2002 Edition

Safe Schools:

A Planning Guide for Action Workbook

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Safe Schools

A Planning Guide for Action

Workbook

Using the Seven-Step Planning Process for Safe and Effective Schools

2002 Edition

Prepared in partnership by the

California Department of Education
Safe Schools and Violence Prevention Center

and the

Office of the Attorney General
Crime and Violence Prevention Center

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Notice

The guidance in *Safe Schools: A Planning Guide for Action Workbook* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

Prepared for publication
by CSEA members.

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Introduction

The seven-step planning process for safe and effective schools is described in Chapter 4 of *Safe Schools: A Planning Guide for Action, 2002 Edition.* The steps weave the requirements of *Education Code* Section 35294 (see Fig. 1) into a comprehensive plan for schoolwide safety and effectiveness.

To develop a comprehensive safe school plan, fill out the work sheets in the order in which they are listed in the Contents. When you are finished, pull out the worksheets indicated by an asterisk; they are *required* elements of your safe school plan. Then follow the steps listed in Figure 10 to complete the school's safety plan.

The School/Law Enforcement Partnership (S/LEP) Cadre offers safe school training sessions to help teams complete the planning process. Contact the School Safety and Violence Prevention Office or the Crime and Violence Prevention Center (listed below), or see Appendix K of *Safe Schools: A Planning Guide for Action* for details about the technical assistance available to schools through the partnership.

Work sheets in this planning document will be helpful when applying for a Safe School Implementation Grant as well as grants from many other state and federal programs (see Fig. 10). Contact the California Department of Education's Safe Schools and Violence Prevention Office or the Office of the Attorney General's Crime and Violence Prevention Center for details about applications and application deadlines:

Safe Schools and Violence Prevention Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 323-1028
http://www.cde.ca.gov/spbranch/safety/

Crime and Violence Prevention Center
Office of the Attorney General
California Department of Justice
P.O. Box 944255
Sacramento, CA 94244-2550
(916) 324-7863
http://doj.ca.gov/cvpc

Figure 1

Education Code Requirements for a Comprehensive School Safety Plan

The following *Education Code* sections detail some of the requirements for a comprehensive school safety plan:

35294.1(b)(1). . . . the schoolsite council . . . shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

35294.1(2). The schoolsite council may delegate this responsibility to a school safety planning committee . . .

35294.2(a). The comprehensive school safety plan shall include, but not necessarily be limited to, the following:

(1) Assessing the current status of school crime . . .

(2) Identifying appropriate strategies and programs that will provide school safety and address the school's procedures for complying with existing laws related to school safety . . .

(A) Child abuse reporting procedures

(B) Disaster procedures, routine and emergency [Standardized Emergency Management System—see figures 7 and 8].

(C) Suspension, expulsion, or mandatory expulsion recommendations . . .

(D) Procedures to notify teachers of dangerous pupils . . .

(E) A sexual harassment policy . . .

(F) The provisions of any schoolwide dress code . . .

(G) Procedures for safe ingress and egress . . .

(H) A safe and orderly environment . . .

(I) The rules and procedures on school discipline . . .

Ensuring a Safe and Orderly Environment

Planning steps (see Fig. 2):

1. Identify your planning committee members.
2. Create a vision of your school as a place where students are safe to learn. Base that vision on youth development.
3. Gather and analyze data.
4. Identify strengths and areas of desired change; set major annual goals for each of the two safe school components. How can we get there?
5. Select and implement strategies.

Action plan for each component:

- Strengths and areas of desired change
- Measurable objective related to goal
- Required activities for accomplishing each objective
- Resources needed
- Person(s) responsible
- Timeline for implementation
- Method for evaluation

6. Communicate the safety plan to the public. Hold public meetings for input; keep the updated plan available for public inspection.
7. Evaluate your progress and revise the plan annually. Include the plan in your School Accountability Report Card.

Figure 2

The Seven-Step Planning Process for Safe and Effective Schools

Follow the steps in Figure 2 to develop a plan that includes the required elements and "that addresses the safety concerns identified through a systematic planning process" (*Education Code* Section 35294). The planning process is described in greater detail in Chapter 4 of *Safe Schools: A Planning Guide for Action.* (All chapter and appendix references herein are to the *Planning Guide.*)

At a minimum, the plan must include:

- An assessment of the current status of crime committed on the school campus and at school-related functions (Step 3)
- Strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws relating to school safety, including the development of the components listed in Step 5
- Procedures to ensure a safe and orderly environment (*Education Code* Section 35294.2[a][2][H]) (the two action plans)
- A method of communicating the plan to the public (Step 6)
- A yearly evaluation and revision of the plan (Step 7)
- Approval of the plan by the district or county office of education (*Education Code* Section 35294.8)

1. **Identify your planning committee members** (*Education Code* sections 35294.1[b][1–4]; 35294.2[d]; 52852).
   - Solicit broad representation of all stakeholder groups (students, parents, staff, community).
   - Integrate with other planning/restructuring committees such as the school site council (*Education Code* sections 35294.1[2] and 35294.2[d]) and the Title IV advisory council.
   - Establish ongoing communication updates using a variety of formats, including fax, e-mail, or a Web page.

2. **Create a vision of your school as a place where students are safe to learn.**
   - Brainstorm a clear vision of what you want the school to be like.
   - Examine the school mission statement for reference to school safety.
   - Integrate the safe school vision statement with missions of other school improvement efforts.

3. **Gather and analyze data** (*Education Code* Section 35294.2[a][1]; *Penal Code* Section 628.2).
   - Review data about current programs, needs, policies, procedures, and funding sources.
   - Review existing data sources from school, district, and community (e.g., California Safe Schools Assessment [CSSA], California Healthy Kids Survey, suspension data, individual student/staff/parent surveys, police reports, insurance claims).
   - Inventory resources (e.g., people who can integrate resources from related programs).
   - Identify areas of pride and strength.

4. **Identify areas of desired change; set your major goals.** (How can we get there?)
   - Identify areas needing change or improvement from information your committee has collected.
   - Explore possible causes for safety concerns and rank them.
   - Assess your resources and make a list of priorities for action.
   - Select overall goal(s) that are attainable during the academic year.

5. **Select and implement strategies** (*Education Code* Section 35294.2[a][2]).
   - Develop time-limited, measurable objectives to achieve the planning goals for both of the components.
   - Identify activities to accomplish each objective. Assign responsibilities and develop a timeline, including completion dates.
   - Develop evaluation criteria and timelines.
   - Make sure the plan complies with existing laws related to school safety, including the following:
     a. Child abuse reporting (*Education Code* Section 35294.2[a][2][A]; *Penal Code* sections 11165.7[a]; 11165.14; 11166)
     b. Disaster response procedures (SEMS) (*Education Code* sections 35294.2[a][2][B]; 35295–35297; *Government Code* sections 8607; 3100)
     c. Suspension and expulsion policies (*Education Code* sections 35294.2[a][2][C]; 48900–48926)
     d. Procedures for notifying teachers about dangerous pupils (*Education Code* sections 35294.2[a][2][D]; 49079)
     e. Sexual harassment policy (*Education Code* sections 35294.2[a][2][E]; 212.5)
     f. Schoolwide dress codes prohibiting gang-related apparel (*Education Code* sections 35294.2[a][2][F]; 35183[a][2]; 48950)
     g. Procedures for safe ingress to and egress from school (*Education Code* Section 35294.2[a][2][G])
     h. Procedures to ensure a safe and orderly environment (*Education Code* Section 35294.2[a][2][H])—the two action plans
     i. Rules and procedures on school discipline (*Education Code* sections 35294.2[a][2][I]; 35291; 35291.5)

j. Hate crime policies and procedures (*Education Code* sections 200; 233; 48900.3; *Penal Code* sections 422; 422.6; 628)

6. **Communicate the safety plan to the public** *(Education Code* sections 35294.2[e]; 35294.8[b]). Keep the updated plan available for public inspection.
   - Present the safety plan in school board meetings, at parent-teacher meetings, to the student council, and at Back-to-School night.

7. **Evaluate your progress and revise the plan** *(Education Code* Section 35294.2[e]. Get needed approval from the district or county office—*Education Code* Section 35294.8[a]).
   - Monitor the implementation of the plan.
   - Determine if goals are being achieved! Are you getting results?
   - Reassess your safe school vision, committee members, and priorities yearly.
   - Report on the status of the school safety plan in the annual School Accountability Report Card.

Step 1

Safe School Work Sheet 1-1

Identify your safe school planning committee members.

(*Education Code* sections 35294.1[b][1–4], 35294.2[d], 52852)

1. "Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to Section 52012 or 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. . . . may delegate this responsibility to a school safety planning committee . . ." (*EC* 35294.1[b]; 35294.1[b][2])

   q Separate safety committee?—or—

   q Subcommittee of existing school, district, or county committee?

   If a subcommittee, did we add members listed in 2 below? _____

2. *Who did we include to represent stakeholders* (or *add* to a safety subcommittee of the existing school planning committee)? See Chapter 4.

   Who is on our safe school planning team?

   School Planning/Restructuring Committee Representatives

   q School site council _____
   (*Education Code* sections 35294.1[2], 35294.2[d])

   q Title IV advisory council _____
   (IASA/SDFSC Section 4115 or DATE (drug, alcohol, and tobacco education)

   q District office programs (e.g., categorical programs director; Title IV coordinator; prevention coordinator; grant writer; business officer; risk manager) _____

   School Stakeholders

   q Teachers_____

   q Support staff_____

   q Counselors _____

   q Administrators_____

   q Parents_____

   Student Representatives

   q Male, female_____

   q Racial/cultural groups_____

   q Social groups _____

   q Grade representatives_____

Law Enforcement

q Sheriff, police _____

q Juvenile courts _____

q Probation_____

q Other _____

Health and Human Services

q Healthy Start coordinator_____

q After-school coordinator_____

q County mental health agency _____

q Other _____

Local Government

q City manager's office _____

q Parks and recreation _____

q Fire department _____

q Other _____

Local Businesses

q Chamber of commerce _____

q Rotary/service clubs_____

q Media_____

q Other _____

Local Nonprofits (e.g., Boys and girls clubs, scouts, service clubs)

q Group: _____

q Group: _____

Parents, Clergy, Other

q PTA _____

q Other _____

q Other _____

3. *Does the membership of our committee represent the ethnic, cultural, and economic backgrounds of all the people in our school community? If not, which groups are not represented?*

_____

_____

4. *How will we make sure each committee member has an equal opportunity to participate?*

q What barriers to participation (might) exist for any of the people or groups on our team?

_____

_____

q How will we overcome existing participation barriers—especially those for student and parent members? _____

_____

Safe School Work Sheet 1-1 (Continued)

- q Will we use a trained meeting facilitator for the first meeting? _____
  Each meeting? _____
- q Do we have surveys to determine the areas of greatest concern? _____
  (Ex.: See Appendix G.)

5. *How have we established ongoing communication?*
   - q Meeting notices are available by (check all that apply): mail _____ Web posting _____
     e-mail _____ intranet _____ other _____
   - q Minutes are posted in prominent places, and comments are solicited:
     on school bulletin boards _____ in district newsletters _____ on Web _____
     other _____
6. *Have we provided team members with meaningful roles? Work Sheet 1-2 is provided as a guide.*

Include a narrative or list of your safe school committee members, their titles, and organizations in your safe school plan.

Step 1

Safe School Work Sheet 1-2

Sample Safe School Committee Tasks

List the committee members' names or initials in the appropriate boxes. Make sure the workload is shared.

	Members							
Task	*Students*	*Parents*	*Admin-istrators*	*Teachers; support staff*	*Law enforcement*	*Business*	*Community agencies*	*Other*
Administrative Tasks								
Meeting minutes								
Meeting notices								
Liaison: School improvement plan								
Liaison—Healthy Start								
Other								
Data-Gathering Tasks—Present summaries to the committee.								
API (test scores)								
CSSA data								
Student/staff surveys								
Healthy Kids surveys								
Community crime data								
Suspension, truancy, a.d.a.								
Resources—Work Sheet 3-3								
Other								

Safe School Work Sheet 1-2 (Continued)

	Members							
Task	*Students*	*Parents*	*Admin-istrators*	*Teachers; support staff*	*Law enforcement*	*Business*	*Community agencies*	*Other*
Planning Steps—Prepare drafts for the committee to consider.								
Vision								
Goal(s)—Component 1								
Goal(s)—Component 2								
Activities—Component 1								
Activities—Component 2								
Budgets								
Timelines								
Other Tasks								

Step 2

Safe School Work Sheet 2-1

Create a vision of your school as a place where students are safe to learn. Create a mission statement to relfect that vision.

1. *How will we involve all stakeholders in the discussion to establish a clear vision (see Fig. 5) of what we want to accomplish so that our school implements youth development research?*

   q Is the meeting place comfortable and conducive to group dialogue? Is it *accessible to* all stakeholders? Place: _____

   q Classroom style? q Theater style? q Other?_____

   q Time? (after working hours?) _____ Should we provide food? _____

   q Is a translator available for non-English-speaking members? Who? _____ Cost? _____

   q Is enough time set aside for members to get acquainted (at least one-half day)? _____

   q Did we give adequate notice for the meeting? Sent by (date) _____

   q Did we include planning materials and the agenda (included map and information about child care and food if provided?) _____

   q Is child care provided? By whom? _____ Where? _____ Cost? _____

   q Do we need a trained facilitator to guide the vision development session? Who? _____ Cost? _____

   q Will we use materials such as "The Top 10 Things Youth Need from Adults" (Fig. 3); "The Benefits of Safe School Planning" (Fig. 4); *Getting Results* or other research on effective practices? What?_____

   q Should we provide the results of surveys (Appendix G of *Safe Schools Planning Guide*; Healthy Kids survey) that reflect student and staff perceptions of our school's safety? Which instrument(s)? _____ When administered? _____

   q Do we need chart paper, pens, writing pads, or other visual aids? (See Chapter 4.)

   _____

   Our vision statement is:

Safe School Work Sheet 2-1 (Continued)

2. *Does our mission statement reflect the vision and connect school safety with academic success?*

   q Does it acknowledge that *feeling* and *being* safe at school are both necessary for students to succeed?

   q Does it refer to a caring community in which each member is valued and acknowledged?

   q Does it emphasize relationships as a way to ensure that every student receives support and motivation to achieve their highest potential?

   _____

   q Does it refer to high academic standards and the support needed for achieving them?

   _____

   Our mission statement is:

3. *Are our safe school vision and mission statements (check all that apply) the same as _____, reflected in _____, or compatible with _____ our school's mission and vision statements? Other comparisons might include:*

   q School improvement plan?

   q IASA, Title IV, SDFSC prevention planning? (See *Getting Results,* Part I, p. 23.)

   q Grant applications?

   q Other

Include your school's mission statement in your safe school plan.

The school's mission statement should reflect the context in which the school and district wish academic learning to take place. For instance, the phrase "To learn in a safe and secure environment free of violence, drugs, and fear" enhances the school's legal position to create and enforce policies promoting a safe, caring, and disciplined school climate. A statement of this nature can markedly increase the validity and credibility of the district's efforts to create and preserve a safe environment.

—Ronald D. Stephens, National School Safety Center, *<http://www.nssc1.org/>*

Step 2

Figure 3

The Top 10 Things Youth Need from Adults

In April 2000, more than 500 young people came together for four days at the Teenwork Institute (<*http://www.teenwork.com/*>). They worked with adult partners to identify the top ten things youth need from adults:

1. Get to know us! Don't make judgments or stereotypes, based on first impressions.
2. Recognize our wisdom and treat us with respect. Trust us to try it on our own.
3. Believe in us and never, ever give up on us.
4. Provide help, support, and guidance with patience, care, and love.
5. Listen. Value youths' opinions and feelings. Be our advocate and ally.
6. Be positive role models. Be trustworthy, honest, fair, and dependable.
7. Provide job opportunities!
8. Make time for us.
9. Work with us in partnership. Have fun with us and teach us what you know.
10. Provide a range of opportunities that are safe, playful, and help us make a difference.

Step 2

Figure 4

The Benefits of Safe School Planning

1. *The safe school plan will assist in raising test scores.*
   - q Creates a caring community in which students are encouraged to meet their potential
   - q Decreases discipline problems
   - q Increases time on task
2. *School safety planning will reduce staff burnout and turnover.*
   - q Minimizes disruptions and discipline problems that detract from teaching
   - q Creates a feeling of community
   - q Reduces stress by providing more adults to interact with students
3. *School safety planning will help school teams link many existing educational support programs and resources.*
   - q Helps the team identify existing programs
   - q Helps the school link with district and community resource partners
4. *The safe school plan will help schools compete for funding to address their educational and safe school needs.*
   - q Provides a tool for analyzing data about current conditions
   - q Helps schools identify programs and funds to address identified needs
5. *The safe school plan will increase the community's involvement and stake in the local school.*
   - q Broadens the team of people committed to safety
   - q Helps publicize both needs and successes
   - q Links the school to community partners and resources
6. *The safe school plan—now a required part of the yearly School Accountability Report Card—will help to show parents and the community that they have a successful neighborhood school that deserves their support.*
7. *Prevention programs initiated through a comprehensive safe and effective school plan will prove to be cost effective over the long run.*
   - q Decreases vandalism
   - q Decreases discipline problems
   - q Keeps students on a positive track toward a productive future

Step 3

Safe School Work Sheet 3-1

Gather and analyze data about your school and its community.

(*Education Code* Section 35294.2[a][1]; *Penal Code* Section 628.2)

1. *Do we have a plan for gathering and reviewing existing data from the school, district, and community?*
   - q List data sources (see Work Sheet 3-2 and Chapter 4). Who will gather them? _____
     _____
   - q Date of the meeting when data summaries are due _____
   - q Meeting plan for how the data will be reviewed _____
2. *How do we plan to review existing financial, in-kind, and volunteer resources from the school, district, and community?*
   - q List financial resources (see Work Sheet 3-3 for a partial list). Who will gather them?
     _____
   - q Have we considered how to "partner" resources? (For example: SIP requires staff development *and* multicultural activities but provides no funding; AB 1113 and Title IV moneys can be used to meet requirements.) Other partnering options we could use are:
     _____
   - q Do we have a strategy for analyzing the results from Work Sheets 3-2 and 3-3?
3. *Does each team member have a meaningful role (see Work Sheet 1-2)?*
   - q CSSA data gathering/analysis: Who? _____ When? _____
   - q Student perceptions? Who? _____ When? _____
   - q Staff perceptions? Who? _____ When? _____
   - q Community perceptions? Who? _____ When? _____
   - q Law enforcement perceptions? Who? _____ When? _____
   - q Other committees and grant applications? Who? _____ When? _____
   - q Inventory of resources (Work Sheet 3-3). Who? _____ When? _____
   - q Comparison of California Healthy Kids Survey results to test scores?
     Who? _____ When? _____
   - q Comparison of school climate indicators (Work Sheet 3-2) with test scores (API)?
     Who? _____ When? _____
   - q Other _____ When? _____

Include a narrative in your safe school plan detailing what data sources were used, what the data tell about your school, and what is already in place.

Step 3

Safe School Work Sheet 3-2

Sample School Climate Data Summary

Data source (Chapter 4)	*What does it tell us about our school?*	*Areas of pride and strength*	*Areas we want to change*
CSSA (California Safe School Assessment)			
Office referrals: How many? Times of day? From whom? Specific students/groups?			
A.d.a., truancy, teacher attendance, suspensions, expulsions (fair; unbiased?)			
Community policing data: police reports, insurance claims, child abuse statistics, child protective services reports, etc.			
Title IV—(Ex: Which performance indicators did we identify on the Consolidated Application? Why?)			
The school improvement plan—areas of identified need			
California Healthy Kids Survey, modules A, C, F: Do we know when kids are most vulnerable and to what? How many need intervention, and what types of intervention are needed?			
Individualized student, staff, parent surveys (Appendix G): What makes students feel unsafe? What do students believe about our school and staff?			
Grant applications (Safe School Implementation—*Education Code* Section 35294.13) and entitlements. What did we identify as areas of need? Why? (See Work Sheet 3-3 for a list of our grants.)			
Other			

Step 3

Safe School Work Sheet 3-3

Putting the Puzzle Together

(Adapted from California Healthy Start, "Rolling in Resources," Chart 1)

Use the Healthy Start Funding Matrix: "Resources/Community Partners/Service Providers"[1] to fill in the boxes on the left-hand column with funding sources available in your school or district. Other sources of information include the California Department of Education's Web page on safe school grant sources;[2] a list of districts' fiscal resources;[3] and a database for funding received by counties.[4]

Services and supports; funding sources	*Facilities and equipment (including security technology)*	*Specialized personnel*	*Prevention curriculum materials*	*Staff training*	*Supplies*	*Other*
Mark resources as being: cash—$$; in-kind—IK; or volunteer—V; /P = parent; /S = student; /C = community						
Entitlements (List.)						
Grants (List.)						
Community resources (List.)						

[1] Download Healthy Start RFA *<http://www.cde.ca.gov/healthystart/hsrfa.htm>;* the funding chart is at the end.

[2] *<http://www.cde.ca.gov/spbranch/safety/prog_sum.html>*

[3] *<www.cde.ca.gov/sfsdiv/categorical>*

[4] *<www.adp.ca.gov/cf/dojpreventionsurvey/>*

Step 4

Safe School Work Sheet 4-1

Identify areas of desired change; set your major goals.

1. *Have we scheduled a meeting to discuss our school's safe school components based on the data and resources identified in Step 3?*

   q Meeting date _____ Place _____ Time _____

   q Team members who will analyze and report on Component 1 (Chapter 5; Work Sheet 4-2):

   q Team members who will analyze and report on Component 2 (Chapter 6; Work Sheet 4-2):

2. *Have we included time in the meeting to explore possible causes for safety concerns?*

   q Strategy for sharing results of Work Sheet 4-3:

   4 Meeting date _____

   4 Meeting facilitator _____

   4 Strategy _____

3. *What is our strategy for setting our priorities for action and developing our goals (Work Sheets 4-4 and 4-5)?*

   4 Meeting date _____

   4 Meeting facilitator _____

   4 Strategy _____

"School administrators tend to get not only what they expect and deserve, but also what they measure. When the district makes a conscious decision that safe and welcoming schools are a high priority and measures its progress by assessing aspects of school safety, that commitment provides the basis for the development of strategies to achieve this goal. Placing school safety on the educational agenda is a mandatory first step toward safer and better schools."

—Ronald Stephens, Web address (no. 1) (<*http://www.nssc1.org/*>)

Step 4

Safe School Work Sheet 4-2

Sample Review Matrix

Component 1. People and Programs *Our plan helps us to create a* caring and connected *school climate. (Chapter 5)*	*Highly developed*	*Partially developed*	*Not yet developed*	*Level of priority*
How well does our school:				
q Involve parents, students, and staff in making decisions, planning, and implementing programs?				
q Assess the important developmental assets of students and staff? (*Getting Results, Update 1*, p. 22):				
Support / Empowerment / Boundaries and expectations / Constructive use of time / Wellness and health / Positive values / Positive identity / Social competencies / Commitment to learning				
q Recognize and build on the cultural richness of our school community?				
q Provide ongoing training so staff can meet the unique needs of the student body?				
q Set high academic and behavior goals?				
q Improve curriculum and teaching practices?				
q Include health and resiliency curriculum?				
q Address multiple learning styles?				
q Promote caring, supportive relationships with students?				
q Provide opportunities for students to have meaningful participation in school *and* community service?				
q Emphasize critical thinking and respect?				
q Communicate clear standards and consequences that are consistently *and* fairly enforced?				
q Communicate procedures to report (anonymously) and deal with threats (*Education Code* Section 48900[a])?				
q Empower students to take responsibility for safety?				
q Train staff on bullying prevention and tolerance?				
q Provide training for students and staff on the dangers of drugs and alcohol?				
q _____				

Safe School Work Sheet 4-2 (Continued)

Component 2. Places *Our plan helps us create a physical environment that communicates respect for learning and for individuals. (Chapter 6)*	*Highly developed*	*Partially developed*	*Not yet developed*	*Level of priority*
How well does our school:				
q Maintain classrooms and grounds as pleasant places to meet and learn?				
q Make sure that the school is an important part of the community?				
q Share information about student crimes and truancy with nearby businesses and law enforcement?				
q Make the campus secure from criminal activity? (". . . the campus will be closed to outsiders, and access signs will be displayed prominently at entry points . . ." *Penal Code* sections 627.2, 627.6; *Education Code* Section 32211[e])				
q Limit places for loitering?				
q Monitor/supervise all areas?				
q Provide a pleasant eating area *and* healthy food?				
q Maintain clean and safe bathrooms?				
q Provide adequate lighting in all areas?				
q Provide students with current textbooks *and* materials?				
q Maintain a variety of sports facilities and equipment?				
q Provide a well-stocked library?				
q Communicate procedures for security, including a SEMS-compliant crisis response plan?				
q Deal with vandalism before students return to school?				
q Inventory, identify, and store valuable property?				
q Provide training for security personnel *and* staff? (*Education Code* Section 38001.5)				
q Engage students and the community in campus beautification projects?				
q Promote school and neighborhood watch programs?				
q Check that weapons and drugs are not on campus?				
q _____				
q _____				
q _____				
q _____				
q _____				
q _____				
q _____				
q _____				

Step 4

Summary Sheet: Areas of Desired Change and Action

Safe school component	*Areas needing improvement or change (from work sheets 3-2, 3-3, and 4-2)*	*Possible causes of safety concerns in these areas*	*Desired actions*
Component 1: People and programs (the school climate)			
Component 2: Places (the physical environment)			

The National Threat Assessment Center warns against overreliance on metal detectors, SWAT teams, profiles, warning signs and checklists, zero tolerance policies, and software. Instead, they emphasize the importance of listening to students, dealing fairly with grievances such as those about bullying, improving the climate of communication in school, keeping guns away from children, and investigating promptly and thoroughly when a student raises a concern. (*An Interim Report on the Prevention of Targeted Violence in Schools*. Washington, DC: U.S. Secret Service, National Threat Assessment Center, 1999. *<http://www.treas.gov/usss/index.htm?ntac.htmand1>*

Step 4

Figure 5

Sample Definitions of a Safe *and* Effective School

Vision

A powerful picture of the future; a picture or other ways of *seeing* a situation that does not yet exist. Visual (word) pictures of your school as you want it to be—what do you want *for your kids?* Use *nouns* to paint your *picture.*

Example: Our school is a safe place where our caring and encouraging spirit results in the highest academic achievement in the state.

Mission

A statement of charge or purpose; *how we will get there.* Use *verbs* to describe *how* you will realize your vision.

Example: Our school is a place where students feel safe and where they are respected and valued as contributing members of a community that supports lifelong learning.

The Action Plan

Puts programs and people together to begin achieving the vision and mission. An action plan includes *goals*, *objectives,* and *activities*:

Goal(s)—Define broad focus areas that will help to achieve the mission. Develop goals for both components of a safe and effective school.

Example: Component 1: Our school is a place where each student is encouraged as an individual with talents and strengths who contributes to the smooth functioning of the school.

Example: Component 2: Our school has the best academic, sports, and performing arts facilities in the community, and it is a place where students are protected from harm.

Objectives—Are *measurable* strategies showing *what* will happen to accomplish the goal.

Example: Component 1: As a result of training on assigning meaningful roles, student attendance will improve by 20 percent in the second term.

Example: Component 1: As a result of training on classroom management, teachers will make 10 percent fewer discipline referrals in the second term.

Example: Component 2: By November, we will reduce the number of unauthorized people on campus by 90 percent.

Example: Component 2:

By _____, we will open our expanded library/technology center.

Activities—Are *specific* about *who, what, when,* and *where.* Think of them as the "to do" *list.*

Example: Component 1: Staff will attend the district's August training on organizing classroom tasks using student helpers.

Example: Component 1: The principal will contract with a trainer for a September staff workshop on teaching students *how to behave.*

Example: Component 2: By August 30, the office staff will have a procedure for checking-in all visitors, assigning them ID badges, and training hall monitors to check unauthorized visitors.

Example: Component 2: Beginning in October, the principal and staff will conduct monthly planning meetings with the community to get ideas for the design and use of the new library and technology center.

Step 4

Safe School Work Sheet 4-4

Developing Our Goal(s)

SUMMARY: After analyzing our data and resources, our review matrix, and our major areas of desired change, our priorities for action are:

1.

2.

3.

4.

Our overall goal(s) for the _____/_____ school year is (are):

Component 1:

Component 2:

In your safe school plan, include a narrative summary of:

- Areas of pride and strength (list by Component 1 and 2)
- Areas you wish to change (list by Component 1 and 2)
- Analysis of how the data, needs, and perceptions about the school's safety determined the goals (*EC* 35294.2[a][1])
- Stated goals for the school year that address each of the two safe school components for "a safe and orderly environment conducive to learning at school" (*EC* 35294.2[a][2][H)

Step 5

Safe School Work Sheet 5-1

Select and implement strategies for both safe school components.

(*Education Code* Section 35294.2[a][2])

Step 5 is mandated by *Education Code* Section 35294.2(a)(2)—"Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following . . ." Policies are listed on Work Sheet 5-3 and Work Sheet 5-4, and a sample action plan for Component 1 appears in Figure 6.

Before you choose strategies and programs, use Work Sheet 5-2 to help your team compare the data you gathered and the goals you set with potential programs and strategies that have been tested for effectiveness. *Note:* You *do not* need to fill in every box on the Effective Practices Checklist. It is a *guide* to help you determine whether any of the research-based programs would meet the needs you identified in Step 4.

When you have an idea of the types of strategies that will help you meet your goals, *complete work sheets 5-3 and 5-4:*

- q *Develop measurable objectives* to achieve the planning goals for both components.

  (What *results* will we see? What will be different? By *when?* For example, list the decrease you will see in discipline referrals, *not* the number of students who participate in the program.) Make the objectives compatible with the performance indicators required under the Consolidated Application for every SDFSC-funded local educational agency (LEA).
- q *Identify activities* to accomplish each objective (first review Work Sheet 5-2).
- q *Assign responsibilities,* and *create a timeline,* including completion dates.
- q Develop evaluation goals, strategies, and timelines.

Figure 6 provides a sample high school action plan for Component 1.

If you need more ideas about violence prevention programs that work, refer to Chapter 2.

After completing the work sheets in Section 5, provide a narrative, graph, timeline, diagram, or list that includes the objectives it will take to meet each goal; person(s) responsible (name, title, and organization); activities this person(s) will undertake to complete the objective(s); and a timeline showing when and how the success of this year's goals will be evaluated. *("Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include . . ." [the policies and procedures listed in EC 35294.2(a)(2)])*

Step 5

Safe School Work Sheet 5-2

Effective Practices Checklist

The following chart lists research-based violence prevention programs that show promising results. Compare your areas of desired change with these programs to see if one might help, but be sure to research it to see if it is appropriate for your students (see Work Sheet 5-2, Part III).

Research-based violence prevention practices	*What area of desired change would it address?*	*How will we know if it would work for our students?*
Prevention Strategies That Work[1] —Component 1		
Class-size reduction, K–1 (p. 63, OJJDP)		
Continuous-progress instructional strategies (p. 64, OJJDP). Students proceed through a defined hierarchy of skills and are tested for mastery before advancing to next skill set.		
Cooperative learning (p. 64, OJJDP)		
Tutoring (p. 65, OJJDP)		
Computer-assisted instruction (p. 65, OJJDP)		
Grouping of elementary students by ability within classes (p. 63, OJJDP)		
Nongraded elementary schools (p. 63, OJJDP)		
Classroom behavior-management techniques (pp. 64, 66, 67–69, OJJDP)		
Monitoring *and* reinforcement of the requirements of school attendance, academic progress, and school behavior		
Parent training (pp. 84–86, OJJDP)		
Family counseling (pp. 88–90, OJJDP		
Youth employment and vocational training programs with intensive education components (pp. 102–109, OJJDP)		
Youth development (resiliency) focus		

[1]*Guide for Implementing the Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention (OJJDP), 1995, p. 127. <*http://www.ojjdp.ncjrs.org/index.html* >

Safe School Work Sheet 5-2 (Continued)

Research-based violence prevention practices	*What area of desired change would it address?*	*How will we know if it would work for our students?*
Promising Practices in Violence Prevention[2]		
Structured positive playground activities (p. 63, OJJDP)		
Consultation for schools on applied behavioral analysis; positive reinforcement, reduction of punishment, behavior management, skill-based learning (p. 67, OJJDP)		
Appropriate placements for disruptive secondary school students (pp. 70–72, OJJDP)		
Conflict resolution and violence prevention curricula (pp. 72–77, OJJDP)		
Peer mediation (pp. 77–78, OJJDP—*Note:* Peer counseling is different; see p. 79, OJJDP.)		
School organizational structure/classroom management (pp. 79–84, OJJDP; bullying prevention, p. 80)		
Mentoring relationships that include behavior management techniques (pp. 90–95, OJJDP)		
After-school recreation (p. 95, OJJDP)		
Gang-prevention curricula (pp. 96–100, OJJDP)		
Gang crisis intervention and mediation (pp. 96–100, OJJDP)		
Youth service programs (pp. 100–102, OJJDP)		
II. Promising Prevention Strategies—Component 2		
Installation of security equipment in schools (p. 117, OJJDP)		
Intensified motorized patrol of school grounds (p. 118, OJJDP)		
Interrogations by police officers of suspicious persons in the vicinity of the school (p. 120, OJJDP)		
Community policing (p. 120, OJJDP)		
Neighborhood block watch (p. 124, OJJDP)		
III. Criteria for Evaluating Programs[3]		
The program is based on theory that is accepted by experts in the field.		
The theory provides a logical explanation of why the program should work.		

[2]*Guide for Implementing*, p. 128; *Getting Results*, Part I, p. 53.
[3]*Guide for Implementing*, p. 62; *Getting Results*, Part I, p. 35.

Safe School Work Sheet 5-2 (Continued)

Research-based violence prevention practices	*What area of desired change would it address?*	*How will we know if it would work for our students?*
The program produced the desired changes in the target population.		
The research was conducted by reputable researchers and published in a reputable journal.		
The study used a rigorous evaluation design.		
The study shows no negative effects.		
The study was replicated at more than one site.		
In the study, the school staff was responsible for implementation.		
The students in the study were similar to students in our district.		
The program appears to be cost effective.		

"Aggressive and nonaggressive youth do differ . . . in their approval of violence. Curriculum intervention might be more successful if nonviolent beliefs and attitudes were the primary emphasis."[4]

[4]*Guide for Implementing*, p. 77; *Getting Results,* p. 52.

Step 5

Figure 6

Sample Action Plan for Component 1: People and Programs

Mission Statement: **Hoover (Herbert) Senior High School's PLUS (Promoting Learning, Unity, and Success).** *Hoover Senior High School* (*Glendale, California*) *is a safe, caring, humanistic and respected place of learning. Our mission is to develop in students an awareness of their responsibilities to become productive, contributing members of society who work enthusiastically toward their full potential.*

Goals and Objectives

The goals and objectives of the project are in complete alignment with the goals and objectives of Glendale Unified School District and the state of California. It is our intent that by the end of three years, we will have raised the following achievement scores by a minimum of 20 percent as compared to the 1999/00 baseline scores.

Goal One: By June 30, 2003, all students will improve academically and behaviorally.

- There will be a 20 percent improvement in the number of high school students scoring at or above the 50th percentile on the *Stanford-9* in reading, math, and language arts as compared to the May 1999 *Stanford-9*.
- The number of fights, suspensions, and/or expulsions will be at least 50 percent less than in the 1999/00 baseline data.

Goal Two: Meeting challenging state standards

By June 30, 2003, all students will meet challenging state standards and work toward admission to postsecondary institutions. The school will meet the requirements of the state standards in all areas, but specifically in the areas of English and math as measured by a pre-/post- comparison of student achievement.

Besides needing to change the behavioral culture of the school, staff is aware that additional services are needed so that all students receive appropriate language support(s) to become proficient in meeting the state standards. Students scoring below the 29th percentile on the *Stanford-9* will take both a language arts and reading class. All English-language learners (ELLs) will take two reading/language classes and be expected to take an additional language class during their summer breaks to meet CSU entrance requirements. Students reading above grade level will take one language arts class and can elect to take a second class in *PSAT* preparation and/or for enrichment. We expect the following:

- The number and percentage of students who enroll in and complete the A-G college preparatory requirements with a C or better will be 20 percent greater than the number completing classes during the 1999/00 school year.
- There will be a 10 percent improvement in the number of high school students that take the *SAT* exams and a 10 percent improvement on their combined verbal and math scores as compared to the 1999/00 baseline year data.
- 60 percent of all 9th graders in the class of 2003 will take and pass the *High School Exit Examination (HSEE)* by June 2002; 80 percent of all 9th graders in 2003 will pass the *HSEE* by June 2003; and 95 percent of all 9th graders will pass the *HSEE* by June 2004.

Figure 6 (Continued)

Goal Three: Curriculum and instructional practices. Year One—9th Grade Course of Study

Below grade level		*Students at grade level or above*
9th Grade English	ELL 1, 2, 3, 4	Honors English/English
Literacy for Success	ELL 1, 2, 3, 4	Foreign Language
Algebra	Algebra	Algebra/Geometry
Health/Guidance/AVID/Tech Skills	Health/Guidance/AVID/Tech Skills	Health/Guidance/AVID/Tech Skills
Science/Foreign Language	Science/Foreign Language	Science/Foreign Language
Physical Education	Physical Education	Physical Education

In addition, all 9th graders will take a two-week segment in AVID (Advancement Via Individual Determination) study skills, including Cornell note-taking, test-taking techniques, outlining and summarizing as part of their guidance class. Career and college guidance will continue in the 10th, 11th, and 12th grade social science classes. Students will revise their academic plans yearly.

Student support

- All 9th grade students will develop a four-year academic plan leading to meaningful postsecondary education. At the end of each quarter, students at risk of not passing classes will be diagnosed by the academic counselors as to their area(s) of deficiency(ies) and programmed into tutoring and/or mentoring programs specific to their area(s) of need.
- All ELL students will take an additional English-language course. The regular academic curriculum will add character and ethics materials into the guidance curriculum to include materials from The Anti-Defamation League, World of Difference Curriculum and Resolution Training and materials developed by the City of Glendale.

Goal Four: Professional development activities

All advisors, grades 9–12, will receive training in Literacy for Success, Conflict and Anger Management and the California Writing Project. Training for some of these workshops will be presented by the Anti-Defamation League and the Glendale Criminal Justice Department.

All teachers will receive training in a variety of professional development techniques to enable them to improve student achievement and access to college. Some of these include:

- Training in curriculum alignment, developing standards-based units, and assessment techniques
- Training in AVID methodologies for all high school guidance and 9th grade teachers
- Training in integration of curriculum and technology for language arts and math teachers

Parent support

- Expand the parent center at Hoover High School with career, financial aid, school activity calendars, lists of resources available at school, such as tutoring, ways to get involved in your child's education, conflict management and parenting classes and other pertinent information.
- Orientation, newsletter, and special programs for all parents of students in grades 9–12 about the PLUS program.

Governance team

- The governance team will meet quarterly to review progress and process and examine student data.

Figure 6 (Continued)

Timeline of Major Activities

Activity		*2000*			*2001/2002*				*2002/2003*				*2003/2004*			
Select students for six families.	**A, D, E**	X	W	S	X	X	W	S	X	X	W	S	X	X	W	S
Select camp teachers, trainers, other staff.	**A, D, E, J**	X			X	X			X	X			X	X		
Establish families.	**A, B, C, D**	X				X				X				X		
Begin leadership camps.	**A, B, C, D, F**	X				X				X						
Train H.S. seniors and community personnel.	**A, B, D, H**		X		X	X			X	X			X	X		
Hold weekly student advisory meetings.	**B, C**	X	X	X		X	X	X		X	X	X		X	X	X
Conduct monthly family activities.	**A, B, C, D, H**			X		X	X	X		X	X	X		X	X	X
Collect baseline data.	**G, J**	X														
Monitor student progress.	**A, B, C, D, F**	X	X	X		X	X	X		X	X	X		X	X	X
Hold quarterly governance meetings.	**A, B, D, E, G, J**		X	X		X	X	X		X	X	X		X	X	X
Evaluate/review/modify program.				X		X	X	X		X	X	X		X	X	X

Funds to support implementation

The assistant principal in charge of the 9th grade will be responsible for coordination and the project budget. This assistant principal is paid for out of the district General Fund. In addition, the co-principal of instruction will coordinate the staff development opportunities. The state SB 1882 (staff development funds), CAPP (California Academic Partnership Program), and District Buy Back day funding will be used for staff development in the state content standards, literacy and writing strategies. In addition, Hoover will participate in a recently awarded Title VII grant which will focus on improving the achievement of limited-English-proficient students through learning communities. This program will provide training to the family leaders and advisors. Title I funds will continue to support the expansion of the AVID program. Title I funds will pay for training in conflict and anger management for individual advisors, students and community personnel. Title I and EIA/LEP will support the program through the established Parent Academy program, which is in its third year at Hoover. Parents attend monthly Saturday parent workshops, weekly parent support meetings, and daily parent education classes which focus on the teaching of English as a second language. A full-time instructional specialist funded through Title I and EIA/LEP will work with the project director and family leaders to provide additional support to students in need of a variety of interventions (parent support activities, referrals to outside mental health agencies and/or Healthy Start). It is the goal of the administration of Hoover High School to maximize the funding sources of the school in order to meet the needs of the students, staff and parents in this program.

Evaluation

An outside evaluator/consultant will be hired to assist with program management, formative and summative evaluation.

Step 5

Safe School Work Sheet 5-3

Action Plan for Component 1

Component 1. People and Programs—Create a "*caring and connected*" school climate. See Chapter 5. (Part 1 of the "safe and orderly environment" requirement of SB 187 [*Education Code* Section 35294])

Goal(s): What broad area will we focus on *in the near future* to accomplish our mission and vision?

Objective 1-1: What measurable *results* will show us that we are meeting our goal? *When* will we see them? *How much* change do we want to see? *Who* is responsible?

Related activities:

Resources needed:

Person(s) responsible for implementation:

Timeline for implementation:

Objective 1-2: What measurable *results* will show us that we are meeting our goal? *When* will we see them? *How much* change do we want to see? *Who* is responsible?

Related activities:

Resources needed:

Person(s) responsible for implementation:

Timeline for implementation:

Objective 1-3: What measurable *results* will show us that we are meeting our goal? *When* will we see them? *How much* change do we want to see? *Who* is responsible?

Related activities:

Resources needed:

Person(s) responsible for implementation:

Timeline for implementation:

Budget:

Personnel:

Materials:

Training:

Administration:

Evaluation:

Other:

Safe School Work Sheet 5-3 (Continued)

Evaluation criteria and timeline:

Checklist before completion: Are each of the following policies attached, and did we address school's procedures for complying with existing laws related to school safety?

- q Child abuse reporting—(*Education Code* Section 35294.2[a][2][A]) and *Penal Code* sections 11165.7[a]; 11165.14; 11166)
- q Suspension and expulsion policies—(*Education Code* sections 35294.2[a][2][C]; 48900–48926)
- q Procedures for notifying teachers about dangerous pupils—(*Education Code* sections 35294.2[a][2][D]; 49079)
- q Sexual harassment policy—(*Education Code* sections 35294.2[a][2][E]; 212.5)
- q Schoolwide dress codes prohibiting gang-related apparel—(*Education Code* sections 35294.2[a][2][F]; 35183[a][2]; 48950)
- q Procedures for safe ingress to and egress from school—(*Education Code* Section 35294.2[a][2][G])
- q Procedures to ensure a safe and orderly environment—(*Education Code* Section 35294.2[a][2][H])
- q Rules and procedures on school discipline—(*Education Code* sections 35294.2[a][2][I]; 35291; 35291.5)
- q Hate crime procedures and policies (*Education Code* sections 200, 233, and 48900.3 outline the policies and procedures schools must follow in addressing hate violence. California *Penal Code* sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95, and 628 (Title 11.6, Civil Rights) define hate-motivated crimes.

Did we address:

- q Procedures adopted under SDFSCA (USDOE Principles of Effectiveness, *Safe Schools: A Planning Guide for Action*, pp. 3 and 4)?
- q Parent and family involvement?
- q Evaluation?
- q Family services?
- q Classroom management?
- q Bullying prevention?
- q Social and recreational programs?
- q Staff development?
- q Guidance and counseling?
- q A youth development focus consistent with research? (See Chapter 2.)
- q Curriculum?
- q Tolerance, diversity, and multicultural education?
- q Other:

How will we know if our action plan is effective? Consider the following ways to measure effectiveness:

q Test results: Baseline _____ change _____
By (date) _____ Person/group responsible:

q Surveys: Baseline_____ change _____
By (date) _____ Person/group responsible:

q CSSA data (list which areas and targeted change)
Baseline _____ change _____
Baseline _____ change _____
By (date) _____ Person/group responsible:

q Healthy Kids Survey (areas and targeted change)
By (date) _____ Person/group responsible:

Step 5

Safe School Work Sheet 5-4

Action Plan for Component 2

q Other:

Component 2. Place—Create a *physical environment* that communicates respect for learning and for individuals. See Chapter 6. (Part 2 of the "safe and orderly environment" requirement of SB 187 [*Education Code* Section 35294])

Goal(s): What broad area we will focus on *in the near future* to accomplish our mission and vision?

Objective 2-1: What measurable *results* will show us that we are meeting our goal? *When* will we see them? *How much* change do we want to see? *Who* is responsible?

Related activities:

Resources needed:

Person(s) responsible for implementation:

Timeline for implementation:

Objective 2-2: What measurable *results* will show us that we are meeting our goal? *When* will we see them? *How much* change do we want to see? *Who* is responsible?

Related activities:

Resources needed:

Person(s) responsible for implementation:

Timeline for implementation:

Objective 2-3: What measurable *results* will show us that we are meeting our goal? *When* will we see them? *How much* change do we want to see? *Who* is responsible?

Related activities:

Resources needed:

Person(s) responsible for implementation:

Timeline for implementation:

Budget:

Personnel:

Materials:

Training:

Administration:

Evaluation:

Other:

Safe School Work Sheet 5-4 (Continued)

Evaluation criteria and timeline:

q **Did we address crisis response?** See Work Sheet 5-5 and Figures. 7, 8, and 9.

"Develop disaster response procedures, routine and emergency . . ." (*Education Code* sections 35294.2 [a][2][B]; 35295–35297). School districts and sites must use SEMS (see figs. 7 and 8) or risk losing state assistance for emergency response–related personnel costs following an emergency declared by the state (*Government Code* sections 8607 and 3100). If you need assistance, contact your regional SEMS expert:

q **Coastal Region:** 1300 Clay Street, Suite 400, Oakland, CA 94612; telephone (510) 286-0895

q **Inland Region:** 2800 Meadowview Road, Sacramento, CA 95832; telephone (916) 262-1772

q **Southern Region:** 11200 Lexington Drive, Building 283, Los Alamitos, CA 90720-5002; telephone (562) 795-2900

How will we know if our action plan is effective? Consider the following ways to measure effectiveness:

q Incidence reports: Baseline _____ Change _____

By (date) _____ Person/group responsible:

q Vandalism repairs: Baseline _____ Change _____

By (date) _____ Person/group responsible:

q Student and staff surveys (list which areas and targeted change)

Baseline _____ Change _____

Baseline _____ Change _____

Baseline _____ Change _____

By (date) _____ Person/group responsible:

q Police logs (areas and targeted change)

Baseline _____ Change _____

Baseline _____ Change _____

Baseline _____ Change _____

By (date) _____ Person/group responsible:

q Other:

Step 5

Figure 7

What Is the Standardized Emergency Management System?

SEMS Regulations; *Title 19, California Code of Regulations*, Division 2, Office of Emergency Services

The following description of the Standardized Emergency Management System (SEMS) and the "Incorporate SEMS into Your Preparedness Planning" chart (Fig. 8) are taken from *Managing a School Crisis Using the Standardized Emergency Management System, SEMS: An Administrator's Guide to Complying with California Government Code Section 8607*.[1]

SEMS is a management model used to centralize, organize, and coordinate a school's response to an emergency. This model facilitates the flow of information and resources and the use of standardized terminology and assignments, while allowing you the flexibility to expand or contract your operations, depending on the scope of the incident.

In order to comply with SEMS, you must do the following:

1. Organize and manage your response to an emergency using the Incident Command System (ICS). ICS is how SEMS is carried out in the field (i.e., at the school site). To facilitate the ICS, assign staff responsibilities according to the five SEMS functions:
   - Command/management
   - Operations
   - Planning
   - Logistics
   - Finance/administration
2. Set up an Emergency Operations Center (at the district level) or an Incident Command Post (at the field or school-site level) when an emergency occurs.
3. At the minimum, coordinate your activities with your school district, the city that your campus is located in, and the operational area (i.e., county government) to have multiple agency coordination.
4. Incorporate SEMS in your school's emergency crisis training and exercises.
5. Document your use of SEMS.

Schools that comply with SEMS may request reimbursement from the state for disaster-related personnel costs when a state of emergency is declared.

[1] Los Angeles County Office of Education, Safe Schools Center Web site <http://www.lacoe.edu/dsss/>. Scroll through the guidebooks and select *Managing a School Crisis* (PDF/7.1 MB). Acrobat Reader can be downloaded from the Web page.

Step 5

Figure 8

Incorporate SEMS into Your Preparedness Planning, Training, and Exercises

Developing comprehensive plans, preparing your campus, training your students and staff, and exercising your emergency procedures is an ongoing process. Check with your local office of emergency services for a listing of organizations and agencies that specialize in SEMS.

	SEMS preparedness planning phases
Mitigation	Mitigation involves taking necessary actions, before an emergency, to minimize or reduce potential losses. SEMS planning considerations include: • Assessing existing or potential hazards on and off campus • Identifying nonstructural hazards on campus and developing a plan of action to address the hazards
Preparedness	Preparedness includes those activities taken in advance to ensure that your students, faculty, staff, and campus will survive an emergency with minimal risk of injury and damage to property. Planning considerations include: • Establishing an emergency crisis response team • Preparing a written site-specific emergency crisis plan that addresses all hazards and complies with current law • Updating the plan and providing frequent opportunities to test and exercise emergency procedures • Educating the students, faculty, staff, and community about the plan • Acquiring emergency equipment and supplies • Establishing a mental health intervention team
Response	Response planning involves those actions that are directly and immediately associated with ensuring the health and safety of students, faculty, and staff and the protection of property. Planning considerations include developing procedures for: • Evacuating buildings and the school campus if necessary • Releasing students • Initiating search-and-rescue efforts • Handling triage, medical aid, and mental health emergencies

Figure 8 (Continued)

SEMS preparedness planning phases	
Recovery and Reconstruction	Planning for recovery and reconstruction involves having the necessary administrative systems in place to facilitate timely decision making and ensure detailed and comprehensive documentation of expenditures. It also includes providing support services, such as Critical Incident Stress Management (CISM), to everyone affected by the emergency (e.g., victims and emergency workers). Planning for recovery and reconstruction will minimize errors and delays and reduce the psychological and economic impacts to students and staff and minimize the financial impact to the campus. Planning considerations include: • Identifying contacts for support with Critical Incident Stress Management (CISM) • Establishing a recovery and reconstruction committee to oversee demolition, repairs, and rebuilding • Making plans to relocate classes and other academic business at an alternate location if necessary • Using a cost-tracking system that will delineate expenditures—both eligible and ineligible for government assistance—that are associated with the crisis.

Step 5

Safe School Work Sheet 5-5

Crisis Management Planning Checklist

The following checklist has been adapted from *School Emergency Response: Using SEMS at Districts and Sites* prepared by the California Governor's Office of Emergency Services <*http://www.oes.ca.gov/*>. Note: *Any crisis response plan you develop must be consistent with SEMS* (Standardized Emergency Management System)—Section 8607 of the California *Government Code* and the *California Code of Regulations,* sections 2400–2450.

Preparedness

The following checklist includes activities that, if conducted in advance, may ensure that students, faculty, staff, and the campus will survive an emergency with minimal risk of injury or damage.

q Do we have a disaster plan? Is it compliant with the five principles of SEMS? (See Fig. 7.) Has district legal staff reviewed the crisis response procedures and forms?

q Do we have policies and procedures for handling crisis situations:

___ Before they happen? ___ When they happen? ___ Postcrisis follow-up?

q Is the staff trained to respond to alerts for *lockdowns* and *evacuations?* (See Fig. 9.)

q Do we have an alternate site for evacuations that is secure and contained enough (e.g., enclosed by fences) to allow us to supervise the transitions of parent-student reunions or transfer of students to hospitals?

q Have members of the Crisis Response Team been trained to perform their roles and responsibilities relating to SEMS' principles (i.e., management, planning/intelligence, operations, logistics, and finance)?

q Have we conducted an inventory of the skills and needs of our staff? Have we conducted training in first aid, damage assessment, search and rescue, and fire suppression?

q Does our staff know the location of the main gas, electricity, and water shut-off valves? Who has been trained to check for damage and turn them off if the need arises?_____

q Have we made a list and a map of the location and availability of first aid and other emergency supplies?

q Is our staff aware of the fact that under *Government Code* Section 3100 they are disaster service workers? Do they know what this role entails?

q Do we have sufficient supplies—water, food, blankets, and so on—to handle emergency periods that may last up to three or four days?

q Is everyone aware of the location of primary evacuation routes and alternate routes? Have we planned practice evacuation drills?

q Does our team have a police liaison?

q Does the team have a media liaison and plan for contacting media?

Safe School Work Sheet 5-5 (Continued)

- q Does the team have a working relationship with community service providers and a list of telephone numbers and contact persons?
- q Does the team have a telephone tree(s)?
- q Does our school have a designated space for service providers involved in crisis management and for community meetings?
- q Has the team created and printed forms to assist in crisis management?
- q Do we have a plan for emergency coverage of classes?
- q Does the team have a plan for how to alert staff?
- q Has the team established procedures for annual in-service training of new staff and update and review for all staff?
- q Is the team familiar with the procedures involved and the forms used in claiming disaster assistance from the state and federal governments?

Mitigation

What have we done to reduce our potential losses? Which of the nonstructural hazard mitigation measures below have been completed at our school? The following checklist can help the team assess the hazards at the school.

- q Are bookshelves, file cabinets, and freestanding cupboards bolted to the wall or arranged to support each other?
- q Have heavy items been removed from the tops of bookshelves and cupboards?
- q Have windows in the classrooms and other campus buildings been equipped with safety glass or covered with protective film?
- q Are partitions, ceilings, overhead lights, and air ducts secured to the structure of the buildings?
- q Have inventories been made of hazardous chemicals in areas such as the science building and maintenance shops?
- q Does our curriculum include an earthquake/disaster preparedness program?
- q Has our school developed programs for staff and parent groups to discuss the school's policies regarding student release versus a holding period, and the development of emergency plans for the home?
- q Does our school have a system for storing vital data and records? Are duplicate copies of important data stored in an off-site location?

Emergency Response

The following checklist provides emergency response needs during crisis situations.

- q Have staff and others been directed not to repeat information until verification is obtained?
- q Do we have a procedure for notifying the superintendent?
- q Do we have a system for convening the Crisis Response Team and reviewing duties?
- q Do we have a system for notifying staff, such as counselors, psychologists, and other social workers?
- q Do we have a system for announcing the time and place of emergency staff meetings?
- q Do we have a checkout procedure for releasing students to parents or designated responsible parties?
- q Do we have emergency sanitation procedures?
- q Have we assigned a spokesperson? Do we have a translator who can inform non-English-speaking parents and guardians?

Safe School Work Sheet 5-5 (Continued)

q Has a central emergency operations center (EOC), command post, or other central planning area been identified?

q Has the EOC been equipped with:

- Maps of the campus, facilities, and hazards in the area?
- Enrollment sheet for the current year?
- First-aid supplies and other tools necessary to manage the emergency response after a disaster?

q As needed, have we assigned team members and other staff to:

- Work with EMTs (emergency medical technicians) to identify students and get a list of hospitals with the names of students who were sent there?
- Supervise parent-student reunification (requires student emergency cards)?
- Supervise grounds?
- Direct media, politicians, and other nonemergency personnel to an alternate site (away from the emergency response area) and deal with their questions?
- Notify parents, support staff, and feeder schools?
- Provide support to staff?
- Collect student belongings?
- Other: _____.

Recovery

q Do we have a plan for a faculty meeting to update staff as soon as possible and to let them discuss feelings and reactions?

q Do we have plans to debrief with the Crisis Response Team as soon as possible?

q Do we have absentee policies for teachers/students after a disaster?

q Do we have a procedure for checking with families to see if it is acceptable to provide funeral information to others?

q Do we have a procedure for making a formal statement or announcement?

q Have we identified additional students, staff, and parents that are likely to be most affected by the news of the crisis, and assigned staff/community professionals to assist them?

q Do we have a procedure for assessing and communicating the need for additional community resources?

q Do we have a plan for absent, affected, or substitute teachers?

q Do we have a list of suggested readings for teachers, parents, and students on grief, suicidal ideation, and other post-traumatic stress reactions?

q After a disaster, do we have a plan to amend the crisis response procedures?

q Do we have an agreement with mental health organizations to provide counseling to students and their families after the disaster?

q Have we established alternative teaching methods for students unable to return immediately to classes (e.g., correspondence classes, tele-teaching, group tutoring)?

q Do we have a plan for conducting classes elsewhere if buildings are damaged (e.g., half-day sessions, alternative sites, portable classrooms)?

q Do we have a plan for helping students cope with feelings of loss, grief, and lack of control following a disaster? Do staff members have training to watch for potential suicidal tendencies?

q Do we have a plan to monitor crisis anniversaries (e.g., natural disasters, student suicides, other student deaths):

1. Local crisis anniversary:

   Event _____ Date _____

   Event _____ Date _____

   Event _____ Date _____

2. Regional crisis anniversary:

   Event _____ Date _____

   Event _____ Date _____

   Event _____ Date _____

3. National crisis anniversary:

   Event Santana High School shooting Date 3-5-01

   Event Oklahoma City bombing Date 4-19-95

   Event Columbine High School shooting Date 4-20-99

   Event _____ Date _____

Step 5

Figure 9

Procedures for Lockdown/Shelter in Place

Hoover Senior High School (Glendale, CA)

Students and staff at Hoover Senior High School helped develop the following procedures for a lockdown drill or actual event.

1. Staff in charge should lock the classroom doors, have students be silent, and stay inside the building and classroom until the "all clear" signal is given by public address announcement, switchboard notification, or designated "runner" from the administration. Immediately put a stop to any fooling around.
2. Do not call the office or switchboard unless it is absolutely essential to do so.
3. Use good and quick judgment—only admit a late student if he or she is enrolled in your class.
4. Do not admit anyone else into your room except an administrator or police officer.
5. Classes that are outside when the emergency (or drill) occurs need to first "shelter in place" by assembling together with the teacher and assuming a prone position. Then the class should move to a safe inside area at the direction of an administrator or police officer.
6. Security personnel will escort wandering or late students to the student cafeteria.
7. Stop all instructional or class activities immediately.
8. Turn off all classroom lights.
9. Close window blinds or shades, if applicable.
10. Direct students to assume sheltered positions so that the room looks empty. (Visualize how you would like the room to look if you were walking outside of it.)

Step 5

Safe School Work Sheet 5-6

Overall Timeline for Safe School Plan

Action plan objectives and activities	*Dates to be completed*												*Person(s) responsible*
	J	*A*	*S*	*O*	*N*	*D*	*J*	*F*	*M*	*A*	*M*	*J*	
Action Plan Objective #_____ Activities:													
Action Plan Objective #_____ Activities:													
Action Plan Objective #_____ Activities:													
Action Plan Objective #_____ Activities:													

Step 6

Safe School Work Sheet 6-1

Communicate the plan to stakeholders.

(a) Hold public meeting for input.

Education Code sections 35294.8(b) and 35294.2(e)

1. Have we considered using existing meetings to share the school safety plan?
   - q Student clubs, assemblies, other _____
   - q School board meeting (date) _____ (agenda item #) _____
   - q School site council meeting (date) _____ (agenda item #) _____
   - q PTA Back to School night (date) _____ (agenda item #) _____
   - q Other _____ (date) _____ (agenda item #) _____

2. How will we alert the public about the meeting?
   - q Flyers in students' home languages to each parent Mail _____ Other _____
   - q Announcements in school newsletter _____ Web site? _____ Other _____
   - q Letters to law enforcement, chamber of commerce, fire stations, other _____
   - q Media announcements
   - q Posters for safe school committee members to post in their respective agencies
   - q Other

3. At the meeting, how will we make sure the plan is presented in a way that all interested members of the community can understand?
   - q Handouts (consider languages):
   - q PowerPoint presentation
   - q Interpreters
   - q Handicapped access/sign language interpreters
   - q Other

4. How will we facilitate and record public input?
   - q Tape recorders _____ Transcribers _____
   - q Other

5. Do we have a list of meaningful roles for members of the public who express interest in being a part of the ongoing safe school process?
   - q Adult mentors _____ Hall monitors _____ After-school coordinators _____
     Other _____
   - q Team members (role _____)
   - q Other

(b) Keep updated plan available for public inspection.

6. How have we communicated the availability of the plan to the public? (*Education Code* Section 35294.2[e]: " . . . An updated file of all safety-related plans and materials shall be readily available for inspection by the public."

   q Announcement at the public meeting (agenda item #) _____
   Contact name _____
   Phone number _____ Place to review plan _____

   q Handout at public meeting
   Contact name _____
   Phone number _____ Place to review plan _____

   q Availability on Web site? URL _____
   Method for communicating URL _____

   q Notices
   School newsletter _____ Bulletin boards _____ Student council _____

   q Media announcements

   q Other _____

7. Do we have a procedure for school staff to use to respond to requests to review the plan?

   q Appointment necessary_____

   q Place to review the plan _____

   q Staff available to respond to comments _____

   q FAQ sheet? Developed by _____

   q Comment sheets if they have questions or suggestions _____

   q Other _____

8. Do we have a process for the committee to review any requests for information or suggested revisions to the plan?

   q Quarterly or semimonthly meetings

   q Intranet or Web postings—URL _____

   q E-mail notifications—By whom? _____

   q Other _____

In your safe school plan, include a narrative about how you provided an opportunity for public review and how the public can access or review the plan.

Step 7

Safe School Work Sheet 7-1

Evaluate and assess your progress.

"Each school shall adopt its comprehensive school safety plan by March 1, 2000 and shall review and update its plan by March 1, every year thereafter." (*Education Code* Section 35294.6[a]) ***Note:*** Each year the plan must be approved according to district- or county office–approved procedures (*Education Code* Section 35294.8[a])

1. Have we planned (quarterly) review meetings? How will we publicize them?
   - q 1st quarter meeting _____ Reminder by _____
   - q Time _____ Place _____ Facilitator _____
   - q 2nd quarter meeting _____ Reminder by _____
   - q Time _____ Place _____ Facilitator _____
   - q 3rd quarter meeting _____ Reminder by _____
   - q Time _____ Place _____ Facilitator _____
   - q 4th quarter meeting _____ Reminder by _____
   - q Time _____ Place _____ Facilitator_____
2. How will we gather and review new data from the school, district, and community (Chapter 4)?
3. Do we have a team or strategy for monitoring the plan's implementation?
   - q Committee members are assigned as liaisons to other school improvement teams.
   - q Subcommittees are assigned to review each action plan and its implementation.

   Component 1 _____

   Component 2 _____
   - q The date for the annual review meeting has been established. _____
   - q We have a strategy for conducting the review.
4. How will we reassess the safe school vision, committee members, and priorities *yearly*?
5. Is our safe school plan integrated into our School Accountability Report Card? (*Education Code* Section 35294.6(b)—"Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256").

Note: The California Department of Education's safe schools Web site (*http://www.cde.ca.gov/spbranch/safety/*) will post a model for including the safe school report in the annual School Accountability Report Card.

Describe your evaluation strategy for the safe school plan.

Step 7

Safe School Work Sheet 7-2

Evaluating and Assessing Progress

Action plan objectives and activities	*Dates to be completed*												*Person(s) responsible*
	J	*A*	*S*	*O*	*N*	*D*	*J*	*F*	*M*	*A*	*M*	*J*	
Action Plan 1 Evaluating activities:													
Action Plan 2 Evaluating activities:													

Figure 10

Your Safe School Plan

Now that your team has completed the seven planning steps for a comprehensive safe and effective school, you have the elements you need for developing your mandated safe school plan *and* for applying for many federal and state grants:

Safe school plan—required components	*Work sheets*
Include a narrative or list providing the names and titles of the planning committee members. ". . . in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process." *(EC* 35294)	Work Sheet 1-1
The school's mission statement (reflecting youth development)	Work Sheet 2-1
Provide a narrative explaining: a. Data sources the committee reviewed b. Conclusions the committee drew from the data	Works Sheets 3-2, 3-3
Include a narrative summary containing: • Areas of pride and strength (List by Component 1 and 2.) • Areas you wish to change (List by Component 1 and 2.) • Analysis of how the data, needs, and perceptions about the school's safety determined the goals (*EC* 35294.2[a][1]) • Stated goals for the school year that address each of the two safe school components for "a safe and orderly environment conducive to learning at school" (*EC* 35294.2[a][2][H])	Work Sheet 4-4
Provide a narrative, graph, timeline diagram, or list that includes: • Objectives it will take to meet each goal • Person(s) responsible (name[s] and title[s]) • Activities this person/persons will undertake to complete the objective(s) • When and how this year's goals will be evaluated for success "Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include . . . " [the policies and procedures listed in *EC* 35294.2(a)(2)]	Work Sheets 5-3 and 5-4 Action Plan for Component 1; and Action Plan for Component 2 Be sure to attach the policies listed in *EC* 35294.2(a)(2).

Figure 10 (Continued)

Safe school plan—required components	*Work sheets*
Provide timelines for meeting the goals and completing the activities.	Work Sheet 5-6 (also in Work Sheets 5-3 and 5-4)
Describe your method for communicating the plan to the public and keeping a copy on file (*EC* 35294.2[e] and 35294.8[b]).	Work Sheet 6-1
Describe your evaluation plan. "The comprehensive school safety plan shall be evaluated and amended, as needed, by the school safety planning committee no less than once a year . . ." (*EC* 35294.2[e])	Work Sheets 7-1 and 7-2 (also in Worksheets 5-3 and 5-4)

If your plan has been in existence for more than one year, you will need to provide a narrative summary of the evaluation results you have seen from year to year.

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