Title 7: Education K-12

Part 114

2013 MISSISSIPPI SCHOOL SAFETY

EDUCATIONAL LEADERSHIP FRAMEWORK

K - 3

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The *SSELF* was developed as a proactive school safety strategy, of a larger comprehensive effort in Mississippi, to keep the 492,847 students and 69,162 staff in Mississippi Public Schools free of fear or harm. It is intended to serve as a guide and it is encouraged that school personnel and others use their professional and expert skills to enhance this resource for the benefit of children. Implementation will be dependent upon the commitment and efforts of local school leaders, teachers, parents, and community members. These 562,009 students and staff, their family members, and their friends are counting on you. Will you be the difference maker? This *School Safety Educational Leadership Framework* (*SSELF*) is provided in memory and honor of all the children, parents, family members, and friends that have experienced a tragedy related to the school environment.

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INTRODUCTION

The Mississippi Department of Education is committed to providing the resources necessary to ensure a safe school environment. The *School Safety Educational Leadership Framework* provides guidance to local school districts on effective delivery of instruction to students in kindergarten through third grade in order to promote a safe school environment through the development and demonstration of quality leadership skills. This instruction only serves as one part of a multilevel, coordinated, and integrated approach that is necessary to ensure our schools and children remain as safe as possible.

As we WORK TOGETHER to provide a SAFE LEARNING ENVIRONMENT, school administrators, teachers, coaches, counselors, bus drivers, food service staff, school resource officers, etc. are encouraged to be CREATIVE in developing SOLUTIONS designed to protect our children. For example, to support effective implementation of the *School Safety Educational Leadership Framework*, school administrators may choose to start a leadership program that recognizes students for demonstrating quality leadership behaviors (i.e., courage, influence, communication, etc.) that will benefit students throughout life and promote a safe school environment conducive to learning.

The competencies, objectives, and strategies are designed to teach children about how to take responsibility for their own personal safety, to take a leadership role, and advocate for the safety of others.

As we focus on providing a safe school environment we must always reflect on the fact that children come to school with many diverse factors that affect their learning and development. It is critical that we focus on reinforcing positive behaviors and establishing an environment that supports all students safety and a sense of belonging. School leaders and teachers should consider implementing restorative practices and approaches as a component of school safety to resolve conflict, improve communication, improve relationships among students, staff, administrators, and parents, reduce misbehavior and support other positive outcomes.

The *School Safety Educational Leadership Framework* (*SSELF*) meets the school bus safety curriculum requirements of the Mississippi Code of 1972, Section 37-3-107. The *School Safety Educational Leadership Framework* is also aligned with the competencies required in the Mississippi Contemporary Health Framework allowing instruction to count towards the forty-five minute per week requirement for health education in grades K-3.

Safety starts with individual responsibility. When parents, children, teachers, administrators, law enforcement officials, community leaders, business leaders, elected officials, transportation/facilities directors, food service staff members, counselors, school nurses, faith-based leaders and others work together to provide a safe, supportive environment for children, each child will have their best opportunity for success in school, on the school yard, and beyond.

Implementation of the suggested strategies in this framework would serve as a component of a dropout prevention initiative and provide an interdisciplinary opportunity for the implementation of common core. The strategies are designed to support the development and reinforcement of the skills required for student success with the standards in common core.

It is recommended that teachers consult with a local school administrator, transportation director, school resource officer, and/or other law enforcement officer about additional safety procedures that need to be addressed with students to meet local community needs.

For emergencies contact 911 or local law enforcement for assistance.

Totally anonymous. Available 24/7.

Please call the number above or email staysafe@officeofhealthyschools.org to report non-emergencies that may endanger people at your school or school-sponsored activity.

KINDERGARTEN-THIRD GRADE OVERVIEW

Through the demonstration of leadership characteristics, cognitive concepts associated with school safety will enable the student to develop positive attitudes and practices toward a safe school environment. The emphasis of school safety in kindergarten through third grade is assisting students with the development of lifelong skills in safe practices.

Kindergarten through third grade students understand acceptable behaviors for the school environment. Safe practices, rules and procedures are prominent issues and must be understood and demonstrated at all times.

Kindergarten through third grade students should be encouraged to demonstrate these skills in a variety of different settings. Teachers and other school personnel must continually reinforce the importance of practicing safe and health enhancing behaviors to students.

The *School Safety Educational Leadership Framework* (*SSELF*) follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. The competencies are required to be taught through a variety of instructional strategies that a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction. The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

Safety is:

“taking care of yourself and your friend”
2nd grader

“what keeps something bad from happening to you”
1st grader

“obeying your parents”
3rd grader

“when your teacher protects and takes care of you”
2nd grader

KINDERGARTEN-THIRD GRADE

Competency I **Comprehend concepts related to school safety.**

Suggested Objectives

I. Explain how injuries can be prevented.
II. Understand the proper procedures in case of an emergency.
III. Explain school bus loading/unloading procedures.
IV. Explain the concepts and principles of the "danger zone" for a school bus and understand the most dangerous areas and parts.
V. Explain proper procedures and rules for the school bus and school bus stop.
VI. Discuss alcohol, tobacco, and drug use as they relate to health and how to report someone using drugs.

Competency II **Demonstrate the ability to practice safe behaviors.**

Suggested Objectives

I. Demonstrate an awareness of surroundings.
II. Demonstrate proper use and care of all equipment.
III. Follow all rules, procedures, and safety practices.
IV. Use respectful behaviors at all times, including while waiting for or being transported on a school bus.
V. Demonstrate the ability to complete the necessary procedures for school bus evacuation, fire, tornado, bomb threat, intruder, and earthquake in the case of an emergency.
VI. Demonstrate ways (i.e.,, conflict resolution) to avoid and reduce threatening situations.
VII. Demonstrate an understanding of ways to protect yourself and others while using the internet (social media sites).
VIII. Develop an understanding of the dangers of weather (i.e., tornadoes, hurricanes, extreme hot and cold, etc.).

Competency III **Demonstrate the ability to advocate for safe practices.**

Suggested Objectives

I. Understand the importance of influencing others to make safe choices.
II. Identify helpers in the school and community (i.e., school resource officer, school counselor, fire, sanitation worker, police, EMS, etc.).
III. Understand the importance of reporting unsafe practices to a trusted adult, law enforcement personnel, or other alternate methods provided. (i.e., school personnel, parent, staysafe hotline, 911, sheriff, police, etc.)
IV. Understand the importance of participating in school and community sponsored activities that promote engagement.

There is always time for safety and everyone is counting on you!

Kindergarten Suggested Strategies

Competency 1 Comprehend concepts related to school safety.

Objective I Explain how injuries can be prevented.

Suggested Strategies:

a. Show and discuss pictures of safe and unsafe practices.
b. Have students draw a picture illustrating safety (i.e., looking both ways)- teacher dictation
c. Have students color the picture in Appendix 8 to reinforce the benefits of obeying the school bus driver at all times.
d. Have students complete the activity sheet in Appendix 12 to reinforce appropriate safety when seating.
e. Have students write sentences using the word safety and school bus safety.
f. Have students complete the activity sheet from Appendix 25. Have students count and discuss the safety features on the school bus that are visible in the picture (i.e., head lights, bumper, mirrors, warning lights, amber lights, etc.) Have students practice their counting skills while completing the activity sheet.

Objective II Understand the proper procedures in case of an emergency.

Suggested Strategies:

a. Discuss the importance of emergency numbers and how to use them properly.
b. Have students complete the activity sheet in Appendix 17 and practice dialing 911 or bring a "phone" to class for students to practice. A cell phone or white board would be good resources to use for students to practice this skill.
c. Show students the Sesame Street Video "Get Out, Stay Out, Don't You Go Back In" to promote fire safety. The video is available at http://www.bing.com/videos/search?q=sesame+street+safety&mid=323D7D9C4F2CB9E15B9A323D7D9C4F2CB9E15B9A&view=detail&FORM=VIRE6

Objective III Explain school bus loading/unloading procedures.

Suggested Strategies:

a. Explain to students the proper procedures for loading/unloading a school bus and that this is the most dangerous part of the bus ride. Provide students with instruction during the first week of school on how to properly load and unload the school bus, including the prearranged danger signal all drivers will use to signal danger and how students should react. Principles provided by the National Safety Council and the Mississippi School Bus Instructor Training include:

Loading Procedures:

- Stay a very safe distance (minimum of 10 feet) on your side of the road until the bus driver signals for you to cross the street.
  Demonstrate a minimum of 10 feet. (i.e., using a tape measure, giant steps, etc.) for students.
  Have students complete the activity sheet from Appendix 9.
- Check and recheck for traffic.
- Never chase the bus.
- In a single file line, check traffic both ways (explain look left, look right, look left again concept), and then proceed directly across the street. Have students practice "crossing the road" in the classroom, gymnasium, or on a nearby street that has been blocked off to traffic. Partner with local law enforcement for safety reinforcements. Have students complete the activity sheet from Appendix 10.
- Obey the 10 foot rule (ahead of bumper). Never cross behind the bus.
- Board the bus quickly, always using the handrail to assist you, and then go directly to your seat and remain seated during the entire trip. (Appendix 6)
- Never stop to pick up a dropped item without first notifying the bus driver.

Riding the Bus:

- Remain seated the entire trip. Complete the activity sheet Appendix 15.
- Face the front of the bus at all times.
- Obey the bus driver at all times.
- Never damage any area of the seat.

Explain compartmentalization as a safety feature on the school bus. According to the National Highway Traffic Safety Association, compartmentalization ensures that passengers are cushioned and contained by the seats in the event of a school bus crash by requiring school bus seats to be positioned in a manner that provides a compact, protected area surrounding each seat (closely spaced, high-backed seats with impact absorbing materials on the fronts and backs). Explain to students that compartmentalization gives an egg crate-like protection by providing confined spaces.

Unloading Procedures:

- Never stop to pick up a dropped item without notifying the bus driver.
- In a single file line, walk along the side of the road until you can see your driver.
- Stop and wait for the signal to cross.
- Walk and look for traffic both ways.
- Go directly across the street and to residence.
- Get off the bus at your bus stop only.

This is not intended to be an all-inclusive list. Local school district policy and procedures should also be included in the instruction. Students must be instructed to go directly to their assigned bus when loading at school and directly to their designated area when unloading at school.

Objective IV Explain the concepts and principles of the "danger zone for a

school bus and understand the most dangerous areas and parts.

Suggested Strategies:

a. Use the picture from Appendix 1 to assist with explaining the "danger zone" around the school bus. Identify and discuss that the most dangerous areas are around the tires and right in front of the school bus.
b. Place a place a poster that illustrates the "danger zone" in your classroom as a reminder to students.
c. Complete the activity sheet from Appendix 11 to reinforce the danger zone areas.
d. Create a school bus using play doh and make danger zones red.

Objective V **Explain proper procedures and rules for the school bus and school bus stop.**

Suggested Strategies:

a. Read the book Wheels on a Bus by Paul O. Zelinsky with students. Include a discussion on rules for the school bus.

   ISBN-13: 9780525446446
   Publisher: Penguin Group (USA) Incorporated
   In an ingeniously designed, deftly executed lift-the-flap (and pull-the-tab) book, Zelinsky elaborates on the well-known and much-loved children's song. Not only do its wheels go round and round, but the bus here also has doors that open and shut, windshield wipers that move back and forth, and so on. The text consists of the lyrics of the song itself, but Zelinsky has neatly inserted a number of visual subplots that flesh out the story--one involving a boy with a boxful of adventurous kittens, another motorcyclist and her runaway puppy, a third a young man with a guitar.
b. Explain the importance of wearing the proper clothes based on weather conditions.
c. Explain the rules that must be followed on the school bus based on local school district policy and provide examples. Explain to students how not following these rules could impact safety.

d. Review the activity sheet from Appendix 22 to reinforce school bus safety rules and procedures.
e. Explain rail safety to students. Resources for rail safety education are available from Operation Lifesaver at http://oli.org/.
f. Complete Appendix 23 to reinforce bus safety and to reinforce writing skills.

Objective VI **Discuss alcohol, tobacco, and drug use as they relate to health and how to report someone using drugs.**

Suggested Strategies:

a. Teach children about the dangers of drugs and how to say no. Resources available at http://www.dare.com/officers/Curriculum/Default66d2.asp
b. Have students learn how to say no in French. "Non" is the basic, standard French word for "no":
c. Have students count to ten in Spanish and say "no" each time.

0	cero	No
1	uno	No
2	dos	No
3	tres	No
4	cuatro	No
5	cinco	No
6	seis	No
7	siete	No
8	ocho	No
9	nueve	No
10	diez	No

d. Explain to students that prescription drugs are to only be taken as prescribed by the doctor (i.e., taken only by the individual on prescription label, two times per day) and that misuse should be reported to a trusted adult or law enforcement.

Competency II Demonstrate the ability to practice safe behaviors.

Objective I Demonstrate an awareness of surroundings.

Suggested Strategies:

a. Talk to students about the danger of strangers and what to do if a stranger approaches them. Resources available at Kids Health (http://kidshealth.org/kid/watch/out/street_smart.html). Have students complete the activity sheet from Appendix 19.
b. Explain to students how to ask a stranger for help if necessary and allow students to role play this with each other.

Objective II Demonstrate proper use and care of all equipment.

Suggested Strategies:

a. Explain to students the importance of taking care of the school bus and how each must assist with keeping the bus clean.
b. Explain "pre" and "post" to students. Have students remind the bus driver regularly to conduct a pre and post trip inspection as required.

Objective III Follow all rules, procedures, and safety practices.

Suggested Strategies:

a. Explain the rules and procedures based on local district policy that are designed to promote a safe school environment.
b. Have students complete the activity sheet provided by Risk Watch at http://www.nfpa.org/riskwatch/pdfs/lessons/K_Bus.pdf.

Objective IV **Use respectful behaviors at all times, including while waiting for or being transported on a school bus.**

Suggested Strategies:

a. Explain respectful behaviors and how each promote a safe school environment (i.e., not hitting, listening, being courteous, accepting differences, maintaining personal space, etc.)
b. Explain the importance of saying "please" and "thank you" and have students practice this with a partner.
c. Explain the importance of getting the proper amounts of sleep/rest.

Objective V **Demonstrate the ability to complete the necessary procedures for school bus evacuation, fire, tornado, bomb threat, intruder, and earthquake in the case of an emergency.**

Suggested Strategies:

a. Explain the proper procedures and have students effectively participate in the required number of emergency drills.

    1. Fire Drills - 2 in the first month of school, and 1 each month following. (At least one fire drill must be conducted during the first two weeks of school.)

    2. Tornado Drills - 3 per year shall be conducted during the following times, as supported and recommended by the National Weather Service:

        a. Late October
        b. Early-mid Feb
        c. Early April (Peak month for tornadoes.)

    3. Bomb Threat - 1 per year

    4. Lock Down/Intruder - 3 per year

    5. School Bus Evacuations - 2 per year

6. Earthquake Drill - 1 per year. It is recommended that the drill be conducted in February during earthquake awareness month. The Central United States Earthquake Consortium serves as a resource.

b. Explain ways to be fire safe (i.e., stop, drop and roll, never re-enter a burning building, smoke detectors in your home, etc.). Have students complete the activity sheet from Appendix 20 to Reinforce fire safety awareness.

Objective VI Demonstrate ways to avoid and reduce threatening situations. (i.e., conflict resolution).

Suggested Strategies:

a. Read When Sophie Gets Angry - Really, Really, Angry by Molly Bang

Ask these key questions about the book:

- What is anger?
- Why does Sophie get angry?
- What does Sophie do to calm herself down?
- Is this a good way to deal with her anger?

Everybody gets angry sometimes. For children, anger can be very upsetting. Parents, teachers, and children can talk about it. People do lots of different things when they get angry. In this Caldecott-honor book, kids will see what Sophie does when she gets angry. What do you do?
Publisher: Scholastic Paperbacks; Reprint edition (June 1, 2004)
Language: English
ISBN-10: 0439598451
ISBN-13: 978-0439598453

b. Model appropriate responses to inappropriate or threatening situations and have students practice concept with a partner.

Objective VII **Demonstrate an understanding of ways to protect yourself and others while using the internet (social media sites).**

Suggested Strategies:

a. Discuss the internet with students. Give students an overview of the internet and together create a list of the positive things that the internet can be used for. (i.e., reading books, practicing school related skills, resources, recipes, etc.)
b. Demonstrate what happens when a site is blocked and explain what symbol (s) may appear) Ask questions and make a list of reasons why a site might be blocked.

Objective VIII **Develop an understanding of the dangers of weather. (i.e., tornadoes, hurricanes, extreme hot and cold, etc.)**

Suggested Strategies:

a. Invite a meteorologist, or similar professional, from a university, television station or the National Weather Service to speak to the class.
b. Explain how a tornado is formed. Discuss when and where a tornado is most likely to occur. Create a tornado tower to demonstrate to students. Resources available at http://www.education.com/activity/article/tornado-tower/.
c. Explain the school drill procedures in the case of a tornado. Also explain the safe areas to seek cover if you are at home or in a car. Allow students to practice the appropriate safety positions required in the case of a tornado.
d. Use the Force of Nature resources available from National Geographic at http://environment.nationalgeographic.com/environment/natural-disasters/forces-of-nature/ to explain and demonstrate the dangers of weather.

Competency III Demonstrate the ability to advocate for safe practices.

Objective I Understand the importance of influencing others to make safe choices.

Suggested Strategies:

a. Explain to students that safety begins with personal responsibility and others will follow their example. (i.e., the ability take care of oneself by means of, keeping healthy, managing ones emotions, keeping a sound mind, treating yourself with respect, etc.)
b. With guidance, have students get in groups 3-5 and develop a skit to demonstrate helping others make safe choices.
c. Have students participate in the school bus safety week poster contest sponsored by the Mississippi Department of Education.

Objective II Identify helpers in the school and community (i.e., school resource officer, school counselor, school bus driver, firemen, sanitation worker, police, EMS, etc.).

Suggested Strategies:

a. Discuss the different helpers in the school and community. Explain how each promotes a student's safety and well-being.
b. Invite community helpers into the classroom to share information about their role in safety.
c. Allow students to role play the various helpers in the community

Objective III Understand the importance of reporting unsafe practices to a trusted adult, law enforcement or other method provided. (i.e., school personnel, parent, staysafe hotline, 911, sheriff, police, etc.)

Suggested Strategies:

a. Explain to students the different ways of reporting an unsafe situation and make a classroom chart with pictures of the different

people and ways to report dangerous situations (i.e., 911, trusted adult, parent, law enforcement). Students should understand it is ok to report to more than one person and more than one time if necessary.

b. Role play reporting different unsafe situations.

Objective IV **Understand the importance of participating in school and community sponsored activities that promote engagement.**

Suggested Strategy:

a. Share with students the opportunities that are available to participate in school or community based activities (i.e., attending games sponsored by school, summer league baseball, vacation bible school, etc.) and that participation in these activities will keep their bodies healthy, help form safe friendships and keep them focused and committed.

Teacher Notes for Instruction

First Grade Suggested Strategies

Competency 1 Comprehend concepts related to school safety.

Objective I Explain how injuries can be prevented.

Suggested Strategies:

a. Identify and discuss safety rules for school bus, playground and street. Have students practice these skills.
b. Discuss how the school bus, playground, and street have special features, signs, or markings to promote safety and how being physically active improves health. Show pictures of the different features, sign, and markings.

Objective II Understand the proper procedures in case of an emergency.

Suggested Strategies:

a. Use a telephone to demonstrate how to dial 911 and role play a conversation with the operator.
b. Have students identify additional ways to get help and make a chart, as a group, of these ideas.

Objective III Explain school bus loading/unloading procedures.

Suggested Strategy:

a. Explain to students the proper procedures for loading/unloading a school bus and that this is the most dangerous part of the bus ride. Provide students with instruction during the first week of school on how to properly load and unload the school bus, including the prearranged danger signal all drivers will use to signal danger and how students should react. Principles provided by the National Safety Council and the Mississippi School Bus Instructor Training include:

Loading Procedures:

- Stay a very safe distance (minimum of 10 feet) on your side of the road until the bus driver signals for you to cross the street. Demonstrate a minimum of 10 feet. (i.e., using a tape measure, giant steps, etc.) for students. Have students complete the activity sheet from Appendix 9 to reinforce what the recommended safe distance is.
- Check and recheck for traffic.
- Never chase the bus.
- In a single file line, check traffic both ways (explain look left, look right, look left again concept), and then proceed directly across the street. Have students practice "crossing the road" in the classroom, gymnasium, or on a nearby street that has been blocked off to traffic. Partner with local law enforcement for safety reinforcements. Have students complete the activity sheet from Appendix 10 to help illustrate an example.
- Obey the 10 foot rule (ahead of bumper). Never cross behind the bus.
- Board the bus quickly, always using the handrail to assist you, and then go directly to your seat and remain seated during the entire trip. (Appendix 6)
- Never stop to pick up a dropped item without first notifying the bus driver.

Riding the Bus:

- Remain seated the entire trip. Complete the activity sheet Appendix 15.
- Face the front of the bus at all times.
- Obey the bus driver at all times.
- Never damage any area of the seat.

Explain compartmentalization as a safety feature on the school bus. According to the National Highway Traffic Safety Association, compartmentalization ensures that passengers are cushioned and contained by the seats in the event of a school bus crash by requiring school bus seats to be positioned in a manner that provides a compact, protected area surrounding each seat (closely spaced, high-backed seats with impact

absorbing materials on the fronts and backs). Explain to students that compartmentalization gives an egg crate-like protection by providing confined spaces.

Unloading Procedures:

- Never stop to pick up a dropped item without notifying the bus driver.
- In a single file line, walk along the side of the road until you can see your driver.
- Stop and wait for the signal to cross.
- Walk and look for traffic both ways.
- Go directly across the street and to residence.
- Get off the bus at your bus stop only.

This is not intended to be an all-inclusive list. Local school district policy and procedures should also be included in the instruction. Students must be instructed to go directly to their assigned bus when loading at school and directly to their designated area when unloading at school.

Objective IV **Explain the concepts and principles of the "danger zone" for a school bus and understand the most dangerous areas and parts.**

Suggested Strategies:

a. Use Appendix 1 to help explain the principles of the "danger zone".
b. Have students label the areas of the "danger zone" in Appendix 2.

Objective V **Explain proper procedures and rules for the school bus and school bus stop.**

Suggested Strategies:

a. Have students create a school bus using an egg carton. Add color and shapes for tires, stop arm, crossing arm, etc. Have students use

pretend figures to role play appropriate procedures and rules at the school bus stop.

b. Explain the rules of the bus based on local school district policy.

Objective VI **Discuss alcohol, tobacco, and drug use as they relate to health and how to report someone using drugs.**

Suggested Strategies:

a. Lead discussion with students about the dangers of drugs and how they affect your health. Allow students to ask questions about the dangers of alcohol, tobacco and drugs.
b. Develop an activity aligned with Red Ribbon Week.
c. Have students count to ten in Spanish and say "no" each time.

0	cero	No
1	uno	No
2	dos	No
3	tres	No
4	cuatro	No
5	cinco	No
6	seis	No
7	siete	No
8	ocho	No
9	nueve	No
10	diez	No

d. Have students draw a picture of different people that they could report inappropriate use of things to. Share pictures with the group.

Competency II Demonstrate the ability to practice safe behaviors.

Objective I Demonstrate an awareness of surroundings.

Suggested Strategies:

a. Invite a member of the local police department to discuss with students things to watch for that may signal danger.
b. Explain different activities that allow students to engage, enjoy, and explore the environment around them.

Objective II Demonstrate proper use and care of all equipment.

Suggested Strategies:

a. Use Appendix 5 to explain the procedures for using the emergency exit door on the school bus.
b. In coordination with the transportation department, have students practice one of the required bus evacuation drills.

Objective III Follow all rules, procedures, and safety practices.

Suggested Strategies:

a. Explain to students the importance of following rules, procedures, and safety practices. Give some examples and have students describe how each can be beneficial.
b. Read Howard B. Wigglebottom Learns to Listen by Howard Binkow and Susan Cornelison to students.
   In this story, Howard gets into a lot of trouble for not listening. When he becomes a better listener, his life improves dramatically. Tips and lessons and a poster are included.
   Publisher: Lerner Publishing Group; 1 edition (March 22, 2006)
   Language: English
   ISBN-10: 0971539014
   ISBN-13: 978-0971539013

Objective IV **Use respectful behaviors at all times, including while waiting for or being transported on a school bus.**

Suggested Strategies:

a. Explain "bullying" and "cyberbullying" to students (refer to local board policy). Ensure that students understand this behavior is not acceptable anywhere. Stand Up against bullying lesson plan available from HealthTeacher at www.healthteacher.com.
b. Read Howard B. Wigglebottom Learns About Bullies by Howard Binkow and Susan Cornelison to students. Reinforce- Be Brave, Be Bold, A Teacher Must Be Told.

   Howard the bunny is being bullied at school by the Snorton twins. Even though his intuition tells him to tell the teacher about it, he chooses different strategies. Howard tries ignoring, avoiding, making jokes and getting back at the bullies. Nothing works and things get worse. He finally tells his teacher. She takes action and makes him feel okay and safe. This 32 page illustrated book was created in response to requests by teachers and comes with a lesson and resources to deal with bully issues.
   ISBN-13: 9780971539037
   Publisher: Thunderbolt Publishing
c. Explain a "moment of silence" to students. Ensure students understand what behavior is acceptable during this time.
d. Explain the core values of respect, trust, caring, and kindness to students and have them write sentences using the words.

Objective V **Demonstrate the ability to complete the necessary procedures for school bus evacuation, fire, tornado, bomb threat, intruder, and earthquake in the case of an emergency.**

Suggested Strategies:

a. Explain the proper procedures and have students actively participate in the required number of emergency drills to ensure understanding.

1. Fire Drills - 2 in the first month of school, and 1 each month following. (At least one fire drill must be conducted during the first two weeks of school.)

2. Tornado Drills - 3 per year shall be conducted during the following times, as supported and recommended by the National Weather Service:
   a. Late October
   b. Early-mid Feb
   c. Early April (Peak month for tornadoes.)

3. Bomb Threat - 1 per year

4. Lock Down/Intruder - 3 per year
   Remind students to not share the school emergency plan with others.

5. School Bus Evacuations - 2 per year

6. Earthquake Drill - 1 per year. It is recommended that the drill be conducted in February during earthquake awareness month. The Central United States Earthquake Consortium serves as a resource.

b. Discuss the importance of having an emergency kit and a fire escape plan at home. Encourage students to advise and/or remind their parents of these important ideas. Resources are available from the Federal Emergency Management Agency at http://www.ready.gov/fires

Objective VI **Demonstrate ways to avoid and reduce threatening situations (i.e., conflict resolution).**

Suggested Strategy:

a. Explain that a conflict is when two or more people cannot agree on something. Ask for volunteers to give examples of times when they did not agree with someone and how they positively resolved the situation.

   Conflict management lesson plan available from National Crime Prevention Council at available at

   http://www.ncpc.org/topics/conflict-resolution/activities-and-lesson-plans/conflict-management-grades-k-1.

Objective VII **Demonstrate an understanding of ways to protect yourself and others while using the internet (social media sites).**

Suggested Strategies:

a. Discuss with students that there are good and bad "sites" on the internet. Provide a list of recommended age appropriate sites for students to view at home.
b. Provide parents with a tips checklist for using the computer (i.e., monitor sites visited, place limits on usage, etc.).

Objective VIII. **Develop an understanding of the dangers of weather. (i.e., tornadoes, hurricanes, extreme hot and cold, etc.)**

Suggested Strategies:

a. Provide students tips on how dangerous weather forms. Explain steps to take in case of inclement weather.

b. Have students draw pictures of and write sentences about a tornado.
c. Explain a hurricane to students. Resources are available from http://www.weatherwizkids.com/ Hurricane Preparedness- Be Ready resources available at http://www.nhc.noaa.gov

Competency III Demonstrate the ability to advocate for safe practices.

Objective I **Understand the importance of influencing others to make safe choices.**

Suggested Strategies:

a. Have students participate in the school bus safety week poster contest sponsored by the Mississippi Department of Education.
b. Discuss the qualities of a role model with students. Have students share ways they can be a positive role model and ways this promotes safety.

Objective II **Identify helpers in the school and community (school resource officer, school counselor, school bus driver, fire, sanitation worker, police, EMS, etc.).**

Suggested Strategies:

a. Have students cut pictures out of magazines that identify the helpers in their school and community. Have students discuss what each "helper" does in the community to promote safety.
b. Have students and community helpers engage in a physical activity together to promote safety and the importance of health.
c. Have students dress up like their favorite community helper and share the importance of the helper in the community.

Objective III **Understand the importance of reporting unsafe practices to a trusted adult, law enforcement personnel or other method provided (i.e., school personnel, parent, staysafe hotline, 911, sheriff, police, etc.).**

Suggested Strategy:

a. Provide students with examples of things that need to be reported, what information to report (as much detail as possible) and who to report the unsafe situation.

Objective IV **Understand the importance of participating in school and community sponsored activities that promote engagement.**

Suggested Strategies:

a. Explain the benefits of participating in school and community based activities.
b. Have students create a list of activities that are available in their community. The teacher should be the scribe.

Teacher Notes for Instruction

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Second Grade Suggested Strategies

Competency 1 Comprehend concepts related to school safety.

Objective I Explain how injuries can be prevented.

Suggested Strategies:

a. Discuss different ways an injury may occur. Have students write about an injury they have sustained and how it could have been prevented.
b. Have students list ways to prevent an injury on and around a school bus.

Objective II Understand the proper procedures in case of an emergency.

Suggested Strategies:

a. Explain to students how to contact 911 in the case of an emergency. Explain to students that they should:
    1. Remain Calm,
    2. Make sure you are in a safe place,
    3. Call 911,
    4. Explain to the operator there is an emergency,
    5. Tell the operator who you are and where you are located,
    6. Assess the situation (judgment) and explain what has happened,
    7. Follow the instructions from the operator carefully, and
    8. Remain on the line until the operator says it is ok or assistance arrives.
b. Explain judgment as the ability to use good common sense to determine the positive or negative outcomes of a situation or relationship. Share examples of practicing using common sense.

Objective III Explain school bus loading/unloading procedures.

Suggested Strategies:

a. Explain to students the proper procedures for loading/unloading a school bus and that this is the most dangerous part of the bus ride. Provide students with instruction during the first week of school on how to properly load and unload the school bus, including the prearranged danger signal all drivers will use to signal danger and how students should react. Principles provided by the National Safety Council and the Mississippi School Bus Instructor Training include:

Loading Procedures:

- Stay a very safe distance (minimum of 10 feet) on your side of the road until the bus driver signals for you to cross the street. Demonstrate a minimum of 10 feet. (i.e., using a tape measure, giant steps, etc.) for students.
- Check and recheck for traffic.
- Never chase the bus.
- In a single file line, check traffic both ways (explain look left, look right, look left again concept), and then proceed directly across the street. Have students practice "crossing the road" in the classroom, gymnasium, or on a nearby street that has been blocked off to traffic. Partner with local law enforcement for safety reinforcements. Have students complete the activity sheet from Appendix 10 to help illustrate an example.
- Obey the 10 foot rule (ahead of bumper). Never cross behind the bus.
- Board the bus quickly, always using the handrail to assist you, and then go directly to your seat and remain seated during the entire trip. (Appendix 6)
- Never stop to pick up a dropped item without first notifying the bus driver.

Riding the Bus:

- Remain seated the entire trip.
- Face the front of the bus at all times.
- Obey the bus driver at all times.
- Never damage any area of the seat.

Explain compartmentalization as a safety feature on the school bus. According to the National Highway Traffic Safety Association, compartmentalization ensures that passengers are cushioned and contained by the seats in the event of a school bus crash by requiring school bus seats to be positioned in a manner that provides a compact, protected area surrounding each seat (closely spaced, high-backed seats with impact absorbing materials on the fronts and backs). Explain to students that compartmentalization gives an egg crate-like protection by providing confined spaces.

Unloading Procedures:

- Never stop to pick up a dropped item without notifying the bus driver.
- In a single file line, walk along the side of the road until you can see your driver.
- Stop and wait for the signal to cross.
- Walk and look for traffic both ways.
- Go directly across the street and to residence.
- Get off the bus at your bus stop only.

This is not intended to be an all-inclusive list. Local school district policy and procedures should also be included in the instruction. Students must be instructed to go directly to their assigned bus when loading at school and directly to their designated area when unloading at school. Teachers should reinforce the concept of compartmentalization and the appropriate place to wait for the bus with students.

b. Use videos available at http://www.learn360.com/index.aspx to

explain school bus safety.

Objective IV **Explain the concepts and principles of the "danger zone" for a school bus.**

Suggested Strategies:

a. Have students analyze the different areas of the "danger zone" for a school bus and explain what makes each area unsafe.
b. Have students develop lyrics to reinforce staying out of the "danger zone".

Objective V **Explain proper procedures and rules for the school bus and school bus stop.**

Suggested Strategies:

a. Explain the school district rules of the bus and have students discuss why these are important to ensure safety.
b. Explain things that may present danger at the bus stop. Reinforce the importance of students loading the bus directly across the street and in a quick manner.

Objective VI **Discuss alcohol, tobacco, and drug use as they relate to health and how to report someone using drugs.**

Suggested Strategy:

a. Invite the School Resource Officer or other Law Enforcement Officer to speak to the class to discuss the laws and consequences on the use and possession of drugs.

Competency II Demonstrate the ability to practice safe behaviors.

Objective I Demonstrate an awareness of surroundings.

Suggested Strategies:

a. Have students role play how to say no to a stranger and identify an escape route if necessary.
b. Discuss with students about their "instincts" and how if something does not "feel" safe then there may be danger.
c. Have students share places the need to be especially aware of their surroundings (i.e., park, grocery store, mall, etc.)

Objective II Demonstrate proper use and care of all equipment.

Suggested Strategy:

a. Explain to students why they should never tamper with school bus safety equipment (i.e., emergency buzzer releases, padding on seats, crossing arm, etc.) and use Appendix 4 as a visual.

Objective III Follow all rules, procedures, and safety practices.

Suggested Strategies:

a. Assign students to groups and have them develop a list of rules for the playground, ball field, gymnasium, or other area where students are physically active to promote safety.
b. Discuss safe practices for walking or riding a bike to or from school. Have students complete the activity sheet from Appendix 13. The Mississippi Safe Routes to School Program should also serve as a resource.

Objective IV **Use respectful behaviors at all times, including while waiting for or being transported on a school bus.**

Suggested Strategies:

a. Have students draw a picture of someone being disrespectful and someone being respectful. Discuss with students the importance of being respectful and cooperative at all times.
b. Explain the benefits of apologizing for something they may have done to hurt someone else's feelings. Explain courage and emphasize that this is a characteristic of a quality leader.
c. Explain the core values of honesty, integrity, trust, caring, respect, and kindness.

d. Read Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin

Ruthie loves little things—the smaller, the better. When she finds a teeny tiny toy on the school playground, she can hardly believe her luck. There's just one problem: it belongs to somebody else! Ruthie insists the toy is hers, but deep down, she knows better. How could one little toy turn into such a great big problem.
Age Range: 4 - 8 years
Publisher: Bloomsbury USA Childrens; First Edition (June 26, 2007)
Language: English
ISBN-10: 1599900106
ISBN-13: 978-1599900100

Objective V **Demonstrate the ability to complete the necessary procedures for school bus evacuation, fire, tornado, bomb threat, intruder, and earthquake in the case of an emergency.**

Suggested Strategy:

a. Assign students to groups by drill, (i.e., fire, intruder, school bus evacuation, earthquake, etc. have them create a poster to describe the proper procedures for conducting that drill, and then present to the class. Review each for accuracy before presenting to the class.

Objective VI **Demonstrate ways to avoid and reduce threatening situations (i.e., conflict resolution).**

Suggested Strategies:

a. Discuss the importance of anger management. Have students role play demonstrating anger management skills.
b. Have students role play how to resolve conflicting situations.
c. Read Howard B Wigglebottom Learns to Back Away by Howard Bonkow and Susan Cornelison to students.

   Howard was getting angry and acting out a lot. His best friend Ali helps him deal with anger issues and back away from conflict. Tips and lessons are included.
   Publisher: Thunderbolt Publishing
   ISBN-10: 0982616503
   ISBN-13: 978-0982616505
d. Explain "peace talks" (a discussion or series of them between dissenting groups or countries to attempt to end hostilities) and how they are used to resolve conflict. Allow students brainstorm ways theycould use "peace talks" in their school or community to resolve conflict when necessary.

Objective VII **Demonstrate an understanding of ways to protect yourself and others while using the internet (social media sites).**

Suggested Strategies:

a. Explain to students that computers are a good resource but some dangers do exist. Explain that students must:
    - Never give out personal information,
    - Never share information that would not be approved by your parent or guardian,
    - Always be careful because people are not always who they say they are,
    - Be careful about what you say and do, and
    - Realize that the "bad guy" may try to trick or use false information to gain their attention and/or encourage them into an unsafe situation.
b. Have students review the safety tips and complete activities to reinforce safe behaviors that are available from the Federal Bureau of Investigation at http://www.fbi.gov/fun-games/kids.
c. Have students watch the video on internet safety at http://www.brainpopjr.com/artsandtechnology/technology/internetsafety/.
d. Have students role play being the Director of the Cyber Crimes Division of the Federal Bureau of Investigation and develop a 30 second public service announcement (PSA) to discourage others from using the internet for unlawful purposes. Translate the PSA into another language using http://www.bing.com/translator/ or other resource.
e. Have students research internet censorship (rules and regulations) in different countries and explain. Discuss the foreign policy aspects of the Global Freedom Internet Task Force with students. Include an overview of the freedoms that exist in the United States of America in the discussion.

The United States is a country founded on freedom. Our Declaration of Independence, Constitution, and Bill of Rights all discuss and ensure these freedoms.

f. Have students develop a graph that illustrates which countries use the internet the most. Top 20 countries with the highest number of internet users available at http://www.internetworldstats.com/top20.htm. Facilitate discussion about why the students think the top 5 countries have more internet usage than others.
g. Have students "sign up" and communicate with other students around the state about safety and other related topics through the Homeland Security Information Network. This will provide students in grades 2-3 an opportunity to experience the "web" in a safe secure environment.

Objective VIII Develop an understanding of the dangers of weather (i.e., tornadoes, hurricanes, extreme hot and cold, etc.)

Suggested Strategies:

a. Have students conduct research on weather and develop a "project" to encourage safe practices. Include the use of technology and parental involvement as components of this project.
   Possible websites include:
   NOAA http://www.education.noaa.gov/sweather.html
   NASA http://science.nasa.gov/earth-science/focus-areas/earth-weather/
b. Explain hydration and the importance of consuming the proper amount of liquid to students.
h. Explain hypothermia and frostbite to students. Provide examples of how to stay warm (i.e., layer clothing, wear gloves, hat, limit outdoor play). Explain the importance of checking on others, such as the elderly, when temperatures are really cold.
i. Have students build a gauge to measure the rainfall. Resources available at http://www.eduplace.com/rdg/gen_act/weather/rain.html.

Competency III Demonstrate the ability to advocate for safe practices.

Objective I Understand the importance of influencing others to make safe choices.

Suggested Strategies:

a. Have students write a letter to a family member that encourages motorists to take extra precautions when driving around a school bus. Provide students with a summary of Nathan's Law to use as a reference. Nathan's Law (Senate Bill 2472) was passed by the Mississippi Legislature during the 2011 regular session.
b. Have students participate in the school bus safety week poster contest sponsored by the Mississippi Department of Education.
c. Have students practice refusal skills for risk taking behaviors. Activities are available from "Safety Rangers Say No To Dangers" at http://www.healthyschoolsms.org/health_education/documents/saynotodanger.pdf
   Explain to students that saying no may help discourage someone else from engaging in the negative behavior. Explain the concept of being a positive influence (the action or process of producing effects on the actions, behavior, opinions, of others) and how this is a characteristic of a quality leader.
d. Have students create a school-wide activity in coordination with school safety week that promotes safety (i.e., develop a marketing campaign that encourages all students to report unsafe situations)
e. Have students create a puppet show encouraging safe practices. Reinforce quality traits of an effective leader.
f. Explain the role of a judge to students. Provide students with two scenarios and have students role play being a "judge" to determine which student was acting the safest. In the scenario, the teacher may consider having the students "best friend" practicing the

unsafe behavior to challenge the students in their decision making process. This will provide an opportunity to explain impartiality (not partial or biased; fair; just).

Objective II **Identify helpers in the school and community (i.e. school resource officer, school bus driver, school counselor, fire, sanitation worker, police, EMS, etc.).**

Suggested Strategies:

a. Invite a community helper to present to the class and to explain their responsibilities and how they work with others to promote safety. They should also explain to students how they can be active leaders in promoting a safe environment.
b. Have students complete the activity sheet from Appendix 16 as reinforcement.
c. Describe feelings, emotions, etc. to students. Explain the importance of expressing certain feelings, emotions, etc. to a trusted adult, teacher, parent, school counselor, or other professional. Invite a local community mental health representative to speak to the class.
d. Explain the different federal agencies and organizations that protect students from harm. Have students dress up like a representative of the FBI, Homeland Security, CIA, FEMA, United States Military, etc..

Objective III **Understand the importance of reporting unsafe practices to a trusted adult, law enforcement personnel or other method provided. (i.e., school personnel, parent, staysafe hotline, 911, sheriff, police, etc.)**

Suggested Strategies:

a. Teach students possible ways to identify someone who is on campus that has not reported to the office. Explain the importance of and how to report this unsafe situation. Ensure students understand that safety is everyone's responsibility.

b. Have students role play telling the teacher or principal about an incident of bullying.

Objective IV **Understand the importance of participating in school and community sponsored activities that promote engagement.**

Suggested Strategy:

a. Have students identify a school or community based activity they participate in or would like to participate in for enjoyment. List and discuss three things they enjoy most about this activity.

Teacher Notes for Instruction

Third Grade Suggested Strategies

Competency 1 Comprehend concepts related to school safety.

Objective I Explain how injuries can be prevented.

Suggested Strategies:

a. Discuss different hazards that may exist and how to avoid them. Have students tour the school campus and identify potential safety hazards that exist.
b. Have students write a letter to the Building/Maintenance Director to describe the safety issues that were identified.
c. Explain some features on the school bus that makes it safe and have students review Appendix 21as an illustrative reinforcement.
d. Explain the concept of storytelling to students. Include discussion on characters, plot, audience, theme, ending, etc. Have students create a story that promotes safety to their peers and/ or parents.

Objective II Understand the proper procedures in case of an emergency.

Suggested Strategy:

a. Invite a certified instructor to show, discuss, and practice with all third graders the procedures for administering CPR.

Objective III Explain school bus loading/unloading procedures.

Suggested Strategies:

a. Explain to students the proper procedures for loading/unloading a school bus and that this is the most dangerous part of the bus ride. Provide students with instruction during the first week of school on how to properly load and unload the school bus, including the prearranged danger signal all drivers will use to signal danger and how students should react. Principles provided by the National Safety Council and the Mississippi School Bus Instructor Training include:

Loading Procedures:

- Stay a very safe distance (minimum of 10 feet) on your side of the road until the bus driver signals for you to cross the street. Demonstrate a minimum of 10 feet. (i.e., using a tape measure, giant steps, etc.) for students.
- Check and recheck for traffic.
- Never chase the bus.
- In a single file line, check traffic both ways (explain look left, look right, look left again concept), and then proceed directly across the street. Have students practice "crossing the road" in the classroom, gymnasium, or on a nearby street that has been blocked off to traffic. Partner with local law enforcement for safety reinforcements. Have students complete the activity sheet from Appendix 10 to help illustrate an example.
- Obey the 10 foot rule (ahead of bumper). Never cross behind the bus.
- Board the bus quickly, always using the handrail to assist you, and then go directly to your seat and remain seated during the entire trip. (Appendix 6)
- Never stop to pick up a dropped item without first notifying the bus driver.

Riding the Bus:

- Remain seated the entire trip.
- Face the front of the bus at all times.
- Obey the bus driver at all times.
- Never damage any area of the seat.

Explain compartmentalization as a safety feature on the school bus. According to the National Highway Traffic Safety Association, compartmentalization ensures that passengers are cushioned and contained by the seats in the event of a school bus crash by requiring school bus seats to be positioned in a manner that provides a compact, protected area surrounding each seat (closely spaced, high-backed seats with impact absorbing materials on the

fronts and backs). Explain to students that compartmentalization gives an egg crate-like protection by providing confined spaces.

Unloading Procedures:

- Never stop to pick up a dropped item without notifying the bus driver.
- In a single file line, walk along the side of the road until you can see your driver.
- Stop and wait for the signal to cross.
- Walk and look for traffic both ways.
- Go directly across the street and to residence.
- Get off the bus at your bus stop only.

This is not intended to be an all-inclusive list. Local school district policy and procedures should also be included in the instruction. Students must be instructed to go directly to their assigned bus when loading at school and directly to their designated area when unloading at school. Teachers should reinforce the concept of compartmentalization and the appropriate place to wait for the bus with students.

b. Have students complete activity sheet from Appendix 7 to assess their knowledge of school bus safety.
c. Using the internet, provide students with a local map from Google Earth and have them create a school bus route that safely loads or unloads all students.

Objective IV Explain the concepts and principles of the "danger zone" for a school bus.

Suggested Strategy:

a. Have students write and explain the "danger zone" and the most dangerous areas/parts of a school bus. Explain the school bus safety rules that are designed to keep them from these areas of the bus.

Objective V **Explain proper procedures and rules for the school bus and school bus stop.**

Suggested Strategies:

a. Explain the rules of the bus to students and have them identify additional rules that would promote a safe environment on the school bus.
b. Have students develop rules for the bus and draw a picture of themselves modeling good behavior.

Objective VI **Discuss alcohol, tobacco, and drug use as they relate to health and how to report someone using drugs.**

Suggested Strategies:

a. One component of the Drug Enforcement Agency's (DEA) mission is to enforce the controlled substances laws and regulations of the United States. Have students role play being the Director of this agency and identify proactive strategies they would use to be successful in their efforts.
b. Have students give two-minute speeches to discourage drug use.

Competency II Demonstrate the ability to practice safe behaviors.

Objective I Demonstrate an awareness of surroundings.

Suggested Strategy:

a. Have students look at the picture in Appendix 3 and identify three things that support safety and three things that may present danger.
b. Have students analyze their bus stop and identify any dangers that may exist. Explain ways to eliminate these dangers and report as necessary.
c. Have students role play being the Director of Homeland Security and identify strategies to accomplish the goals of the agency, *Keeping America Safe!*

The Department of Homeland Security has a vital mission to secure the nation from the many threats we face. This requires the dedication of more than 230,000 employees in jobs that range from aviation and border security to emergency response, from cyber security analyst to chemical facility inspector. Our duties are wide-ranging, and include detection, preparation for, prevention, protection against, response to, and recovery from terrorist attacks; enhancing security; securing and managing our borders; enforcing and administering immigration laws; safeguarding and securing cyberspace; and ensuring resilience to disasters. Our primary goal is clear; keeping America safe.

d. Have students participate in a virtual field trip and discuss how it promoted/promotes a safer environment. Resources are available at http://whitehouse.gov, http://quest.arc.nasa.gov/index.html, http://www.visitthecapitol.gov/, http://scholastic.com, http://orgs.usd.edu/nmm/galleries.html, http://www.thwt.org/index.php/presentations-multimedia/virtual-tours)

e. Have students create a virtual field trip, encourage use of imagination and creativity. Google Earth, Google Maps, and Google Images can serve as a resource for this activity.

Objective II Demonstrate proper use and care of all equipment.

Suggested Strategies:

a. Invite local law enforcement, Mississippi Highway Patrol, local mechanic, etc. to assist students with conducting school bus safety inspections.
b. Have students "write a letter" to the bus driver explaining their commitment to never tamper with any safety equipment on the school bus (i.e. emergency buzzers, crossing arm, seats).

Objective III Follow all rules, procedures, and safety practices.

Suggested Strategies:

a. Have students participate in one of the required school bus evacuations.
b. Allow students to review the classroom rules and make suggestions as to what additional rules need to be added to ensure the classroom is safe, fun, fair and conducive to learning. Have the students translate the rules into a foreign language.
c. Have students write a descriptive essay about a fictional character that avoided injury by following the school bus rules.
d. Explain what a law is and how it can protect freedoms and promote safety. Have students research a law and give an overview to the class. Nathan's Law and Senate Bill 2633, passed and signed by the Governor during the 2013 legislative session, are examples. The Mississippi Code of 1972 can be researched at http://www.legislature.ms.gov/Pages/default.aspx Show students Appendix 18, a picture of the Capitol, to illustrate where state laws are passed.

e. Invite a Senator or Representative to speak to your class to discuss the legislative process, school safety laws, and the importance of following the rules.
f. Provide students with techniques to manage behavior.
    a. Provide students with a specific situation and have them analyze what decision they would make. Follow up with discussion.
    b. Have students predict consequences of good and bad decisions.
    c. Encourage communication of needs and feelings.
    d. Explain and encourage students to ask their own questions.

Objective IV **Use respectful behaviors at all times, including while waiting for or being transported on a school bus.**

Suggested Strategies:

a. Have students role play using respectful behaviors. Explain to students it is necessary to use these skills even when others do not.
b. Provide students with the skills necessary to resolve conflict.
    - Cool off when upset (i.e., take a deep breath, count to ten)
    - Speak directly to each other
    - Speak assertively, honestly, and kindly
    - Listen carefully to others and accurately paraphrase their words
    - Propose and agree on a solution to try
      Resources are available at http://www.responsiveclassroom.org/article/coaching-children-handling-everyday-conflicts
c. Have students write a story or develop a video to promote safety through the core values of trust, kindness, caring, honesty, and/or respectful behaviors using ebooks or other software application.
d. Read Cool Down and Work Through Anger by Cheri J Meiners Everyone gets angry, so it's never too early for children to learn to recognize feelings of anger, express them, and build skills for

coping with anger in helpful, appropriate ways. Children learn that it is okay to feel angry—but not okay to hurt anyone with actions or words. They discover concrete skills for working through anger: self-calming, thinking, getting help from a trusted person, talking and listening, apologizing, being patient, and viewing others positively. Reassuring and supportive, the book helps preschool and primary-age children see that when they cool down and work through anger, they can feel peaceful again.
Publisher: Free Spirit Publishing; Original edition (May 1, 2010)
ISBN-10: 1575423464
ISBN-13: 978-1575423463

Objective V **Demonstrate the ability to complete the necessary procedures for school bus evacuation, fire, tornado, bomb threat, intruder, and earthquake in the case of an emergency.**

Suggested Strategy:

a. Have students assist in teaching younger students the proper procedures for an emergency drill.
b. Explain the importance of not sharing the school emergency plan with others outside the school.

Objective VI **Demonstrate ways to avoid and reduce threatening situations (i.e., conflict resolution).**

Suggested Strategies:

a. Have students work cooperatively to complete a project and explain how it made the final product better. Have students explain what they had to do differently to complete the project in a group versus individually.

   Resources are available from the National Crime Prevention Council at http://www.ncpc.org/topics/conflict-resolution/activities-and-lesson-plans/conflict-management-grades-3-5.

b. Have students write a "breaking news" story about an individual who avoided a threatening situation through the use of conflict resolution skills (i.e., staying calm, avoid disrespectful words, listening, etc.).

Objective VII Demonstrate an understanding of ways to protect yourself and others while using the internet (social media sites).

Suggested Strategies:

a. Enroll students and have them participate in the activities available through the Safe Online Internet Challenge provided by the Federal Bureau of Investigation at https://sos.fbi.gov/. Have students complete the exam to compete for the Safe Online Surfing cyber trophy.
b. Discuss the different laws in place to protect children while using the internet. Explain the importance of reporting and how to report unsafe situations.
c. Assign students to a group and have them create a "flyer" using the computer as a resource to find ways to promote internet safety. Resources to support the activity are available at http://www.netsmartz.org/Parents. Explain to students this project is an example of a positive use of technology.
d. Have students identify five ways they could positively use the internet (technology).
e. Have students research "cyberspace" (the global network of interdependent information technology infrastructures, telecommunications networks and computer processing systems in which online communication takes place) and list the agencies who are continuously monitoring this communication to keep us safe.

Objective VIII Develop an understanding of the dangers of weather (tornadoes, hurricanes, extreme hot and cold, etc.)

Suggested Strategies:

a. Have students compile information from the media, internet, etc. on current weather conditions and present to the class. Have students role play being a meteorologist.
b. Provide students with "weather conditions" and have them identify the precautionary measures that need to be taken to ensure safety in the community.
c. Invite the local emergency manager to speak to the class.
d. Have students draw a Venn diagram to compare and contrast a hurricane and a tornado.
e. Read Oh Can You Say What's the Weather Today, by Tish Rabe, with students.
   The Cat and company travel by hot air balloon up and into various weather phenomena including rain, snow, thunder, tornadoes, and (yikes!) even hurricanes! Along the way they learn about thermometers, anemometers, wind vanes, cloud formations, humidity, fog, smog, weather folklore, and how to stay safe in lightning.

   Format: Hardcover Library Binding
   ISBN: 978-0-375-92276-3
   Category: Juvenile Nonfiction - Nature - Weather
   Author: Tish Rabe; illustrated by Aristides Ruiz
f. Provide students with steps to prepare for a hurricane, tornado, earthquake using the resources available from the Mississippi Emergency Management Agency at http://www.new.ms.gov/webcontent/partnerSite.html. Encourage students to discuss with their parents.
g. Have students discuss their home safety (emergency) plan with their parents and develop a "poster" to share with the class.

Competency III Demonstrate the ability to advocate for safe practices.

Objective I Understand the importance of influencing others to make safe choices.

Suggested Strategies:

a. Have students create a text, write a letter, or send an email to a friend encouraging them to make decisions that promote safety.
b. Have students participate in the school bus safety week poster contest sponsored by the Mississippi Department of Education.
c. Explain to students the environmental and safety factors that make it important to keep doors closed.
d. Discuss the importance of and how to report an unsafe situation.
e. Explain the dangers of "gangs" (members) and that those students should be avoided at all times. Explain that gang members do not make positive role models.
f. Explain leadership characteristics to students based on the book 21 Indispensable Qualities of a Leader by John Maxwell and the Core Values of the Federal Bureau of Investigation. Explain how these can lead to a safer environment (i.e.,, character, courage, commitment, communication, initiative, passion, problem solving, self-discipline, teachability, judgment, decisiveness, fairness, compassion, accountability, integrity, etc). Appendix 24 serves as a resource. Start a recognition program for students who demonstrate these characteristics.
g. Have someone who demonstrates quality leadership (i.e., school administrator, district superintendent, school bus driver, food service staff, faith-based representative, JROTC student/instructor, football player, or other individual) talk to the class about leadership.
h. Have students develop an "undercover operation" to eliminate unsafe behaviors.
i. Have students develop a play that demonstrates the use of leadership qualities to promote safety.

j. Have students write a letter to the bus driver encouraging the implementation of anti-idling policies.

Objective II **Identify helpers in the school and community (i.e., school resource officer, school counselor, fire, sanitation worker, police, EMS, etc.).**

Suggested Strategies:

a. Have the teacher, school resource officer, or other key individual provide an overview of the school safety plan and explain all of the individuals that assisted with development.
b. Invite the school counselor to discuss with the class how they promote a safe school environment.

Objective III **Understand the importance of reporting unsafe practices to a trusted adult, law enforcement or other method provided. (i.e. school personnel, parent, staysafe hotline, 911, sheriff, police, etc.)**

Suggested Strategies:

a. Have students participate in a school safety assessment (required or modified) and write a letter to the school administrator about any unsafe situations that exist.
b. Have students write a sample letter to report an unsafe situation resulting from the internet. Remind students to provide as much detail about the incident as possible.
c. Explain to students the difference between tattling, gossiping and reporting an unsafe condition. Ensure that students understand that providing authorities or a trusted adult with information that might avert trouble or save lives is not tattling.
d. Create a webinar through the Homeland Security Information Network for students at several schools to discuss the importance of safe practices, including ways to report an unsafe situation.

Objective IV **Understand the importance of participating in school and community sponsored activities that promote engagement.**

Suggested Strategies:

a. Discuss volunteerism (the principle of donating time and energy for the benefit of other people in the community as a social responsibility rather than for any financial reward) with students.
b. Explain talents to students. Have students share their talents and how they might use them to serve in the school or community.
c. Discuss with students how to start a school safety club or program.
d. Sponsor a talent show and invite parents and community members to participate and/or observe.

Teacher Notes for Instruction

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

School Bus Safety Strand Identification

Kindergarten

Competency I

Objective I	Suggested Strategies	A, B, C, D, E
Objective III	Suggested Strategy	A
Objective IV	Suggested Strategies	A, B, C
Objective V	Suggested Strategies	A, B, C, D, F, G‘

Competency II

Objective II	Suggested Strategy	A
Objective III	Suggested Strategy	A
Objective IV	Suggested Strategy	A
Objective V	Suggested Strategy	A

Competency III

Objective I	Suggested Strategies	A, B, C
Objective II	Suggested Strategy	A

First Grade

Competency I

Objective I	Suggested Strategies	A, B
Objective II	Suggested Strategy	B
Objective III	Suggested Strategy	A
Objective IV	Suggested Strategies	A, B
Objective V	Suggested Strategies	A, B

Competency II

Objective II	Suggested Strategies	A, B
Objective III	Suggested Strategies	A, B
Objective IV	Suggested Strategy	A
Objective V	Suggested Strategy	A

Second Grade

Competency I

Objective I	Suggested Strategy	B
Objective III	Suggested Strategies	A, B
Objective IV	Suggested Strategies	A, B
Objective V	Suggested Strategy	A

Competency II

Objective II	Suggested Strategies	A, B
Objective IV	Suggested Strategy	A
Objective V	Suggested Strategy	A

Competency III

Objective I	Suggested Strategies	A, B, E
Objective II	Suggested Strategy	A

Third Grade

Competency I

Objective I	Suggested Strategy	C
Objective III	Suggested Strategies	A, B, C

Objective IV	Suggested Strategy	A
Objective V	Suggested Strategies	A, B

Competency II

Objective I	Suggested Strategy	B
Objective II	Suggested Strategies	A, B, C
Objective III	Suggested Strategies	B, C, D
Objective IV	Suggested Strategies	A, B
Objective V	Suggested Strategy	A

Competency III

Objective I	Suggested Strategies	A, B, D, F, G, H, I

School Bus Safety Responsibilities

Parents Role

- Ensure that children leave home early enough to arrive at their school bus stop five minutes early.
- Assist children with identifying the best route to take to the bus stop.
- Walk with younger children to and from the bus stop.
- Encourage children to transport all belongings in their back pack.
- Ensure that children dress appropriately for the weather conditions.
- Provide supervision for your child until they board the school bus.
- Teach and encourage children to follow the practices and procedures as instructed by school personnel to make school bus transportation safer.
- Promptly remove all garbage cans from the side of the road/street after they have been emptied.

School Bus Driver's Role

- Understand all rules and regulations for operating a school bus safely.
- Perform inspections of the bus at the end of the route to ensure all children are off the bus.
- Ensure all safety features are in order on the school bus and use all safety features as provided on the school bus.
- Maintain a disciplined, positive and safe environment on the school bus.
- Conduct pre and post trip inspections to ensure the bus is operating in a safe condition. Document all pre and post inspections.
- Ensure the bus remains clean at all times.
- Pick up children on time.
- Conduct bus evacuation drills as required.
- Understand what to do in case of a weather emergency.
- Understand what to do if they get stuck or have a breakdown.
- Stop at all railroad crossings as required (resources available from operation lifesaver at http://oli.org/
- Stop at all bus stops.

- Make recommendations to the Transportation Director for placement of school bus loading/unloading signs on bus route. Transportation Director will contact appropriate Mississippi Department of Transportation representative for processing.
- Never exceed the posted limit, up to 45 miles per hour, on a bus route.
- Never exceed the posted limit, up to 50 miles per hour, on a field, activity, or athletic trip.

Other School Personnel

- Ensure and/or provide quality instruction on school bus safety.
- Provide adequate supervision of students at all times.

School Safety Responsibilities

School Personnel

- Empower students by involving them in planning, creating, and sustaining a school culture of safety and respect.
- Eliminate any gang influence in schools.
- Work in a coordinated and collaborative manner to provide a safe school environment that ensures every child is treated fair and feels a sense of belonging.
- Review the handout from the National School Safety Center on Creating Safe Schools at http://www.schoolsafety.us/free-resources
- Conduct an annual school safety assessment.
- Ensure the collaborative development of a school safety plan and have approved annually by the local school board.
- Ensure the effective implementation of all state and federal laws and board policies designed to keep children safe.
- Provide multiple reporting possibilities for students, including anonymous reporting.
- Practice all required emergency drills.
- Provide an environment that supports all students being free of fear and having a sense of belonging.
- Include school safety tips in the morning announcements.
- Provide reinforcement of positive behaviors.
- Provide adequate supervision of all students at all times.
- Follow-up (investigate) on safety issues reported by students
- Inform parents about school safety policies.
- Ensure safety of students and staff in crossing areas.
- Inform parents about conversations with a child that seems to be in distress.
- Communicate what steps are being taken at school to ensure a safe environment (i.e., partnering with local law enforcement, etc.).
- Provide an overview of school safety rules in the student handbook.
- Discuss issues with community leaders so they can be resolved through a collaborative effort.

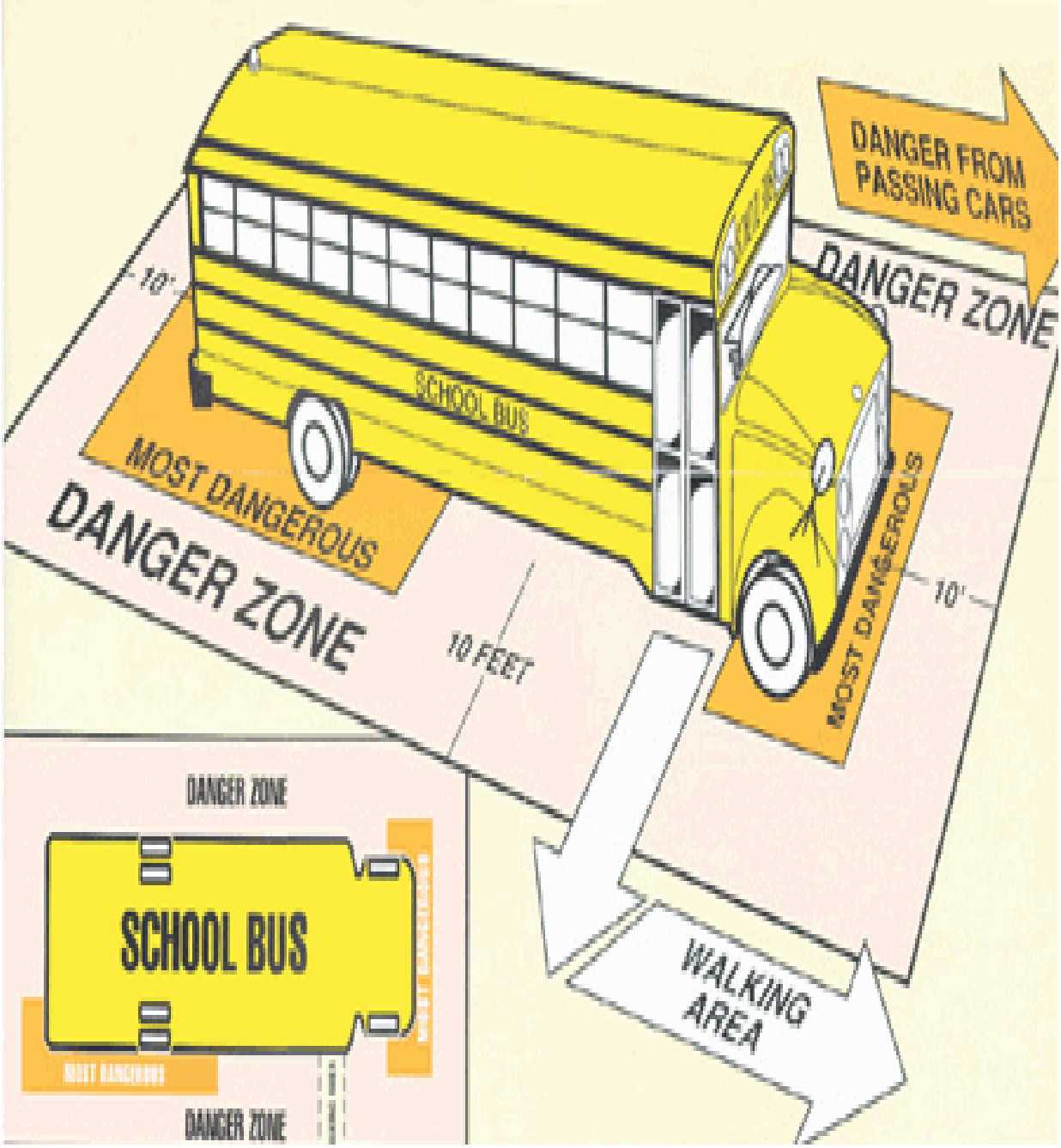
- Collect and analyze data to support decision making.
- Teachers should use differentiated instruction, RtI, goal setting, classroom rules, rewards, and other strategies to ensure effective classroom management.
- Ensure and/or provide quality instruction on school safety.

Parents

- Be supportive and understanding of policies that are being implemented to keep children safe.
- Be involved in your child's school. Volunteer to be the parent liaison on school safety issues.
- Talk to children about issues that may be impacting safety at school.
- Be aware of signs that a child may be in distress.
- Monitor and limit time on computer and viewing television.
- Ensure children do not have access to dangerous items in the home environment.
- Implement safety procedures in the home environment that protect children and reinforce school policies (i.e., fire escape plan, tornado safety plan, etc.).
- Ensure proper supervision, care, and discipline for your child.
- Review and follow the guidelines outlined in *A Parent's Guide to Child Safety* developed by the Mississippi Attorney General's Office at http://www.agjimhood.com/images/uploads/forms/AGOGuidetoChildSafety.pdf

Appendix

Appendix 1



Danger Zone
zona de peligro- Spanish
zone de danger- French

Appendix 2

School Bus
autobús escolar- Spanish
autobus scolaire- French

Appendix 3

Appendix 4

Crossing Arm
brazo de cruce- Spanish
bras- French

Appendix 5

School Bus Evacuation
evacuación de autobús escolar- Spanish
évacuation de l'autobus scolaire- French

Appendix 6

Handrail
main courante- French
barandilla- Spanish

Appendix 7

Name_____ Date_____

1. **The school bus driver develops a prearranged _____ to alert you of an emergency.**

2. **You should always stay a very safe distance on your side of the _____ until the driver signals to cross.**

3. **Check and _____ for traffic.**

4. **In a single file line walk _____ across the street and check traffic both ways.**

5. **Obey the _____ foot rule (ahead of bumper). Never cross behind the bus.**

6. **Board bus quickly, using the _____ and go directly to your seat.**

7. **Never pick up a _____ item without first notifying the bus driver.**

8. **Remain _____ the entire trip.**

9. **Face the _____ of the school bus at all times.**

10. **Never pick up a dropped item without notifying the _____.**

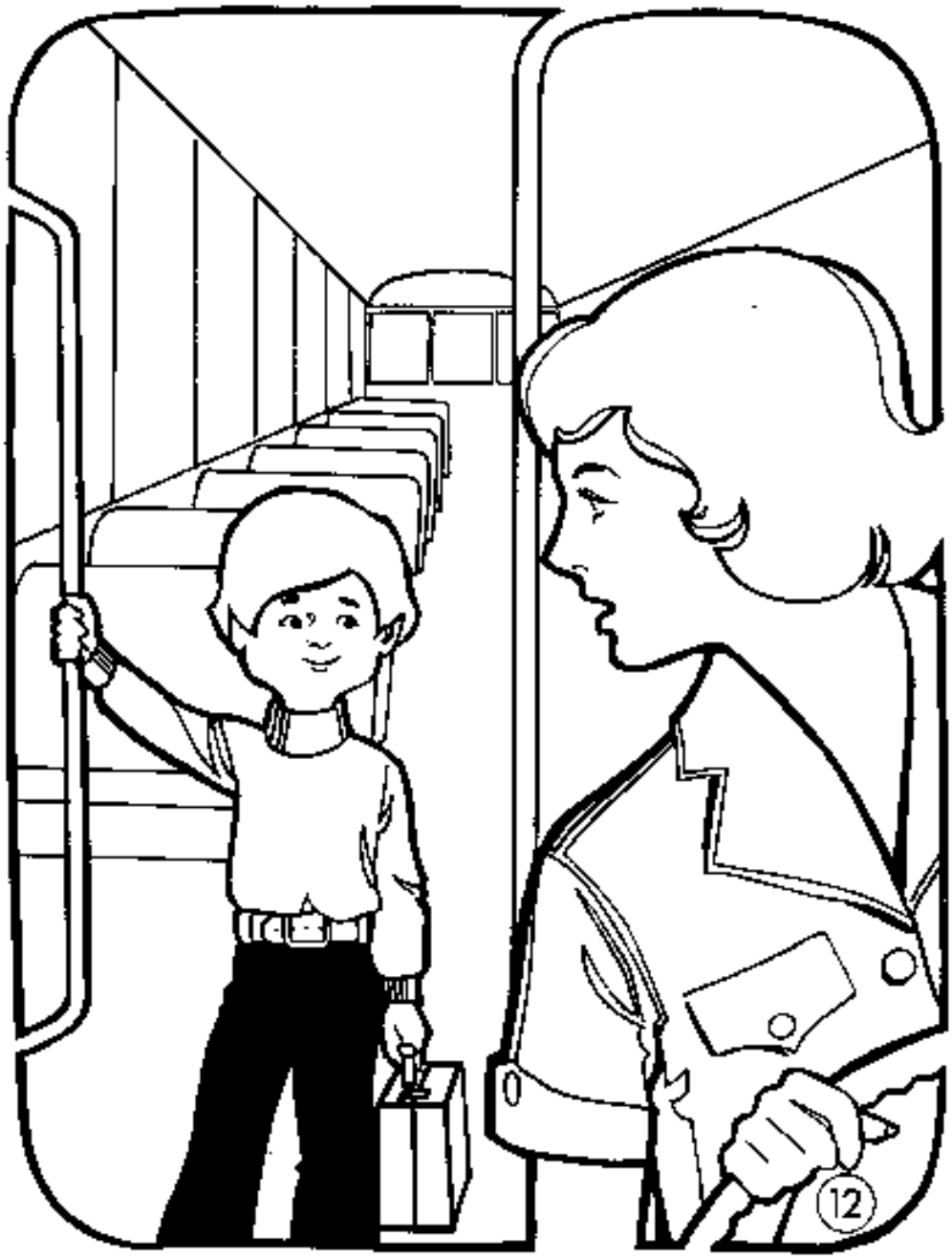
11. **In a single file line _____ along the side of the road until you can see your driver.**

12. **Stop and wait for the _____ from the driver to cross.**

13. **Walk and _____ for traffic both ways.**

14. **Go directly across the street and to _____.**

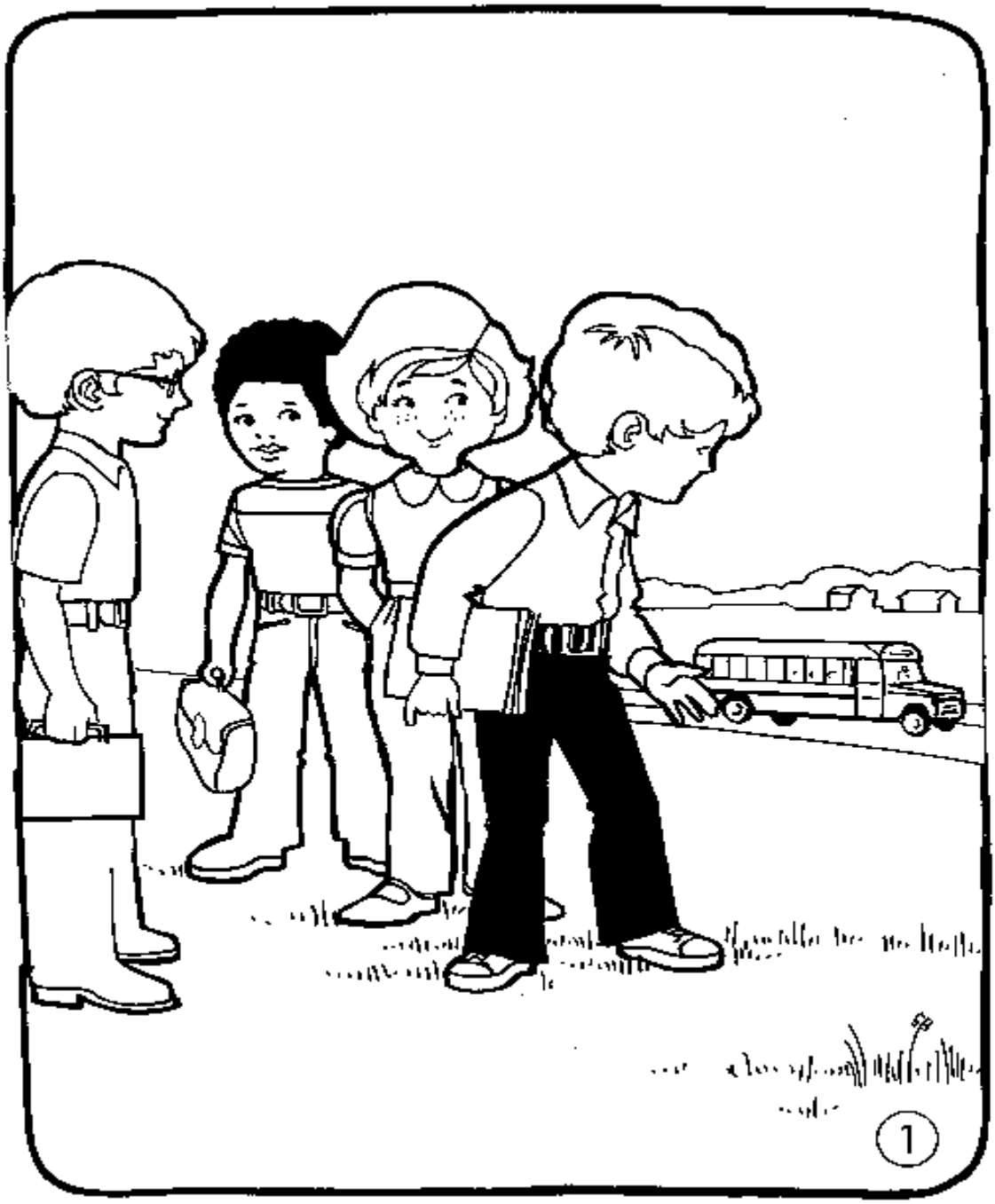
Appendix 8



I obey the bus driver at all times.

Obedezco al conductor en todo momento.- Spanish
J'obéis au chauffeur en tout temps.- French

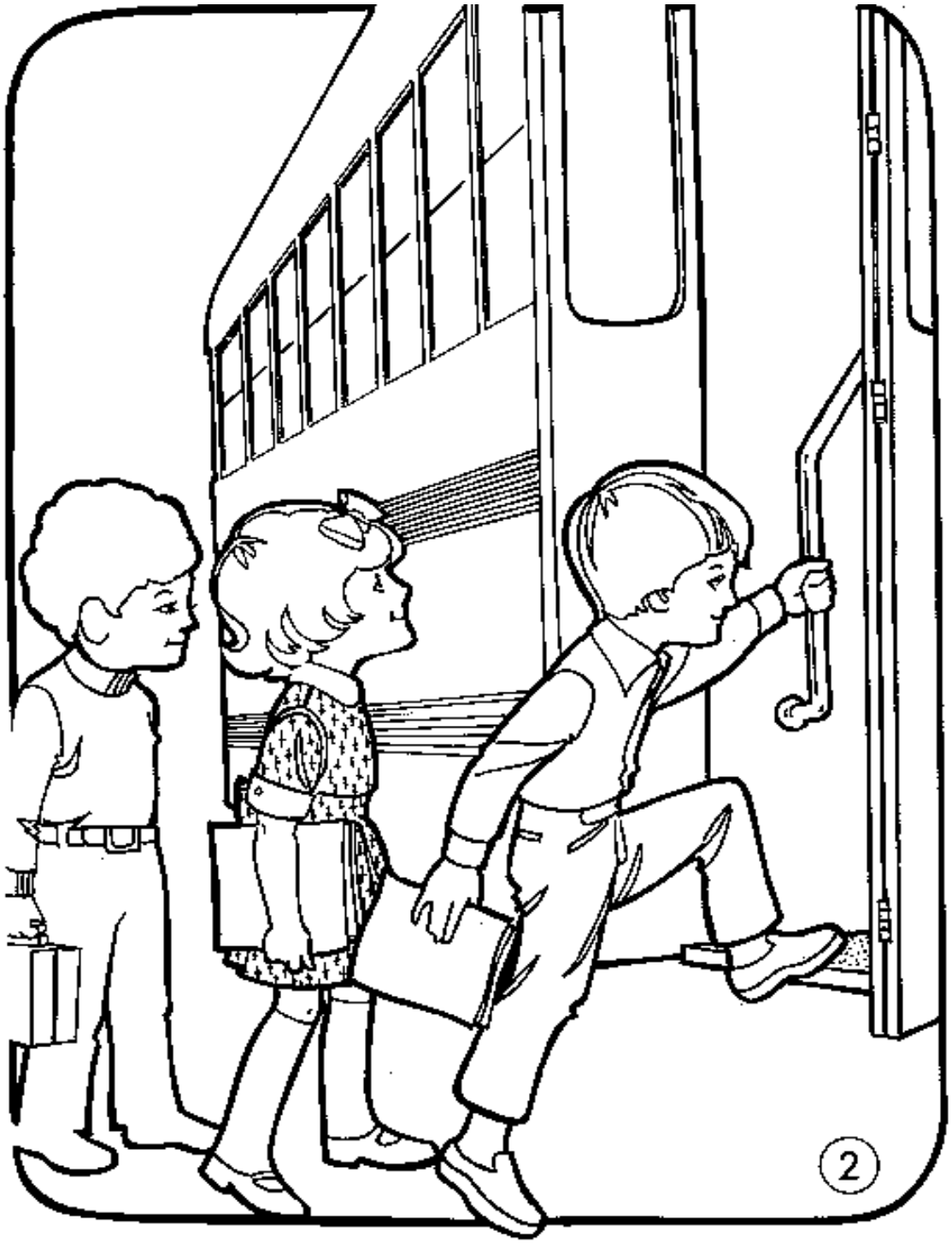
Appendix 9



I wait for the school bus in a safe place.

Espero el autobús en un lugar seguro- Spanish
J'attends le bus dans un endroit sûr- French

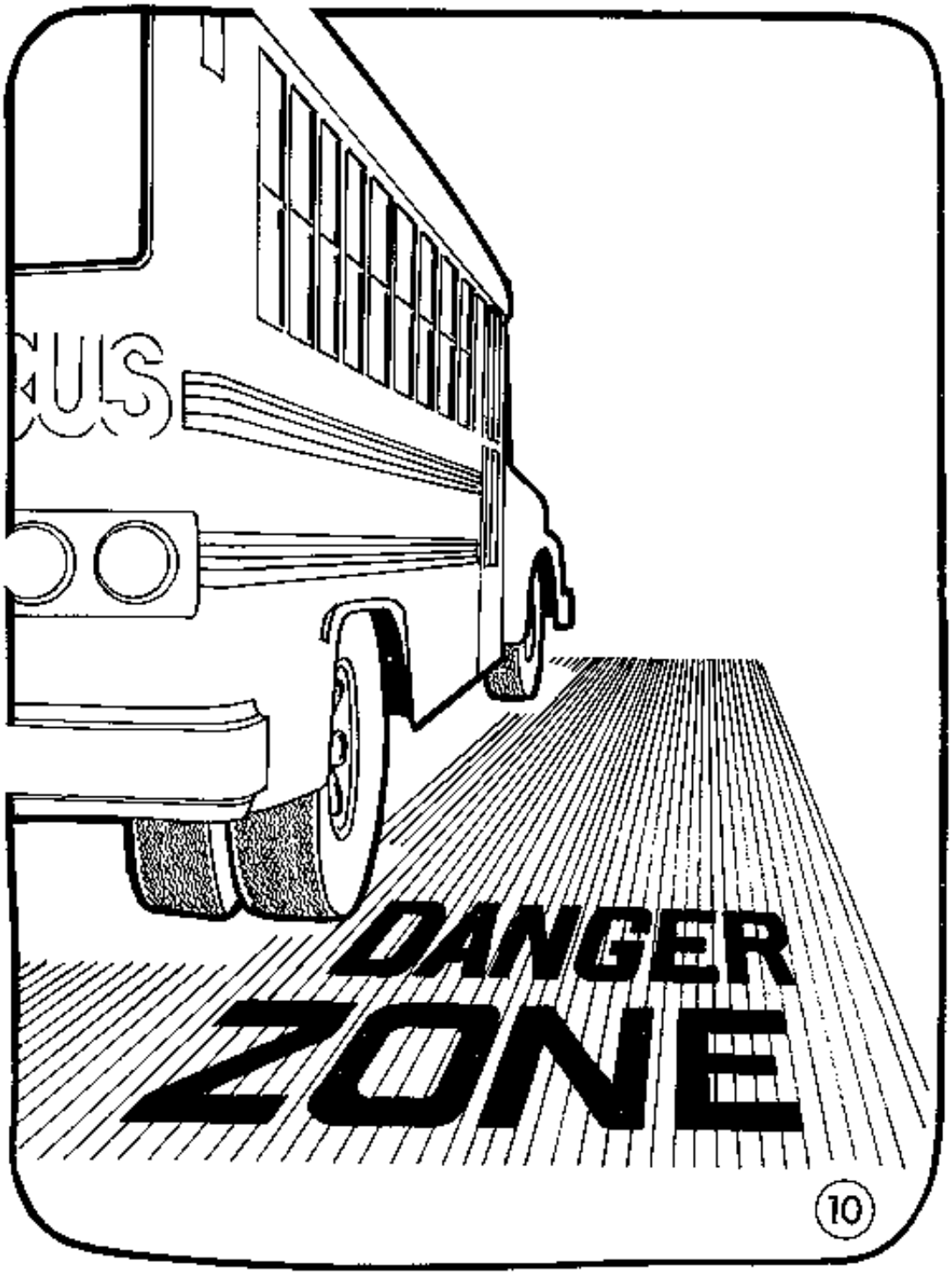
Appendix 10



I get on the bus in single file.

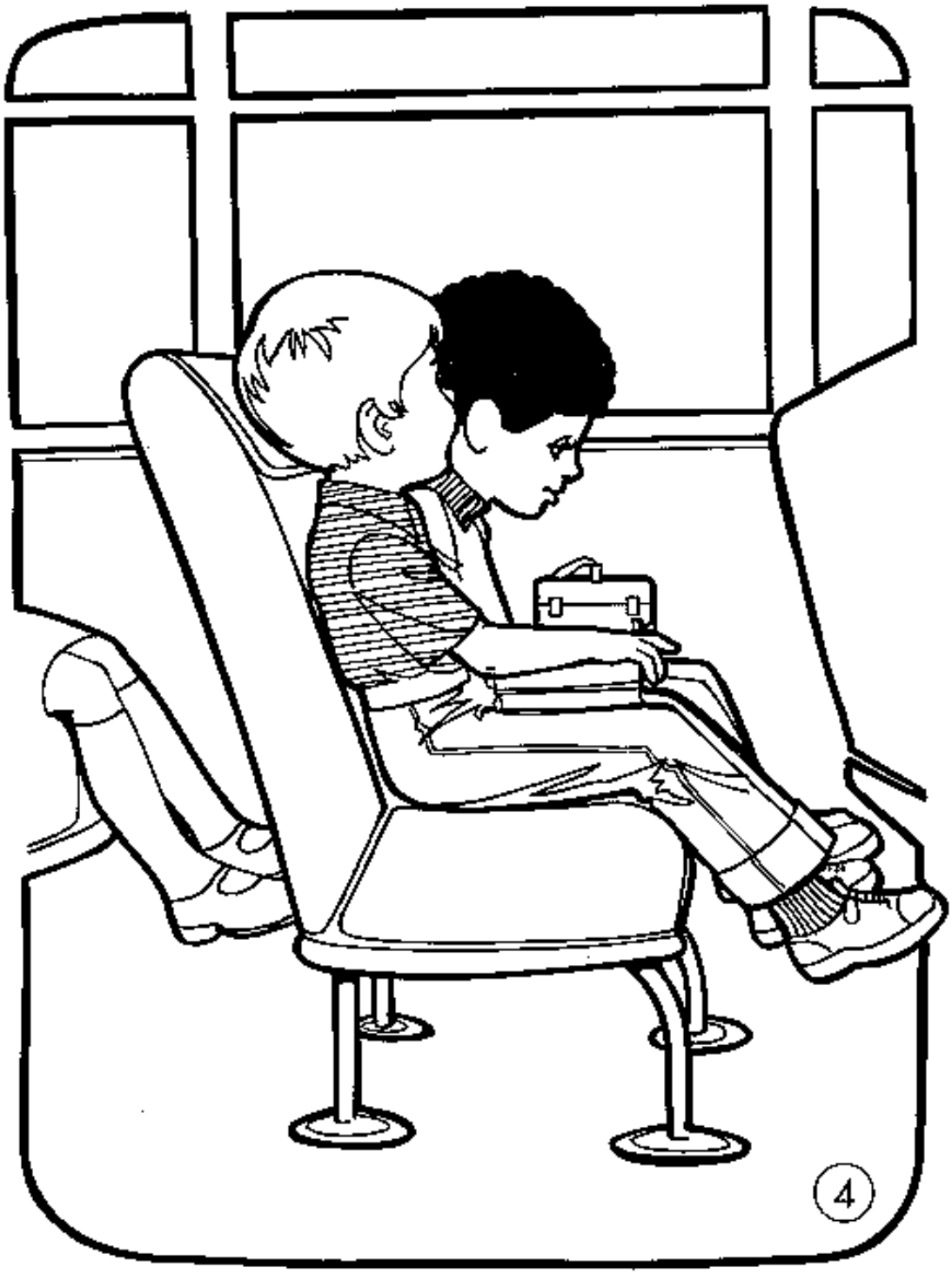
Subir al autobús en solo archive- Spanish
J'ai monter dans le bus en file indienne- French

Appendix 11



I always stay out of the school bus danger zone.

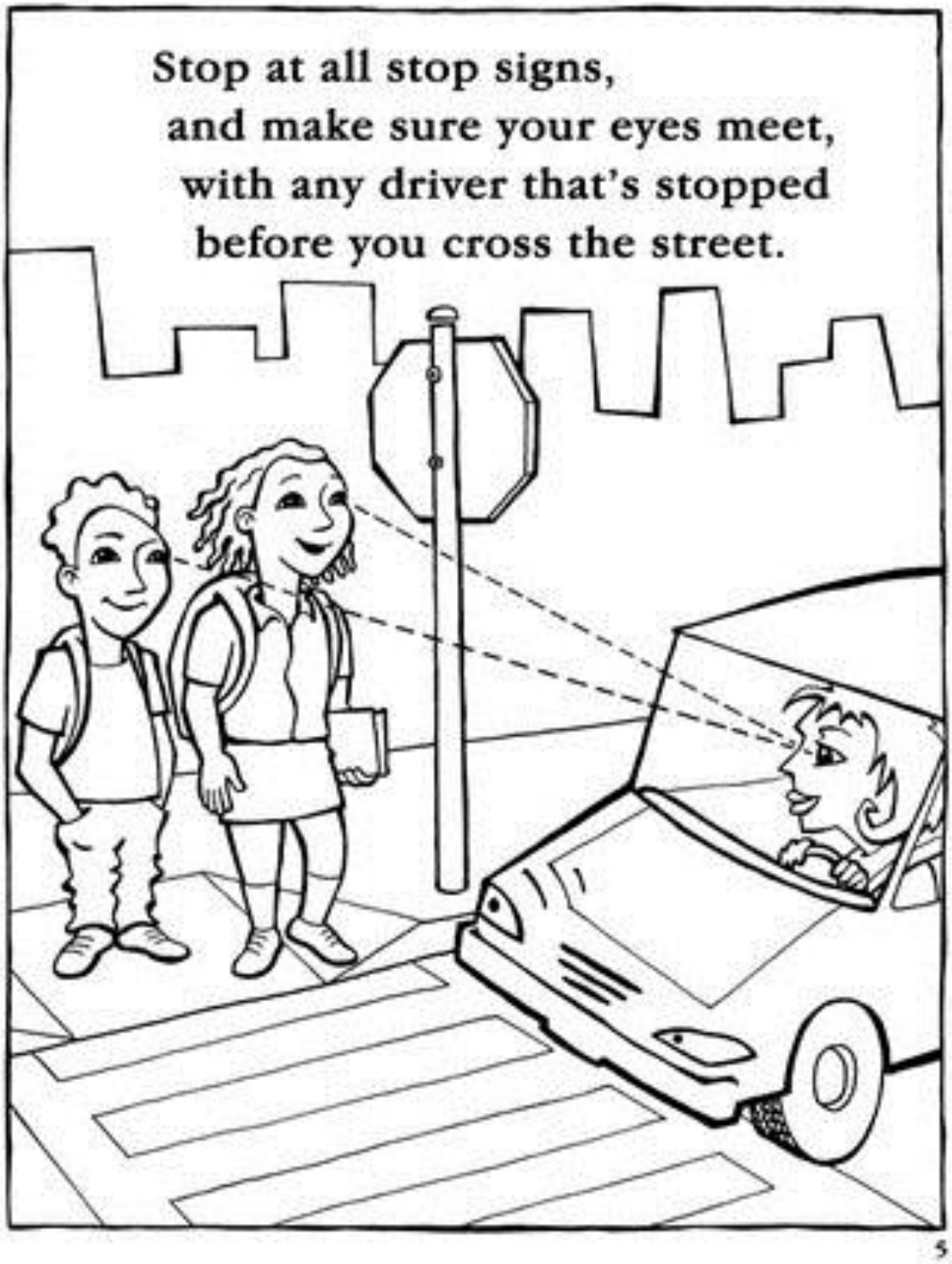
Appendix 12



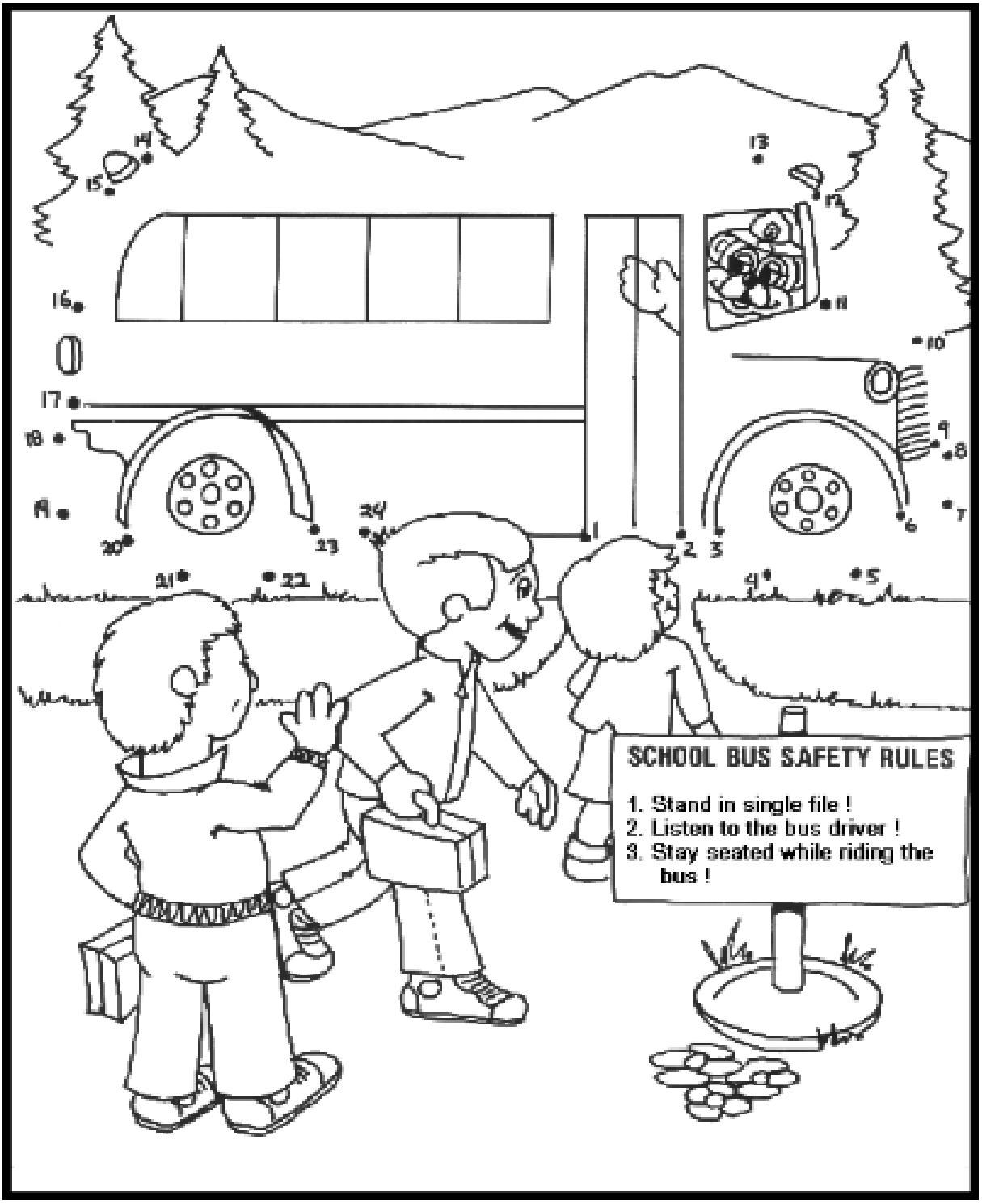
I stay seated when riding the school bus.

www.coloringpages101.com

Appendix 13


Stop at all stop signs,
and make sure your eyes meet,
with any driver that's stopped
before you cross the street.
5

Appendix 14



I never pick up a dropped item without notifying the school bus driver!

Appendix 15

Stay in your seat until the bus
stops and the driver opens the door.
Quédate sentado hasta que el autobús
se pare y el chofer abra la puerta.

Appendix 16

A Police Officer protects us from danger

un oficial de policía protege del peligro- Spanish
un agent de police nous protège du danger- French

Appendix 17

I need help.
Necesito ayuda- Spanish
J'ai besoin d'aide- French

Appendix 18

Appendix 19

If a stranger follows you or tries to grab you...

BE SMART

Yell as loud as you can, "HELP! HELP! This stranger is trying to harm me." Run towards a lighted place where there are people. Never run into a dark or deserted area.

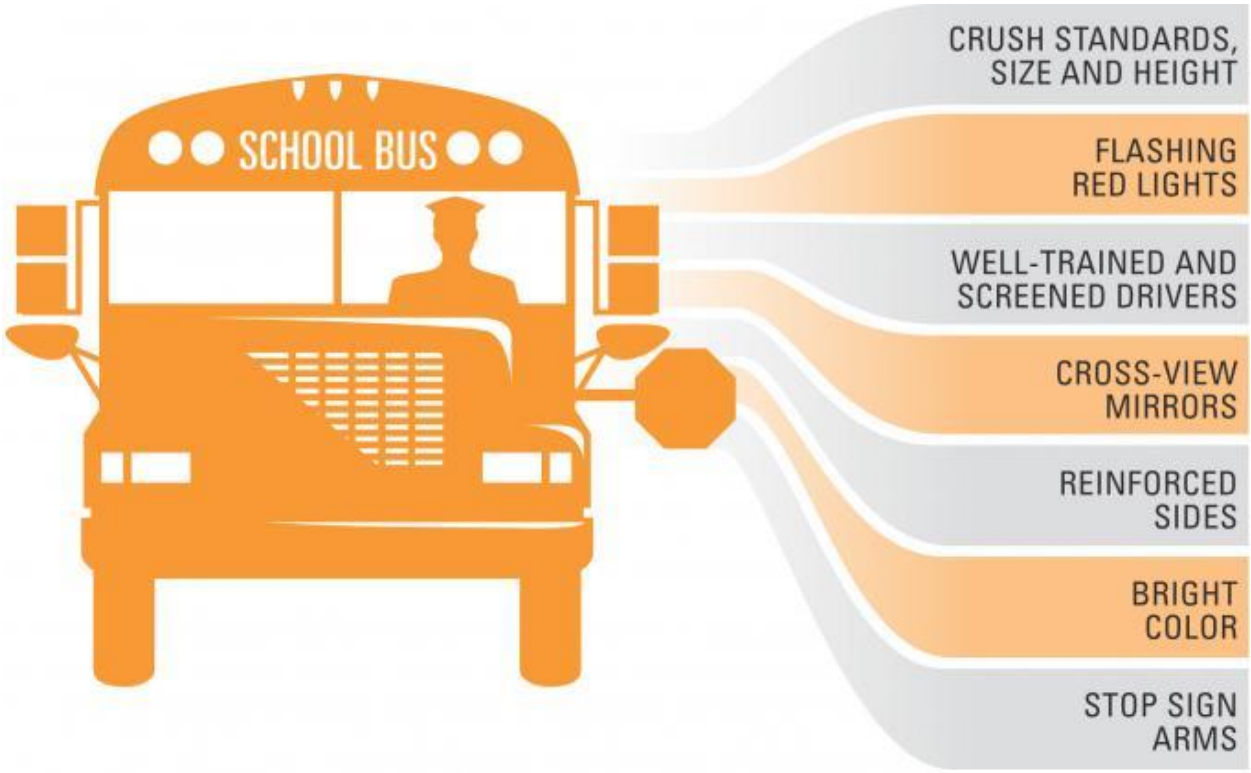
7.

Help
Ayuda- Spanish
Aide-French

Appendix 20

Hello! I would like to show you how to be **Fire Safe!**

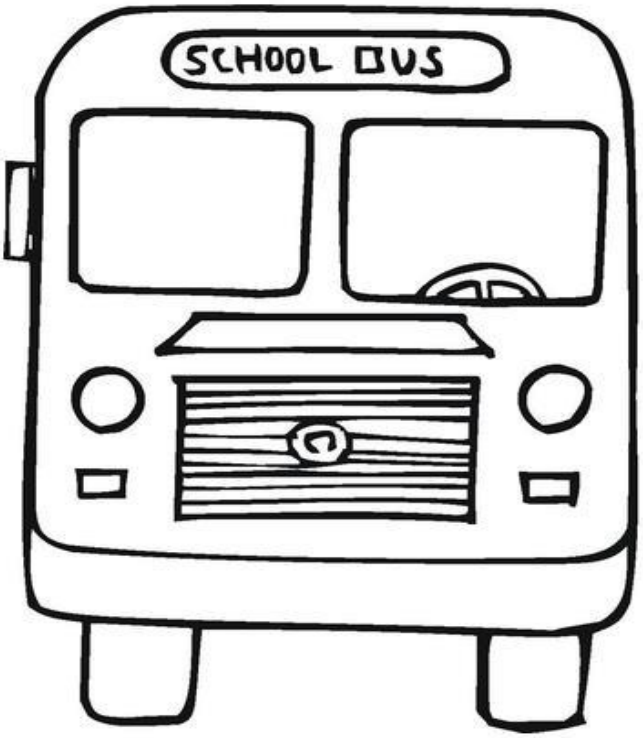
Appendix 21


SCHOOL BUS
CRUSH STANDARDS, SIZE AND HEIGHT
FLASHING RED LIGHTS
WELL-TRAINED AND SCREENED DRIVERS
CROSS-VIEW MIRRORS
REINFORCED SIDES
BRIGHT COLOR
STOP SIGN ARMS

Appendix 22

INCHES
SAINT PAUL PUBLIC SCHOOLS
SAFETY RULES
• Be on time for the bus
• Cross the street only at the corner
• Wait for the bus in a safe place —out of the street
• Wait quietly - have respect for other people's property
• Wait for the driver's signal before crossing the street
• Always cross 10 feet in front of the bus
• Be alert while in the DANGER ZONE
• Load single file - don't push or shove
• Always obey the bus driver
• Never stand while the bus is in motion
• Keep your head and arms inside the bus
• Keep the aisle clear at all times
• Never tamper with the emergency door or equipment
CM

Appendix 23



Bus Safety!

TwistyNoodle.com

Bus Safety
seguridad en los autobuses- Spanish
sécurité des autobus- French

Appendix 24

Development of Qualities that Promote Leadership and School Safety

Character — **The combination of qualities or features that distinguishes one person, group, or thing from another. A description of a person's attributes, traits, or abilities.**

Example: Individuals who possess positive character traits would not say hurtful things about another individual.

Positive character traits include: Affectionate, Caring, Faith in oneself, Reliable, Decisive, Focused, Aspiring, Unpretentious, Cooperative, Flexible, Forgiving, Humble, Kind, Thoughtful towards others, Self-confident, Sincere

Courage — **Quality of being brave or overcoming fear.**

Examples: It takes courage to stand up for what is right or to say no to drugs.

It takes courage to report an unsafe situation.

Commitment — **Loyalty; Responsibility**

Examples: Being dedicated to a specific cause to ensure effective implementation (i.e., school safety).

Communication — **The activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior.**

Examples: Reporting unsafe situation on a school campus.

The development of resources designed to inform parents about school safety efforts.

Providing a method for students to anonymously report an unsafe situation and encouraging them to report.

Initiative — **An introductory act or step; leading action.**

Example: Taking the initial step to begin a student led safety club.

Taking the initial step to develop a comprehensive school safety plan through a collaborative effort.

Passion — **The object of an intense desire, ardent affection, or enthusiasm.**

Example: Being willing to commit the time, energy and resources due to the individuals enthusiasm.

Problem Solving — **Finding solutions to problems.**

Example: Students assisting with conducting a school safety assessment and making recommendations for improvement.

School personnel working with other individuals to avoid duplication of services and efficiently using those available.

Self-Discipline — **Discipline and training of oneself.**

Examples: The possession of self-discipline enables you to choose, and then persevere with your actions, thoughts and behavior, in order to accomplish a goal.

Self discipline is vital to overcoming negative thoughts and behaviors.

The ability to resist or overcome temptations.

The possession of self-discipline leads to self-confidence, self-esteem and inner strength.

Teachability — **To attempt to cause someone to understand or accept.**

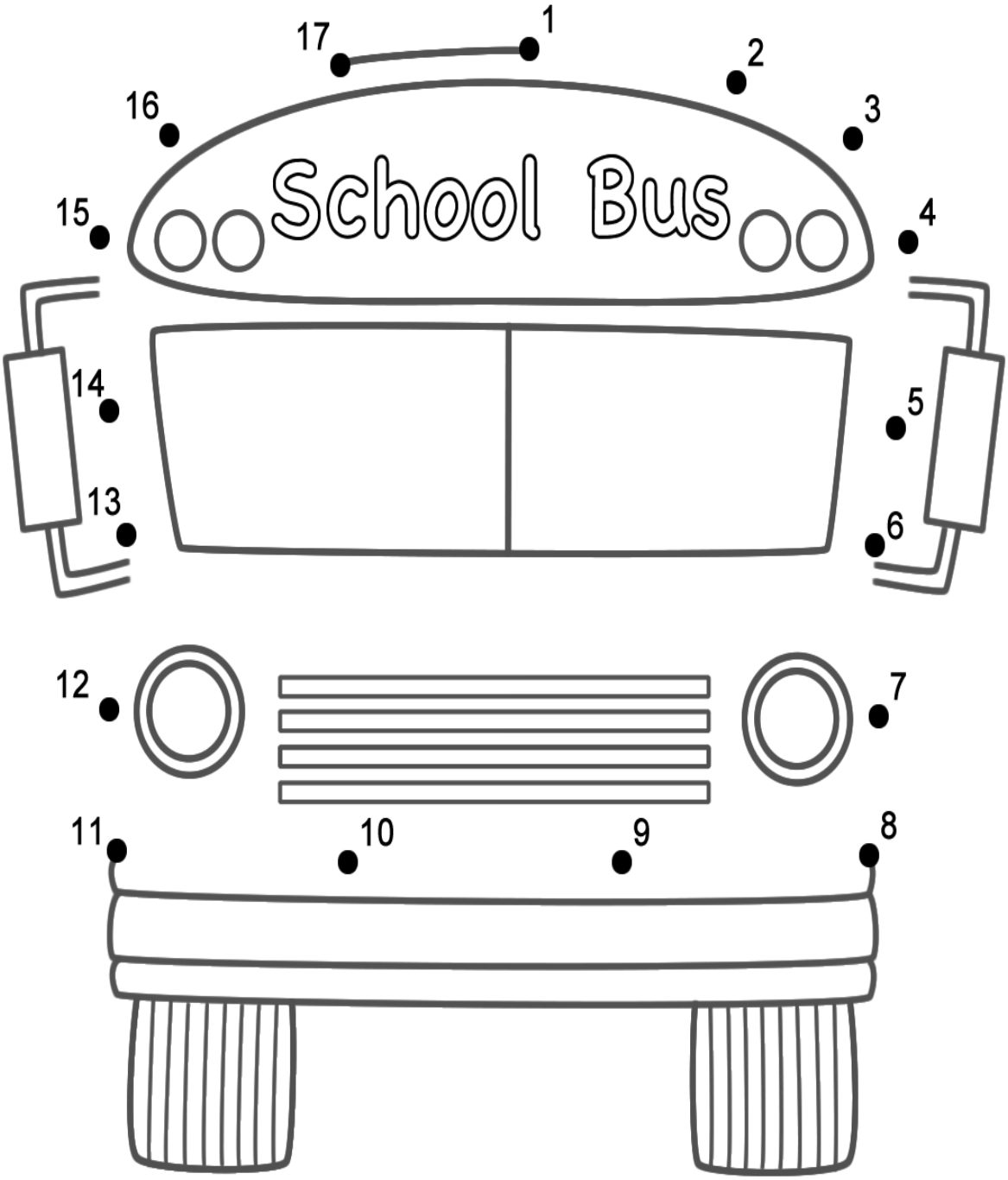
Example: To teach someone rules and procedures and help them understand the importance of such rules.

Judgment — **The ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely, especially in matters affecting action; good sense; discretion.**

Example: The ability to quickly assess a situation and identify the consequences or necessary action steps to assist.

Decisiveness	**The willingness to make decisions, even in the face of complexity or uncertainty.** **Example: Having the ability to assess an unsafe situation and the willingness to make a decision to make it safer.**
Fairness	**The state, condition, or quality of being fair, or free from bias or injustice; evenhandedness.** **Example: Accepting others; treating others with respect**
Compassion	**The understanding or empathy for the suffering of others.** **Example: Having a desire to ease others' suffering. ... Show kindness without expecting rewards.**
Accountability	**The state of being accountable, liable, or answerable.** **Example: Holding yourself and others accountable for practicing safe behaviors.**
Integrity	**A concept of consistency of actions, values, methods, measures, principles, expectations, and outcomes.** **Example: Adhering to an ethical code.**

Appendix 25



School Safety Connections

Data for School Safety

Management Information Systems

http://www.mde.k12.ms.us

SMARTRACK Survey

http://www.thesmarttrack.com/

Youth Risk Behavior Survey

http://www.cdc.gov/HealthyYouth/yrbs/index.htm

Drug Use Prevention

DARE

http://www.dare.com/home/default.asp

For Students

http://www.justthinktwice.com/

For Teachers

http://www.justice.gov/dea/druginfo/factsheets.shtml

For Parents

http://www.getsmartaboutdrugs.com/

Health in Action

http://activities.healthyschoolsms.org/

HealthTeacher

http://Healthteacher.com

Kids Health

http://kidshealth.org/teen/safety/

Mississippi Bureau of Narcotics

http://www.dps.state.ms.us/crime-investigation/bureau-of-narcotics/related-links/

PBS Kids

http://pbskids.org/itsmylife//parents/lesson_plans/dangers_of_drug_abuse.html

School Bus Safety

School bus coloring and activity book from ROHRER Bus Service for grades K-3.

http://www.healthyschoolsms.org/health_education/documents/School Bus_Safety_Coloring_Book.pdf

Love to Know Safety

School bus coloring, activity sheets, and puzzles to reinforce the rules of the school bus.

http://safety.lovetoknow.com/School_Bus_Safety_Rules

National Highway Traffic Safety Association

The Child Pedestrian Safety Curriculum teaches and encourages pedestrian safety for students grades Kindergarten through 5th Grade. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety (integrate math) The lesson plans are available at http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum

School Safety

Images and translator from Bing.com

http://bing.com

Centers for Disease Control and Prevention

http://www.cdc.gov/Features/safeschools/

Child Safety- Take 25 Campaign

http://www.take25.org/host

Resources for sponsoring an event in honor of National Missing Children's Day, internet safety. etc.

Federal Bureau of Investigation

Parent Guide to Internet Safety

http://www.fbi.gov/about-us/investigate/vc_majorthefts/innocent/innocent

Safe Online Surfing

https://sos.fbi.gov/

Health in Action- Mississippi Department of Education database that provides teachers with approximately 1400 lesson plans to promote school safety and healthy lifestyles.

http://activities.healthyschoolsms.org/

HealthTeacher

http://Healthteacher.com

Institutions of Higher Learning- Contact a University near you.

John Maxwell- 21 Indispensable Qualities of a Leader

http://www.johnmaxwell.com/about/

Learn 360- videos to promote school bus safety.

http://www.learn360.com/index.aspx

Mississippi Attorney General's Office- A Parent's Guide to Child Safety

http://www.agjimhood.com/images/uploads/forms/AGOGuidetoChildSafety.pdf

Mississippi Community Colleges- Contact a local community college near you.

National Association of School Resource Officers

http://www.nasro.org

National Center for Exploited and Missing Children

Internet Safety Resources for parents, teens, tweens, and younger children. Netsmartz workshop provides a lesson plan builder for teachers.

http://www.netsmartz.org/InternetSafety

National Crime Prevention Council

http://www.ncpc.org/

National Safety Council

http://nsc.org

Say No to Danger

http://www.healthyschoolsms.org/health_education/documents/saynotodanger.pdf

Scholastic

http://www.scholastic.com

Substance Abuse and Mental Health Services (SAMHSA)

Assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. Includes tools to implement a multi-faceted suicide prevention program that responds to the needs and cultures of students.

http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669?WT.ac=EB_20130318_SMA12-4669

United States Department of Education

http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html

United States Department of Health and Human Services

http://stopbullying.gov

United States Department of Justice

http://www.cops.usdoj.gov

Bullying and Technology

Education World- The Educator's Best Friend

Offers resources and lesson plans on weather safety, classroom management, bullying prevention, etc.

http://www.educationworld.com/

HealthTeacher

http://Healthteacher.com

Health in Action

http://activities.healthyschoolsms.org/

Mean Girls Aren't Cool

http://www.meangirlsnotcool.com

Mississippi Department of Education and Attorney General's Office

http://fearstopshere.com/

Bullying Prevention for Schools- Dr. Allen Beane

http://www.bullyfree.com/

Mississippi Contemporary Health Framework

www.mde.k12.ms.us

Mississippi School Board Association

http://www.msbaonline.org/

National Association of School Psychologists

http://www.nasponline.org/resources

NEA's Bully Free: It starts with me

http://www.nea.org/home/neabullyfree.html

Pacer's National Bullying Prevention Center

- **Feature's a student event toolkit- Need help planning a student-led bullying prevention event? PACER has partnered with Facebook to create a practical Student Event Toolkit that will make it easier to hold events in your school or community. This step-by-step guide will help you plan, promote, and execute a variety of events throughout the year using Facebook tools.**
- **PACER has partnered with Spookley the Square Pumpkin to host an online toolkit, which provides links to free resources that**

teachers can use for important character values education and for multi-subject learning.

http://www.pacer.org/bullying/

Weather Safety

National Weather Service

The National Weather Services provides coloring books, activity sheets, and games to promote weather safety at http://www.nssl.noaa.gov/education/students/.

Teach-nology

http://www.teachnology.com/worksheets/science/hurricane/

Additional Programs and Resources to Promote School Safety Education in Grades K-12

Peace Talks with Michael Pritchard

http://peacetalks.com/
For Grades 6-12, PeaceTalks is a powerful tool for reaching teenagers and reducing violence.

Preventing Drug Use

Ms. Beth Mead
Mississippi Bureau of Narcotics

DARE State Coordinator
MississippiDARE@gmail.com
Phone: 662.680.6037

It's My Life- The Dangers of Drug Abuse
http://www.pbs.org/parents/itsmylife/lesson_plans/dangers_of_drug_abuse.html

Preventing Dating Violence

Ms. Margo Evans
Mississippi Attorney General's Office

Restorative Practices and Approaches

In education, circles and groups provide opportunities for students to share their feelings build relationships and solve problems, and when there is wrongdoing, to play an active role in addressing the wrong and making things right.

Stop Bullying

http://stopbullying.gov

Safe Routes to School

Ms. Cookie Leffler
Mississippi Department of Transportation

Contemporary Health Framework

Ms. Christine Philley
Mississippi Department of Education
601 359 1737

Mississippi Department of Wildlife Fisheries and Parks

Have an experience with nature. Take your students or child to visit a state park.

http://www.mdwfp.com/parks-destinations.aspx

School Safety Commitment

All efforts that keep students, staff and other registered guests safe at school or at a related activity

School safety efforts must address transportation, playgrounds, instruction, disease prevention, discipline, back packs, buildings and grounds, weather, food service, personnel, and other related areas. School personnel must be consistent in implementation efforts of all policies. For example, the visitor control policy should be implemented the same on a regular school day as it is on a special recognition day where lots of visitors are on campus. Another example is that school bus loading/unloading procedures should be implemented as instructed every day.

Accountability

Everyone in the school and community must be held accountable for the implementation of effective school safety policies. Everyone should also assist with the development of sustainable solutions that are designed to maximize a schools effort to obtain the safest environment possible.

Assessment

In order to effectively address school safety issues, at a minimum, schools must conduct an annual assessment as required by the State Board of Education.

Communication

A key component of school safety is communication. Schools are encouraged to develop an effective communication plan that is designed to inform all teachers, students, parents, and other community members about school safety initiatives that are being implemented at school and can be reinforced

at home. Schools are encouraged to align communication efforts with the national monthly themes and state proclamations that are being promoted.

Some examples include:

March	**Weather Safety**
April	**Alcohol Awareness Month** **Earth Day**
May	**National Missing Children Awareness Month** **National Children's Mental Health Awareness Day**
October	**Bullying Prevention** **Fire Safety** **School Bus Safety** **School Safety Week** **Red Ribbon Week- Drug Safety**

The encouragement and facilitation of student reporting is also a key component of an effective communication plan. The public relations director or a media representative would serve as great resources for the development of the plan.

Collaboration

While school safety efforts start with individual responsibility, collaboration is a key component to maximize school safety efforts. Through a collaborative and coordinated effort, schools and communities can also avoid the duplication of services and ensure the efficient and effective use of resources.

Creative

While creativity is key to effectively using limited resources it also supports the implementation of effective strategies that are designed to ensure that school safety efforts are aligned with the unique characteristics of each

individual school. By being creative, school and community leaders can identify alternative ways to overcome barriers to success to promote school safety prevention efforts.

Customization

While school safety efforts may be similar in schools and communities, each school has unique characteristics. To address this, all school safety plans are required by Mississippi Public School Accountability Standard 37.1 to be developed and approved on an annual basis and developed at the school building level.

Instruction

All students must receive effective classroom instruction on school policies, programs and strategies that are designed to promote behavior and decision making conducive to a safe environment.

Leadership

Effective leadership is critical in the educational environment to ensure student success. Good leaders are able to influence others to a common goal. Effective leaders are also proactive in their thoughts and actions which will lead to a safer school environment.

"Everything rises and falls on leadership."
Philosophy of John Maxwell

Training

In order to support school safety implementation efforts, all school personnel must receive training on the school safety plan and should also receive adequate and/or required training that is specific to their professional responsibility. For example, a school district may choose to train all of their custodians and maintenance staff on the benefits of green cleaning and develop a school district policy designed to reduce the harmful effects of some chemicals that are used to clean school buildings. This training also leads to an overall improvement in school safety efforts.

School Safety Policies

School personnel should review the school safety manual, State Board of Education Policy, Local School Wellness Policy Guide for Development, Mississippi Code of 1972, and local school board policies for all school safety policies. Schools districts must develop sound policies that are designed to ensure the safety of ALL students. School Districts are also encouraged to conduct surveys and review data available through SMARTRACK, Youth Risk Behavior Survey (YRBS), Mississippi Student Information Systems, etc. to support the development of effective policies.

The Mississippi Department of Education's Offices of State Superintendent, Accreditation, Curriculum and Instruction, Special Education, Safe and Orderly Schools, Dropout Prevention, Federal Programs, Healthy Schools, etc. can all provide assistance with school safety efforts. The website is www.mde.k12.ms.us or you can contact each office for assistance as necessary. The Office of Accreditation, in coordination with other offices, will conduct monitoring visits to ensure quality implementation of all school safety policies.

State Superintendent	**601-359-1750**
Safe and Orderly Schools	**601-359-1028**
Accreditation	**601-359-3764**
Curriculum and Instruction	**601-359-2586**
Special Education	**601-359-3498**
Federal Programs	**601-359-3499**
Healthy Schools	**601-359-1737**
Drop Out Prevention	**601-359-5743**
Management Information Systems	**601-359-3487**

The Mississippi Department of Education is committed to the development of sound policies and providing quality technical assistance to all school districts that are designed to keep schools the safest place for ALL students. The following policies are strongly suggested for implementation to support a safe school environment. If we can be of assistance to you, please don't hesitate to call.

A. Adopt a written policy that strictly limits students being out of class during instructional time.

B. Adopt a written policy that supports the use restorative practices as a component of their systematic and progressive approach to provide a positive school climate. Implementation must include opportunities for students to share their feelings, build healthy, supportive relationships and solve problems, and when there is wrongdoing, to play an active role in addressing the wrong and making things right. Teacher led instruction, or other school wide initiative, designed for students to develop an understanding of the values of trust, respect, caring, and kindness must be provided.

C. Require all school administrators to maintain documentation of ANNUAL school safety plan training for all school employees. This training should be conducted prior to students attending class.

D. Require all school administrators to maintain a written duty schedule. This responsibility is very serious and a critical part of a comprehensive effort to ensure a safe school environment.

This duty schedule is developed to ensure adequate supervision of all students.

E. Require all school employees to report any unsafe condition to a school administrator immediately.

F. Require all schools to have a visitor control policy that addresses a single entry point for all visitors, requires positive identification of all visitors, and ensures accountability of visitors at all times. A door identified as the single point of entry must be monitored by adequate staff at all times.

G. Require all school administrators to complete National Incident Management System (NIMS) Training. The training must be completed prior to the beginning of school and is only required to be completed once. This training is provided at no cost and is available online at http://training.fema.gov/is/NIMS.asp.

- **IS-100.sca Introduction to the Incident Command System for Schools (online, approximately one (1) hour)**
- **IS-200.b ICS for Single Resources and Initial Action Incidents (online, approximately one (1) hour)**

H. Require all schools to implement an effective anti-bullying campaign. Bullying is not acceptable behavior and should not be tolerated in its simplest form. Implementation of this policy shall include:

- **a proactive, school wide, and consistent approach to promote a positive school climate, reinforce positive behavior, and eliminate bullying of any student or staff in any form.**
- **an option for students to anonymously report an unsafe situation.**
- **age appropriate instruction for all students that is designed to discourage this negative behavior and provides students with ways to be more than a bystander and encourages students to report.**
- **a marketing campaign and communications plan that discourages this type of behavior and encourages students to report and not be a bystander when they observe this behavior.**

I. Require the implementation of multitiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school–community collaboration.

J. Require the identification of an individual to serve as the point of contact for each school to support the implementation of school safety policies.

K. Require all schools to establish a school safety team. The school safety team, on an annual basis, must conduct an assessment, develop the school safety plan in collaboration with other partners, plan a table top exercise in collaboration with local law enforcement, emergency management, and

emergency responders and ensure approval of the school safety plan by the local school board on an annual basis.

L. Require all school safety teams to participate in training. The PREPaRE Curriculum is available through the National Association of School Psychologists to support training efforts.

M. Require all schools to conduct tabletop exercises to review school safety plans. These exercises must include Emergency Management Directors, law enforcement, and other local responders including the individuals who assisted with the development of the plan. The United States Department of Homeland Security provides the Homeland Security Exercise and Evaluation Program at https://hseep.dhs.gov/support/VolumeI.pdf.

N. Require all schools to complete the Healthy School Environment component of the School Health Index as a component of the school safety assessment. (Mississippi Code of 1972, Section 37-11-71).

O. Require all schools to maintain a school layout/map, extra facility keys, and the school safety plan in multiple, secure locations. A minimum of one copy must be kept on file with the local police department, county sheriff, or fire department.

P. Require school personnel to conduct evaluations of school safety policies and programs. The evaluation must include surveys designed to receive feedback related to school safety from parents or guardians, emergency responders, and

community members. School personnel must also review data available through SMARTRACK, Youth Risk Behavior Survey (YRBS), Mississippi Student Information Systems, school safety assessment, and the National Center for Education Statistics to determine future development of school safety policies and programs that best meet the needs of students and staff.

Q. Require that student and staff safety during weather emergencies is a priority concern in the design phase of new schools; to ensure that there is adequate sheltering space, away from windows and exterior doors, in all new school construction. All existing facilities must be carefully reviewed to identify the most appropriate spaces to locate students during a weather emergency.

R. Require school safety plans to address the role of the school counselor and partnerships with local behavioral and mental health representatives.

S. Require all school safety plans to include a component that ensures the implementation of interventions that reinforce positive behavior and promote school connectedness for all students.

T. Require all school safety plans to include a component that limits the use of seclusion and restraint.

U. Require school counselors to provide counseling services for a minimum of four (4) hours per day to accommodate students and staff.

V. Require school counselors to receive training on screening, intervening, and referring students for appropriate services.

W. Require a minimum of one person from each local school district to be trained in Mental Health First Aid as offered by the Mississippi Department of Education and the Mississippi Department of Mental Health.

X. Require all Maintenance/Facilities Directors to participate in a minimum of eight (8) hours of professional development training on Building and Landscape Maintenance Safety annually. Documentation must be submitted through the Homeland Security Information Network.

Y. Require all Maintenance/Facilities Directors to obtain Leadership in Energy and Environmental Design certification within three years.

Z. Require all landscape design and school construction projects to include student safety and security as a top priority. The strategies offered through the Crime Prevention and Environmental Design Trainings must be included in all aspects of the school environment. Schools must properly maintain the school campus to best support a SAFE and

aesthetically pleasing school environment. Resources are available online at:

Crime Prevention through Environmental Design
www.cptedtraining.net/
Federal Emergency Management Agency
www.fema.gov
Sustainable Sites Initiative
www.sustainablesites.org
Leadership in Energy and Environmental Design
www.usgbc.org
Mississippi State University - School Design
www.edi.msstate.edu

AA. Require all schools to have a two-way communication system that serves all classrooms, gymnasiums, cafeterias, libraries, and other rooms where communication may be required.

BB. Require room numbers to be stenciled above windows to allow identification from the outside.

CC. Require all doors not identified as the single point of entry to be locked from the outside and allow egress only. Note: It may be necessary to make accommodations for students to change classes.

DD. Require all classroom doors to remain locked during class time to prevent unauthorized entry. All doors should still allow for egress from the classroom.

EE. Require full implementation of all laws (Mississippi Code of 1972, Section 37-11-7, etc.) designed to protect students and staff with asthma or related medical condition (i.e. minimize idling of school buses, pest management plan, development of long range maintenance plans, training of school personnel).

FF. Require appropriate school personnel (.i.e. Maintenance Directors, Lead Teachers, Classroom Teachers, Custodians, etc. to participate in the Green Strides Webinar Series through the United States Department of Education to support implementation of instruction that allows students to learn about the environment through creativity, innovation, communication, and collaboration, with integration of Science, Technology, Engineering, and Math. This initiative also provides school communities the tools to reduce their schools' environmental impact and costs; improve health and wellness; and teach effective environmental education. It provides all schools access to the resources that help them move toward the Pillars of our U.S. Department of Education Green Ribbon Schools recognition award. Information can be downloaded from the United States Department of Education website at http://www2.ed.gov/about/inits/ed/green-strides/webinar.html. Documentation of staff participation must be kept on file.

GG. Require instruction in Health Education to include a component of mental health education in grades K-8 and during the required course for graduation to improve mental health awareness among students.

HH. Require instruction based on the Mississippi School Safety Educational Leadership Framework as provided by the Mississippi Department of Education. Students in third through eighth grade must be enrolled and participate in the Safe Online Surfing resource provided by the Federal Bureau of Investigation at https://sos.fbi.gov/. Awards and competitions are also available for students.

II. Require the integration of learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.

JJ. Effective communication is critical to the safety and educational success of students. In an effort to improve communication and ensure the best possible outcomes for all children, the State Board of Education strongly suggests that school administrators return all phone calls to a parent or guardian the day the call was received, but no later than within 24 hours. School administrators must make multiple attempts and accommodations for work schedules as necessary to ensure contact with the parent. Many issues are escalated due to the lack of communication between parents and school administrators and therefore prompt the involvement of other individuals for resolution.

SCHOOL SAFETY: THE FIRST ACT FOR CHILDREN!

Overview of Nathan's Law

Nathan's Law was signed into law by then Governor Haley Barbour and went into effect on July 1, 2011. The legislation was named for Nathan Key, a 5-year-old who was killed in December 2009 when a vehicle illegally passed his school bus as he was unloading.

"I appreciate the dedication and passion of Nathan's parents, who were so instrumental in seeing this legislation through," then Lt. Gov. Phil Bryant said. "This has been a long hard fight but was worth every effort to provide a safer environment for our children." The law:

- **Requires motorists to stop at least 10 feet from a school bus when the bus is loading or unloading children, and motorists must not proceed until all children have crossed the street to or from the school bus and the flashing red lights are no longer activated and the stop sign on the side of the bus is retracted.**
- **Authorizes a charge of felony assault and a prison sentence of up to 20 years for motorists convicted of illegally passing a school bus that, in the process, results in injury or death.**
- **Authorizes cameras be equipped on school bus stop arms to film perpetrators in the act.**
- **Required the development of at least 10 questions relating to school bus safety on a driver's license test.**
- **Established a School Bus Safety Task Force.**
- **Prohibits school bus drivers from using cell phones, wireless communication devices, vehicle navigation systems or "personal digital assistants" while operating the bus, except in an emergency.**
- **Increases the fine for passing a stopped school bus.**

Nathan's parents, Andy and Lori Key are to be commended for their strong advocacy and training efforts related to school bus safety across the United States. They have established a nonprofit foundation called Nathan's Legacy. For more information please visit the website at http://www.nathanslegacy.org/Home.html.

Appreciation

Many existing resources, policies, and principles have been used to support the development and compilation of this *SSELF* **Framework. The Mississippi Department of Education would specifically like to recognize all school personnel and community members who devote their time and energy to ensuring student success through a primary commitment to student safety. The following individuals are to be commended for committing their time and expertise toward the development and/or review of the** *School Safety Educational Leadership Framework* **(***SSELF***).**

Federal Bureau of Investigation

Mr. Jeffrey Franks	**Supervisory Special Agent**
Ms. Cynthia Bobe	**Special Agent**

Mississippi Attorney General's Office

Ms. Patti Marshall	**Director of Crime Prevention and Victim's Service's Division**

Mississippi Department of Education

Mr. Clarence Carter	**Division of Pupil Transportation**
Mr. Jerry Sistrunk	**Division of Pupil Transportation**
Mr. Shane McNeill	**Office of Safe and Orderly Schools**

Ms. Robin Lemonis **Office of Curriculum and Instruction**

Mississippi Emergency Management Agency

Mr. Jeff Smith **Emergency Management 1**

Mississippi Highway Patrol

Lieutenant Johnny Poulous **Mississippi Highway Patrol**
Public Affairs Division

Mississippi Office of Homeland Security

Mr. Vincent Noce **Mississippi Office of Homeland Security**
Mississippi Analysis and Information Center

School Administrators

Dr. Ben Burnett **Superintendent, Lamar County School District**
Chair, Mississippi School Bus Safety Task Force

Mr. Tim Martin **Assistant Superintendent, Clinton Public Schools**

Ms. Teresa Jenny **Lamar County School District**
Federal Programs Coordinator
Previous experience as Elementary Principal

Teachers

Ms. Allison McNeill	**Brookhaven School District**

Transportation

Mr. Roger Hillard	**Hazlehurst City School District**
Mr. Pat Kribbs	**Lamar County School District**

Students

Allie Grace McNeill	**Brookhaven School District**
Callie Garvin	**Hinds County School District**
Cole Price	**Hinds County School District**
Gavin Blackshear	**Hinds County School District**

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Director, Office of Human Resources
Mississippi Department of Education
359 North West Street
Jackson, Mississippi 39201
(601) 359-3511

"If you can dream it, you can do it."

Walt Disney

Source: Mississippi Code of 1972 Annotated, Section 37-3-107 (Adopt 9/2013)