

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Office of Special Education and Student Services

Department of K-12 Educational Services

Safe Schools Plan

2011-2013

Directions:

Part One

Insert the school's vision and mission onto page 1 of the Safe Schools Plan. A sample has been provided.

Part Two

At a minimum, please select the "Drug and Alcohol Prevention" action plan from Component 1 (School Climate) and at least one action plan from Component 2 (Physical Environment)*. Schools may also develop additional action plans and re-number the final page.

Component 1 (School Climate) – select Drug and Alcohol Prevention

You may select Anti-Bullying and School-Wide Interventions in addition



Drug and Alcohol Prevention

Anti-Bullying

School-Wide Interventions

*Required for TUPE Grant
2010-2013.

Component 2 (Physical Environment) – select at least one



Emergency Radio Communication System Practice

Incident Command System and Lock Down Procedures

Rapid Responder Software Program

Part Three

This plan becomes part of Section B in your site's Single Plan for Student Achievement (SPSA). These action plans shall be submitted for approval to the School Site Council by March 1st of each year. School Site Council members (and School Safety Planning Committee members, if applicable) shall sign page 6 of the Safe Schools Plan.

* The Safe Schools Planning Guide is available as a resource for schools in the process of developing the *Safe Schools Plan*.

GARDEN GROVE UNIFIED SCHOOL DISTRICT
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**Safe Schools Plan – Garden Park Elementary
2011-2013**

Vision

Our school is a safe place where our caring and encouraging spirit results in high academic achievement for all students.

Mission

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.

**FOCUS:
Anti-Bullying**

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**Safe Schools Plan – Garden Park Elementary
2011-2013**

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.”

Component 1: People and Programs (School Climate)

Objective: *Using the 2009-10 California Healthy Kids Survey (CHKS) data as a base-line, the school community will incorporate the survey findings into the schools’ improvement plans, including a focus on anti-bullying via an asset development approach.*

| Action Steps | Timeline/ Target Date | Monitoring Responsibility | Evidence of Completion |
|---|--------------------------|--|---|
| 1 A committee (which may consist of teachers, students, counselors, parents, etc.) will be organized to address student issues regarding school connectedness and bullying issues on campus. (<i>School Site Council or School Safety Planning Committee</i>) | Fall 2011 | Administrators, teachers, counselors | Agenda/ Minutes |
| 2 California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings. | Fall 2011 | Administrators, teachers, counselors | Agenda/ Minutes |
| 3 Administer the California Healthy Kids Survey (CHKS) in order to better understand the relationship between students’ health behaviors and academic performance. | Spring 2012 | District Personnel, Administrators, teachers | Submitted Survey |
| 4 Teachers will identify how positive student interactions can be supported within existing areas of the curriculum, school activities, and school programs. | January 2012 | Administrators, teachers, counselors | Staff meeting |
| 5 The committee will review current practices and recommend programs and/or strategies that will support anti-bullying and/or school connectedness. (<i>Program/Strategies may include: Building Relationships training, ASES/ASSETs programs, PeaceBuilders, Straight Talk Anti-Bullying Program, etc.</i>) | Spring 2012 | Administrators, teachers, counselors | Agenda/ Minutes |
| 6 Additional school-wide activities that emphasize and reinforce positive student behavior will be implemented throughout the year. (<i>Activities and incentive programs may be developed at the site level.</i>) | Fall 2011 | All school staff | Implementation of activities |
| 7 A method for students to report incidents of bullying or inappropriate behavior will be adopted. (Suggestion: An “Anti-Bullying Box” can be strategically placed on campus as a safe way for students to report bullying behavior on campus.) | Fall 2011 | Administrators | Implementation of strategy |
| 8 Parent programs will incorporate information regarding bullying and violence prevention strategies. (Programs to be promoted may include: 10 Educational Commandments, 40 Developmental Assets, Parent/Community Outreach meetings. Outreach meetings provide information and resources on topics such as at-risk behaviors, cyber-bullying, and drug and alcohol abuse.) | January 2012 | Administrators | Agenda, School Parental Involvement Plan, Promotional materials |

To be included in the Single Plan for Student Achievement: Section B

FOCUS:
Drug & Alcohol Prevention

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“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.”

Component 1: People and Programs (School Climate)

Objective: *Alcohol, tobacco, and other drug use will be diminished by 5% each year and students who need assistance with substance abuse programs will be provided appropriate referrals and support.*

| Action Steps | Timeline/ Target Date | Monitoring Responsibility | Evidence of Completion |
|--|----------------------------|--|--|
| 1 A committee (which may consist of teachers, students, counselors, parents, etc.) will be organized to address substance abuse issues. <i>(School Site Council or School Safety Planning Committee)</i> | Fall 2011 | Administrators, teachers, counselors | Agenda/ Minutes |
| 2 California Healthy Kids Survey (CHKS) data will be analyzed for trends and significant findings. | Fall 2011 | Administrators, teachers, counselors | Assessment results |
| 3 Administer the California Healthy Kids Survey (CHKS) in order to better understand the relationship between students’ health behaviors and academic performance. | Spring 2012 | District Personnel, Administrators, teachers | Submitted Survey |
| 4 Implement board approved substance abuse prevention programs. <i>(K-5: Positive Action; 6-8: Life Skills; 9: Project Toward No Drug Abuse)</i> | Fall 2011 | Administrators, counselors (where applicable) | Principal observation, Lessons |
| 5 Ensure that students who need a drug or tobacco intervention program are appropriately referred. | September 2011 – June 2012 | All school staff | Referrals |
| 6 The school will implement the district-wide referral protocol for students found in violation of the tobacco-free policy (or other drugs). Students will be referred to receive support services provided by community partners. Intervention and cessation courses will be available for secondary students. | Fall 2011 | Administrators, Site TUPE liaison, and district TUPE project coordinator | Referral paperwork, completion records, promotional materials |
| 7 High school and intermediate schools will identify (a) representative(s) to serve as a liaison to the district in the implementation of programs, services, and activities related to the Tobacco-Use Prevention Education (TUPE) grant. At the sixth grade level, elementary schools will participate in district-wide TUPE activities. The school will participate in the TUPE tobacco-free campaign. | Fall 2011 | Administrators, Site TUPE liaison, and district TUPE project coordinator | Sign in sheet, extra duty time sheets, promotional materials |
| 8 The school will participate in appropriate youth development components of the TUPE grant that foster activities to promote life skills strategies to support students in responding to peer pressure and making positive decisions when it comes to tobacco use. These components will be provided for 6 th , 7 th , and 8 th grade students. | Fall 2011 | Administrators, Site TUPE liaison, and district TUPE project coordinator | Promotional materials, student incentives, student products and activities |

To be included in the Single Plan for Student Achievement: Section B

FOCUS:
School-Wide Interventions

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Component 1: People and Programs (School Climate)

Objective: *Schools will identify academic and school-wide interventions and provide opportunities for students to access those opportunities.*

| Action Steps | Timeline/ Target Date | Monitoring Responsibility | Evidence of Completion |
|---|--------------------------|---|---|
| 1 School staff will identify all instructional and other supportive interventions available for students. | Fall 2011 | Administrators, teachers, counselors (where applicable) | Staff meeting agenda |
| 2 Students will be assessed for needs (ex. 40 Developmental Assets Questionnaire, academic assessments, etc.) | Fall 2011 | Administrators, teachers, counselors (where applicable) | Assessment results |
| 3 Students who are deficient in assets and have a history of low academic performance will be identified and targeted for intervention. | Spring 2012 | Administrators, counselors (where applicable) | Students are identified for targeted interventions or other referrals for support |
| 4 Intervention programs (academic interventions, mentors, after-school programs, counseling, and other support services) will be prescribed for specific students. | Spring 2012 | All school staff | Students are identified for targeted interventions or other referrals for support |
| 5 Parent will be informed of the intervention programs available and parent education programs will incorporate asset development activities for students and families (ex. 10 Education Commandments, 40 Developmental Assets). | Fall 2011 | District and site staff | Parent program agenda |

**FOCUS:
Emergency Radio
Communication System Practice**

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Component 2: Places (Physical Environment)

Objective: *School staff will utilize the Orange County emergency communication system for schools, which will provide the ability to communicate via radio within the school, the district, and the O.C. system.*

| Action Steps | | Timeline/ Target Date | Monitoring Responsibility | Evidence of Completion |
|--------------|---|--------------------------|----------------------------------|---------------------------|
| 1 | School staff will continue to receive training on the use and maintenance of the emergency radios. | Spring/Fall 2011 | District and site administrators | School calendar |
| 2 | School staff will practice using the radios and will complete a monthly system check on a pre-designated date and time. | Fall 2011 | Administrators | School calendar |
| 3 | School staff will incorporate the radio system into their overall emergency communication plan and will utilize the radios during emergency drills. | Fall 2011 | Administrators | Drill schedule |

FOCUS:
**Incident Command System
 and Lock Down Procedures**

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Component 2: Places (Physical Environment)

Objective: *Lock down drills will be practiced periodically throughout the year. The Incident Command System will be utilized.*

| Action Steps | | Timeline/ Target Date | Monitoring Responsibility | Evidence of Completion |
|--------------|---|--------------------------|------------------------------|---|
| 1 | Administrators will review the district Lock Down procedures. | Fall 2011 | Administrators | Staff meeting agenda |
| 2 | The Incident Command System (ICS) will be maintained. | Ongoing | Administrators | Incident Command System chart will be completed |
| 3 | Provide ICS team with their roles and responsibilities. | Fall 2011 | Administrators | Staff meeting agenda |
| 4 | Upload ICS names into Rapid Responder software. | Fall 2011 | Administrators | Software check |
| 5 | Communicate Lock Down procedures to site staff. | Fall 2011 | Administrators | Staff meeting agenda |
| 6 | Train and practice the Lock Down procedure using the ICS. | 2011-12 | Administrators | Drill schedule |
| 7 | Practice the Lock Down procedure at least once during the school year. | Ongoing | Administrators | Drill schedule |
| 8 | Update substitute folders to include Lock Down and evacuation procedures. | Fall 2011 | Administrators | Review substitute folders |

FOCUS:
**Rapid Responder Software
 Program**

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Component 2: Places (Physical Environment)

Objective: *Selected school staff will incorporate the Rapid Responder system into the school’s emergency plan.*

| Action Steps | | Timeline/ Target Date | Monitoring Responsibility | Evidence of Completion |
|--------------|---|--------------------------|------------------------------|---|
| 1 | Identify vulnerabilities on site and assist the mapping company in identifying locations. | Annually as needed | Administrators, custodian | Support from the Garden Grove Police and Fire Departments |
| 2 | Meet with First Responders to communicate site-specific emergency plans. | Annually | Administrators, Safety Teams | Support from the Garden Grove Police and Fire Departments |
| 3 | Update Rapid Responder software program to reflect any personnel or physical plant changes. | Ongoing, as needed | Administrators | Software check |

