

Comprehensive School Safety Plan

2020-21 School Year

School: Dingle Elementary School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Address: 625 Elm St.
Woodland, CA 95695-3921
Date of Adoption: January 28, 2021

Approved by:

Name	Title	Signature	Date
Ursula Ruffalo	Principal		
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Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	5
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	7
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	8
(E) Sexual Harassment Policies (EC 212.6 [b]).....	9
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	10
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	10
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	10
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	13
(J) Hate Crime Reporting Procedures and Policies.....	15
Safety Plan Review, Evaluation and Amendment Procedures	16
Safety Plan Appendices.....	17
Safety Plan Review, Evaluation and Amendment Procedures	17
Dingle Elementary School Incident Command System	18
Incident Command Team Responsibilities	19
Emergency Response Guidelines	20
Step One: Identify the Type of Emergency	20
Step Two: Identify the Level of Emergency.....	20
Step Three: Determine the Immediate Response Action	20
Step Four: Communicate the Appropriate Response Action	20
Types of Emergencies & Specific Procedures.....	23
Aircraft Crash	23
Animal Disturbance.....	23
Armed Assault on Campus	26
Biological or Chemical Release.....	27

Bomb Threat/ Threat Of violence27

Bus Disaster.....28

Disorderly Conduct29

Earthquake29

Explosion or Risk Of Explosion30

Fire in Surrounding Area30

Fire on School Grounds31

Flooding31

Loss or Failure Of Utilities31

Motor Vehicle Crash32

Psychological Trauma.....32

Suspected Contamination of Food or Water32

Unlawful Demonstration or Walkout.....33

Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at WJUSD Superintendent's Office.

Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and district officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning to ensure prompt and appropriate response of trained school personnel when a school crisis occurs. Rational and effective thinking on the part of each staff person is key to that goal. The safety plan is intended to help each site maximize safety by reducing panic and facilitating effective action during the CRITICAL FIRST TEN MINUTES of a crisis.

School officials must recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. Administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

The most critical element in any crisis is to STAY CALM since students will mirror the attitude/actions of the adults around them. The ability to manage fear and remain calm in the midst of chaos is the most effective tool for minimizing the impact of any crisis.

Components of the Comprehensive School Safety Plan (EC 32281)

Dingle Elementary School Safety Committee

Ursula Ruffalo, Susana Camacho, Sarah Nguyen, Moises Mercado, Mayra Molina Garcia, Erika Reyes

Assessment of School Safety

Regular review and assessment of the current safety needs will be conducted regularly. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

C.E. Dingle Elementary and the Woodland Joint Unified School District are committed to providing a safe environment for students, staff and visitors. Several strategies will be utilized to maintain a high level of school safety. Strategies include, but are not limited to:

- Consultation with local public safety agencies

(Woodland Police Department/Woodland Fire Department)

- Consultation with risk management specialists

(Cal OSHA)

- Continuing education and training of school staff

(ALICE, CPR, Bullying Prevention & Intervention)

- Inspections and evaluations of school facilities

(Cal-OSHA WJUSD IIPP Evaluation Process/Protocol)

- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan

(Yearly review of plan(activities) done by school site safety/SSC teams)

Such strategies will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

School district employees are mandated reporters and shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to Yolo County Child Welfare Services (530) 669-2355 or Woodland Police Department (530) 666-2411. Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to Yolo County Child Welfare Services a written follow-up report, which includes a completed Suspected Child Abuse Report form (SS 8572). (Penal Code 11166, 11168) For complete policies and procedures see Board Policy and Administrative Regulation BP 5141.4 Child Abuse Reporting Procedures available on the District Website under Board of Education and at <http://www.gamutonline.net/district/woodland>.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan - Classroom Emergency Protocols

The following Board Policies and ARs give information on our disaster procedures. In addition, each site's crisis team has an Emergency Response binder which contains the comprehensive safety plan as well as our emergency policies and procedures. Each working space that has students or staff has a red emergency folder which contains lock-down, shelter in place, and evacuation procedures, emergency contact numbers, basic first aid information, class roster, and site evacuation maps. Drills are done with staff and students at least twice a year to practice the emergency procedures.

Board Policy and AR 0450 Comprehensive Safety Plan

Board Policy and AR 3516 Emergencies and Disaster Preparedness Plan

AR 3516.3 Earthquake Emergency Procedure System

Board Policy and AR 4158 Employee Security

Public Agency Use of School Buildings for Emergency Shelters

The school site is available to governmental agencies such as law enforcement and fire as directed and needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A student may be suspended or expelled for any of the causes listed in state Education Code 48900 through 48915 and Board Policies. A summary of the causes is listed in AR 5144.1

A student may be suspended or expelled for acts related to school activity or attendance that occur at any time, including, but not limited to (1) while the student is on school grounds; (2) while the student is going to or coming from school; (3) during the lunch period, whether on campus or off campus; or (4) during or while a student is going to or coming from a school-sponsored activity.

Suspension must be preceded by an informal conference with the student, unless the principal or designee believes an emergency exists and orders the student to immediately leave the school because the student's presence is a danger to persons or property, or is a threat to the academic program. In such cases the conference will be held as soon as practical, but within two (2) school days.

At the informal conference, the decision to suspend will be explained by the principal or the principal's designee. The conference will include the following steps: (1) The student will be informed of the reason for the disciplinary action and the evidence against them; (2) The student will be provided an opportunity to present their written and/or verbal statement and evidence in their defense. If the student needs assistance with a written statement, they will be assisted. Those statements will be attached to the school file copy of this form.

If not delivered at the time of the suspension, the Notice of Suspension shall be delivered or mailed to the parent/legal guardian within one (1) school day of the beginning of the suspension. State law (Education Code 48911) makes it the student's and parent/legal guardian's duty to respond to school official's request to attend a conference concerning his/her child's behavior. The conference may be held at the time of suspension or at re-entry.

The parent/legal guardians were given the Woodland Joint Unified School District Standards of Behavior at the start of the school year. Upon request, a school site can supply the parent/guardian/student with another copy of the document as well as any applicable policies or regulations.

Appeal of Suspension: The student/parent(s) may appeal a suspension. Parents shall put their request for appeal in writing, clearly stating the reason for the appeal, which shall be one or both of the following contentions: 1) Procedural due process was not followed or 2) The reason to suspend was not in compliance with District policies and procedures and/or law. Unless there is clear evidence that a procedural or legal violation and/or District procedures were violated, the school administration's decision to suspend will be upheld.

If someone other than the principal has suspended the student, the principal receives the appeal. Upon receipt of the written request, the principal shall delay the implementation of the suspension for one (1) day following the day of the request, if the appeal cannot be considered the day of the request. However, if the principal concludes that the student poses a danger to self or others or is a serious threat of disruption of the educational process, the principal shall not delay for one (1) day the implementation of the suspension. The principal will conduct fact finding in regards to the appeal and render a timely decision. Fact finding will include input from school administration and the person appealing the suspension. The decision of the Principal is final and, thus, ends the appeal process.

If the principal is not available within 24 hours of the request for appeal or if the principal initiated the suspension, the parent should appeal directly to the Executive Director of Student Support or designee. The Executive Director of Student Support or designee will conduct the fact finding in regards to the appeal and render a decision in a timely manner. The decision of the Director or designee is final and, thus, ends the appeal process. Additional information on the suspension and expulsion process can be found in: BP and AR 4158 Employee Security Board Policy 5119 Students Expelled from Other Districts Board Policy and 5131 Conduct Board Policy and AR 5144 Discipline Board Policy and AR 5144.1 Suspension and Expulsion/Due Process Board Policy and AR 5144.2 Suspension and Expulsion/Due Process, students with disabilities

Available on website under Board of Education and at <http://www.gamutonline.net/district/woodland>

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079) Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079) When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent or designee. (Welfare and Institutions Code 828.1) When informed by the court that a minor student has been found by a court to have 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. (Welfare and Institution Code 827) The principal shall disseminate this information to any counselor who directly supervises or reports 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 the 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) Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827) Additional information can be found in AR 4158 Employee Security, available on District website under Board of Education and at <http://www.gamutonline.net/district/woodland>

(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment or sexual violence of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant or respondent in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3- Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

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

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Any student who engages in sexual harassment at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any student who engages in sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to appropriate interventions and/or disciplinary action, up to and including suspension and/or expulsion.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

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

For additional information see:

Board Policy	and	AR 1312.1	Complaints	Concerning	District	Employees
Board Policy	and	AR 1312.3	Uniform	Complaint	Procedures	
Board Policy	and	AR 5145.7	Sexual	Harassment		

See WJUSD website under Board of Education and at <http://www.gamutonline.net/district/woodland>

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

WJUSD Dress Code Policy

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

1. Student dress shall be safe and appropriate, and not disturb the educational environment. (For example: collars or bracelets with spikes and clothing with revealing holes and cutouts are inappropriate for school wear.)
2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way, shape or form.
3. Footwear must be worn at all times. Footwear must be safe, practical, and not limit student participation in school activities.
4. Clothing, backpacks, tattoos, and other adornment may not demonstrate or suggest gang-related symbols, or colors. No bandanas are allowed at school.
5. Undergarments/underwear must be covered at all times.
6. Shirts and blouses must cover the stomach and chest. Shirts and pants/skirts must be touching in both front and back, and shirts must not be see-through or strapless.
7. Clothing must cover buttocks completely whether standing, sitting, walking, or bending.

Generally, students who do not follow the dress code will be referred to the office to correct the issue. Corrective action may include changing into PE clothes, wearing at-shirt provided by the school or in certain circumstances being sent home to change. All corrective actions will be reported to parents/guardians.

For additional information, see Board Policy and AR 5132 Dress and Grooming available on District website under Board of Education and at: www.gamutonline.net/district/woodland/

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

School Staff will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Any problems associated with safe ingress and egress will be addressed immediately.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current Comprehensive School Safety Plan to ensure school-wide safety.	Develop and update Safety Plans	Current school safety plan Director of Student Services	Director of Student Services	Governing Board Review & Approve Safety Plans during the 2020-2021 school year (by March 1).

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide ALICE Training to all school sites, district departments and central office staff.	ALICE Training by WPD and WJUSD Representative	Current School Safety Plan Director of Student Services	Director of Student Services	Individual School Site Sign-Sheets
Ensure student safety by practicing emergency drills with students and staff on regular basis.	Conduct emergency drills: Fire, Lock Down, Earthquake Drills	District Safety Team WPD Site Level Safety Team	Director of Student Services School Site Administrator(s) School Site Emergency Teams	2020-2021 Emergency Drill Documentation
Provide Prevention & Intervention curriculum on Tobacco and Vaping.	7-12 Grade Tobacco/Vaping Prevention & Intervention	TUPE Grant	Director of Student Services	District Level Year End Reports
Provide Staff Development for Roles/Responsibilities during site emergency.	Develop Roles and Responsibilities Tasks Provide Calendar of Training Dates	Time during Staff Meetings	Site Administrator(s) Director of Student Services	CSSP Plan Incident Command Structure District/Site Emergency Procedures
Update and maintain bell, PA & Fire Alarm Systems.	Test and maintain systems at regular intervals	Maintenance & Operations Department	Maintenance & Operations Department	2020-2021 Quarterly Review
Establish COVID Safety Protocols.	Develop site specific COVID-19 protocols, roles & responsibilities	COVID Site Safety Committee	District COVID-19 Planning Team (Human Resources)	Worksite Specific COVID-19 Prevention Plan

Component:

Implementation of Positive Behavior Intervention Systems

Element:

Social Emotional Component in support of improved academic achievement

Opportunity for Improvement:

Continue to refine use of tiered intervention systems in support of all students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide every student with the social emotional supports needed	SEL daily check-ins and weekly lessons. Counselor SEL lessons bi-weekly Monthly PBIS meetings to identify school-wide	PBIS Committee Counselor Psychologist Rtl Specialist Staff	PBIS Team/Counselor	2020/21 Weekly/Year End Review

Objectives	Action Steps	Resources	Lead Person	Evaluation
	trends and patterns Tier 2 Meetings with support staff to address severe needs (weekly) Social Skills Groups			
Increase positive behavior by focusing on 5:1 ratio of positive feedback	Implement PBIS system: classroom lessons, school-wide reward, and incentive system - "Paw Bucks" Provide teachers with incentives to distribute for classroom purposes. Administer PBIS Annual Survey - all staff Administer Student Climate and Safety Survey Administer Parent Climate and Safety Survey	PAW bucks Staff Paw Bucks Store - supervision	PBIS Team Classroom Teachers	2020/21 Monthly/Year End Review
Public celebration and recognition and celebration of Social Emotional Behaviors and academic achievement	Hold Monthly Awards Assemblies Hold Weekly Panther Virtual Assemblies to recognize students (Be Safe, Be Respectful, Be Responsible, Be a Life-Long Learner)	Certificates student store materials	Classroom Teachers	2020/21 Monthly/Year End Review
Improve student behavior during lunch recess	Increase lunch time activities; Open Library, PE teacher to organize sports during lunch recess.	Site discretionary for supervision	Principal	2020/21 Monthly/Year End Review
Reduce number of office referrals	Train teachers and staff in Restorative Practices Teachers hold Weekly Community Circles and SEL lessons Provide students with more organized recess activities	District PPS - Restorative Practices Training Additional supervision PE teacher Little Heroes Recess Program	Principal	2020/21 Monthly/Year End Review

Component:

Improve climate, culture and connectedness to school community.

Element:

Connecting community resources in support of improved academic achievement.

Opportunity for Improvement:

Increase opportunities for stakeholder engagement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve home-school communication	Newsletters - Weekly All calls - Weekly Celebrations and Assemblies Instagram Posts	CAFE Specialist Translation services	Principal	2020/21 Monthly/Year End Review
Shared vision and Stakeholder Collaboration	Facilitate Needs Assessment with English Learner Advisory Committee (ELAC) and School Site Council Share Principal Report with Parent Teacher Association (PTA) Survey Students regularly and conduct needs assessment with Student Leadership Group	Newsletters All calls Connect/Present with Community and District Resources	Principal	2020/21 Monthly/Year End Review
Connect community resources	Arrange for Guest Speakers at ELAC meetings Organize Family Events: Monthly STEM Nights, Latino Family Literacy Coordinate with Garden Committee and Yolo Farm to Fork Coordinate with Yolo Food Bank (Farmer's Market on Wednesdays) Provide Empower Yolo Referrals Coordinate with Woodland Opera House and ASES Coordinate with Bike Campaign and 2nd grade/6th grade-PE	CAFE - Community and Family Engagement Community Organizations and Agencies PTA - Garden Committee	Principal	2020/21 Monthly/Year End Review

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Dingle Elementary School Student Conduct Code**

C.E. Dingle Elementary School strives to provide a safe and positive school environment which is conducive to learning by setting clear expectations that will be consistently enforced.

Our goals are to:

- Provide a quality education
- Celebrate learning
- Promote positive self-esteem
- Promote respect for self, property, and others
- Foster school pride
- Maintain open communications between home and school

C.E. Dingle Elementary School takes a positive approach to discipline. Teachers have the primary responsibility for promoting and monitoring appropriate student behavior in the classroom. In order for teachers to feel successful and supported, we offer on site training, coaching, and observation to help the teacher develop his/her tier one interventions. However, all staff members are responsible for monitoring behavior of all students on our campus. Teachers and staff at Dingle support a restorative practices model which believes in building community within the classroom through regular community circles. Additionally, harm between or among students is repaired using the restorative practices model before level 2 consequences are implemented.

Before referring a student to the Principal, we believe in conferring with students and contacting parents so that concerted action can be taken to mutually correct the inappropriate behavior pattern of the student.

A referral to the Principal is made when the corrective actions employed by the teachers and support staff fail to effect change in student behavior.

Conduct Code Procedures

See Dingle Expectations Matrix Attached

See Dingle Proactive Classroom Management Strategies

See PAW Buck System Incentive

(J) Hate Crime Reporting Procedures and Policies

No individual student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and/or appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of bullying, harassing, and intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, prevention and crisis counselor, social worker, child welfare attendance personnel, school nurse, or other support services personnel for case management, counseling, and/or participation in a restorative practice program as appropriate. (Education Code 48900.9)

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3- Uniform Complaint Procedures.

Corrective actions for a student who commits an act of bullying of any type on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the campus, may include counseling, restorative practice, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

For additional information see:

Board Policy and AR 1312.3 Uniform Complaint Procedures BP 4119.11, 4219.11, 4319.11 Sexual Harassment BP 5131.2 Bullying Board Policy and AR 5144.1 Suspension and Expulsion/Due Process Board Policy 5145.3 Nondiscrimination/Harassment

See District website under Board of Education and at <http://www.gamutonline/net/district/woodland>

Safety Plan Review, Evaluation and Amendment Procedures

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal or designee oversees the development of a comprehensive district-wide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

School safety plan is reviewed, updated, and approved by governing board by March 1st of each year.

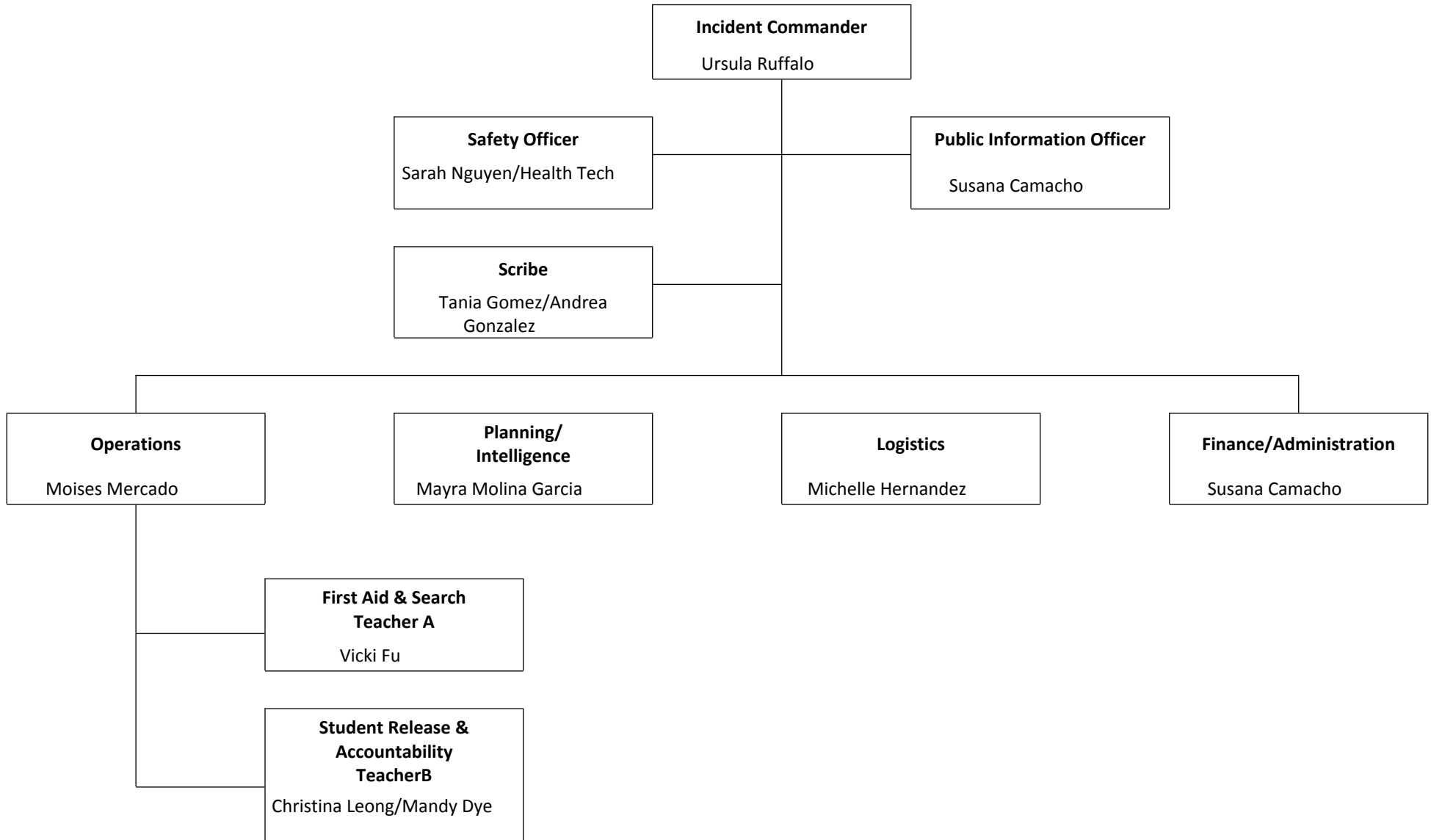
The Board reviews the comprehensive District and School safety plans in order to ensure compliance with state law, Board policy, and Administrative Regulation and approves the plan at a regularly scheduled meeting of the Board.

Safety Plan Appendices

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
School Safety Committee to review plan, solicit input from staff	January 21, 2021	Agendas, notes, and Minutes are available for review in the principal's office.
Staff Safety Drills Procedures/Protocols Training	January 22 & 25, 2021	Agendas, notes, and Minutes are available for review in the principal's office.
Conduct Safety Drills	Ongoing -monthly	Agendas, notes, and Minutes are available for review in the principal's office.
Debrief Safety Drills with staff	Monthly PBIS/Safety meeting	Agendas, notes, and Minutes are available for review in the principal's office.
School Site Council/School Safety Teams Review/Approves Safety Plans	January 28,2021	Agendas, notes, and Minutes are available for review in the principal's office.
PBIS Team Meetings	Monthly	Agendas, Notes in shared drive and for review in the principal's office.
Administer PBIS Self-Assessment Survey school-wide to determine focus areas of improvement	January and February 2021	Survey results and PBIS meeting notes

Dingle Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

If a staff member becomes aware of a crisis, it is very important that this information is communicated with the school office immediately. In an emergency it is important to set up an Incident Command Center to coordinate communication and facilitate implementing emergency procedures and coordination of emergency services. In most cases, the school office will call 911 when emergency services are required. It is important that all details known regarding an emergency are communicated calmly and clearly to the Incident Commander or designee.

NOTE: In cases of extreme danger it is not necessary to wait for the principal or designee to call for help. The first person to view the danger can call 9-911 from a classroom phone, and then alert the office by phone or radio.

Step Two: Identify the Level of Emergency

Following the identification of the emergency, the Incident Commander and/or Designee will determine the level of emergency and response.

Step Three: Determine the Immediate Response Action

Following the identification of the emergency, the Incident Commander and or Designee will verify that 911 has been called (if necessary)

Step Four: Communicate the Appropriate Response Action

After calling 911 but before local emergency (police/fire) personnel arrive the Incident Commander (Principal or Designee) will:

- Set up a command post
- Contact First Responders
- Assign duties, determine the need for resources
- Using a site map, identify location of emergency and staging area
- Notify appropriate School District officials (Executive Director of Student Support or CWA-Hector Molina)
- Work with Public Information Officer to initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible
- Activate parent alert system, if necessary
- If crisis is chemical or biological in nature, and evacuation is required direct students to an uphill site
- If evacuation is necessary, , whole school roster, student medication binder, student medications, radio and bull horn (if available)

Appropriate actions and response procedures are communicated to staff and individuals using the Site Crisis Team roster and job descriptions, and by following the instructions listed in the RED safety folders that are placed in every classroom and work space.

In addition to information regarding procedures during EVACUATION, LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, OR TEACHER DOWN/MEDICAL EMERGENCY, the following information is printed on the inside of the RED safety folders:

EMERGENCY RESPONSE PHONE NUMBERS

- Located inside the Classroom Emergency Protocol Flip Chart
- District Safety Coordinator (Hector Molina) 530-681-0279

EVACUATION SITES #1 and #2 are listed in each classroom inside the Classroom Emergency Protocol Flip Chart

INSTRUCTIONS FOR USE OF THE GREEN AND RED EMERGENCY CARD (Located inside of Emergency Classroom Protocol Flip Charts)

The green and red side of the folder is used to indicate if all students on the teacher's roster are accounted for, if someone is missing from the class, or if someone needs medical attention.

Green side of folder: All students on roster are accounted for and no medical attention is needed

Red side of folder: Student missing from roster or someone needs medical attention

Evacuation: Hold up the folder up showing the appropriate side until acknowledged by a crisis team member

COMMUNICATION INSTRUCTIONS DURING AN EMERGENCY

- Try to keep phone and email lines free except to communicate with emergency services
- Wait for instructions
- Instructions may come via landlines, email or cell phone
- Look on District's social media site for real time updates
- Ask students to not use cell phones unless authorized by Emergency Responders

If cell phone use has not been prohibited, do your best to control the message

- Remind students that we are prepared for an emergency
- Explain that the Police and Fire Departments are in charge
- Ask parents to go to the District website or District social media page for information

ROLES/EXPECTATIONS OF ADULTS, STUDENTS, AND EMERGENCY RESPONDERS

- STAY CALM
- Notify emergency services by any available method
- Notify adults who can assist
- Remove/protect students
- Assist students with injuries/immediate needs
- State your expectations to students and subordinates
- Follow instructions from emergency personnel (Firefighters, Police, EMT's)

Students

- STAY CALM AND PATIENT
- Assist Adults
- Comply with emergency service providers' instructions
- Respect each other

Emergency Personnel

- Take control upon arrival
- Keep school leaders informed
- Call for all services needed
- Allow school leaders to assist with parents and students

Classroom Management during Emergencies

Students will display a range of emotions. Respond by:

- Tell them that you are prepared to take care of them
- Validate their feelings; it is ok to be scared
- Remind them that they have practiced many times for emergencies
- Assure them that strong, smart people are helping

Other considerations:

- SEVERE HEALTH ISSUES: should be noted in RED emergency folder
- TOILET: set up a trash can and any item that will give privacy

- FOOD: children may have to share any that is available
- PROVIDE COMFORT: Use jackets/extra clothes to make a comfortable resting area. Let students group with their friends for support
- STAYING CONNECTED: Use the buddy system
- COMMUNICATION: Cell phones/computers can be used if working; text if the phone doesn't work.

RELEASE OF STUDENTS AFTER A LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO, or EVACUATION Elementary

From LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

- Parents may be allowed to come to the classroom where the teacher would recognize parents/guardians
- Students may be moved from classrooms in groups to a meeting place where adults can identify themselves

From EVACUATION SITE:

- Law enforcement may move small groups to a reunification site where ID's can be checked
- Parents may be allowed to find their child

Secondary

From LOCK DOWN, SHELTER IN PLACE, EARTHQUAKE/TORNADO:

- Students may be sent by alpha order to separate locations for reunification
- Students may be released by classroom to a designated area

From EVACUATION SITE:

- Law enforcement may move small groups to a reunification site where ID's can be checked
- Parents may be allowed to find their child

The following information is placed inside the RED safety folders and must be updated regularly: CLASS ROSTERS

Elementary: each teacher must put the class roster for their room in the folder (update if any changes to class roster) Secondary: each teacher must put the class rosters for each period that meets in their room in the folder (update each quarter)

SCHOOL CRISIS TEAM ROSTER AND INCIDENT PHONE TREE (update yearly and located in front office)

SITE EVACUATION MAP INDICATING EVACUATION SITE #1 AND SITE #2 (update yearly)

WJUSD EMERGENCY PHONE NUMBERS-Located on Cover Page of Classroom Emergency Protocol Flip Charts

Types of Emergencies & Specific Procedures

Aircraft Crash

1. If possible, Duck and Cover under a desk or table.
1. Notify 9-1-1 of the explosion or crash.
2. Assist any injured requiring first aid treatment.
3. If necessary because of fire, building damage etc., evacuate building.
4. Assist any persons who would have physical problems evacuating the building.
5. Go to an outdoor evacuation/assembly area, which is hazard free and not affected by the explosion or crash.
6. Keep fire lanes, streets and walkways open for emergency responders.
7. Stay in assembly area and account for all personnel and students.
8. Do not return to buildings until authorized by fire department or principal.

Animal Disturbance

If the animal is a non service animal, then ensure student safety by placing students in a safe building away from harm. Assess the situation and possibly issue a lockdown if there is an immediate danger to students. Call 911 and notify the principal and contact animal services only after all students are safe. If the animal is a service animal follow the following steps:

Service Animal Defined

1. A service animal must be a dog or, in limited specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted as a "service animal."
2. Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability on school property and/or facilities and/or at school functions will be handled on a case-by-case basis, considering:
 - a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
 - b. Whether the handler has sufficient control of the miniature horse;
 - c. Whether the miniature horse is housebroken; and
 - d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
3. A service animal must be "required" for the individual with a disability and the service animal must be "individually trained" to do work or a task for the individual with a disability. These tasks may include, but not be limited to, guiding an individual with a disability, alerting individuals with impaired hearing, pulling a wheelchair, or fetching dropped items. The task performed by the service animal must be directly related to the functional limitation of the individual's disability. Service animals are working animals and are not pets.
4. If it is obvious what service the animal provides to the individual with a disability, then staff should not make any further inquiries regarding the tasks performed by the service animal (i.e. a guide dog for an individual with impaired vision). Only limited inquiries are allowed by district staff to determine if a dog is a service animal when it is not obvious what service the dog provides and staff may ask only the following two questions:

- a. Is the service animal required because of a disability?
- b. What work or task has the service animal been trained to perform?

Staff cannot ask about the individual's disability, require medical documentation, require a special identification card or training documentation for the service animal, require the service animal to wear an identifying vest, or ask that the service animal demonstrate its ability to perform the work or task.

5. "Therapy," "comfort," or "companion" animals are not service animals and issues regarding these animals are addressed by AR 6163.22 - Non-Service Animals at School.

6. This policy does not address service animals being trained as service animals but not actually performing a task for an individual with a disability. Please refer to AR 6163.21 - Service Animals in Training at School.

7. Any person knowingly and fraudulently representing himself or herself through either verbal or written notice to be the owner or trainer of a service dog shall be guilty of a misdemeanor punishable by imprisonment in the county jail not exceeding six months, by a fine not exceeding one thousand dollars, or both by fine and imprisonment. (Penal Code 365.7).

Responsibilities of Individual with a Disability/Handler

1. All animals must be treated for, and kept free of, fleas and ticks and other pests.
2. All animals must be kept clean to avoid shedding and dander.
3. The owner/handler of the animal is liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property. (Civil Code 54.2).
4. All animals must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the animal's safe, effective performance of work or tasks, in which case the animal must be otherwise under the handler's control.
5. The owner/handler of the service animal is responsible for the care and conduct of the service animal at all times. The district is not responsible for the care or supervision of the service animal, such as walking the animal or responding to the animal's need to relieve itself. The owner/handler of the service animal must always carry equipment sufficient to clean up the animal's waste, immediately remove the waste, and be responsible for the proper disposal of the animal's waste.
6. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the Superintendent or designee. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise the service animal, the student's parents are responsible for providing care and supervision of the animal.
7. If the request is for a service dog, the person making the request must provide annual proof of the vaccinations required in California and Yolo County.
8. If the request is for a service miniature horse, the person making the request must provide annual proof of the vaccinations required in California and Yolo County.

Removal of a Service Animal

1. The Superintendent or designee may ask any individual who brings a service animal to a school property and/or facility and/or school function to remove the service animal if any one of the following circumstances occurs:
 - a. The animal is out of control and the animal's handler does not take effective action to control it
 - b. The animal is not housebroken; and/or

c. The animal's presence would pose a "direct threat." Pursuant to 28 CFR 35.104, a direct threat is defined as a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services

2. When an individual's service animal is excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present. (Education Code 39839; Civil Code 54.2; 28 CFR 35.136).

Service Animal Requests by a Member of the Public

All requests for a member of the public to bring a service animal to a school property and/or facility and/or school function must be directed to the Superintendent, designee, or school site administrator as appropriate. The Superintendent, designee, or school site administrator shall, in accordance with this policy, confirm that the animal is a service animal and shall, upon the request of the individual, provide the individual with a copy of this policy.

When practically possible, the member of the public requesting to bring a service animal to a school property and/or facility and/or school function is encouraged to make the request in writing 10 business days prior to the date the member of the public plans to bring the service animal; however, the individual cannot be required to provide this advance written notice in order to bring a service animal to a school property and/or facility and/or school function. The written notice may be provided to the Student Services Office at: 435 6th St. Woodland, CA 95695.

Service Animal Requests on Behalf of a Student

All requests for a student to bring a service animal to a school property and/or facility and/or school function must be made in writing, 10 business days prior to the date the student plans to bring the service animal, to the Pupil Services Office at: 435 6th St. Woodland, CA 95695.

The Superintendent or designee shall, in accordance with this policy, confirm that the animal is a service animal and shall provide the student's parents with a copy of this policy and require the student's parents/guardians to acknowledge in writing that the parent(s) has received a copy of the policy, the parents/guardians understands the contents of the policy, and the parent(s) agrees to comply with the policy. As part of the approval process, the student's parents/guardians must provide proof that the service animal has received all required vaccinations.

The Superintendent or designee shall review and approve or deny requests to bring a service animal to school property and/or facility and/or school function on a case-by-case basis.

The Superintendent or designee shall give such permission to bring a service animal to school property and/or facility and/or school function only after he/she has provided written notification to all parents/guardians of students in the affected class(es) and staff in the affected class(es), asking them to verify whether their child or if they have any known allergies, asthma, or other health condition that may be aggravated by the service animal's presence. When an individual has provided notification that his/her child or the staff member has provided notification that he/she has an allergy, asthma, or other health condition that may be aggravated by the service animal, the Superintendent or designee shall take appropriate measures to protect the student or staff member from exposure to the service animal. Allergies and fear of dogs are not valid reasons for denying access or refusing service to individuals using service animals. When an individual whose health is aggravated by the service animal's presence and an individual who uses a service animal must spend time in the same room or facility, for example, in a school classroom or at a school cafeteria, both individuals should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

Service Animal Requests on Behalf of a Staff Member

All requests for a staff member to bring a service animal to a school property and/or facility and/or school function must be made in writing, 10 business days prior to the date the staff member plans to bring the service animal, to the Pupil Services Office, at: 435 6th St. Woodland, CA 95695.

The Superintendent or designee shall, in accordance with this policy, confirm that the animal is a service animal and shall provide the staff member with a copy of this policy and require the staff member to acknowledge in writing that he/she has received a copy of the policy, he/she understand the contents of the policy, and he/she agree to comply with the policy. As part of the approval process, the staff member must provide proof that the service animal has received all required vaccinations.

The Superintendent or designee shall review and approve or deny requests to bring a service animal by a staff member to school property and/or facility and/or school function on a case-by-case basis. This approval process shall include a meeting with the Superintendent or designee, the staff member, and if requested by the staff member, a representative from the staff member's bargaining unit and other individuals deemed appropriate by the district. The purpose of the meeting will be to address any questions or concerns regarding the approval process that either the district and/or staff member may have.

The Superintendent or designee shall give such permission to bring a service animal to school property and/or facility and/or school function only after he/she has provided written notification to all parents/guardians of students in the affected class(es) and staff in the affected class(es), asking them to verify whether their child or if staff have any known allergies, asthma, or other health condition that may be aggravated by the service animal's presence. When an individual has provided notification that his/her child or the staff member has provided notification that he/she has an allergy, asthma, or other health condition that may be aggravated by the service animal, the Superintendent, or designee shall take appropriate measures to protect the student or staff member from exposure to the service animal. Allergies and fear of dogs are not valid reasons for denying access or refusing service to individuals using service animals. When an individual whose health is aggravated by the service animal's presence and an individual who uses a service animal must spend time in the same room or facility (for example, in a school classroom or at a school cafeteria) both individuals should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

All requests for permission for an employee with a disability to bring a service animal or assistive animal, as defined in Title 2 CCR 7293.6(a), into the workplace as a reasonable accommodation will be addressed through the Interactive Process as described in AR 4030.

Armed Assault on Campus

Ensure students are in a code red lockdown and call 911. Report to the Principal or Administrator if the disturbance occurs at school site. If this occurs at District Office, the disturbance should be reported to Superintendent's Office.

If the disturbance is affecting normal school or facility operations, the Principal/Administrator should notify law enforcement authorities immediately.

A Code Blue Lockdown means that it is a lockdown for medical purposes, a code yellow means that there is a threat in the area, and a code red lockdown means that there is an immediate threat in the area.

As necessary, alert all site employees of the situation by telephone or two-way radio and site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom, regardless of lunch or recess until the Superintendent/designee or local law enforcement tells you that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until retrieved by a site administrator after all clear is given.

If situation is violent and may include the use of firearms, the principal should instruct all staff and students to lie face down on the floor and remain immobile.

Principal and staff must follow all instructions given by responding law enforcement.

If the event is major, the Superintendent will activate the District EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Assessment of property damage

Biological or Chemical Release

Issue Shelter -in-Place Procedures

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking "Shelter in Place").

Notify 9-1-1 of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area, which could be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

Bomb Threat/ Threat Of violence

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

2. Notification Procedures

School Site will communicate the above information to the following in this order:

- School site Principal/Administrator
- Assistant Principals
- Director of Pupil Services
- Directors (Elementary and Secondary)

The Principal/Administrator will notify local law enforcement and the District Superintendent's office.

District Office will communicate the above information to the Superintendent's Office. The Superintendent's office will notify local law enforcement.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the location.

3. Action Plan Procedures

If required to develop an action plan, the principal/administrator may consult with the following: other administrators, head counselor, and head custodian utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.

The principal will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

The principal will authorize reoccupation of an evacuated building only after consulting with law enforcement authorities.

Bus Disaster

If the bus is in motion and there is a hazard on the road:

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or District Emergency Operations Center (EOC).

Call 911, and make sure students are safe. Take Action:

1. Call Bus Dispatch.
2. Keep students on the bus unless you need to get them off for safety reasons.
3. If off the bus, keep students together. Take steps to supervise them and keep them from wandering off.
4. Account for all students. Make a written list in seating chart format of all students.
5. Do not release students to neighbors, parents or other family members and do not allow them to leave the scene or walk home.
6. Call Bus Dispatch for guidance if a parent insists on taking their child.
7. Continue supervising students, working to keep students calm.
8. Prepare students for a possible transfer to another bus. Follow Transfer Procedures.

Take Action: If you are in an emergency situation in which you need to evacuate the bus, follow these procedures:

1. Call Bus Dispatch.
2. Secure the bus: shut off motor, set brake and remove keys.
3. Determine the appropriate evacuation route such as: front door, side doors, rear exit, roof hatch or windows. If necessary, the windshield and rear glass panels can be kicked out.
4. Choose an assembly area at least 100-200 feet from danger, usually up-wind. Keep in mind that if the emergency occurred due to weather or other environmental conditions, other vehicles may lose control in the same place. Vehicles passing by may be distracted by the situation and cause additional crashes.
5. Identify student helpers to stand by the emergency exits and help students get off safely. Assign other helpers to lead students to the assembly area and keep everyone together.
6. Instruct students to evacuate and where to assemble. In cases when time is of the essence, instruct students to leave personal belongings on the bus.
7. Check each seat and floor area to be sure everyone is off the bus.
8. Leave the bus last, with the emergency packet, first aid kit, and cell phone, (if available).

9. Gather with and keep the students together at the assembly area.
10. Follow Student Accountability and Release procedures.
11. Do not reenter the bus until cleared by Bus Dispatch or appropriate authorities

Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator will call Security Forces (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the Local District Superintendent of the situation.

Earthquake

Indoors

DUCK, COVER, AND HOLD, get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Outdoors

Move away from buildings, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

In School Bus

Stop vehicle in safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or District Emergency Operations Center (EOC).

General

Be prepared for immediate aftershocks and ground motion.

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment.

Do not evacuate buildings or vehicles unless you have a hazard related reason to do so.

Conduct a headcount to account for all personnel and students.

Establish communications with your supervisor, principal or District EOC and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location.

Explosion or Risk Of Explosion

1. If possible, Duck and Cover under a desk or table.

1. Notify 9-1-1 of the explosion or crash.

2. Assist any injured requiring first aid treatment.

3. If necessary because of fire, building damage etc., evacuate building.

4. Assist any persons who would have physical problems evacuating the building.

5. Go to an outdoor evacuation/assembly area, which is hazard free and not affected by the explosion or crash.

6. Keep fire lanes, streets and walkways open for emergency responders.

7. Stay in assembly area and account for all personnel and students.

8. Do not return to buildings until authorized by fire department or principal.

Fire in Surrounding Area

1. Call 9-1-1 to report a fire, stay on line and give specific information (name, address of school or facility).

2. Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.

3. In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

4. Do not attempt to fight large fires, call 9-1-1 and evacuate building.

5. Assist students in building evacuation and proceed to outdoor school evacuation areas.

6. When evacuating buildings walk, do not run.

7. Do not use elevators for building evacuation or in an emergency.

8. If heavy smoke is present, crawl or stay near floor for breathable air.

9. Assist any individuals who would have physical problems evacuating the building.

10. Stay in the designated assembly area and account for all personnel and students.

11. Do not block fire lanes or areas used by the fire department.

12. Do not reenter building until authorized by fire department or the principal.

13. If the fire is off site, wait for instructions from the principal or District EOC

Fire on School Grounds

1. Call 9-1-1 to report a fire, stay on line and give specific information (name, address of school or facility).

2. Utilize manual pull station to activate building alarm system and evacuate building when you hear an alarm.

3. In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

4. Do not attempt to fight large fires, call 9-1-1 and evacuate building.

5. Assist students in building evacuation and proceed to outdoor school evacuation areas.

6. When evacuating buildings walk, do not run.

7. Do not use elevators for building evacuation or in an emergency.

8. If heavy smoke is present, crawl or stay near floor for breathable air.

9. Assist any individuals who would have physical problems evacuating the building.

10. Stay in the designated assembly area and account for all personnel and students.

11. Do not block fire lanes or areas used by the fire department.

12. Do not reenter building until authorized by fire department or the principal.

13. If the fire is off site, wait for instructions from the principal or District EOC

14. Evacuation to an off site location has been designated as the WHS baseball field.

Flooding

If a flood warning is received, notify the District Superintendent immediately.

If a major flood warning is received at the District Office, the District EOC should be activated.

Based upon the specific threat, the District EOC in conjunction with the Operational Area EOC and Standardized Emergency Management Systems (SEMS) system will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or other areas will be directed by the District EOC in coordination with SEMS.

Loss or Failure Of Utilities

* Notify the Principal

* Contact the district office to determine length of time of power outage and assess the situation.

* Determine next steps and parent notification if possibly students are going home.

Motor Vehicle Crash

1. If possible, Duck and Cover under a desk or table.
1. Notify 9-1-1 of the explosion or crash.
2. Assist any injured requiring first aid treatment.
3. If necessary because of fire, building damage etc., evacuate building.
4. Assist any persons who would have physical problems evacuating the building.
5. Go to an outdoor evacuation/assembly area, which is hazard free and not affected by the explosion or crash.
6. Keep fire lanes, streets and walkways open for emergency responders.
7. Stay in assembly area and account for all personnel and students.
8. Do not return to buildings until authorized by fire department or principal.

Psychological Trauma

The members of the school Incident Management Team (IMT) who will manage the emergency procedures; training for the IMT and include Psychological Trauma.

First ensure that the situation is safe and follow evacuation procedures if necessary.

* Notify the principal and district to obtain more support such as counselors, and psychologists.

* Notifying emergency services at the earliest opportunity

* Communication with staff, parents/families, and the community if deemed appropriate

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services 530-749-6366 Local District Office, and the Office of Environmental Health and Safety 530-633-2785 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to

notify other potentially affected District facilities.

7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.

8. If tampering is evident, notify WPD, and the Superintendent's office.

9. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify parents of the incident, as appropriate.

Dingle Elementary Behavioral Expectations Matrix

Area	Be Safe	Be Respectful	Be Responsible
School-Wide	<ul style="list-style-type: none"> ● Keep your hands, feet and objects to yourself ● Treat school property respectfully ● Keep bullying out of the school ● Be positive 	<ul style="list-style-type: none"> ● Use kind words ● Treat others with care ● Be helpful ● Pay attention ● Be nice ● Be respectful of other's personal items 	<ul style="list-style-type: none"> ● Do your best. Work hard. ● Know the expectations ● Come to school on time ● Be responsible for your own behavior ● Ask for help ● Keep the school clean ● Make your school a great place
Cafeteria	<ul style="list-style-type: none"> ● Keep your feet on the floor ● Keep your bottom on the bench ● Stand in line without bumping and pushing ● Face forward in line 	<ul style="list-style-type: none"> ● Sit at your classroom's table ● Keep your same seat ● Keep a calm and quiet voice ● Wait your turn ● Follow the directions of the staff ● Say "please" and "thank you" 	<ul style="list-style-type: none"> ● Throw your trash away when dismissed ● Raise your hand if you need help ● Wait patiently until you are dismissed
Playground/Recess	<ul style="list-style-type: none"> ● Walk to and from the playground ● Be aware of others around you ● Keep your hands, feet and objects to yourself ● Run on the grass only ● Walk on the blacktop ● Safely get off the swing rather than jumping 	<ul style="list-style-type: none"> ● Play fairly ● Encourage others ● Use appropriate language ● Listen to the adults and talk respectfully to the adults 	<ul style="list-style-type: none"> ● Ask permission to leave the play area ● Keep the school clean by picking up trash and using the trash cans ● Return all play equipment ● Freeze when the bell rings ● Get a note to enter the office ● One person in the office at a time

	<ul style="list-style-type: none"> ● Use the equipment appropriately ● Stay in supervised areas 		
Hallways/Stairs	<ul style="list-style-type: none"> ● Stay to the right on the stairways and in the halls ● Always walk ● Hands and feet to self 	<ul style="list-style-type: none"> ● Hold the door for the person behind you ● Use quiet voices ● Encourage others to make good choices 	<ul style="list-style-type: none"> ● Walk with your teacher
Arrival and Dismissal	<ul style="list-style-type: none"> ● Use the cross walk ● Use the bike lane ● Line up in your correct spot ● Stay on the sidewalk 	<ul style="list-style-type: none"> ● Listen to the adults 	<ul style="list-style-type: none"> ● Arrive on time ● Leave on time (within 10 minutes after dismissal)
Computer Lab & Library	<ul style="list-style-type: none"> ● Walk at all times ● Push in your chair ● Work only on your current task/assignment 	<ul style="list-style-type: none"> ● Use quiet voices ● Treat the books and computers with respect ● Listen to the adults the first time 	<ul style="list-style-type: none"> ● Leave the area better than you found it ● Remove your hats (or other requested personal times)
Assemblies	<ul style="list-style-type: none"> ● Walk ● Be patient ● Sit in assigned area 	<ul style="list-style-type: none"> ● Obey and follow all signals ● Sit on your bottom ● Keep your hats and hoods off 	<ul style="list-style-type: none"> ● Be a good listener ● Eyes on the speaker ● Face forward

C.E. Dingle Elementary School-Wide Acknowledgement System: The PAW Buck

The Goal

One of the goals of our school is to increase student engagement and positive school climate. Teachers and other staff members will use the PAW Buck to recognize appropriate school behavior (not just academics). Students who demonstrate appropriate school behavior will be students who are demonstrating behaviors on the school Expectations Matrix, and also students who are demonstrating the highlighted social skills being taught by the grade level teams and/or emphasized school-wide.

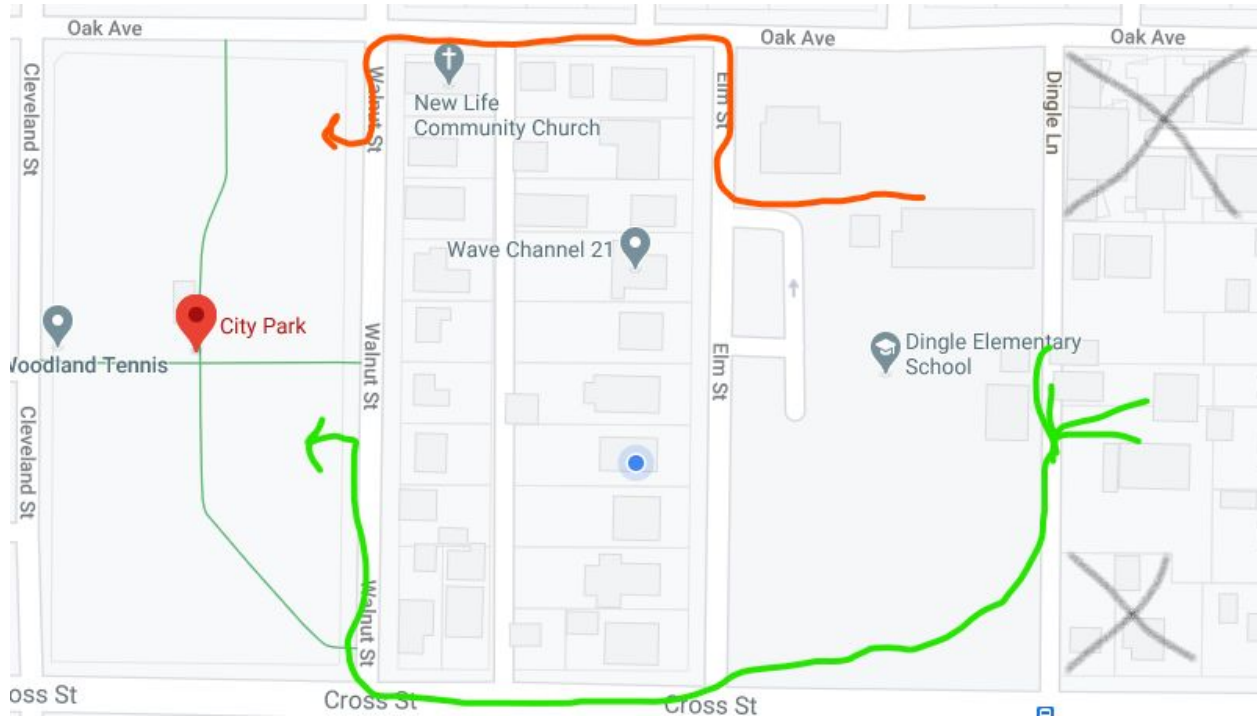
How

1. By grade level: Each grade level team will be presenting to their students the monthly SEL themes throughout the year that specifically relate to the SEL being taught. Each teacher will hand out 5 or more PAW Buck tickets each week for students who are demonstrating the emphasized social skill and/or character trait.
2. By classroom: Each teacher will hand out 10 or more PAW Bucks each week to students in their classroom for demonstrating appropriate behaviors on the expectations matrix.
3. By location staff: Each location staff person (custodian, cafeteria staff, noon supervisor, front office staff) shall hand out 10 PAW Bucks per week to students in their location who are demonstrating behaviors that are emphasized for that location on the expectations matrix.

What

The Dingle students will spend their PAW bucks

1. In the student store which will open regularly for the students to purchase items monthly.
2. In the ongoing raffle drawing which will consist of fun activities (lunch with the principal, Jamba Juice, etc.). The raffle bucket will be available during lunch recess and the drawing will be done and decided by PBIS Team
 - First Friday BiMonthly



C.E. Dingle Evacuation and Reunification

Evacuation may be announced after students have evacuated to the field (i.e. earthquake, gas leak, electrical wires down or other danger on campus).

1. Students will evacuate to the field if prompted by fire alarm **or if the Principal has announced evacuation to field. Once at the field, the Principal will determine if it is necessary to continue evacuation to Reunification Site following GREEN ROUTE in map above.**
2. If the Principal announces evacuation directly to reunification site from classrooms, the school will follow both the **RED** and **GREEN** Routes to safely expedite evacuation. Classes will safely exit campus following map above; All classrooms in main building, Office, and portables P6, P7, P8 will follow **RED** path Elm to Oak. All other classrooms and Preschool will follow the **GREEN** route
3. Teachers are to line up their students on the grass area facing Walnut St.
4. Teachers will do another count and then students will be seated in their lines on the grass and wait patiently with students until the all clear is given or different instructions provided.
5. When All Clear signal is given, primary grades proceed back to Dingle using Cross Street and intermediate grades proceed back to school using Oak Ave.

Pro-Social Approaches to Increase Engagement and Achievement

Proactive Classroom Management Strategies

C.E. Dingle recognizes that the following strategies are paramount for a well-managed classroom. Each year, staff will pick three areas of professional development off the table below.

Relationship/Emotional Strategies	Procedural Strategies
1. 5 to 1 ratio of positive to negative interactions	8. Pre-correction
2. Smiling and being nice	9. Organizing a productive classroom
3. Positive greetings at the door to pre-correct and establish a positive climate	10. Providing numerous opportunities to respond
4. Communicating competently with students	11. Classroom rules/expectations and procedures are visible and known by every student
5. Wise feedback – communicating to your students that you believe in their ability to meet standards	12. Teach, model, and reinforce behavioral expectations
6. Non-contingent reinforcement	13. Transitions are managed well
7. The Growth Mindset	14. Independent seatwork is managed and used when needed
	15. Teacher proximity and mobility
	16. Class-wide motivation system to reward desirable behavior
	17. Goal setting and performance feedback
	18. Visual schedule of classroom activities
	19. Effective cueing systems to release and regain attention

Social-Emotional Learning

Social emotional learning (SEL) teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. SEL is an evidence based practice. SEL, when done intentionally and systematically, can explain an 8% increase in standardized testing as well as a 12% decrease in problematic behavior among youth in the school setting (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

The Collaborative for Academic, Social and Emotional Learning (CASEL) defines the core competencies supporting positive social-emotional behaviors as: self-management, self-awareness, social awareness, relationship skills, and responsible decision making.

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL as a school-wide approach can be brought to students in the classroom either by using a planned supplemental curriculum (such as Second Step), or educators may choose to “un-pack” the CCSS currently being delivered to the students thereby teaching them the social skills implied within the standard.

The “un-packing” Method for SEL

The unpacking method involves selecting a standard or set of standards and then extracting the SEL theme inherent in the standard(s). At the classroom level, Dingle Elementary will utilize the un-packing method to integrate SEL into the Common Core State Standards. At the second grade level meeting of the year, the grade level team will select five SEL themes that they wish to extract from the CCSS and explicitly teach for their grade level. The school as a whole will choose 8 SEL themes that will be taught school-wide in addition to the five themes presented at grade level. The following is an example on how to unpack a standard:

- A CCR anchor standard is a skill that high school graduates should have in order to be ready for entry into the world of work or postsecondary education. Basically, an anchor standard is an answer to the question, “What should a 21st century diploma holder be able to do in order to flourish?”
- Whether you teach kindergarten or 12th grade, an anchor standard is the target.
- Because literacy tasks involve various modes of operation, there are several sets of anchor standards. They are: Reading, Writing, Speaking and Listening, and Language.

UNPACKING STEPS

- o Step 1 -Select a standard or a set of standards.
- o Step 2 -Highlight the verbs and action phrases that are SEL relevant for your classroom/group.

1. **Initiate and participate** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, **building** on others' ideas and expressing their own clearly and persuasively.

a) Come to discussions prepared, having read and researched material under study; explicitly **draw on** that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

b) Work with peers to promote civil, democratic discussions and **decision making**, set clear goals and deadlines, and establish individual roles as needed.

c) Propel conversations by **posing and responding** to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; **clarify, verify**, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; **resolve contradictions when possible**; and determine what additional information or research is required to deepen the investigation or complete the task.

- o Step 3 –Determine which themes/skills your classroom/group needs to work on.

resolve contradictions when possible

- o Step 4 –Break down the skill into five or less simple tasks or steps. This is called a task analysis.

Resolve contradictions when possible: 1. Look at the person 2. Use a pleasant voice 3. Tell why you feel differently 4. Give a reason. 5. Listen to the other person.

- o Step 5 – Determine your teaching plan to have the students learn and practice the tasks/steps involved.

Video Modeling (<http://bit.do/Disagree>), Short Skits, Make a poster, Make a Powerpoint, Analyze the text, Short writing assignment, etc.

Behavior Intervention Matrix

The following table is a resource guide for staff to refer to when addressing individual students having problematic behavior in the classroom. These interventions presume that all TIER1 strategies are in place.

Specific Student Behavior (<i>Disruptive Behaviors</i>)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Talking out of turn	<ol style="list-style-type: none"> 1. Restate the positive classroom rule. 2. Ignore the students calling out and show them a hand up sign while continuing class. 3. Reinforce hand raising by calling on the student when appropriate. 	<ul style="list-style-type: none"> • Proximity support • Logical Consequences • Review expectations and rules • DRA
Entering and exiting the classroom in a disruptive manner	<ol style="list-style-type: none"> 1. Have the student “try again.” 2. Praise the student for successful correction. 	<ul style="list-style-type: none"> • Review expectations and rules • Practice and Reinforce the student during the school day for generalizing the skill. • Behavior contract
Out of seat without permission	<ol style="list-style-type: none"> 1. Redirect student back to seat. 2. Remind student to raise their hand if they need something that doesn't already have an established procedure. 	<ul style="list-style-type: none"> • Redirection • Hurdle Help • Alter Work Space
Off task/Disruptive noises (humming, whistling, tapping, etc.)	<ol style="list-style-type: none"> 1. Use close proximity and nonverbal cues to redirect student. 2. Reinforce students for appropriate on-task behavior. 	<ul style="list-style-type: none"> • Proximity support • Planned Ignoring • Alter Work Space • DRL

Bringing personal items/toys/food into class	<ol style="list-style-type: none"> 1. Remind student of the classroom rule/expectation for item. 2. Ask to hold item until it is appropriate to use. (Do not physically take it from the student) 	<ul style="list-style-type: none"> • Logical Consequences • Talk to Parent
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Specific Student Behavior <i>(Defiant Behaviors)</i>	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Arguing with adults	<ol style="list-style-type: none"> 1. Avoid engaging in argument. 2. Give student choices for ongoing behavior that include logical outcomes. 3. Reinforce student effort to follow through with a choice. 	<ul style="list-style-type: none"> • Planned Ignoring • Redirection • Logical Consequences • Touch Base with Student
Refusal to follow directions	<ol style="list-style-type: none"> 1. Give student limited appropriate choices. 2. Remind student of the positive and negative consequence to their choice. 3. Reinforce good choices. 	<ul style="list-style-type: none"> • Choices • Wait for Compliance • Behavior Contract / CICO • DRO

Specific Student Behavior <i>(Aggressive Behaviors)</i>	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
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<p>Horseplay: Physical behavior that is not likely intended to cause harm to others.</p>	<ol style="list-style-type: none"> 1. Remind students why they can't do this at school. 2. Give students options to replace the behavior that are school appropriate. 	<ul style="list-style-type: none"> • Teach Social Skill • Alternate Seating • Logical Consequence • Talk to Parent
<p>Destroying school property (minor)</p>	<ol style="list-style-type: none"> 1. If possible have student fix, help fix, or replace object that was destroyed. 2. Explain to student how their actions affect others. 	<ul style="list-style-type: none"> • Logical Consequence • Talk to Parent • Alternatives to Suspension
<p>Hurtful or unacceptable language</p>	<ol style="list-style-type: none"> 1. Have student apologize and give them appropriate language to express themselves. 2. Teach alternative behaviors that meet the same need. In other words, teach the student how to properly protest 	<ul style="list-style-type: none"> • Behavior Contract • Teach Social Skill • DRO • Alternatives to Suspension

<p>Specific Student Behavior <i>(Problems with task completion)</i></p>	<p>Immediate staff response to behavior</p>	<p>Skill building for ongoing or repetitive behaviors</p>
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Inflexible about change	<ol style="list-style-type: none"> 1. Try to announce schedule changes as soon as possible. 2. Give student choices for what they can do when they feel this way. 3. Teach coping skills for student. 	<ul style="list-style-type: none"> • Give the student planned flexibility and choices throughout the day • Behavior Contract • Teach Coping Skills • Visual Schedule
Struggles with transitions	<ol style="list-style-type: none"> 1. Reteach transition expectations. 2. Have student “try again” and show expected behavior. 3. Reinforce appropriate transition behavior. 	<ul style="list-style-type: none"> • Break • Send Student on Errand • Practice • Visual Schedule • Transition Warning
Failing to turn in work	<ol style="list-style-type: none"> 1. Talk to student one on one and figure out root of the problem. 2. Discuss a solution to the problem with student and reinforce the student for following the plan. 	<ul style="list-style-type: none"> • Give the student planned flexibility and choices throughout the day • Behavior Contract • Talk to Parent • Learner Accommodations
Withdrawn (Nonresponsive)	<ol style="list-style-type: none"> 1. Check-in with student privately if possible. 2. Remind student how to get help if needed. 3. Clarify expectations and check for understanding. 4. Praise student for effort. 	<ul style="list-style-type: none"> • Touch Base with Student • Give the student planned flexibility and choices throughout the day • Assign a Classroom Job • Send Student on Errand
Tired/Sleeping	<ol style="list-style-type: none"> 1. Have entire class take a 2-minute “brain break” to get up and move around/talk with peers. 2. Check-in with student about why they are tired. 3. Ask student to do an errand or classroom job. 	<ul style="list-style-type: none"> • Alternate Seating • Send Student on Errand • Touch Base with Student • Classroom Exercise Breaks

Misuse of school supplies	<ol style="list-style-type: none"> 1. Reteach expectations and provide logic for why we use supplies in certain ways. 2. Reinforce students that are using supplies appropriately. 3. Only have necessary materials out. 	<ul style="list-style-type: none"> • Proximity Support • Teach Organizational Skills • DRI • Behavior Contract
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Specific Student Behavior <i>(Socially inappropriate behaviors)</i>	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Attention seeking (from teacher)	<ol style="list-style-type: none"> 1. Calmly remind the student of expectation at that time and reinforce others that are doing it. 2. Find time to engage the student and build a positive relationship. 	<ul style="list-style-type: none"> • Engage Student • Planned Ignoring • Behavior Contract • <u>2:10 Intervention</u>
Attention seeking (from peers)	<ol style="list-style-type: none"> 1. Remind student when they can use this behavior (recess, choice time, etc.). 2. Reseat student in an area where they can be more successful. 	<ul style="list-style-type: none"> • DRA (reinforce student talking to peers at appropriate times) • Assign a Classroom Job • Teach Social Skills

Lying	<ol style="list-style-type: none"> 1. Speak in a calm and neutral tone and apply a logical consequence that requires the student to reflect on their behavior. 2. Praise student for completing the task. 	<ul style="list-style-type: none"> • Avoid Power Struggles • Teach Social Skills • DRI (Reinforce honest behavior) • Talk to Parent
Misuse of privileges	<ol style="list-style-type: none"> 1. Reteach expectations for that specific privilege. 2. Remind student of possible loss of privilege if behavior continues. 	<ul style="list-style-type: none"> • Choices • Logical Consequence (temporary removal or modification of privilege) • Touch Base with Student
Cheating	<ol style="list-style-type: none"> 1. In a calm, neutral voice remind the student of the social consequences to their actions (loss of trust, damaged friendships, etc.). 2. Remind student of further logical consequences if behavior continues. 	<ul style="list-style-type: none"> • Logical Consequences • Alter Work Space • Hurdle Help • Learner Accommodations • Teach Student to ask for Help
Perseverating on a certain activity or task	<ol style="list-style-type: none"> 1. Let the student know when they can engage in the activity/task (recess, choice time, after completing other tasks, etc.) 2. Redirect them to the current demand. 	<ul style="list-style-type: none"> • Transition Warning • Engage Student • Redirection • Set a time to talk about it later • 2:10 Intervention

Stealing (item recovered)	<ol style="list-style-type: none"> 1. In a calm, neutral voice remind the student of the social consequences to their actions (loss of trust, damaged friendships, etc.). 2. Remind student of further logical consequences if behavior continues. 	<ul style="list-style-type: none"> • Touch Base with Student • Logical Consequences • Reflection Sheets
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Specific Student Behavior <i>(Emotional Behaviors)</i>	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Appear suspicious, tense, nervous, uptight, etc.	<ol style="list-style-type: none"> 1. Be supportive and nonjudgmental. 2. Do not issue directives. 3. Make time to check-in with the student about what is going on. 4. Offer a break and remind the student that they can finish the assignment later (if possible). 	<ul style="list-style-type: none"> • Touch Base with Student • Speak in Calm Neutral Tone • Switch out Staff • Break • 2:10 Intervention
Emotional Tantrums	<ol style="list-style-type: none"> 1. Supportive role. 2. Assist the student in calming down, remove audience if possible. 3. After the student is calm, asses issue/teach skills. 	<ul style="list-style-type: none"> • Clear the Classroom • Teach Relaxation Skills • Visual Prompts (for breaks and coping techniques) • Nonverbal Cues and Signals

Unmotivated	<ol style="list-style-type: none"> 1. Engage student. 2. Give the student classroom job or send them on a classroom errand. 3. Reinforce/praise the student for positive behavior. 	<ul style="list-style-type: none"> • First, refer to task completion section. • Make sure student has the ability to do the work. • Look for a pattern of behavior to determine your point of intervention. • DRO
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Resources:

2:10 Intervention — http://www.ecstresources.com/210-intervention.html
Alter Work Space — http://www.pbisworld.com/tier-1/individual-work-space/
Alternate Seating (in Your Own Space)— http://www.pbisworld.com/tier-1/alternate-seating-in-own-space/
Alternatives to Suspension — http://www.pbisworld.com/tier-2/alternatives-to-suspension/
Assign a Classroom Job — http://www.pbisworld.com/tier-1/assign-a-classroom-job/
Avoid Power Struggles — http://www.pbisworld.com/tier-1/avoid-power-struggles/
Behavior Contract — http://www.pbisworld.com/tier-2/behavior-contract/
Break — http://www.pbisworld.com/tier-1/take-a-break/
CICO (Check-in Check-out) - http://www.pbisworld.com/tier-2/check-in-check-out-cico/
Choices — http://www.pbisworld.com/tier-1/give-choices/
Classroom Exercise Breaks — http://kidshealth.org/en/parents/elementary-exercises.html#
Clear the Classroom —When the escalated student is unlikely or unwilling to leave and the other students cannot learn due to the disruption, follow the classroom procedure for clearing the area. If there is no classroom procedure for this, teach one.
DRA (Differential Reinforcement of Alternative Behavior) - http://abaappliedbehavioranalysis.weebly.com/differential-reinforcement.html
DRI (Differential Reinforcement of Incompatible Behavior) - http://abaappliedbehavioranalysis.weebly.com/differential-reinforcement.html
DRL (Differential Reinforcement of Low Rates of Behavior)— http://www.behavioradvisor.com/DRL.html or http://abaappliedbehavioranalysis.weebly.com/differential-reinforcement.html
DRO (Differential Reinforcement of Other Behavior) - http://abaappliedbehavioranalysis.weebly.com/differential-reinforcement.html
Engage Student — http://www.pbisworld.com/tier-1/engage-student/
Growth Mindset - https://www.youtube.com/watch?v=NWv1VdDeoRY
Hurdle Help — http://www.pbisworld.com/tier-1/break-down-assignment/
Learner Accommodations —

- Presentation: A change in the way instructions and information are presented. Example: Letting a child listen to audiobooks instead of reading a text.
- Response: A change in the way a child completes assignments or tests. Example: Allowing a child give spoken answers instead of written ones.
- Setting: A change in the environment where a child works. Example: Allowing a child to take a test in a separate room with fewer distractions, or in smaller group.
- Timing and scheduling: A change to how much time a child has to complete a task, or being allowed to take breaks. Example: Providing extra time on tests for a child.

Logical Consequences—<http://www.pbisworld.com/tier-1/logical-consequences/>

Nonverbal Cues and Signals—<http://www.pbisworld.com/tier-3/non-verbal-cues-signals/>

Planned Ignoring—<http://www.pbisworld.com/tier-1/ignore/>

Practice—Roleplaying is modeling, cueing and shaping through reinforcement. First model for the student. Then cue the student on how to do the procedure. Reinforce correct behavior or approximations.

Proximity Support— <http://www.pbisworld.com/tier-1/proximity-to-students/>

Redirection—<http://www.pbisworld.com/tier-1/redirection/>

Reflection Sheets—<http://www.pbisworld.com/tier-1/reflection-sheets/>

Review Expectations and Rules— <http://www.pbisworld.com/tier-1/review-pbis-expectations-and-rules/>

Send Student on Errand—<http://www.pbisworld.com/tier-1/send-student-on-errand/>

Speak in Calm Neutral Tone—<http://www.pbisworld.com/tier-1/speak-in-calm-and-neutral-tone/>

Switch out Staff—Find another staff member that has a good rapport with the student and have them check-in with the student.

Talk to Parent—<http://www.pbisworld.com/tier-1/talk-to-parent/>

Teach Organizational Skills—<http://www.pbisworld.com/tier-1/organize-materials-daily/>

Teach Relaxation Skills—<http://www.pbisworld.com/tier-3/teach-relaxation-techniques/>

Teach Social Skill—<http://www.pbisworld.com/tier-1/Teach-social-skills/>

Teach Student to ask for

Help—<http://www.learnalberta.ca/content/insp/html/teacher/teachingstudentshowtoaskforhelp.pdf>

Touch Base with Student—<http://www.pbisworld.com/tier-1/touch-base-with-student/>

Transition Warning—Start giving advance warnings such as “You have five minutes before cleanup.” This gives the children time to shift gears mentally and to plan how they would manage the transition.

Visual Prompts— <http://www.nea.org/tools/using-visual-cues-to-communicate-and-give-directions.html>

Visual Schedule—<http://www.pbisworld.com/tier-1/visual-schedule/>

Wise Feedback- <https://www.apa.org/pubs/journals/releases/xge-a0033906.pdf> *See abstract