

APPENDICES

Appendix A - Student Progress Report (CIS)

Media Release form-CIS

Appendix B - Public Schools of Robeson County Forms

*The 21st Century program has adopted the following Crisis Plan for our Summer Camp.

Appendix C - FUSE COPPA Form (Northwestern University)

Signature Page

Appendix D - Handbook Parents' Signature Page

APPENDIX A

STUDENT PROGRESS REPORT

Name _____ Grade _____ Date _____

Please keep track of each students' weekly performance by using the letters below.

O= Outstanding G= Good F= Fair

Modules	Week 1	Week 2	Week 3	Week 4	Week 5
Literacy					
STEAM					
Social Emotional Learning					
Arts/Mime/Puppetry					
Physical Education					
Behavior/Conduct					

Comments: _____

Site Director's Signature: _____

Date _____

APPENDIX B

*The ELISS program has adopted the following PSRC
FORMS for our Summer Camp.

Student's Name: _____

Date: _____

Functional Behavior Assessment – Page 1

Step 1: Identify behavior(s) – Behaviors that disrupt student's learning and/or the learning of others

Step 2: Select and define target behavior(s) – measurable, observable, in objective terms

Step 3: Data on target behavior(s) - frequency, intensity, duration – please attach (If no data is available, discuss context, then reschedule meeting after 2 weeks of data collection.) Summarize data:

Frequency: _____

Intensity: _____

Duration: _____

Step 4: Context - where, what, when, with whom? Check, circle and fill in the blank all that apply.

Setting Events:

- Response to demand/request
 - Transition between tasks/ setting
 - Interruption in routine
 - Consequences for negative behavior
 - External (bus, hall, home, other adults)
 - Particular kind of activity _____
 - Presence and/or interaction of a specific peer
 - large group instruction
 - Unstructured activity _____
 - Specific time of day/week _____
 - Specific teacher/staff/substitute teacher
 - Specific subject _____
 - Other (specify): _____
-

Physiological/ Emotional Factors:

- Medication (change/not taking) _____
 - Medical conditions/diagnosis _____
 - Change in home/family dynamics
 - Eating routines/diet
 - Sleep patterns
 - Lack of social attention
 - Negative social interaction w/peers
 - Negative social interaction w/adults
 - Social skills deficits
 - Other (specify): _____
-

Student's Name: _____ Date: _____

Functional Behavior Assessment – Page 2

Step 4: Context – Continued - Check, circle and fill in the blank all that apply.

Environmental:

- Over stimulation in classroom (noise, visual, materials, movement, lighting)
- Seating arrangements/ grouping
- Proximity to teacher/ others (personal space) describe: _____

- Crowded setting (cafeteria, assemblies, classroom, etc.)
- Frequent disruptions (bells, announcements, visitors, etc.)
- Other (specify): _____

Academics/Instruction:

- Activities: too easy/ too difficult
- Work completion:
finishes quickly/ average / rarely finishes
- Directions: Too many/ too long
- Not enough time to process directions
- Student learning style:
auditory/ visual/ tactile-kinesthetic
- Difficulty organizing materials and/or activities
- Other (specify): _____

Step 5: Define the function of the behavior

- Attention from peers/staff/preferred adult
(circle all that apply)
- Power/ control
- Self-Stimulation
- Other: _____
- Escape from:
 - An activity or task
 - A particular person
 - The classroom

Step 6: Hypothesis – What we think the student is doing and why he/she is doing it. What reinforces this behavior? Example: When student is ____ (setting) and ____ (antecedent, context) happens, he/she typically responds by ____ (behavior) to gain ____ (function).

When Johnnie is *in small group instruction and/or P.E.* (SETTING) and *does not get his way* (CONTEXT/ANTECEDENT), he typically responds by *shoving and/or using threatening language (I'm going to get you.)* (BEHAVIOR) to gain *attention* (FUNCTION).

FIRE DRILL

The signal will be noted by the repetitive soundings of the alarm system. Emphasis is placed on **orderly movement** as students and staff exit the building. Please follow these rules during the fire drill.

1. Know your classroom evacuation plan route.
2. Evacuate in a quiet, orderly fashion: no running or talking.
3. Leave the room in a single file line.
4. It is the responsibility of the teacher to see that the windows and the classroom doors are closed and the lights are switched off.
5. Classes should move completely away from the building to a distance of 75 yards.
6. Teachers whose classes leave the building last should be sure that the door of the building is closed.
7. Classes having physical education during a fire drill should discontinue their activity and line up, as the other classes will be doing. This refers to indoor or outdoor P.E.
8. Know an alternative evacuation plan and discuss this with your students.
9. **Take your roll book and account for each child after leaving the building.**
10. Teachers whose classes are in a resource class during the drill should immediately go to the area where their class will be waiting with the resource teacher.

TORNADO

A tornado drill is held once each year in the Spring. The signal for this drill will be an announcement over the intercom.

Tornado drill: "We are in the drill mode...please follow tornado drill procedures immediately"

Tornado watch: "A tornado watch is in effect... please be alert".
(All staff members should watch skies frequently and report to the office if sightings occur).

Tornado Warning: (Actual sighting) "A tornado warning has been issued. Follow tornado drill procedures immediately".

Teachers whose students are in a resource class during the drill should immediately go to the area where their class will be waiting with the resource teacher.

Please have students follow these rules during a tornado drill

1. Classes should go to their designated area (refer to your emergency map).
2. Students should not talk.
3. Students should crouch, with heads down, against the wall in the hallways where their class is assigned.
4. All students and staff should position themselves as far away from glass as possible. Classrooms doors should be closed.

TEACHER PROCEDURES FOR LOCKDOWN

1. Upon hearing the words "Code Red" announced on the intercom system all teachers should immediately go into lockdown.
2. Clear all students from hallway immediately and have them report to nearest classroom.
3. Close and lock all doors and windows.
4. Move students away from windows and doors. Preferably sit students against a interior wall for protection.
5. Account for students.
6. Turn off all lights
7. Use red and green cards to communicate with emergency responders. You will place one of the following cards in an exterior window and one of the same color either under the door or on an interior door window.
 - **Green card: Use green card to alert emergency responders that everything is fine.
 - **Red card: Use red card to alert emergency responders that emergency assistance is needed as soon as possible.
 - **No card: In the event no cards are displayed, emergency responders will assume that the intruder is in the classroom or that the room is empty.
8. In event the intruder gains access to the room and takes hostages and the room is contacted by the office, respond by saying, "Everything is fine here; we are in lockdown. Make sure you reply we are in lockdown. This will inform the office that the intruder is in your room.
9. In the event the intruder gains access to your room and begins shooting, instruct the students to leave the classroom. Instruct the students as to where to go, preferable outside.

I. UTILIZE RED AND GREEN CARDS IN WINDOWS AND DOORS

RED - NEED ASSISTANCE

GREEN - EVERYTHING IS OK

NONE - GUNMAN (INTRUDER) IN ROOM

**II. AFTER GIVEN NOTIFICATION FROM POLICE OR
ADMINISTRATION, PROCEED TO SAFE RALLY AREA**

TEACHER LOCKDOWN CHECKLIST

- A. If away from classroom, go to nearest classroom.**
- B. Clear students from the hallway.**
- C. Close and lock all windows and doors.**
- D. Move students away from windows and doors.**
- E. Seat students against an interior wall.**
- F. Turn off lights.**
- G. Account for all students.**
- H. Display RED and GREEN cards.**

LOCKDOWN- Hostage, Attack, Disturbance, & Accident

CODE RED LOCKDOWN

2. School Response: Verbal Announcement, " CODE RED"

School Bell: Six Short Bells

Student and personnel remain in classroom, only if classroom can be secured (teachers will make this decision). If classroom cannot be secured, students and personnel should rapidly and quietly evacuate to a securable classroom.

3. Emergency Communication-911.

I am _____ calling for the principal of St. Pauls Middle School, we have an emergency situation. We have..... (Share any available information-number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.)

4. Crisis Plan Team Response

1. Assess Situation
2. Isolate incident area
3. Respond to specific needs
4. Communicate via two-way radio
5. Notify Central Office Designee
6. Teacher Checklist
 - a. If away from classroom, go to nearest classroom.
 - b. Clear students from hallway.
 - c. Close and lock all windows and doors.
 - d. Move students away from windows and doors.

- e. Seat students against an interior wall.
- f. Turn off lights.
- g. Account for students.
- h. Alert Crisis Team for a missing students.
- i. Display RED or GREEN cards

1. Red Card

- a. Emergency Assistance Needed
- b. Display on exterior window.
- c. Display on door or window.
- d. Verbal Command, "Code ____"
- e. Verbal Response, "Code Red"

2. Green Card

- a. Everyone is safe
- b. Display on exterior window.
- c. Display on door or window.
- d. Verbal Command, "Code ____"
- e. Verbal Response, "Code Green"

3. No Card Displayed

- a. Intruder is in your classroom.
- b. Verbal command, "Code ____"
- c. Verbal Response, "Code Blue"

CODE BLUE LOCKDOWN

2. School Response: Verbal Announcement, "CODE BLUE"

School Bell: Six Short Bells

Student and personnel remain in classroom, only if classroom can be secured (teachers will make this decision). If classroom cannot be secured, students and personnel should rapidly and quietly evacuate to securable classroom.

3. Emergency Communication-911. I am _____ calling for the principal of St. Pauls Middle School, we have an emergency situation. We have..... (Share any available information-number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.)

CODE YELLOW EVACUATION

School Response: Verbal Announcement,

“CODE YELLOW”

School Bell: One Continuous Bell

Students and personnel will follow fire drill route to exit building. Teachers will take class roster and move class to designated area outside, account for each student. If any child is separated from the class, teacher will notify a Crisis Team Member immediately.

Emergency Communication-911. I am _____ calling for the principal of St. Pauls Middle School, we have an emergency situation. We have..... (Share any available information-number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.)

CODE GREEN EVACUATION

School Response: Verbal Announcement, "CODE GREEN"

School Bell: One Continuous Bell

Students and personnel will follow fire drill route to exit building. Teachers will take class roster and move class to designated area outside, account for each student. If any child is separated from the class, teacher will notify a Crisis Team Member immediately.

After 10 minutes. Relocate to SPHS Football field. Recheck class roster.

Do not use any form of electronic communication device.

3. Emergency Communication-911. I am _____ calling for the principal of St. Pauls Middle School, we have an emergency situation. We have.....

(Share any available information-number of people involved, injuries, specific location of incident, best entrance for emergency vehicles.)

APPENDIX C

APPENDIX D