

BRANCIFORTE MIDDLE SCHOOL COMPREHENSIVE SCHOOL SAFETY PLAN EFFECTIVE DATES 03/01/ 2015 – 03/01/2016

Branciforte Middle School

School/Site
 Kristin Pfothenauer

Principal

Plan Developed By	Assistant Principal
Kristin Pfothenauer	Principal
David Salles	Assistant Principal
Janice Null	Principal's Secretary
Katherine Olander	Campus Supervisor
Teo Lopez	Custodian

Public Hearing Date February 2, 2015 School Site Council February 2, 2015

SANTA CRUZ CITY SCHOOLS COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016

Branciforte Middle School

School/Site

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COMPREHENSIVE SCHOOL SAFETY PLAN March 1, 2015-March 1, 2016
MEMBERSHIP

BRANCIFORTE MIDDLE SCHOOL

School Site Council or Delegated School Safety Planning Committee Members Date: February 2nd, 2015	Principal or designee	Classified Employee	Teacher Rep. of Cert. Employees	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (specify)
(A)	(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
1. Kristin Pfothenauer	X								
2. David Salles	X								
3. Janice Null		X							
4. Stephanie Brown			X						
5. Emily Campbell			X						
6. Jennifer Holmes				X					
7. Shirley Maston				X					
8. Lillian Thorington (ASB Vice-President)								X	
9. Mathew Maston (ASB rep.)								X	
10. SRO Trevor Kendall					X				

*Optional members

VISION STATEMENT:

B40 is a creative and stimulating learning community built on a foundation of respect and integrity, where individuals are safe, known well, and cared for, where everyone contributes and values the contributions of others, where everyone learns every day, and where scholarship leads to academic excellence.

COMPREHENSIVE SCHOOL SAFETY PLAN March 1, 2015-March 1, 2016
DATA ANALYSIS

BRANCIFORTE MIDDLE SCHOOL

Sources Reviewed	2011-2012	2012-2013	2013-2014	2014-2015
California Healthy Kids Survey		X		
Suspensions	X	X	X	X
Expulsions	X	X	X	X
Discipline Referrals		X	X	X
Social & Emotion Survey				X
PBIS - TIC			X	

Conclusions from Data Analysis:

Students in the 7th and 8th grade, with parental consent, participated in the Social & Emotional Health Survey (SEHS) constructed by the University of California at Santa Barbara. The survey included 96 questions related to how students perceived themselves, their families, their school environment and their learning practices. Students are asked to identify whether statements are *Not at all true of me* to *Very true of me*. Selected responses are shown below and the complete survey with results are available from the B40 administration team. Examples of questions that reflect positively on our student-teacher relationships, safety and academic learning are:

- There is a teacher or some other adult who always wants me to do my best. 86% F 79% M
- There is a teacher or some other adult who listens to me when I have something to say. 80% F 77% M
- There is a teacher or some other adult who believes that I will be a success. 86% F 81% M
- I feel safe in my school. 85% F 86% M
- I learn a lot at school. 90% F 81% M

The following questions were the lowest scoring areas that we identified as having leverage over. From this data, we identified perseverance and self-regulation as two areas that we might leverage to support school success.

- When I do not understand something, I ask the teacher again and again until I understand. 52% F 51% M
- I can wait for what I want. 70% F 75% M
- I think before I act. 67% F 71% M
- I don't bother others when they are busy 61% F 60% M

Discipline data also reinforces concern regarding students lacking self-regulation. During the 2014 calendar year, forty students had more than three referrals for behavioral issues. The majority of behavioral incidences, (excluding truancy letters), fall within six categories:

	# of incidents	# of students
Casual cruelty	18	9
Class misconduct	130	68
Disruption/defiance	223	82
Inappropriate language/behavior	60	50
Rough play	10	8
Unsafe behavior	34	24
Total - all incidence	552	155

The SEHS data also enables us to identify students who have few social emotional assets and mid to high levels of stress. The results of the survey indicate 31 7th and 8th graders fit into this category and may need social-emotional support.

Conclusions from Parent, Teacher, and Student Input:

In discussions during the fall of 2014, the Branciforte administration and counseling team brought back suggestions, concerns and praise from parent meetings (ELAC & HSC), teacher staff and collaboration meetings, student meetings (ASB, GSA) and small group parent-interactions (parent-conferences, behavior-contract signings, back-to-school-night, winter music performance and counseling meetings). These discussions indicated:

- increased-strength in partnership with the Latino community through an active ELAC organization;
- increased student participation in ASB activities including lunch time rallies, holiday dances, community-service programs and local resource drives like Coats-4-Kids and Veterans Supplies; and lunch-time intramural sports
- a continued need to support extra-curricular athletics through improved parent communication, streamlining paperwork, and increased financial support
- appreciation of efforts to expand our after-school homework support program;
- and appreciation and significant financial support of the Arts Academy
- concerns related to our campus having adequate supervision at break and lunch

Areas of Pride and Strength

Students: Branciforte continues to assess and celebrate student achievement—both academically and socially. The staff at Branciforte remain highly active in offering students an array of opportunities to participate in and be recognized for, including an impressive after-school Arts Academy, the Kindness Student Award, the Teaching Tolerance Club, the Gay and Straight Alliance club, lunch-time GAME club, MESA program, AVID college-readiness program, WEB (Where Everyone Belongs), an after-school and classroom intervention homework support program three days a week, a closed-circuit television channel called BTV, lunch-time intramural sports, after-school league sports and an active Associated Student Body that sponsors periodic evening dances, lunch-time rallies, lunch-time spirit activities and

community-based volunteer opportunities. Students are also active in fund raising for ASB. Approximately 40% of students participated in fund raising for the annual all school Turkey Trot.

Staff: The staff at B40, through school-wide programs and practices, collaborate and implement strategies that reflect best practices and support relationship with students. This includes:

- monthly staff collaboration, focused on accountable student talk;
- grade-level student-review teams;
- school wide academic and school culture Tier 1 expectations;
- staff collaboration to improve our implementation of PBIS. This has included communication of school-wide hallway, class, library, and office expectations; teachers going over behavior expectations and routines for each class, and professional development on Tier 1 classroom culture expectations and 16 proactive classroom strategies. This year we have also instituted rewards of respectful, responsible, and preparedness student behavior in the form of raffle tickets.
- the SEHS indicates approximately 80% of students have one or more adults on campus that they believe wants them to do their best, listens to them, and believes they will be a success;
- the role of classified staff in a supporting positive school culture including:
 - implementation of attendance and tardy procedures that has improved attendance from 95.4% to 96.12% during the same period this year and decreased the percentage of students with 6 or more tardies from 34% to 22% during the same time period;
 - and coordination of some of the largest Latino celebratory events in the county.
- an emphasis on bilingualism, as approximately one-fourth of the staff is Spanish speaking.

Community: Branciforte Middle has also partnered with several community agencies to maximize student achievement opportunities. This includes

- partnering with the Santa Cruz Teen Center to bring activities for our students during lunch;
- the Santa Cruz Police Department and its district Student Resource officer and Pride program which aims to reach our at-risk students;
- the County Office of Education BASTA collaborative;
- and the annual Latino Role Model Conference which links our families to community professionals and offers our students the chance to receive up to \$1000 at the beginning of 12th grade through a parental matching grant program.

This year, Branciforte has established several new partnerships including:

- the Santa Cruz County Food Bank supporting our families in need and offering our students the opportunity to serve and participate in community service.
- Trinity Presbyterian Church, a neighborhood church, recently sprucing up of our cooking room with new paint and hardware and serving as volunteers in our classrooms.

- local retail businesses such as Safeway, Home Depot, Staff of Life, Whole Foods, Trader Joe's, Stagnaro Brothers, Mi Pueblo, Santa Fe Markets, and others have joined our 'team of excellence' in supporting student and community events.

Parents: Parents are encouraged to be active partners in our students' education.

- The increase in parent contacts through phone calls, parent meetings and home visits has played a significant role in improving attendance and decreasing tardiness.
- Teachers are available by e-mail, phone or appointment and regularly contact parents regarding students' academic and or behavioral issues.
- Communication is in both English and Spanish, through the use of monthly newsletters, automated telephone service, personal phone calls made by staff, Tuesday flyers, the BeeLine, the school marquee, our web page, Infinite Campus parent and staff portal, morning announcements and posted event schedules.
- Parents are also actively involved in supporting B40 programs. Both the Home and School Club and ELAC are active in sponsoring school wide celebrations, the Tamalada in the fall and the Spring Fling in the spring. These events include the support of parent and staff volunteers and feature student performances, food, and celebration.

Recognized Improvement

Behavior: Discipline records indicate improvement for all suspension rates over the last three school years. For the 2012-2013 school year, 22 students received in-school suspensions and 9 students received home-suspensions. For the 2013-2014 school year, 8 students received in-school suspensions and 9 students received home-suspensions. For the 2014-2015 school year, as of January 2015, 1 student received in-school suspension and 1 student received home-suspension. This decrease in suspension rates represented a 35% drop from 2012-2013 to 2013-2014 and an 89% drop from 2013-2014 to 2014-2015. Additionally an evaluation of behavioral incidences that might contribute to perceptions of bullying on campus, (bullying, casual cruelty, derogatory comments, etc.), have decreased significantly during this last year. In the 2013 calendar year, there were 89 such incidences. In the 2014 calendar year this decreased to 57 incidences, a drop of 36%.

Attendance & Truancy: Through an integrated team approach, office staff and administration participate in regular morning parent-phone conversations, weekly and bi-monthly parent-conferences and home visits. The attendance rate for the first semester of the school year has improved from 95.4% to 96.2%. Students with 6 or more tardies has decreased from 34% to 22% of our student body.

Areas we wish to change (based on our data analysis):

While suspension rates have dropped significantly, significant numbers of students continue to have multiple discipline incidences. Additionally, classroom misconduct and defiance interfere with student learning and approximately 40% of students recognize that their behavior, sometimes too regularly, interferes with other students' learning. The academic, SEHS, and discipline data for Branciforte Middle School reflect the need to teach and practice the skills of perseverance and self-regulation. Strengthening our PBIS practices, and developing these student skills through curriculum discussion, focused group work, and parent group meetings will allow B40 to strengthen these student skills.

COMPREHENSIVE SCHOOL SAFETY PLAN March 1, 2015-March 1, 2016
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component I – People and Programs

BRANCIFORTE MIDDLE SCHOOL

Component 1: People and Programs				
Goal #1 (2014-2015) Students will understand and consistently follow the behavioral expectations.				
Goal #1 (2015-2016) Students will understand and consistently follow the behavioral expectations.				
Measurable Objective (2014-2015) By February 2015 a 10% reduction in suspension referrals. This objective was met with an 89% reduction.				
Measurable Objective (2015-2016)				
<ol style="list-style-type: none"> 1. By February 2016, there will be a 15% reduction in students with multiple (more than 3), behavioral referrals. During the 2014 calendar year there were 40 students with four or more referrals. Using a database cycle, 14 students have 4, 5 or 6 referrals, we are identifying these students as our <i>nearly there</i> target group. 2. By February 2016, there will be a 20% decrease in the number of behavior referrals for class misconduct and defiance. 				
Action Step	Whose Responsible	Resources	When	Evaluation
1.0 Maintain and monitor data to assess program and student behavior:				
a. Continue with SEHS survey to make useful longitudinal conclusions.	Assistant principal	District \$	Fall 2015	SEHS data
b. Monitor student referrals and assign to Tier 2 interventions as appropriate.	Grade level leads	Title 1 PD	Monthly	Discipline referrals
c. Review data with Leadership/PBIS team	Principal		Quarterly	minutes

Action Step	Whose Responsible	Resources	When	Evaluation
2.0 Continue and expand PBIS program & practices:				
a. Identify PBIS lead teacher and PBIS team members	Administration	Stipend Title 1	Spring 2015	
b. Refine Tier 1 strategies school wide.				
i. Review Tier 1 classroom culture expectations annually. Use the B40 Planner, Beeline, and start of school packets to communicate discipline policies and procedures to families. Use classroom presentations reviewing behavior expectations, posters, and BeeTV to communicate discipline policies and procedures to students.	Admin & staff	Planners HSC	September & ongoing	Discipline referrals
ii. Complete classroom observations and provide staff feedback in classes with staff needing support with Tier 1 strategies or specific high needs students	Administration	Administration	Ongoing	Classroom observation forms
iii. Identify and implement Tier 1 strategies to develop self-regulation and perseverance skills.	Admin & PBIS lead teacher	Admin & PBIS lead teacher	Spring 2015	Implementation plan & classroom obs.
c. Introduce Trauma Informed Services in Tier I & II.				
i. PBIS team participates in Trauma Informed Services PD.	PBIS team	District \$	August Fall 2015 & Jan. '16	Staff PD evaluation
ii. Provide Trauma Informed Service training to staff.				
d. Explore implementation of Second Step program.				
i. Collaborate with district schools using and considering implementation.	Administration		Spring '15	Plan to implement
ii. Bring Second Step information to the Leadership team for consideration by faculty.				

<p>e. Refine Tier 2 support group to include curriculum to support perseverance and self-regulation.</p> <p>f. Implement individual and/or group counseling to work with identified students with low assets and mid to high stress.</p>	<p>Principal & Counselor</p>		<p>Spring '15</p> <p>Spring '15</p>	<p>Record of sessions & reduced referrals</p> <p>SEHS data</p>
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COMPREHENSIVE SCHOOL SAFETY PLAN March 1, 2015-March 1, 2016
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT Component II - Place
BRANCIFORTE MIDDLE SCHOOL

Component 2: Physical Environment				
Goal #1 (2014-2015) Campus culture where students feel safe & connected to school.				
Goal #1 (2015-2016) School-wide expectations for respect, responsibility and preparedness are visual throughout the campus environment.				
Measurable Objective (2014-2015) By February 2015 a 10% reduction in suspension referrals. This objective was met with an 89% reduction.				
Measurable Objective (2015-2016) 1. By February 2016 , School wide behavior expectations will be posted in all areas of the campus.				
Action Step	Whose Responsible	Resources	When	Evaluation
1. Design hall banners and classroom posters to communicate school-wide expectations a. Hold school wide contest for designs	Assistant principal with ASB	ASB \$	Spring '15	Banners & posters posted
2. Purchase and post banners and posters	Assistant principal	Title 1	Summer '15	Discipline data
3. Use banners and posters to reinforce school-wide expectations - see Action Step 2.0 in Component 1	Staff		Ongoing	

COMPREHENSIVE SCHOOL SAFETY PLAN March 1, 2015-March 1, 2016
COMMUNICATION OF THE PLAN
BRANCIFORTE MIDDLE SCHOOL

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing <input style="width: 150px; height: 20px;" type="text"/></p> <p>Site of Public Hearing <input style="width: 150px; height: 20px;" type="text"/></p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified 	
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations <p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i></p>	
Review of Progress for Last Year	Name: <input style="width: 150px;" type="text"/>	Date: <input style="width: 100px;" type="text"/>
Law Enforcement Review	Name: <input style="width: 150px;" type="text"/>	Date: <input style="width: 100px;" type="text"/>
Site Council Approval	Name: <input style="width: 150px;" type="text"/>	Date: <input style="width: 100px;" type="text"/>
School Board Approval	Name: <input style="width: 150px;" type="text"/>	Date: <input style="width: 100px;" type="text"/>

COMPREHENSIVE SCHOOL SAFETY PLAN March 1, 2015-March 1, 2016 EVALUATION OF THE PLAN

BRANCIFORTE MIDDLE SCHOOL

ANNUAL REPORT ON THE STATUS OF THE PLAN (See Attached SARC)

How was the previous plan monitored:

Component I (People & Programs)

What progress was made on Component 1 (People and Programs)?

Goal #1 (2014-2015)

Students will understand and consistently follow the behavioral expectations.

Measurable Objective (2014-2015)

By February 2015 a 10% reduction in suspension referrals. This objective was met with an 89% reduction.

Our focus this year was on refining and further implementing our PBIS school-wide expectations. This included:

- reviewing the PBIS Team Implementation Checklist with the leadership/SCIL team and facilitated by the PBIS coach during a retreat day;
- improving the teaching of our classroom routines by designing **Branciforte Classroom Behavioral Expectations & Routines**, including this page in the planner for each class, and communicating these expectations for each class in the first week of school;
- setting Tier 1 classroom expectations, revising these with the Leadership/SCIL team in the spring of 2014 and reviewing them with the staff during the August meeting including a presentation of the 16 proactive classroom structures to support classroom culture;
- sharing the Classroom Climate Practices matrix with low, medium, and high structure options for our Tier 1 strategies;
- administration meeting with each Core class during the first two weeks of school.
- review of hallway expectations with our Hallway Expectations video on BTV;
- addition of raffle tickets for students being respectful, responsible, or prepared with weekly raffles drawn during BTV;
- monthly grade level meetings discuss students of concern and recommend Tier 2 academic and behavioral strategies;
- addition of Tier 2 behavior groups with the school counselor. This includes weekly meetings or check-ins with a focus on goal setting; and
- focusing on parent contact and parent meetings to deal with students with multiple behavior issues.

A review of behavioral referrals in this area indicates we surpassed our goal. For the 2012-2013 school year, 22 students received in-school suspensions and 9 students received home-suspensions. For the 2013-2014 school year, 8 students received in-school suspensions and 9 students received home-suspensions. For the 2014-2015 school year, as of January 2015, 1 student received in-school suspension and 1 student received home-suspension. This decrease in suspensions rates represented a 35% drop from 2012-2013 to 2013-2014 and an 89% drop from 2013-2014 to 2014-2015.

Component 2: Place & Physical Environment

Goal #1 (2014-2015) B40 has a campus culture where students feel safe & connected to school.

Measurable Objective (2014-2015)

By February 2015, reduce number of students perceiving bullying as an issue by 10%.

By February 2015, we will increase the percentage of student involvement by 10%.

Our focus here was on increasing student participation in school activities to support student connectedness and to provide education regarding bullying to reduce bullying behavior. This included:

- the first Spring Fling celebration which included multiple student performances and displays of student work;
- GSA facilitating Day of Silence with 61 student participants, 24 white and 29 Hispanic;
- GSA led professional development on dealing with homophobic remarks in the classroom;
- annual spring Variety Show at the Rio theater;
- holding the first ASB election in recent history. Twenty-six students ran for an office, of these 10 were students of color. Opportunities and materials to make posters and work on and practice speeches were provided to ensure access for all students;
- and increased ASB activities with a focus on community and volunteerism including:
 - field trip to Second Harvest Food Bank;
 - Harvest Festival;
 - Veterans' supply drive;
 - Valentines dance to raise funds for a local student injured in a car accident;
 - pen pals with Argentina schools (8th grade private and public school classes);
 - and increased student run activities, (selling tickets at lunch, lunchtime spirit activities, etc.)
- Students identified having increased referrals have been invited to join ASB, serve on the student congress within ASB, attend ASB dances and lunchtime rallies and participate in community-service events.
- Students identified having increased referrals have been given opportunities to sit in small groups in the office for tutorial assistance and to have calming-down time before returning to class.
- Tier II identified students are participating in weekly small group and/or check-ins with the counselor.
- The student club *Teaching Tolerance* holds weekly meetings. This group presented weekly kindness awards during BeeTV and completed a bullying presentation for 6th grade core classes.
- Cyberbullying curriculum presented to core classes by the librarian.

The student survey that identified bullying as a concern was not completed this year so we do not have data to verify whether the perception of bullying has decreased. Other data does suggest that it has; this data includes the SEHS survey and discipline data.

- In the SEHS survey, 85% of the females and 86% of the males responded positively to the statement - I feel safe in my school.

- The number of discipline incidences that might be perceived as bullying has also decreased significantly. The incidences compiled included: bullying, casual cruelty, derogatory comments, name calling, rough play, and specific examples of unsafe behavior that might have put other students at risk, as well as more serious incidences such as harassment, causing physical injury, and sexual harassment. In the 2013 calendar year, there were 89 such incidences. This was reduced to 57 in the 2014 calendar year, a reduction of 37%.

Due to challenges in our data collection method we do not have the data to accurately compare the number of students involved in school activities. Addition of the ASB elections, the number of students involved in ASB, and the increase in the number of school activities indicates increased students participation but we are not able to verify if it was 10%.

COMPREHENSIVE SCHOOL SAFETY PLAN March 1, 2015-March 1, 2016

BRANCIFORTE MIDDLE SCHOOL

Emergency Drills

- Fire: 11/17/15, 03/17/16
- Lock-down: 09/17/15, 02/17/16
- Earthquake: 10/16/15, 05/18/16
- Mandated Safety training modules for teachers: 01/16/2016

School Ingress and Egress

Students arrive on campus in various ways. Walkers have crosswalks available at the corner of Melrose and Poplar. There is a four-way stop at that corner. There is a crosswalk giving access to the center of campus at Poplar and Hammond. Slow School signs are placed in all directions from campus. Bicyclists and skateboarders, once on campus, have a bike cage and a skateboard shed to secure their bikes and skateboards. They are encouraged to have heavy-duty locks and cables. Our campus supervisor or other school personnel stays at the cage until all students have arrived in the morning and is positioned at the cage after school for safety.

Ecology Action and the regional transportation district working with staff, students, and parents, completed a bicycle and pedestrian safety audit on January 30, 2014. Recommendations included improved signage, crosswalk on Morrissey Blvd., and improved sidewalk and bicycle lanes in the neighborhood. We are waiting on a report on possible implementation.

Keys

Duplicate set of keys or duplicate master keys that can open every space on campus are available on campus in the main office lobby through the Principals secretary. Principal, AP and Head custodian have these keys as well.

Safe School Requirements

Safe School Requirements are posted in every classroom. A disaster 'bucket' is located in each classroom, the main office and the cafeteria and gym.

Interpreters

<u>Name</u>	<u>Language</u>
Fe Silva	Spanish
David Salles	Spanish/Portuguese
Kathy Sandidge	Spanish
Wendy Cavadias	Spanish
Gino Raugi	Spanish
Joe Hedgecock	Spanish
Loreen Amaya	Spanish
Kristi Medlen	Spanish
Marion Noguera	Spanish
Teo Lopez	Spanish

Standing Attachments

- ❑ Risk of Harm Protocol
- ❑ Suspension and Expulsion Policy
- ❑ Child Abuse Policy
- ❑ Sexual Harassment Policy
- ❑ Tobacco Policy
- ❑ Substance Abuse Policy
- ❑ Procedures for notifying teachers about dangerous students
- ❑ Evacuation Tracking System (for tracking students into and out of a re-unification site)
- ❑ Plan for proper maintenance and use of Restraining Orders

Research Used in Preparation

- Core Component: Research-Based Interventions, California Department of Education, 2014. (online article)
- Considering Tier 3 Within a Response-to-Intervention Model, RTI Action Network, 2014. (online article)
- Three-Tier Intervention Research Studies: Descriptions of Two Related Projects by Sharon Vaughn, Ph.D. and David Chard, Ph.D., University of Texas, (2002).
- *The Activity Gap*, Alia Wong, [The Atlantic](#), Jan. 30th, 2015
- [Seeking Safety](#): A Treatment Manual for PTSD and Substance Abuse, Lisa M. Najavits,