

Hemlock Elementary School and ACE Charter School
Safe School Plan

400 Hemlock Street
Vacaville, California 95688

School Site Committee Members

Luci Del Rio, Principal
Charlie Coleman, Teacher
Lenore Hubal, 2nd grade teacher
Patrick O'Brien, 4th grade teacher
Debbie Murnane, Hemlock Parent
Kelley Haven, Hemlock Parent
Chrissy Irving, Hemlock Parent
Becky Kunkle ACE Parent
Ryan Bates, ACE Parent
Dawn Wald, ACE Teacher
Jenna Skinner, Classified staff

School Site Approval:
January 16, 2013

VACAVILLE UNIFIED SCHOOL DISTRICT
401 Nut Tree Road
Vacaville, CA 95687

MISSION STATEMENTS & OVERVIEW

HEMLOCK: The mission of Hemlock Elementary School, where students thrive and develop lifelong, meaningful connections, is to empower every student to reach his or her highest potential academically, socially, and physically by providing challenging, standards-based programs within a safe, encouraging and diverse community.

ACE CHARTER SCHOOL: The Mission of the Alternative Cooperative Education Charter School
The mission of the Alternative Cooperative Education (ACE) Charter School is to create a cooperative community dedicated to raising each child up to his/her potential. We will encourage and incorporate parent involvement to support the idea that education is a shared responsibility. Together we will support our students to be successful as they proceed through the educational system. Our goal is to educate children for a changing world and to challenge young thinkers to be tomorrow's problem solvers. We will nurture globally responsible citizens.

OVERVIEW

School Demographics:

Hemlock Elementary and ACE Charter School share one campus and are small K-6 schools nestled in a quaint neighborhood in a northern part of Vacaville, California.

The 2011-2012 **Hemlock** school population was approximately 320 students. This school celebrates a diverse population that includes approximately 42% White, 38% Hispanic, 8% African-American, 1% Filipino, 3% Asian, 2% American Indian and 6% designated other.

ACE Charter School has approximately 140 students from all over the Vacaville School District and surrounding school districts. The ethnic breakdown is approximately 80% White, 8% Hispanic, 1% African-American, 1% Filipino, 6% Asian, 1% American Indian and 3% designated other

Many students from **Hemlock** live in the surrounding neighborhood and enjoy being able to walk to school. Students in **ACE** live around the district and may reside outside the VUSD. We offer breakfast and lunch program that supports our district wide wellness plan. To encourage healthy and varied food choices, our food services department encourages students to participate in monthly motivational food alternatives by offering outdoor barbeques, yogurt banana splits and fruit of the month. Specialists at the elementary school level offer band to fifth and sixth graders.

Parent Involvement and Support

Hemlock: We believe that families are a critical component to a child's education. Participation is encouraged through school celebrations, classroom help, conferences, committees and an active PTA. For **ACE**, parent participation is an integral part of the philosophy of the school. Our staff works closely with parents and specialists to ensure maximum achievement.

Instructional Leadership: **Hemlock School and ACE Charter School** provide a rigorous standards based program. Hemlock receives additional Title One funds that help support both intervention and enrichment opportunities. Each faculty works collaboratively in planning an instructional program to meet the needs of our students. Using the cycle of inquiry and developing Professional Learning

Communities, teams work with pacing guides, benchmark assessments, and a research proven curriculum to ensure that all students receive the instruction necessary to learn essential standards and achieve success.

Student Support Services: Our Response to Instruction and Intervention utilizes a tiered learning support system to assist students in the areas of attendance, health, academics and behavior to support learning and remove barriers.

In addition to the regular program, Hemlock School also provides three specialized classes for children with autistic-like behaviors, and Resource Support for students in Kindergarten through sixth grade with an IEP. Two part time psychologists, 2 part time Speech Therapists, part time occupational therapist, and health clerk provide necessary services to our students.

SAT and Student Study Teams, composed of regular education teachers, specialists, parents and administrator, meet several times per month to discuss students referred by classroom teachers who are experiencing learning, behavior or attendance difficulties and/or not working up to academic potential.

Attendance: Hemlock’s attendance for our P-1 reporting period for 2010 is 96.1%. The truancy rate for the 2010-2011 school year was 42.8%. ACE’s attendance rate is 97%. Our attendance committee meets 3 times per year to monitor and reward good attendance. The importance of daily school attendance is communicated with students and parents in a variety of ways: classroom and school newsletters, parent handbook, assemblies, parent-teacher conferences, site intervention for attendance meetings, telephone calls, and formal attendance letters. Students with perfect attendance are honored every trimester with a perfect attendance award.

Accountability:

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. This table displays, by student group, the 2012 API for Hemlock School and ACE Charter School.

HEMLOCK 2012	API
All Students	789
Black or African American	789
Hispanic or Latino	714
White	846
Socioeconomically Disadvantaged	768
English Learners	697
Students with Disabilities	676

ACE 2012	API* *Small school
All Students	852
White	865
Socioeconomically Disadvantaged	755

Class Size: Class sizes in grades K-3 are staffed at a student to teacher ratio of 29:1. Grades 4-6 classes are staffed at a ratio of 29.5:1. Class sizes may vary.

Classroom Discipline and Climate for Learning: The school's social environment and existing support services (Psychologist, buddy classes, after school tutoring, English Learner Education, learning support teacher) were looked at to identify strengths and needs for additional services and staff development. We continue to implement a Second Step curriculum for character development. We are striving to have 100% of the staff implement this program in the classroom. We have an intern counselor working on social skills.

School Facilities and Safety: We commend the students, staff, parents, and community for positively affecting the physical environment of Hemlock School through the following:

We have an older school, it has a lot of character and buildings and classrooms are well-maintained and free of physical hazards. A well-maintained campus discourages littering. Our school is a safe and secure place where children and parents come together for school and community activities. An established Disaster Plan is in place and practiced. The staff conducts a fire drill and/or disaster drill every month at Hemlock Elementary and ACE Charter Schools.

SECTION 1: ASSESSMENT OF STATUS

HEMLOCK:

Hemlock's School Site Council is responsible for development of its Safe School Plan. The committee members reviewed last year's plan in developing the plan. The updated Vacaville Unified Emergency Response plan was also used to update and review our current policy. Last, data from the last three years regarding expulsions and suspensions was reviewed.

ACE:

ACE Charter Site Council is invited to collaborate in the development of the Safe School Plan. The committee members reviewed last year's plan in developing the plan. The updated Vacaville Unified Emergency Response plan was also used to update and review our current policy. Last, data from the last three years regarding expulsions and suspensions was reviewed.

NEEDS ASSESSMENT: To assess existing level of school crime and areas of improvement the committee reviewed CDE Report on Truancy/Suspension, Site Incident Logs and the following:

- Average Daily Attendance/Truancy Rate
- Suspensions/Expulsions
- Vandalism
- SARC
- API score
- Williams Lawsuit Safety Issues
- Assessment of the school's physical environment

Following is a summary of the results of the review:

1. Ethnicity break down noted below for **HEMLOCK:**

Ethnicity	% of Population
Hispanic or Latino	37.6%
Black or African American	7.7 %
White	41.7%
Other	6.1
School population	327

- A. Truancy rate from 11-12 was 42.8% which is a big increase from last year's rate of 12.2%.
- B. Expulsions, suspensions, unlawful sale of controlled substances, or possession of firearms have not been a significant factor at our school.
- C. According to the UMIRS Suspensions in 2011-2012, there were 33 suspensions. In 10-11, there were 59 suspensions.
- D. Some vandalism reports of graffiti done on weekends. These are cleaned up the day they are reported or a work order is submitted, if needed.

Ethnicity break down noted below for ACE:

Ethnicity	% of Population
Hispanic or Latino	8.0%
Black or African American	1.4 %
White	79.7%
Asian	5.8%
Other	
School population	138

- E. Truancy rate from 11-12 was 19% and 10-11 was 18%.
 - F. Expulsions, suspensions, unlawful sale of controlled substances, or possession of firearms have not been a significant factor at our school.
 - G. According to the UMIRS Suspensions in 2011-2012, there were 1 suspension. In 10-11, there were 1 suspension.
2. Bullying is addressed through our Second Step. Reports of Bullying can be made to any adult: parent, staff, or principal. The principal addresses the reports. Incidents are resolved through counseling the students and/or disciplinary action when necessary. An Anti-Bullying contract is sent home, signed and returned by each student.
 3. We reviewed VUSD policies related to school safety and Disaster procedures and, where appropriate, the policies are included in this plan.
 4. Williams Lawsuit issues have been discussed with staff. Inventories were taken and recorded. Explanation sheets are posted in all classrooms. Complaint forms are available in the office. No complaint forms have been issued.

Single Plan for Student Achievement:

There is a goal to address a safe, supportive and healthy environment. We are continuing to work and expand wellness activities, in addition to student safety and behavior expectations. Student safety is being addressed through the behavioral expectations that were established, taught and monitored for consistency. Our school maintains an updated Disaster Preparedness Plan and students are taught safety precautions and how to quickly exit the building during emergencies. We have also addressed student safety by monitoring traffic flow in the parking lot and adding signs to remind people of the speed limit in the parking lot, as well as no parking, and drop off zone.

School Grounds:

There are several entrances to the campus and to the school building. Procedures are in place and posted clearly notifying all visitors that upon entering campus they are required to sign in and wear a visitor's badge while on campus or in the building during school hours. All adults on campus regularly check to ensure that visitors follow this procedure. The grounds have been upgraded with the new facility and are maintained to avoid hazards. The school grounds are seen to be safe and have an inviting appearance.

School Building and Classrooms:

School buildings and classrooms are well maintained and attractive. All safety issues are promptly reported to site or district maintenance and corrected as soon as possible.

SECTION 2: CHILD ABUSE REPORTING PROCEDURES

Every year child abuse reporting procedures are reviewed with the staff by a school nurse following BP AR 5141.4. These procedures (report by telephone immediately or as soon as possible to the Vacaville Police Department or Child Protective Services and file a written report within 36 hours) are strictly followed.

SECTION 3: DISASTER PROCEDURES AND CRISIS INTERVENTION

Each staff member is presented with an annual review of earthquake and fire evacuation procedures as outlined in *School Emergency Response Plan*. Flip-charts containing information specific are located in every classroom. In cooperation with the Vacaville Fire Department, VUSD schedules and practices monthly disasters drills and yearly drills on disaster preparedness for earthquakes. Emergency backpacks are located in strategic areas. Earthquake evacuation maps and fire evacuation maps are posted in each classroom and in other locations on campus. Staff members are asked to identify skills and training that would be helpful in the event of a disaster or traumatic event on campus. This information is readily available and will be used as needed. Sites are prepared to be used in case of a disaster as shelter for the community. See APPENDIX A

SECTION 4: POLICIES RELATED TO SUSPENSION, EXPULSION AND SERIOUS ACTS LEADING TO SUSPENSION OR EXPULSION

Any student who commits an act that will result in a possible suspension or expulsion is written up as a referral, which is delivered to the site administrator and district policies are followed. Every parent receives a copy of the district policies and a school parent handbook at the beginning of the school year or upon entering later in the year, and both outline specific behaviors that may result in suspension or expulsion. Students are taught the school rules and expectations at the beginning of the year, and given several reminders throughout the school year. If a student is suspended from school, the parents are notified by phone and letter. Students are provided due process, and discipline follows a progressive plan of consequences. If a student is recommended for expulsion, the student's rights will be addressed pursuant to Board Policy 5144 and Administrative Regulations 5144.1 and 5144.2.

SECTION 5: NOTIFICATION TO TEACHERS (EC 49079)

Individual teachers are informed of each student who has engaged in any of the acts described in EC 49070 (except tobacco/smoking) as outlined by Administrative Regulation 4112.9. This information is given to teachers in writing on a confidential basis. It is sent via email on a weekly basis and shows who has been suspended from school in the past three years.

SECTION 6: DISCRIMINATION AND HARASSMENT (EC 212.6b)

Hemlock and ACE's response to claims of unlawful harassment is governed by Vacaville Unified School District Board policies 5145.3, 5145.9 and Administrative Regulations 1312.3, 4119.11, and 5145.7. These policies prohibit any harassment due to sex, sexual orientation, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision, or any other basis protected by Federal, State, or local law, ordinance or regulation. Board Policy 0410 – Nondiscrimination in District Programs and Activities – and board policy 5145.3 – Nondiscrimination/Harassment – prohibit discrimination, harassment, intimidations, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so. In addition, the district's complaint process includes a timeline for investigating and resolving complaints, and an appeals process (BP/AR 1312.3 – Uniform Complaint Procedures). Recent legislation has broadened the range of harassing activities to include the following: A student can be suspended or put up for expulsion for bullying committed by means of an electronic act directed specifically toward a pupil or school personnel. School personnel receive a copy of these policies and it is reviewed annually. Students are taught the school rules and behavior expectations with refresher lessons throughout the year, as well as anti-bullying strategies through classroom lessons, grade level lessons and school-wide assemblies.

SECTION 7: SCHOOL WIDE DRESS CODE Hemlock and ACE

We believe that people learn best in a safe, healthy environment.

1. Clothing must not contain offensive language, illegal substances (i.e. tobacco/alcohol), or gang affiliation.
2. All undergarments must be covered.
3. Pants and shorts may not sag.
4. All shirts must have sleeves. No bare midriffs, tank tops, spaghetti straps, halter tops or backless tops. Sleeves may not be worn off the shoulder.
5. Shorts or skirts must be finger length or longer when student is standing with arms straight down to the sides.
6. All shoes must have a closed toe. Athletic shoes should be worn on P.E. days.
7. Hats may be worn outside. No bandanas will be brought or worn to school.
8. For safety reasons, wallet chains and long belts will not be worn to school.
9. No make-up will be worn to elementary school

SECTION 8: SAFE INGRESS AND EGRESS OF PUPILS, PARENTS AND SCHOOL EMPLOYEES

Students and staff can come and go from school in a variety of ways: walk, bike, scooter, skateboard, drive. Students are taught procedures for safely coming and going from school. They are taught to walk bikes, scooters and skateboards while on school grounds and while crossing streets. Bike racks are provided near the front of campus, and teachers have a safe place for scooters and skateboards in their classrooms. This information is provided in the parent and teacher handbooks that are distributed annually at the beginning of the school year. Students are taught and reminded to cross streets only at

crosswalks and to obey the crossing guards at all times. There is one parking lot only for staff use, and the main parking lot has parking, as well as designated student drop off zones. Parents are encouraged to use the drop off zones, and to walk their students to school. The Solano Transportation Authority brought the Safe Routes to School program to Hemlock and taught the students bike safety, and how to come and go from school safely. The Vacaville Police Department and Fire Departments are sometimes called upon to reinforce vehicular laws relating to speed, proper direction, use of fire lanes, and handicapped parking. Young children who ride the bus are escorted to and from the bus area and supervised by school personnel until their departure.

With cooperation of the City of Vacaville and the Vacaville Police Department, Hemlock has crossing guards who assists students.

The District's mandatory "Sign In" procedure for all visitors is strictly enforced.

SECTION 9: SAFE AND ORDERLY SCHOOL ENVIRONMENT

Component 3: The School's Social Environment

The school's social environment is the organizational and interpersonal process that occurs in and around the school (structure, procedure, and organization). The students, staff and parents are to be commended for holding high expectations for student behavior. The school leadership is sensitive to individual needs. Classrooms are structured to maximize learning time and promote positive relationships, creativity, and diversity.

- The Youth Services division of the Vacaville Police Department is always available and cooperative.
- Prevention programs like Smile in Style, Youth Taking on Tobacco, and the Power of Anti-Bullying are available.
- Unsafe situations are taken care of quickly and quietly reducing stress.
- Principal and/ or teacher-in-charge are always available
- Family socials organized by the Parent-Teacher Association
- Staff promote a caring environment where student ideas and feelings are appreciated
- Staff strive to know all students by name

Goal:

Increase support for students in grades 4-6 experiences difficulty with emotional issues that interfere with their learning.

Strategies

- A. Students identified by their teacher, parents, or administrator in need of targeted group counseling will be referred the counseling program. Group topics include anger management, social skills, grief and loss, and relational aggression. The school team may request other topics as need by a particular group of students.
- B. Parents will be contacted by the intern to explain the purpose of the group.
- C. Parents must give permission for their students to participate in counseling sessions

Responsibility: Teachers, Administrator, intern

Time Line: on-going

Funding Source: Mental Health Grant

Component 4: The School's Culture

The school's culture is the general atmosphere or spirit of the school (norms, beliefs and values). The students and staff of Hemlock School feel a strong sense of belonging and affiliation to the school.

- The cooperation among staff is outstanding: shared materials, resources and strategies.
- Students overall feel safe at Hemlock and like our school.
- Various awards assemblies: Personal Success awards, student of the month, honor roll, perfect attendance
- Hemlock Hawks behavior incentive program (Happy Hawks)
- Teachers as role models
- Reading incentive program (AR)
- Buddy classes
- Clear academic expectations are articulated in each classroom by teachers.
- Student Action Team
- Student Study Team

Goal: Each student will demonstrate responsible behavior and consistent effort.

Objective 1: Students in grades K-6 will learn character building, problem solving, and anger management skills while participating in classroom lessons or assemblies.

Related Activities:

- Teacher training and in-servicing
- Role plays by students in the classroom and assemblies
- Second Step

Resources Needed:

- Character education classroom materials
- School rules: Be Safe, Be Respectful, Be Responsible

Person(s) Responsible:

- Administration
- Lead Teacher
- Certificated staff

Timeline:

- Ongoing

SECTION 10: HATE CRIME REPORTING PROCEDURES

Hemlock and **ACE's** response to claims of hate motivated behavior (hate crimes) is governed by Vacaville Unified School District Board Policy 5145.9 – Hate Motivated Behavior. This policy addresses our desire to protect the rights of every student and that he/she be free from hate motivated behavior. School staff who receive notice of hate motivated behavior or personally observes such behavior shall notify the principal, superintendent, and/or law enforcement, as appropriate. For those who are victims of hate motivated behavior or exhibit such behavior, Hemlock will collaborate with the district to provide counseling, guidance and support.

SECTION 11: SCHOOL DISCIPLINE: RULES AND PROCEDURES
(EC 35291 AND EC 35291.5)

Hemlock and ACE must be a safe and positive place to learn. Students and teachers are entitled to an environment in which maximum learning and teaching can take place. Parents and teachers must work together as partners in providing the discipline that guides our children toward becoming responsible, self-directing people and develops their character. When student behavior threatens safety or interferes with learning we must respond with appropriate discipline. Failure to follow school/classroom rules will lead to the following consequences as appropriate;

- Loss of privileges
- Calls to parents
- Written assignments stating acceptable behaviors
- Recess and/or lunch detention
- Campus clean up
- Suspension from school
- Referral to the VUSD School Attendance and Review Board (SARB)

In each classroom, discipline procedures are determined by the individual teacher and may vary from class to class. The child's teacher informs parents of student behavior expectations, rewards for good behavior, and consequences for misbehavior used in that particular classroom. It is our desire to consistently involve parents in the discipline of their children. The principal and teachers at Hemlock will keep parents informed through written communication, phone calls and conferences. Parents are encouraged to review the rules and consequences and to contact the school with any questions.

SCHOOL RULES AND GUIDELINES

All societies have rules. **Hemlock School and ACE Charter** are no exceptions and have a set of school wide rules titled Three "B" Rules. The following represents those rules, which are necessary to insure the respect for the rights and property of others, and the safety for all. These rules should be read and understood by everyone, and they should be fairly, firmly and consistently enforced by the staff. The rules should be posted and visible in all classrooms and throughout the school building.

Three "B" School Rules

1. Be Safe
2. Be Respectful
3. Be Responsible

SECTION 12: HOLD A PUBLIC MEETING

This plan will be actively implemented and reviewed annually. It will be amended as needed by Hemlock's School Site Council and the ACE Site Council. Copies will be available at the Vacaville Unified School District office and at the Hemlock/ ACE School office for review by parents and other members of the community. A public meeting was held on January 30, 2012 to review and approve this plan.

SECTION 13: A REPORT OF SAFE SCHOOL PLANNING

A hard copy of the entire Safe School Plan is kept in the front office and may be provided to the public upon request. A report of safe school planning is included in the School Accountability Report Card (SARC).

APPENDIX A

Emergency Responsibilities for School Staff (Disaster Plan)

Principal (Luci Del Rio):

- Coordinate and supervise emergency management activities at school.
- Supervise specific activities relating to the need of school staff, students, and emergency responders.

Lead Teacher (Buchanan Miles and Lorraine Young):

- Secure the safety and supervision of your students (Renee should relieve you of your classroom duties).
- Assume the role of the principal in her absence.
- Supervise specific activities relating to the need of school staff, students, and emergency responders.
- Supervise staff who have predefined roles (substitute teacher, food service, volunteers)

School Nurse/Health Clerk (Pam McGovney/Jenna Skinner):

- Coordinate and administer first aid until and unless EMS arrives.
- Gather students' medications.
- Monitor students with special needs.
- Triage known injuries and direct first aid efforts.

Psychologist (Judith Landers), Speech (Audrey Martin and Jennifer Myers), Librarian (Lucy Thomas/ Julie Gove)

- Supervise the immediate care of persons who are injured or experiencing difficulty coping with the situation.
- Assist in the relocation of students to safe areas of the building.

- Act as intermediary for teachers and the school administrators.
- Lead efforts to identify injured students or staff.
- Assist in caring for persons who are injured or a having difficulty coping with the situation.

School Clerical Staff (Monica Bagood and Rhonda Gaub)

- Answer telephones during an emergency.
- Assist in obtaining needed information via computer.
- Assist the Principal at the command center.
- Use discretion to call noon supervisors in to help control students.

Building Custodians (John Ruedas and Bill Case)

- Evacuation – check all classrooms to ensure all individuals have left buildings.
- Close all classroom windows and doors, if time permits.
- Know where to shut off utilities and do, as instructed.

Food Service Staff:

- Report immediately to principal.
- Assist in planning and preparation of food and shelter if necessary.
- Prepare cafeteria to accommodate Red Cross, if needed.

Noon Supervisors:

- Report immediately to the principal to assist with traffic management and other duties.

Teachers and Classroom Aides:

- Remain with students at all times.
- Keep cell phone/hand held radio on at all times.
- Check classroom roster to account for all students.
- Coordinate release of students.
- Lead students to safety based on emergency plan procedures.
- Arrange for the safe exit of students with special needs.
- Accompany students to the shelters.

Other Staff:

- Those who do not have the responsibility for students at the time of an emergency should immediately report to the principal for direction.
- Staff with specialized skills such as CPR training, should be appropriately relieved of the above duties in order to utilize their specialized skills in areas of need.
- Spanish speaking staff members who do not have the responsibility for students at the time of an emergency should immediately report to the office staff for direction in communicating with parents.

Other Plans:

- Distress Codes:

- **One continuous bell (Lock Down)**: Return to the classroom and lock doors and windows, close curtains, children on the floor and quiet. Only release students with the voice direction of the principal or lead teacher. Do not go out if a fire alarm begins to sounds.
- **Continuous Beeps (Fire Alarm)**: Evacuate to the playground away from the school. Bring emergency folder that includes O.K./Help signs, emergency cards, and pencil.
- **Movement of Building or voice command (Earthquake)**: Instruct students to get under their desk with the heads protected. Students should remain quiet so that they can hear directions. Evacuate upon teachers discretion or after given permission by principal to the playground area. Bring back pack.

- Persons in need of first aid will be triaged in the MP room.
- Properly identify any parent or guardian when releasing students. Require I.D. if parent/guardian not personally known to the teacher.

Evacuations:

- Teachers will be instructed to keep students in the classroom or lined up on the playground. Police/Emergency personnel will say the password to have staff open classroom door to escort students out. See attached sheet for Evacuation procedures.

Press Relations:

- The Principal/Lead Teacher are the only representatives of the school to talk to media. Arrange interview for the media with key school and district staff who are involved in the emergency or who act as spokes-persons for the district.

First Aid Team

Triage and provide first aid to victims:

HEMLOCK AND ACE ANTI BULLYING POLICY

Statement of Intent

We are a school that says “no” to bullying. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should feel they can safely report it to an adult whom they believe will help. They should know that the incident will be dealt with promptly and effectively. Because our school can only act on situations they are aware of, it is critical for anyone who knows of a bullying situation to report it to an adult.

What is Bullying?

Bullying is when one person, or a group of people, that repeatedly do or say things that deliberately hurt or upset others.

Bullying can be:

- Emotional: threats, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, damaging or stealing personal property), intent to harm
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racial: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact, comments that are sexually abusive
- Verbal: name-calling, sarcasm, spreading rumors, teasing, gossiping, repeatedly teasing, put downs
- Cyber: threats or harassment using electronic devices

Procedures

- Report incidents to school staff, principal, or parents
- Reports of bullying will be investigated promptly
- Incidents of bullying will be recorded and tracked

The victim will be:

- Treated with respect and understanding
- Assured confidentiality, if requested
- Offered assistance in learning how to approach or react to a situation

The aggressor will be:

- Be given the opportunity to respond to the accusation
- Be told that bullying is unacceptable and must be stopped immediately
- Assigned disciplinary consequences according to district guidelines



Hemlock and ACE Anti-Bullying Parent/Student Contract

I, _____, promise that I will do my best to help our school a safe and caring place. This means I will:

1. Treat everyone with kindness and respect
2. Resolve disagreements with other students peacefully
3. Never tease, hurt, name-call, or bully another student
4. Refuse to join in if I see someone else being bullied
5. Ask for help from an adult if I am bullies or see someone else being bullied

Student sign _____ Parent sign _____ date _____

BULLYING PREVENTION AND EDUCATION

Signs and symptoms

A student may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs. These signs and behaviors could indicate other problems, but bullying should be considered a possibility and investigated.

- Becomes withdrawn, anxious or lacking in confidence
- Is frightened of walking to/from school
- Cries themselves to sleep at night or had nightmares
- Feels ill in the morning
- Has lunch or other monies continually “lost”
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive, or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Doesn’t want to go on the school
- Gives improbable excuses for any of the above

Prevention

Education of students, staff and parents/guardian about bullying that may include:

- Character Education – *Second Step*
- Staff Development about Bullying
- Assemblies and guest speaker
- Implementing a Safe School Plan
- Staff and Parent newsletters
- School wide Buddy Program, if feasible

Intervention/ Consequences

Board Policy 5131.2 *School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)*

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Discipline Board Policy 5131.2

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

If a student is found guilty of bullying behavior, the consequences will depend on both the results of the investigation and the severity of the incident.

POLITICA de NO INTIMIDACION de HEMLOCK y ACE

Declaración de intenciones

Somos una escuela que dice "no" a la intimidación. Estamos comprometidos a proporcionar un ambiente amable y seguro para todos nuestros estudiantes para que puedan aprender en un ambiente relajado y seguro. La intimidación de cualquier tipo es inaceptable en nuestra escuela. Si hay intimidación, todos los estudiantes deben sentir que con seguridad se puede informar a un adulto a quien ellos creen les va a ayudar. Deben saber que el incidente será tratado con rapidez y eficacia. Debido a que nuestra escuela sólo puede actuar en situaciones que son conscientes, es fundamental para cualquier persona que tenga conocimiento de una situación de intimidación a informar a un adulto.

Qué es intimidación?

La intimidación es cuando una persona, o un grupo de personas, siguen haciendo cosas o diciendo cosas para apropiado lastimar o molestar a los demás.

La intimidación puede ser:

- Emocional: amenazas, siendo antipático, excluyendo, atormentando (por ejemplo, libros escondidos, gestos de amenaza, daño o robo de propiedad personal), la intención de dañar
- Físico: empujones, patadas, golpes, puñetazos o cualquier uso de la violencia
- Racial: insultos raciales, graffiti, gestos
- Sexual: contacto físico no deseado, comentarios que son sexualmente abusivo
- Verbal: insultos, sarcasmo, la difusión de rumores, bromas, chismes, burlas repetidas, humillaciones
- Internet: amenazas u hostigamiento uso de dispositivos electrónicos

Procedimientos

- Reportar incidentes al personal de la escuela, el director o los padres
- Los informes de acoso se investigarán con prontitud
- Los incidentes de acoso escolar serán registrados y rastreados

La víctima será:

- Tratados con el respeto y la comprensión
- Garantizada la confidencialidad, si así lo solicita
- Se ofrece ayuda para aprender cómo acercarse o reaccionar ante una situación

El agresor será:

- Que se le dé la oportunidad de responder a la acusación
- Que se le informe que la intimidación es inaceptable y debe detenerse inmediatamente
- Se asigna consecuencias disciplinarias de acuerdo con las normas del distrito

Contrato de Padre / Estudiante de NO intimidación en Hemlock y ACE

Yo, _____, prometo que haré todo lo posible para ayudar a nuestra escuela ser un lugar seguro y amable. Esto significa que yo:

1. Tratará a todos con bondad y respeto
2. Resolverá desacuerdos con otros estudiantes pacíficamente
3. Nunca voy a burlar, lastimar, poner sobrenombres o intimidar a otro estudiante
4. Negare a participar si veo a alguien siendo intimidado
5. Pedirá ayuda a un adulto si soy intimidado o veo a alguien siendo intimidado

Estudiante firma _____ Padre firma _____ fecha _____

PREVENCION Y EDUCACION

Señas y síntomas

Un estudiante puede indicar por señas o el comportamiento que él o ella está siendo intimidada. Los adultos deben ser conscientes de estos posibles signos. Estos signos y comportamientos pueden indicar otros problemas, pero la intimidación debe considerarse como una posibilidad.

- Se vuelve retraído, tiene ansiedad o falta de confianza
- Está asustado de caminar hacia / desde la escuela
- Se llora al dormir por la noche o tiene pesadillas
- Se siente mal por la mañana
- Le quitan su almuerzo o otro dinero esta constantemente "perdido"
- Tiene moretes o contusiones inexplicables
- Se vuelve agresivo, impertinente o irrazonable
- Pelea más con otros niños o hermanos
- No quiere comer
- Está asustada de decir lo que está mal
- No quiere ir a la escuela

Prevención

La educación de los estudiantes, personal y padres acerca de la intimidación puede incluir:

- Educación de carácter – Programa *Second Step*
 - Asambleas y orador invitado
 - Implementación de un Plan de Seguridad Escolar
- Educación para los maestros
- El personal y los boletines para los padres
 - Programa de “amigo grandes” a través de la escuela, cuando posible

Intervención Política de la Mesa Directiva 5131.2

Personal de la escuela que son testigos de la intimidación inmediatamente a intervenir para detener el incidente cuando sea seguro hacerlo. (Código de Educación 234.1)

En su caso, el Superintendente o persona designada deberá notificar a los padres / tutores de las víctimas y los victimarios. Él / ella también puede implicar consejeros escolares, consejeros de salud mental y / o aplicación de la ley.

Disciplina: Política de la Mesa Directiva 5131.2

Cualquier estudiante que participe en el acoso en la escuela o fuera de la escuela de una manera que hace que es probable que cause una interrupción substancial en el ambiente escolar, estará sujeto a medidas disciplinarias, que pueden incluir la suspensión o expulsión, de acuerdo con las políticas y reglamentos del distrito.

Si un estudiante es encontrado culpable de conducta de intimidación, las consecuencias dependerán tanto de los resultados de la investigación y de la gravedad del incidente