

# Comprehensive School Safety Plan

Effective October 2022 – October 2023

## Mendocino K8 Schools Mendocino Unified School District

Kim Humrichouse, Principal

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Mendocino, CA 95460

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This plan was reviewed by the following entities on the dates listed:

School Site Council: October 10, 2022

K8 Staff Meeting: November 2, 2022

MUSD School Board: October 20, 2022

Date of last SARC: January 2021

## Safe School Vision and Core Values

At Mendocino K8 School, we celebrate our differences and foster respect for others. We strive to create a safe, positive school, where students are encouraged to explore, create, and challenge themselves to maximize their academic learning and personal development. Together in our school community, our students discover they have a purpose in our local, national, and global communities.

### Data Analysis

#### **California Health Kids Survey**

##### **Social Emotional Health 5<sup>th</sup> Grade**

	2020-21
Frequent sadness	8%
Self-efficacy	73%
Problem solving	52%
Wellness	76%
Cyberbullying	8%

##### **School Engagement 5th Grade**

	2016-17	2018-19	2020-21
School Connectedness	55%	89%	X
Academic Motivation	36%	95%	76%
Caring Adult Relationship	55%	82%	79%
High Expectations	52%	86%	88%
Meaningful Participation	12%	56%	X
Parent Involvement	X	89%	66%

##### **School Engagement 7<sup>th</sup> Grade**

	2014-15	2016-17	2018-19	2020-21
School Connectedness	71%	61%	55%	---
Academic Motivation	13%	29%	58%	57%
Chronic Truancy	6%	3%	2%	---
Caring Adult Relationship	48%	42%	61%	67%
High Expectations	58%	58%	70%	76%
Meaningful Participation	6%	13%	20%	---
Facilities Upkeep	---	58%	29%	---
Parent Involvement	---	67%	46%	57%

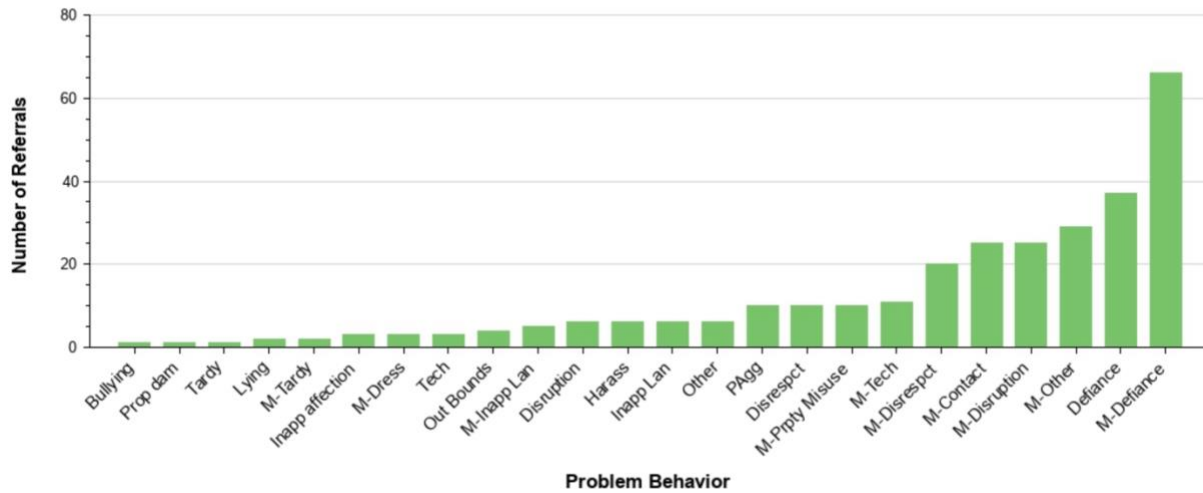
**Mental and Physical Health 7<sup>th</sup> Grade**

	<b>2014-15</b>	<b>2016-17</b>	<b>2018-19</b>	<b>2020-21</b>
Current Alcohol/Drug Use	13%	29%	32%	11%
Current Marijuana Use	6%	23%	22%	7%
Current Binge Drinking	0%	6%	2%	0%
Very Drunk or High 7+ times	3%	10%	2%	4%
Drunk/High at School	6%	10%	5%	0%
Cigarette Smoking	3%	6%	3%	7%
Electronic Cigarette Use	---	13%	18%	4%
Chronic Sadness/Hopelessness	23%	23%	48%	44%
Considered Suicide	---	---	27%	22%

## Positive Behavior Interventions and Supports Data

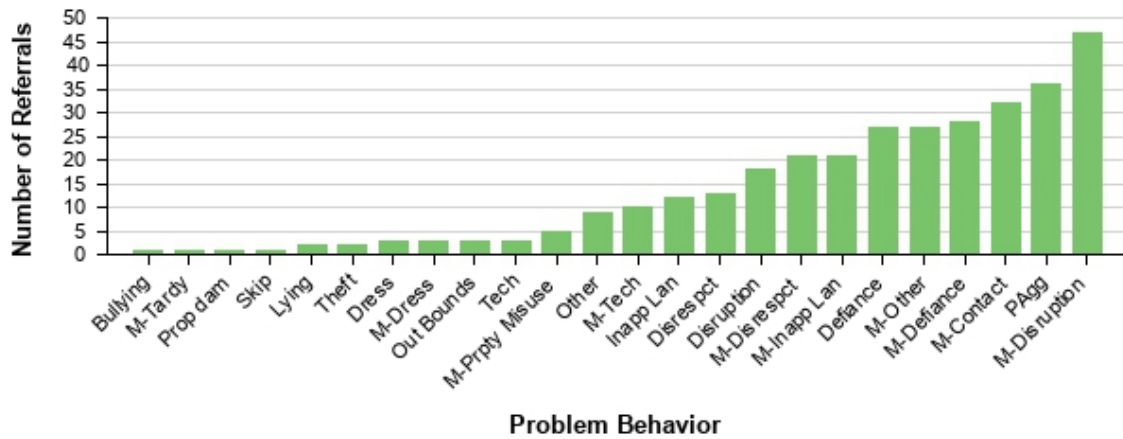
### Referrals by Problem Behavior

All, Aug 1, 2022 - Oct 5, 2022



### Referrals by Problem Behavior

All, Aug 1, 2021 - Jan 24, 2022

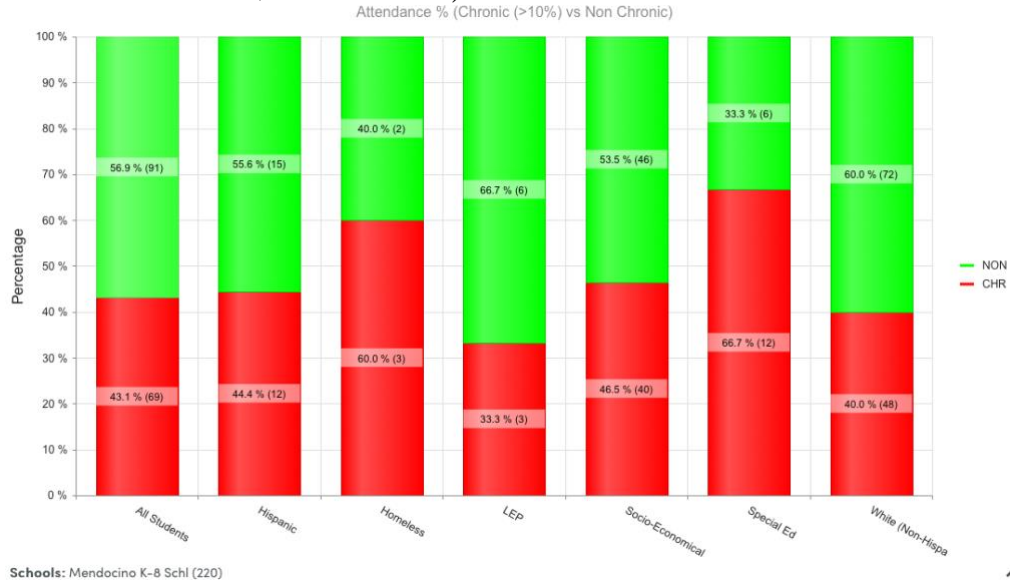


## Site Data

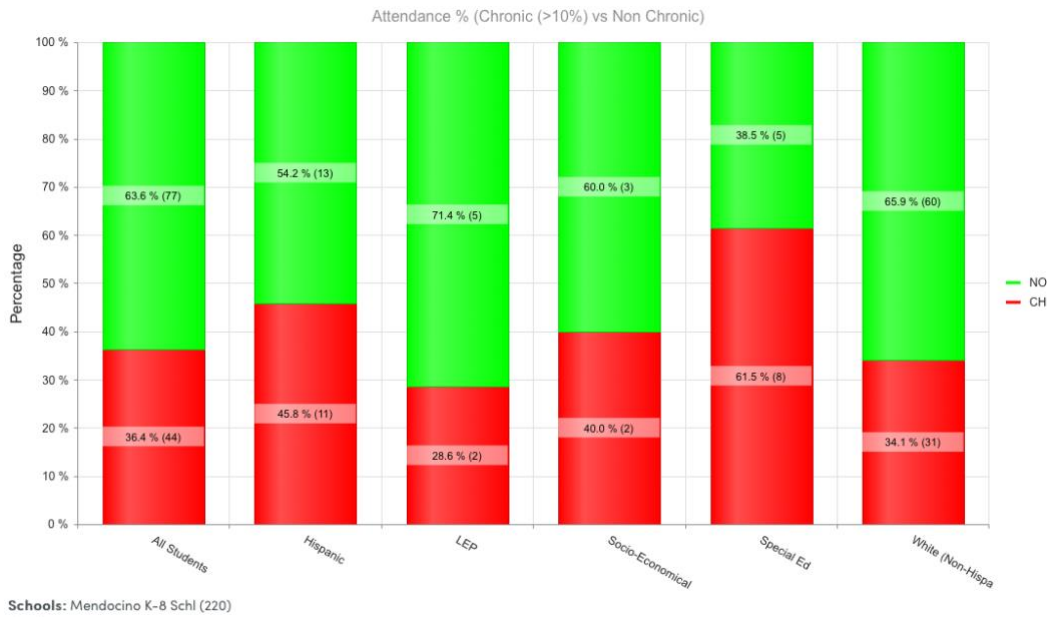
	2018-19	2019-20	2020-21 Distance Learning	2021-22	2022-23 (8/22/22 – 10/5/22)
<b>Behavior Tracking Forms</b>	2,212	912	18	762	314
<b>Suspension Rate</b>	7.1%	3.9%	0%	2.8%	0.4%
<b>Expulsions</b>	1	0	0	0	0

# Chronic Absenteeism Data

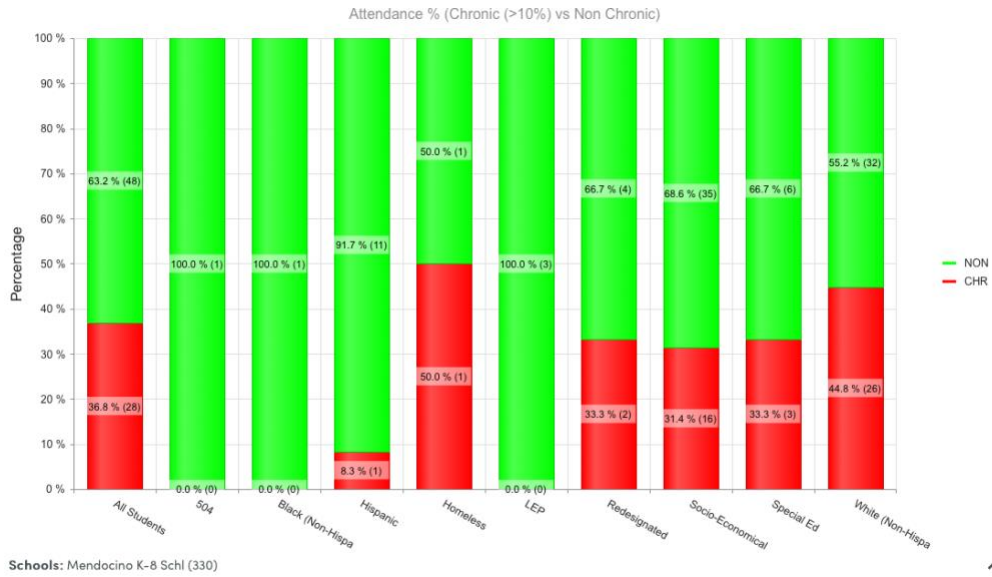
TK – 6<sup>th</sup> Grade 2022-23 (8/22/22 – 10/5/22)



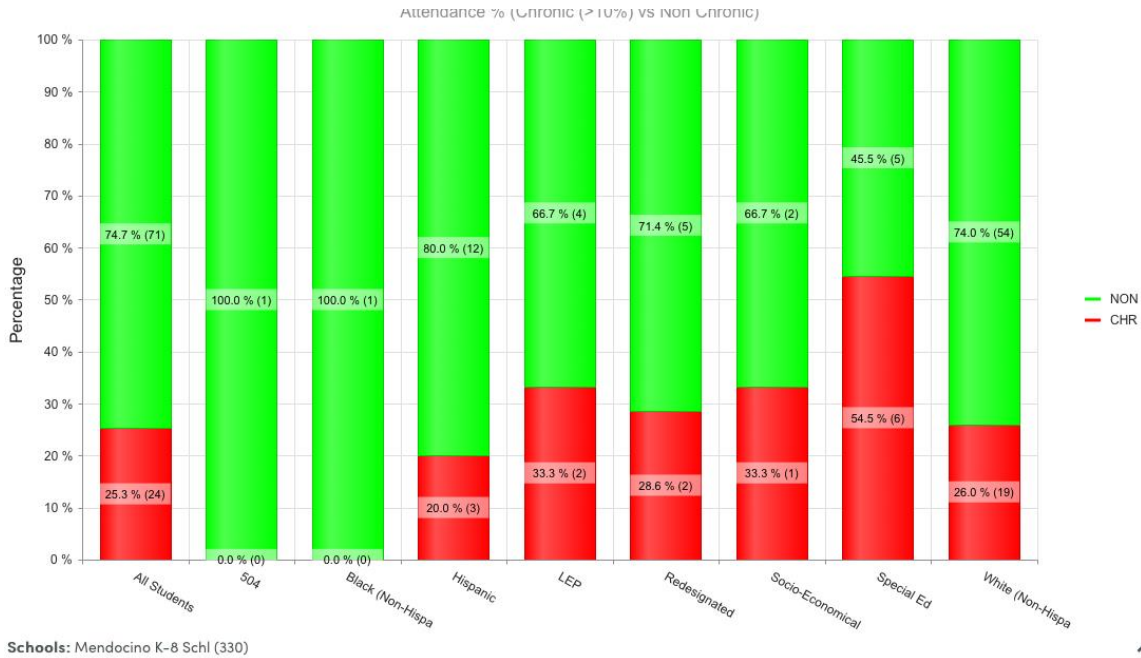
TK – 5<sup>th</sup> Grade 2021-22



7<sup>th</sup> – 8<sup>th</sup> Grade 2022-23 (8/22/22 – 10/5/22)



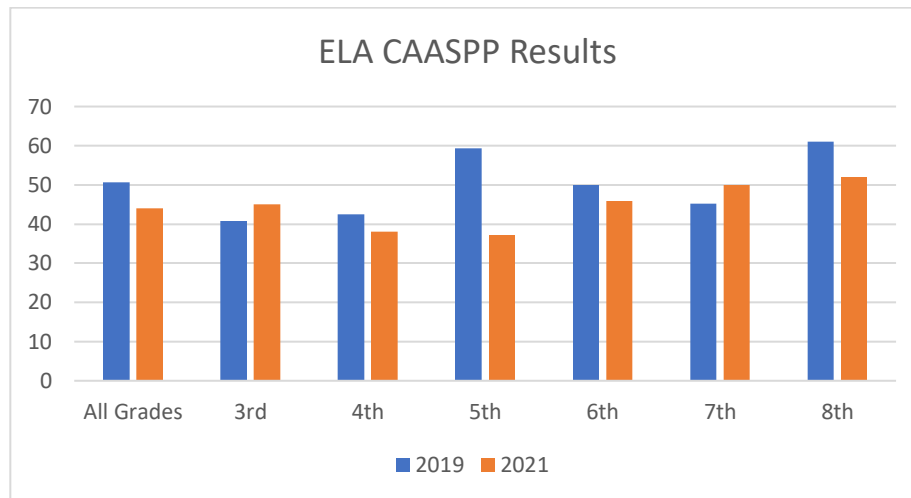
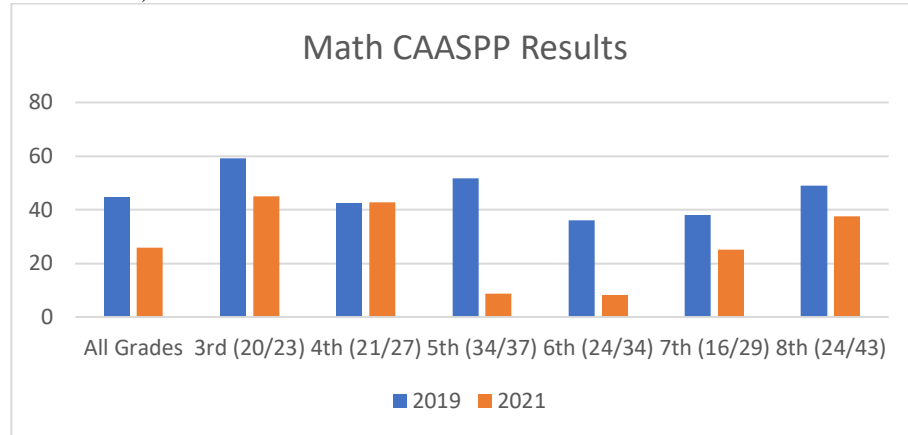
6<sup>th</sup> – 8<sup>th</sup> Grade 2021-22



Chronic Absenteeism	
Year	% Chronically Absent
2019-20	23%
2020 – 21	23%
2021 – 22	31.5%
2022-23 (8/22/22 -10/5/22)	41%

## Test Results:

(% of students at or above)



### Conclusions From Data:

**Distance learning during the 2020-2021 school year was very challenging for our students, families, and teachers. Even though a return to in-person learning for the 2021-2022 school year has shown to have a positive overall effect on our students and their learning, chronic absenteeism remains to be an issue due to COVID-19, mental health issues, and a sense that families want to keep their young children close to home.**

**Behavior data shows that it has taken longer for students to adjust to being back to in-person learning and meeting the social-emotional demands, stamina requirements, and structured environment demanded by learning together in a group setting. We have seen an increase in behaviors and the need to teach routines and expectations for longer periods of time than we typically see. This takes away from the academic learning within the classroom.**

Data shows that teaching and learning math at the TK-8<sup>th</sup> grade levels via Zoom was difficult during the 2020-21 school year. We had a low number of students participate in the 2021 CAASPP testing and for many of them it was the only time they were on school campus since the beginning of the pandemic.

Teachers have reported that lower numbers of students are completing and returning homework and assignments. It appears that student and family mental health and pandemic recovery play a big part in the lower priority of school among our families.

Areas of Pride and Strength:

- Addition of a “Flex” period within the 7<sup>th</sup>/8<sup>th</sup> grade schedule to allow structured support of students needing extra help in math and ELA.
- Hiring 6<sup>th</sup> -8<sup>th</sup> grade RtI teacher.
- Addition of a tutor program focusing on 3<sup>rd</sup> and 6<sup>th</sup> grade students. (2021-22 school year)
- Experienced mental health team and services.
- Parent and student compliance in adhering to COVID protocols on campus, keeping our numbers relatively low.
- Positive Behavior Interventions and Supports (PBIS) implementation
- Staff teams working together and collaborating for student success.
- Social skills groups provided at various grade levels and classroom lessons in 2<sup>nd</sup> step.

Areas to work on:

- Attendance: reinstitute our systems to help support families to get their children to attend school, as much as the pandemic will allow. (Student at Risk meetings, attendance letters, short-term independent study process, ACC.)
- Rebuild elective offerings for our 7<sup>th</sup> & 8<sup>th</sup> grade students while balancing this with providing in-school support for struggling students.
- Continue to work toward “rebooting” our systems and structures to pre-pandemic levels (Student at Risk meetings, assemblies, cross-aged buddy class activities, ACC, school spirit/student government)
- Build a school-wide community service program, including grade level standards/hours of service.
- Analyze our math program and provide professional development to staff.

### A. Child Abuse Reporting Procedures

**Board Policies/Administrative Regulations: 5141.4 Child Abuse Prevention and Reporting**

All school staff are required to participate in a Mandated Reporter Training through Keenan. All school staff monitor the health and safety of students on a daily basis. If child abuse is suspected school staff file a child abuse report via phone to Child Protective Services and follow it up by faxing the report to CPS.

### B. Disaster Response Procedures

**BP/AR: 3516 Emergencies and Disaster Preparedness**



## **Emergency Preparedness Brochure**

The Mendocino Unified School District maintains and Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Safety procedures are taught in the classroom each year. Students and staff participate in emergency drills (frequency listed below). Maps and procedures are reviewed with the staff each year at our September staff meeting. A site-specific Emergency Preparedness Brochure is available to families to offer more information about our emergency procedures and practices (See Appendix A).

<b>Type of Drill</b>	<b>Frequency</b>
Fire	Monthly
Earthquake (Drop and Cover)	Quarterly
Lockdown	Annually

### **Mitigation/Preparedness Before**

- Assess existing or potential hazards on campus
- Practice Earthquake Drills with students and staff including, Drop and Cover procedures and evacuation procedures.
- Conduct evacuation drills for students and staff
- Coordinate and plan with Law Enforcement and Fire

### **During an Earthquake**

- Command to Drop and Cover is given
- Move away from windows and other hazards
- Get under desk or table or against an inside wall
- Assume Drop and Cover position and remain silent so directions can be heard
- Remain in Drop and Cover position until earthquake is over or all clear is given
- Evacuate building and proceed to designated area on the playground

### **After Earthquake**

- Render first aid, as necessary
- Assist physically handicapped or injured individuals
- Take Roll: account for all students and staff
- Initiate search and rescue as needed
- Contact emergency services as needed
- Handle triage, medical aid, and mental health emergencies as needed
- Assess building and campus for safety and damage
- Initiate safe release of student procedures

Mendocino K8 School site is an American Red Cross shelter and is equipped with the necessary materials and equipment for mass care during an emergency.

## **C. Suspension & Expulsion Policies**

**BP/AR: 5144.1 Suspensions and Expulsion/Due Process, 5144 Student Discipline  
(See Student Handbook)**

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies and district administrative regulations. School staff members adhere to the procedures set forth in the Student Handbook.

#### D. Procedures for Notifying Teachers of Dangerous Pupils **BP/AR 4258.1 Teacher Notification of Dangerous Student**

In accordance with EC 49079 the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

#### E. Discrimination & Harassment Policy

##### **BP/AR 5145.3 Nondiscrimination/Harassment/Anti-bullying**

##### **Student Handbook**

MUSD and Mendocino K8 Schools are committed to maintain a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

#### F. School-wide Dress Code **Student Handbook**

Mendocino K8 School has a dress code that ensures attire does not interfere with the health and safety of our students and does not interrupt the learning environment.

#### G. Safe Ingress and Egress **Student Handbook**

Mendocino K8 Schools annually review practices for safe ingress and egress of pupils, parents, and school employees to and from the school site. Campus visitors must check into the office, sign in, complete a health screening, and wear a visitor's badge. School staff report any unidentified visitors immediately to the office. Traffic at pick up and drop off is monitored daily to see if any issues need to be addressed.

#### H. Ensuring a Safe & Orderly Environment

##### *Strategy/Activity 1*

**Students to be served by this strategy:**

All Students with a focus on Hispanic students and students with disabilities

- Mendocino K8 School's Student at Risk Team will review absenteeism data quarterly to identify students who are chronically absent and offer support. The team will use the following strategies to re-engage students and families:
- Arrange a meeting with the guardian and student (6<sup>th</sup> – 8<sup>th</sup>) to discuss absenteeism and come up with a system of support,
- Complete home visits as needed to help trouble shoot situations (deliver food and other resources, communicate with families, identify barriers to attendance)
- Refer to counseling,
- Refer to parenting classes,
- Refer student to Assignment Completion Class (ACC), 6<sup>th</sup> -8<sup>th</sup>,
- Refer to Saturday School,
- Regular check-ins and communication from school staff.

### *Strategy/Activity 2*

#### **Students to be served by this strategy:**

All Students

- Review current 7<sup>th</sup>/8<sup>th</sup> grade class schedule and resources.
- Survey students about elective interest.
- Recruit staff to meet those elective interests.
- Look into changing schedule to maximize elective offerings while still providing a "Flex" period to support struggling students.

### *Strategy/Activity 3*

#### **Students to be served by this strategy:**

All Students

- Work with staff to evaluate current math programs.
- Identify areas of need
- Provide professional development opportunities
- Continue to find time within the school day to support students struggling in math (RtI, Tutoring, ACC, Flex period)
- Fill 6<sup>th</sup> -8<sup>th</sup> grade RtI position

## *Strategy/Activity 4*

### **Students to be served by this strategy:**

All Students

- Schedule school-wide assemblies
- Structure buddy class activities
- Create student government elective or club to promote school spirit and activities

### **I. Rules and Procedures on School Discipline** **Student Handbook**

Mendocino K8 School implements expectations and procedures around site discipline. These are reviewed annually with school staff to ensure equitable implementation of school site expectations. Parents and students receive a copy of the Student Handbook that contains expectations and rules of conduct. Students review expectations in class quarterly. Mendocino K8 School implements Positive Behavior Interventions and Supports (PBIS) as an approach to behavioral and discipline issues.

### **J. Tactical Responses**

Mendocino Unified School District, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281 (f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown and Evacuation, and Run-Hide-Fight are contained in the Emergency Operations Plan.

### **K. Bullying Prevention Policies & Procedures**

**BP/AR: 1312.3 Complaints and Investigation Procedures, 5144.0 Discipline Policies and Procedures, 5145 Policies and Procedures Against Retaliation, 4231 Staff Training Policies and Procedures, 6163.4 District Board Policies and Administrative Regulations for Student Use of Technology, 5145.3 Discrimination and Harassment including procedures for offenses involving hate-crime characteristics, Student Handbook**

Mendocino K8 School recognize the harmful effects of bullying and harassment on students and the learning environment. Verbal, physical, and written harassment and bullying have no place in our learning environment. These behaviors violate an individual's rights, undermine the integrity of the school environment, and adversely affect students, teachers, parents and other school personnel whether they are direct subjects of the harassment or bullying or not.

## L. Monitoring and Communicating the Plan

This plan is reviewed, evaluated and amended each year by the school site council and the Board of Trustees with input from local Law Enforcement and the local Fire Agency. It is also shared and reviewed with school staff annually at a staff meeting. This plan is available for public review during school hours.

# **APPENDIX**

## MANAGEMENT

**INCIDENT COMMANDER:**

Kim Humrichouse

**ALTERNATE:**

Jason Morse

## OPERATIONS

**Section Chief:**

Laura Lucier

**Alternate:** Megan Perry

**Communication Team:**

1. \* Tracy Elo
2. Nicole Gold

**Search & Rescue Team:**

1. \* John Moran
2. \*\* Erin Thomas
3. Sara Fries
4. Darcie Plocher

**First Aid Team:**

1. \* Eric Triplett
2. Allie Hartley
3. Molly Root
4. Sam Skowron

**Student Release/Staff Acting**

1. Laura Lucier
2. Megan Perry
3. Macaella Dell Stuckey
4. Hannah Grinberg

**Assembly/Shelter:**

1. \* Trish Evans
2. \*\* Diane Price
3. Barb Mueller

## K-8 SCHOOL EMERGENCY OPERATIONS CENTER (EOC) ORGANIZATIONAL CHART

**PIO:**

Erin Placido

**ALTERNATE:**

Jason Morse

## LOGISTICS

**Section Chief:**

Nicole Gold

**Alternate:** Tracy Elo

**Staffing and Supplies**

1. \* Barbara Mueller
2. \*\* Diane Price
3. Ruben Villegas
4. Fernando Martinez

**Transportation Team:**

1. \* Ceil McDonell
2. Christine Kenton
3. Sara Cain
4. \_\_\_\_\_

**Crisis Intervention Team:**

1. Cecilia Jimenez
2. Anna Yanez
3. Anna Levy

**Maintenance/Fire/Site Security  
(Reports to Operations)**

1. \* Paulo Felipe Andrade
2. \*\* Barbara Mueller
3. Ruben Villegas
4. Fernando Martinez
5. Travis
6. Kiva Myers
7. Kyle Rodriguez

**SAFETY OFFICER:**

Jason Morse

**ALTERNATE:**

Erin Placido

## PLANNING/INTELLIGENCE

**Section Chief:**

Kim Humrichouse

**Alternate:** Laura Lucier

**Situation Status Team:**

1. Tiffany Grant
2. \*\* Michele Sheldon
3. \_\_\_\_\_

**Documentation Team:**

1. \* Tiffany Grant
2. \*\* Michele Sheldon
3. \_\_\_\_\_

**Student Security:**

1. Mark Oatney
2. Josh Potter
3. Jessica Drayer
4. Beth Renslow
5. Iana Porter
6. Jesse Meuschke
7. Jordan West
8. Mimi Sawyer
9. Rose Meuschke
8. Sasha Blaser
9. Aimee Frederick
10. Adam Channel
11. All Instructional/Integrative Aides

**LIAISON:**

Tiffany Grant

**ALTERNATE:**

Meg Kailikole

## FINANCE/ADMIN

**Section Chief:**

Meg Kailikole

**Alternate:** Jason Morse

**Recordkeeping Team:**

1. \* Tiffany Grant
2. \*\* \_\_\_\_\_
3. \_\_\_\_\_

**Other:**

1. \* \_\_\_\_\_
2. \*\* \_\_\_\_\_
3. \_\_\_\_\_

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## School Response to Emergencies

Should there be an emergency at school, school personnel have been trained and will react quickly to ensure the safety of our students. Teachers are trained in CPR and first aid. All school staff members are assigned specific jobs which they conduct within teams once students are accounted for. These teams include search and rescue, emergency first aid, crisis and counseling, communication, assembly & shelter and student release.

In the event that buildings are damaged, students will not be allowed to return to the school buildings until they have been inspected and deemed safe by the proper authorities.

### Family Reunification

Following an emergency and when it is safe to pick up your student, you will need to follow a special process to ensure everyone's safety. You must check students out. There will be a station set up for you to check out your student. You must bring I.D. and you must be listed on the child's emergency card in order to check a child out. At the check out station, you will be directed as to how and where to reunite with your child.

Depending on the emergency, you may not be able to get close to the school and may be asked to wait in a safe area near the school. We may be asked to keep everyone inside the school until law enforcement has verified the safety of the surrounding area. We will act with the safety of students in mind and we will always follow the directives of law enforcement officials and the fire department.

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## School Response

### Communication

Mendocino K-8 School frequently uses the automated calling system regarding school situations, including emergencies. If you are not receiving the automated calls, please check with the office to ensure we have the correct number for you. It is imperative that we have contact numbers to get in touch with you during an emergency. Make sure you update your contact information with us each time the information changes.

Mendocino K-8 School may use ParentSquare to communicate situations at the school site. If you are interested in receiving updates or emergency information via ParentSquare, make sure your contact information is correct in Aeries.

The district website, [www.mendocinoused.org](http://www.mendocinoused.org), is also a source of information during emergency situations.

Our local radio station 95.3 KOZT The Coast can also be a good source of information during emergency situations.

Although there are people assigned to answer phones at our school, during an emergency these lines are likely to be overloaded or not in the best working condition, and are not your best source of information.

Schools have numerous ways to communicate with their own staff, other schools, district personnel and outside agencies. These methods include a PA system, two-way radios and cell phones.

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# Emergency Preparedness

## Mendocino K-8 School



## Questions?

## Contact Us

(707) 937-0515 or (707) 937-0564

[khumrichouse@mcn.org](mailto:khumrichouse@mcn.org)



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Mendocino K-8 School works diligently to ensure the safety of all members of the school community. Each year school staff participate in training and evaluation of our safety and emergency procedures. We review and check our emergency supplies each year and order replacements.

Mendocino K-8 School works with district personnel to align our safety plans with the district's efforts as well as other schools within the district.

We work with local agencies to improve our practice and review how we might work together in the event they need to be involved.

We plan and prepare for many types of emergencies, both at our site and in the larger community.

One of our most effective tools is our tight-knit school community. Students, staff and families are alert, caring and willing to help and be involved.

Keep yourself informed of school safety procedures by attending parent information meetings, getting information from weekly teacher letters, The Paw Print, informational brochures and the student handbook, and checking the school website periodically.

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## Types of Emergency Drills

During the course of the school year several emergency drills are practiced with the entire school community. The state requires different amounts of practice for different drills. As a school site we also look at which drills need more practice in a given year.

### Fire Drill

Fire drills are practiced monthly. Teachers evacuate their classes to an open, secured area away from buildings. Each teacher has a designated area and ensures that all students are accounted for.

### Earthquake Drill

Earthquake drills are practiced quarterly. Students and staff will duck and cover until the shaking stops. Once the shaking stops, teachers help any injured students and evacuate everyone to the designated open, secured area where all students are accounted for.

### Lockdown Drill

Lockdown drills are practiced annually. Students are kept inside for their safety due to a threat to the well-being of the students. Lockdowns are initiated for a variety of reasons: dangerous animal, disruptive community incident, intruder on campus, police action in the area. School buildings are used to protect students from an outside threat. During a lockdown, school and district administrators work closely with law enforcement to ensure student safety. Lockdowns can be very frightening and intense for students and are implemented only when a real, imminent threat is determined.

### Shelter in Place

During a shelter in place, students are moved inside for their safety due to an environmental/chemical threat such as: a chemical spill, brush fires, airborne contaminants, swarm of bees. Shelter in place uses school buildings to protect students from the outdoor environment. School and district administrators work closely with government agencies to maximize student safety.

### Tsunami

In the event of a tsunami and it is determined that students need to be evacuated from the school campus, students will be evacuated to a pre-determined safe location further inland. You will be notified via automated call, ParentSquare, and the website of the location and reunification procedures for your student.

## Long Term Situations

In the rare event of a long term situation, there are plans in place for emergency food, medical and restroom needs. Classrooms are equipped with emergency supplies and emergency toilet systems.

In the event of a local disaster, The Mendocino K-8 School is a Red Cross Emergency Shelter Site. We are equipped with food, water and blankets to accommodate people for extended periods of time.

## School Response continued...

### Reactive Strategies

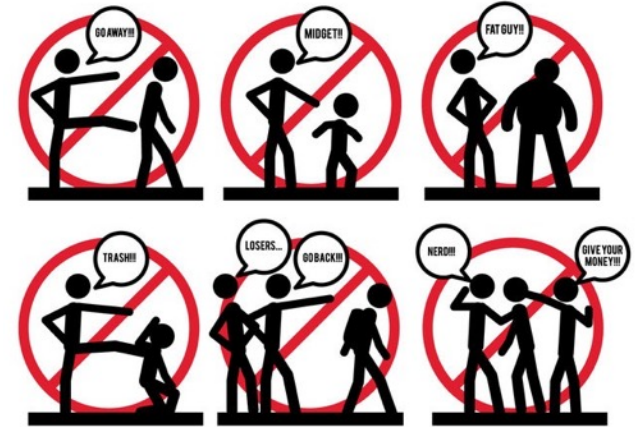
- Investigate the incident
- Redirect student behavior
- Individual conversations with students
- Restorative discussion between students about the incident and what could have gone differently
- Students apologize and develop a plan for moving forward
- Ask students to report back if issue continues
- Refer students to counseling or social learning group
- Contact parents
- Proceed with discipline (California Education Code is very specific about what is considered bullying and what needs to happen in order for a student to be suspended from school for bullying.) Discipline may include: detention, loss of privilege, Saturday School, supervised unstructured times, suspension, expulsion.

### Parent Responses

We encourage students to report to a staff member as soon as a serious problem behavior occurs, but this doesn't always happen. Sometimes, children feel more comfortable reporting incidents to a parent or other family member. If this happens it is important for parents to do the following:

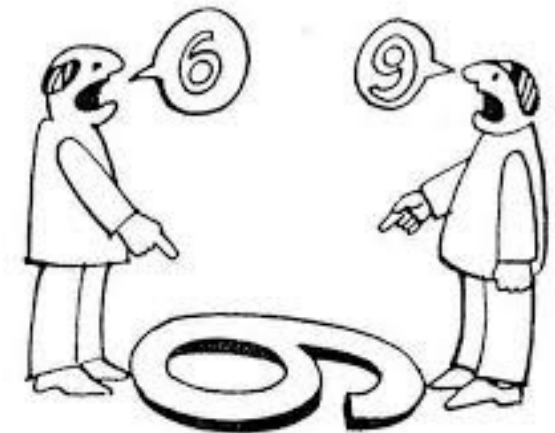
1. **Get as much information as you can. Ask who, what, where, when and why the incident may have happened. Remember to ask your child what happened before and after the incident.**
2. **Find out if your child reported the incident to a school staff member.**
3. **Ask your child if he/she felt supported by school personnel. Remember that due to issues of confidentiality, school staff cannot reveal what consequences have been imposed on other students.**
4. **Help your child to understand what his/her responsibility may have been in the conflict, if any.**
5. **Encourage your child to use assertive communication at school. Stop, Walk, Talk**
6. **Encourage your child to report the incident at school the next day. Offer to come in with them to meet with the teacher, principal, or other school staff.**
7. **If you are wanting more information about the incident or want to report the incident yourself, begin with your child's teacher and then, if needed, talk to the principal. Remember, even though this may be an emotional topic for you use good communication skills. Be assertive and clear, not aggressive or passive. Ask questions, try not to make assumptions, and asked to be contacted after school personnel follows up on the incident. Profanity and threats have no place in our school community.**

## Bullying



VS.

## Social Conflict



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## Social Conflict...

- Between peers with a relatively similar amount of power
- Struggle between peers with incompatible goals, not intended to cause harm
- Occurs occasionally
- Equal emotional reactions from both peers
- Not seeking power or control
- Remorse from both peers, will take responsibility
- Effort on both sides to solve the problem

## Bullying...

- Imbalance of power (age, size, numbers, social standing, etc.)
- Purposeful, intended to cause harm or be hurtful
- Repeated negative actions
- Strong reaction from target, little or no reaction from bully
- Seeking power, control, or material things.
- No remorse- blames target
- No effort to problem solve

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## Examples

### Social Conflict...

Two peers clash over a place in line and begin pushing one another.

Children quarrel over who gets to go first.

Two peers can't agree on how to spend time together at recess.

Peers argue over how something should be done.

One peer accuses another peer of cheating in front of the class.

### Bullying...

A bigger child threatens a smaller child for his/her lunch.

A very popular teenager intimidates others to do his/her bidding.

A student intentionally bumps into a classmate whenever they pass in the hallway and encourages other students to laugh.

A student repeatedly uses social media to embarrass and harass a classmate.

A student gets others to go along with excluding a particular girl/boy from participating in activities.

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## School Response

School staff uses a range of proactive and reactive strategies to address bullying and social conflict. There is important learning for all students involved in each of these scenarios.

School personnel are just as eager as you are to figure out what is happening and how to solve the problem.

### **Proactive Strategies**

- Positive Behavior Intervention and Supports, PBIS (school-wide)
- Skill of the Month (school-wide)
- Buddy classes activities and empathy training/discussions (school-wide)
- Communication lessons/workshops: passive, assertive, aggressive (classrooms)
- 7th/8th grade Challenge Day Program
- Second Step/Mindfulness/Skill Streaming (classrooms)
- Communication/anti-bullying lessons in health class (6th - 8th)
- Classroom discussions
- Parent information nights
- Social Skills group (small group)
- Active supervision during recess and breaks (school staff)
- Bullying report forms (individual and can be anonymous)