cooperate with adults directing traffic!

See **Appendix A: South Pasadena Safe Routes to School Information**
COMPLIANCE

- Monterey Hills Elementary School

