

ORANGE UNIFIED SCHOOL DISTRICT

Orange Pre-K

5125 E. Gerda Drive
Anaheim, 92807
714-997-6202

2015-2016

COMPREHENSIVE SCHOOL SAFETY PLAN

Pursuant to Education Code 32280 – 32289

Bree Tippets
Program Coordinator

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VISION AND MISSION STATEMENT

VISION STATEMENT:

Guided by high expectations coupled with the knowledge that all children learn at different levels and speeds, our team will provide students with a broad range of educational opportunities that will help each child learn to the best of his or her abilities. We will strive to develop literacy skills as well as provide experiences that enrich each child's social/emotional, physical, vocational, adaptive daily living, communication and creative abilities.

Children will have a safe, wholesome, nurturing educational experience. Children will be in a safe learning environment in which children can solve problems and express their feelings through words, art and other creative areas. Children will be exposed to positive character lessons and experiences, used to help shape them into successful members of a social world.

MISSION STATEMENT:

The mission of Orange Pre-K is committed to providing learning experiences for each child in preparation for early success and school readiness. Orange Pre-K will offer a warm and welcoming introduction to the Orange Unified School District and the public school system. We provide a strong, educated and well-trained team to implement a comprehensive program of research-based methodologies for teaching pre-academic and academic skills as well as social/emotional, adaptive daily living, and vocational skills to continue the development of each child. These strategies collectively prepare our students for their future educational experiences and support achievement of their personal goals set before them.

SCHOOL PROFILE

The Schools' Location and Neighborhood Environment:

Orange Pre-K is located at 5125 E. Gerda Drive, Anaheim, CA 92807. The immediate surrounding area consists of a neighboring elementary school, a public park and housing tracks. Nearby are grocery stores, restaurants, local businesses, Post Office, a local high school, a riverbed and a major freeway, 91.

Description of School Grounds:

The campus is grass, concrete and asphalt and includes handball courts, two playgrounds, and an open grass space that is contained by school fences. Orange Pre-K is completely enclosed by a fence with gates that are kept locked during school hours. There are four classroom wings, 2 main classroom buildings in which all classrooms are permanent. Other ancillary structures include: administrative office, kitchen, and restrooms. Corridors and exit points are monitored by staff members. During the school day, staff members and administrator provide campus supervision. Identified problem areas receive increased supervision to reduce discipline events or other school safety concerns. During the start/end of the day and during all breaks, all staff provide supervision to all play areas and entry and exit areas.

Maintenance of School Buildings/Classrooms:

The school's physical facility is regularly maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility to help eliminate obstacles to school safety. There are quarterly maintenance and facilities reports compiled by the plant manager and the administrator in charge of facilities. Work orders are produced to handle jobs that cannot be handled in house. Additionally, health and fire department inspectors visit the school on an annual basis. The administration, plant foreman/lead custodian, and individual classroom teachers monitor the classrooms for safety and appearance.

Personal Characteristics of Pupil & Staff:

Orange Pre-K has an enrollment of approximately 300 pupils by end of year in grade pre-k. Students from the school generally come from families with low family mobility. All students who attend Orange Pre-K have a different home school of residence. Approximately 33% of students are eligible for free/reduced lunches. The ethnic makeup of the pupil population is Hispanic, White, African-American and Asian. Students have a variety of life experiences. Some students have recently arrived from foreign countries. Other students have never left their neighborhoods. Orange Pre-K employs 15 full time teachers, 2 part time school psychologists, 9 speech/language pathologists (part/full time), 5 occupational therapists (part/full time), 1 ½ school nurses, 1 senior secretary, 1 custodian and 42 classified instructional assistants.

PART II--COMPLIANCE WITH SCHOOL SAFETY LAWS

□ Strategies for a Safe and Orderly Environment Conducive to Learning

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical or psychological harm. Orange Pre-K promotes educationally and psychologically healthy environments for all children and youth. Orange Pre-K recognizes that there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Orange Pre-K further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Social Environment

Leadership at the school is a shared process. The administrative team is committed to providing a safe environment that supports student achievement and is conducive to a healthy academic and social environment.

The Program Coordinator/Site Administrator sets a positive tone for the school and works closely with staff on curriculum and school safety issues. There is a high level of cohesiveness among the staff members which results in mutual cooperation and support.

The staff believes that increased student achievement and positive behavior are linked to caring relationships and the student's active involvement on campus. Staff is dedicated to promoting those caring relationships and encouraging student participation in as many campus activities as possible.

The academic and behavior efforts of pupils are recognized and rewarded in many ways including school-wide positive behavior program, Owl bucks, treasure box, classroom treasure box, and classroom jobs and via home/school positive behavior contracts or communication between school and teacher. Orange Pre-K includes Tier I and Tier II behavior supports that promote a positive school climate such as Whole Body Listening Larry, Zones of Regulation, incentive drawings, Owl Bucks associated with five key learning behaviors: collaboration, friendship, self-control, alertness and hard work. Additionally, positive behavior is communicated to families via positive behavior contracts or communication.

All students are expected to behave in a manner that promotes safety and order. They are encouraged to bring problems to the administration, teachers or other staff members. School rules and procedures are communicated at the beginning and throughout the year.

Cultural diversity is celebrated throughout the year by acknowledgement of holidays and observances. Time is dedicated to certain curriculums and school wide activities that celebrate cultural diversity.

Academic Environment

The course of study at Orange Pre-K includes the basic core curriculum, physical education,

and related services including but not limited to: Physical Therapy, Speech/Language Therapy, Occupational Therapy and Adaptive Physical Education. The staff provides information on additional activities open to students in the areas of community service. Teachers use a variety of instructional strategies including collaborative grouping, direct teaching, guest presentations, hands-on activities, Thinking Maps, Response Frames, GLAD, Write from the Beginning and Beyond, creative writing, art, and many others that enhance and promote student learning.

The teachers are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst students and staff. Instructional time is maximized and disruptions are minimized.

Outside of the basic core curriculum, students receive appropriate related services in order to meet student needs as identified via a multi-disciplinary assessment. Parents are offered many opportunities to participate in the learning activities of our students via family events, parent conferences, Back to School Night and Open House. Additionally, families are provided with resources and strategies for implementing in the home via the teacher and/or program coordinator.

Regular Attendance and Punctuality

The school is proactive and works together with administration, teacher, parent, District Office and community resources in remediating student excessive absences, truancy and habitual tardies.

For students who are habitually tardy, truant or absent, the teacher and program coordinator/school site administrator will contact parents via phone/email or in person for a parent conference to discuss concerns as it relates to student progress, hold IEP meetings, and work with other District departments to meet the needs of our families.

The school recognizes the importance of punctuality and regular attendance. Staff accurately records attendance for all students. Parents of students with poor attendance will be contacted and medical issues will be referred to the school nurse.

Preventing and Intervening—Student Mental Health

Creating a safe school requires having in place many preventive measures for a student's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Students with antisocial and aggressive tendencies are identified using measures such as teacher and staff observation, parent and community information, patterns of behavior, counseling needs, multi-disciplinary assessment and experiences.

While the school has two part time assigned psychologists, the District also contributes to student mental health needs through School and Community Services and Special Education Offices. The school staff identifies students in need and convenes CAST and/or IEP meetings

with the family to address concerns.

Rules and Procedures for Discipline

District Discipline Board Policy 5144

Board of Education desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. (cf. 5020 - Parent Rights and Responsibilities) (cf. 5137 - Positive School Climate) (cf. 5143.3- Nondiscrimination/Harassment) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs. (cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board Policy and Administrative Regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. (cf. 0450 - Comprehensive Safety Plan) (cf. 3515 - Campus Security) (cf. 3515.3 - District Police/Security Department) (cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 4158 - Employee Security) (cf. 5136 - Gangs) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6164.5 - Student Study Teams) (cf. 6159.4 - Behavioral Interventions for Special Education Students) (cf. 6182 - Opportunity School/Class/Program) (cf. 6184 - Continuation Education) (cf. 6185 - Community Day School)

Staff shall enforce discipline rules fairly and consistently without discrimination. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment) The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques. (cf. 4131, cf. 4231, cf. 4331-Staff Development)

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

Policies and Procedures that Lead to Suspension and/or Expulsion

District Suspension/Expulsion Board Policy 5144.1

Suspension and Expulsion/Due Process

The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and

standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. (cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion. (cf. 6245 – Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (E.C. 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (E.C. 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in an administrative regulation.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in regulation. (E.C. 48911, 48915, 48915.5) (cf. 5119 – Students Expelled from other Districts) (cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Disabilities))

Supervised Classroom Suspension

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in their coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee may establish a supervised classroom suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a supervised classroom suspension program which evolves from a progressive discipline approach in conjunction with conferences between staff, parents/guardians and students to remedy any outstanding situations. Other alternatives to off-campus suspension include detention, the creation of student study teams or other assessment-related teams and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents or guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (E.C. 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/ guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented by serious illness/injury/disability, absence from town or inability to get release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

School Rules and Procedures

School Discipline Policy

Effective and safe schools, develop and consistently enforce school-wide rules that are clear, broad-based and fair. School safety is enhanced by a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences accommodating student differences on a case-by-case basis. Discipline consequences are applied in a nondiscriminatory manner with the focus on finding the cause of problems and working with all concerned to reach a proper and lawful solution. The school's discipline plan begins at the classroom level. Teachers use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

The school's rules and procedures are attached in APPENDIX A. Additional copies are available in the school office or on the school website.

At the beginning of each school year, the Program Coordinator/Site Administrator will send home a parent communication letter informing of our Positive Behavior Plan. Additionally, all teachers will implement and teach the school wide Positive Behavior Plan throughout the year. Teachers will also share the visuals with families at Back to School Night.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, the Student Placement Committee shall submit a mandatory expulsion recommendation. The list of acts that lead to suspension and expulsions are in the student handbook.

Law enforcement is contacted and consulted to help maintain and promote a safe and orderly school environment.

Community involvement is encouraged to help increase school safety. The school has an active community and there is open communication between the school and the community in regards to school safety. The Orange Police Department and District Attorney provide the GRIP program and drug and tobacco diversion programs. The School Site Council openly participates in school safety issues including offering parent resources.

Dress and Grooming Policy

District Dress and Grooming Policy 5132 (including Prohibition of Gang-related Apparel)

The Board of Education believes that appropriate dress and grooming contributes to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. (cf. 4119.22 - Dress and Grooming (staff)) (cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about the dress and grooming standards at the beginning of the school year and whenever these standards are revised.

A student who violates the dress code shall be subject to appropriate disciplinary action. (cf. 5144 - Discipline)

Prohibition of Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a gang related dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. 0450 - Comprehensive Safety Plan) (cf. 5136 - Gangs)

Uniforms

To promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a district school may wish to establish a reasonable dress code requiring students to wear uniforms. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (E.C. 35183) Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve such dress codes when it determines they are necessary for the health and safety of the school's students. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

School Dress Policy including Gang-Related Apparel

Orange Pre-K follows all Board policies related to student attire. Orange Pre-K is not a uniform school; however students are required to dress in proper attire that ensures the safety of students.

Campus gang affiliation and gang activity will not be tolerated. The staff works closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families. Immediate campus graffiti removal is a top priority.

Child Abuse Reporting

District Child Abuse Reporting Board Policy 5141.4

The Board of Education recognizes that the District has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies. (cf. 1312.1 - Complaints Concerning District Employees) (cf. 5141.41 - Child Abuse Prevention Program)

The Superintendent or designee shall establish regulations for use by employees in identifying and reporting child abuse. District employees shall report known or suspected incidences of child abuse in accordance with District regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse. (cf. - Employee Notifications)

The Superintendent or designee shall provide training in child abuse identification and

reporting for all certificated personnel. The Superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

As part of their training in child abuse identification and reporting, employees shall receive written notice of state child abuse reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

To reduce or eliminate unfounded child abuse accusations directed at school employees, child abuse in-service training shall include guidance in disciplining students and maintaining ethical relationships with them. (cf. 3514 - Environmental Safety) (cf. 5142 - Safety) (cf. 5145.7 - Sexual Harassment)

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

Orange Pre-K employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

District Teacher Notification of Disciplinary History

The principal or designee uses district and other appropriate records to inform teachers of each pupil identified under Education Code 49079: (1) during the previous three school years, engaged in any act warranting a suspension or committed an expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, helps in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Safe Ingress and Egress to Campus

Orange Pre-K is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus and minimizes the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the program coordinator/site administrator and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

Delivery entrances of the campus are also checked regularly. The campus has complete perimeter fencing. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register through the school office immediately upon entering any school building or grounds when school is in session. District employees shall wear appropriate identification badges while

conducting business on campus.

Orange Pre-K has established a visible means of identification for visitors while on school premises (i.e. tag). Further, the school has a notice and removal system that establishes sufficient documentation for civil law remedies as needed. The Program Coordinator/Site Administrator or may direct an individual to leave school grounds after concluding that the person is likely interfering with the peaceful conduct of school business or the person has entered the campus with the purpose of committing such an act. If there is an attempt to return they can be detained and charged with trespassing. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. For continuing disruptive behavior by a visitor or outsider, the school contacts the district office to determine whether to file for a temporary restraining order and injunction.

At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of pupils with students and families. Yard supervision is provided by teachers and all instructional staff for the entire duration of recess/lunch. Supervision by teachers and instructional staff is available 5 minutes prior to the start of school. Adult supervision is also provided during dismissal.

Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department may be contacted.

Internal Security Procedures

a. Campus Supervision

Orange Pre-K enhances physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. The school identifies areas of high crime activity and restricts pupil access to these areas. Additionally the school provides effective school supervision and provides preventative programs and activities for students in need. Administration and staff take a proactive approach to dealing with crime.

Orange Pre-K employs a Program Coordinator whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Our local law enforcement agencies (the Anaheim Police) have School Resource Officers who work with the school and respond as needed to all police-related campus situations.

Students can also be a good source of information and are often the first to know of potential school violence. However, building caring relationships between students, administrators and staff is key to increasing the likelihood that students will report the critical information and troubling behaviors so administrators can respond swiftly and appropriately.

b. Communication Tools

Classrooms are equipped with telephones, selected staff members have walkie-talkies and all doors are outfitted with the Lock Blok system to ensure that doors can be locked from the inside in the event of an emergency.

Bullying Prevention and Intervention

District Bullying Board Policy 5132.2

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, or cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

Nondiscrimination/Harassment

District Nondiscrimination/Harassment Board Policy 5145.3

Nondiscrimination/Harassment

The Board of Education is committed to affording equal rights and opportunities for all students in public education. No student shall be subjected, in any program or activity conducted by the District, to unlawful discrimination and/or harassment on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of section 422.6 of the Penal Code and section 48900.3 of the Education Code.

The Board of Education shall ensure equal opportunities for all students in admission and access to educational programs and activities, classes and courses, guidance and counseling programs, athletic programs, physical education activities, extracurricular activities and student clubs, testing procedures, vocational education and other activities. Nothing herein shall be

construed to prohibit the use of prerequisites that have been demonstrated to be essential to success in a given program, course, or extracurricular activity. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The District may provide male and female students with separate sexual health and HIV/AIDS prevention classes in order to protect student modesty. In addition, students may be grouped by ability during physical education when assessed by objective standards of individual performance without regard to sex as long as all students are involved in the same physical activity or conceptual learning experience.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the District. Staff shall be alert and immediately responsive to student conduct, which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students or District personnel, or who create an intimidating or hostile environment, shall be subject to appropriate discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or who observes an incident of harassment should immediately contact the principal or designee. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint alleging discrimination/harassment can be filed with the District's Compliance Officer in accordance with the Uniform Complaint Procedures set forth at BP 1312.3 and AR 1312.3.

This policy shall be posted in all schools and offices including student government meeting rooms. The District's nondiscrimination policy shall be published in the individual's primary language to the extent required by law.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

District Sexual Harassment Board Policy 5145.7

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in District complaint processes.

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information related to sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.

2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in the sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action (5 CCR 4964)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in the schools.

(For legal references pertaining to this Board Policy, visit http://www.orangeusd.k12.ca.us/board_policies/index.)

Orange Pre-K maintains a copy of the district's sexual harassment policy in the Program Coordinator/Site Administrator's office. This policy is available upon request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. All Administration receives sexual harassment training biennially. They, in turn, train site staff annually.

Hate Crime Reporting

The bases contained in the prohibition of hate crimes in Penal Code 422.6(a) are "race, color,

religion, ancestry, national origin, disability, gender or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics."

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination and has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated the school immediately investigates and reports any incidents to the Office of School and Community Services. The Uniform Complaint Procedures as noted in Board Policy 1312-1312.3 is the formal complaint process to ensure District compliance with the law.

Red Cross Use of Facilities

The District allows the American Red Cross the use of grounds and facilities for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. In the event of a disaster, the Business Department will coordinate the facility use with the American Red Cross, the Office of Student and Community Services and the Program Coordinator/Site Administrator of the selected campus.

Design of Comprehensive Safe School Plan, Notice to Law Enforcement, Communicate the Plan to Stakeholders, Public Meeting and Public Comments

The Comprehensive Safe School Plan shall be developed by a Safe School Planning Meeting. Each school is to identify the Safe School Planning Committee as stated in Education Code Section 32281: "except as provided...for small school districts, the school site council...or delegated planning committee shall develop a comprehensive school safety plan...", "...The School Site Council shall write and develop a Comprehensive School Safety Plan or The School Site Council may delegate to a School Safety Planning Committee". "The School Site Council shall consult with law enforcement in the writing and development of the plan".

Per Education Code Section 32288, the school site, before adopting the plan with the School Site Council or delegated Safety Committee shall hold a public meeting at the school site and notify in writing, if available:

The local mayor, the local school employee association, each parent organization at the school site, each teacher organization at the school, the associated student body government and any other interested parties. It is recommended that the School Site Council agenda reflect the wording such as the following: "PUBLIC INPUT SESSION/ Communications to the Orange Pre-K School Site Council: Communications to the Orange Pre-K Site Council: Members of the public may address the School Site Council regarding matters pertaining to Orange Pre-K".

Each Comprehensive Safety Plan will be submitted to the Board of Education for review and adoption and each school site shall report on the status and content of the plan through the School Accountability Report Card (SARC). Complaints of non-compliance should be encouraged to be resolved at the site level. Appeals should be forwarded to the Office of Student and Community Services. After all site and district level hearings and

appeals, per Education Code Section 32289, complaints may be filed with the CDE under the Uniform Complaint Process.

PART III--CRISIS RESPONSE PLAN

A contingency plan for emergencies is contained in a handbook and provided to each staff member. The Emergency Procedures Plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS). Orange Pre-K has monthly fire, earthquake and lockdown drills.

The school benefits from the District's Earthquake Disaster Crisis Response Plan (EDCR). The EDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

Included in this Safe School Plan are the emergency procedure plans, and school maps with evacuation routes, on and off campus assembly, location of utilities and emergency supplies.

Please see attachments for the following:

Disaster Procedures which include:

- *MAPS OF ON AND OFF CAMPUS EVACUATION ROUTES AND ASSEMBLY AREAS
- *LOCATION OF UTILITY SHUT-OFFS
- *LOCATION OF EMERGENCY SUPPLIES
- *ACCESS FOR EMERGENCY VEHICLES
- *MEDICAL TRIAGE SITE
- *AREAS OFF-LIMITS TO STUDENTS
- *LOCATION OF PARENT CHECK-IN AND STUDENT REUNIFICATION
- *SCHEDULE AND LOG COPIES OF FIRE, EARTHQUAKE AND LOCKDOWN DRILLS
- *STAFF TRAINING
- *ADAPTATIONS FOR STUDENTS AND STAFF WITH ACCESS AND FUNCTIONAL NEEDS (SEE ATTACHED PREPARATION CHECKLIST)

Earthquake Procedures which include:

- *DROP PROCEDURES
- *PROTECTIVE MEASURES BEFORE, DURING AND AFTER AN EARTHQUAKE
- *TRAINING FOR STAFF, STUDENTS
- *BUILDING DISASTER PLAN

THE "eEOP is available in the school office.

PART IV--COMPREHENSIVE SCHOOL SAFETY ACTION PLAN

ANALYSIS SUMMARY

Education Code §32282 states that the comprehensive school safety plan shall be evaluated once a year to ensure that the plan is properly implemented. *The plan shall include "assessing*

the current status of school crime committed on school campuses and at school-related functions.”

I. REVIEW OF LAST YEAR’S CSSP ACTION PLAN 2014-2015

COMPONENT ONE: People and Programs	Timeline	Person/s Responsible	Analysis of Goal/Actions
<p>Goal 1:</p> <p>Our school is a place where children demonstrate strong academic, social and IEP goal progress, follow classroom and program rules and attend school regularly and on time.</p>			
<p>Objective: Staff and students will incorporate school wide positive behavior/character education programs to promote positive behavior and problem solving</p> <p>Activities:</p> <ul style="list-style-type: none"> • Celebrate and honor 5 specific target behaviors (<i>self-control, alertness, friendship, cooperation and hard work</i>) required for academic success.. • Continue to implement “Listening Larry” and Whole Body Listening for the school. Reinforce with visual supports and the academic language in all classes • Continue to implement school-wide PBIS 5 target behavior program through the use of visuals, school-wide tickets, parent communication and classroom and school wide rewards daily. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers, Students, Related Service Providers, Staff, parents & Coordinator</p> <p>Teachers, Students, Related Service Providers, Staff & Coordinator</p> <p>Teachers, Students, Related Service Providers, Staff & Coordinator</p>	<p>10/2015: Goal Met</p> <p>Coordinator and Teachers recognize students throughout their day in various settings for 5 target learning behaviors identified in the Positive Behavior Plan (self-control, alertness, hard-work, collaboration, friendship). Whole Body Listening Larry visuals are implemented in all classrooms and teachers are using the language. Additionally, teachers have incorporated Zones of Regulation in order to build independence in our students and teach them to learn to identify and regulate their emotions. The Program Coordinator and teachers use OWL bucks to promote the 5 target behaviors. Students</p>

			<p>earn the OWL bucks, bring them to the office or have drawings in their class (based on students) to earn treasure chest. Additionally, parents receive a positive ticket sharing their student's positive behavior for each ticket earned along with a description of the child's positive behavior.</p>
<p>Objective: Staff will promote regular attendance at school to attain a 96% rate of actual attendance</p> <p>Activities:</p> <ul style="list-style-type: none"> • Notify parents of approved calendar for the next school year through parent newsletter and informational letter sent between July and August • Call and verify all student absences • Hold IEP's, Parent conferences or any other form of communication to parents informing them of any attendance concerns and the impact 	<p>June- July</p> <p>Daily</p> <p>Ongoing</p>	<p>Coordinator, Senior Secretary, teachers</p> <p>Senior Secretary, Coordinator</p> <p>Teachers, Related Service Providers, Coordinator</p>	<p>10/2015: Goal Met. At the beginning of each school year and for every new student built into the registration packet is a copy of the District and school calendar. Also, the parents receive a monthly newsletter from the Program Coordinator and teacher informing them of upcoming events. Parents also receive reminders via flyers and SchoolMessenger. All student absences are verified on a daily basis. Any time a student's absence begins to impact their ability to make adequate progress on goals, the teacher notifies the program coordinator, the teacher contacts parent to inform of concern and offers additional resources, if available, to</p>

			support the parent. If not successful, the teacher, program coordinator and parent meet to discuss concerns and if necessary, the team will hold an IEP to address attendance and discuss necessary actions.
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COMPONENT TWO: Physical Environment	Timeline	Person/s Responsible	Analysis of Goal/Actions
Goal 1: Our students and staff will continue to be safe while on campus, in the parking lot and in the event of a crisis			
Objective: Staff and students will know what to do in a crisis. Activities: <ul style="list-style-type: none"> Practice lockdown drills in addition to monthly fire drills and disaster drills (during instruction and recess) Require all visitors, volunteers and any District Office Personnel to sign in and out at front office. Designate specific bus parking and practice emergency bus evacuation and implement random police support in parking lot All Classrooms and building entrance doors will remain locked during the school day. The access doors and classroom doors will have door stops to allow access to classrooms. Implement new parking process for 2:15 pm pick up with the use of 	Ongoing Ongoing Ongoing Ongoing	Teachers, All Staff, Students, Coordinator Teachers, All Staff, Coordinator Coordinator, All Staff and Transportation Department Coordinator, All Staff, Custodian	10/2015: Goal Met Orange Pre-K holds monthly fire, earthquake and lockdown drills throughout the day for both class sessions to ensure safety procedures are practiced and routine for all. Additionally, Orange Pre-K continues to ensure that all gates are supervised during entry/exit times during the day and does not allow any parent or other personnel through gates unless checked in at office. All visitors are required to sign in and out of the office. Orange Pre-K has a parking lot procedure that ensures the safety of

<p>parking passes, parking monitors to ensure safe entry and exit to school</p>	<p>September</p>	<p>Coordinator, designated staff, custodian, parents</p>	<p>all students. Orange Pre-K families have parking lot passes and specific parking spots for pick-up and drop off. Bus pick up and drop off is coned off. Anaheim Police Department also comes randomly to support parking lot procedures. Bus evacuations drills are practiced a minimum of 1x per year.</p>
<p>Objective: Crisis Response materials will be available for use in a real emergency.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Replenish emergency kits for all students by sending out a letter requiring specified items. All kits will be returned at end of school year. • Create triage bins (2) with supplies (blankets, color tags, batteries, flashlight) as well as water drums. Ensure access to all medical necessities for students on campus 	<p>August-May</p> <p>Ongoing</p>	<p>Coordinator, Teachers, and Parents</p> <p>Coordinator, School Nurse, Custodian and Senior Secretary</p>	<p>10/2015: Goal Met</p> <p>All kits have been replenished. Kits were taken to the “c-container” to ensure all materials are accessible. All students receive a list of recommended emergency supplies necessary for the kit.</p> <p>Orange Pre-K has two triage bins with adequate supplies to ensure the medical needs and necessities for students on campus.</p>
<p>Objective: Continue to communicate parking lot and school safety procedures</p> <p>Activities:</p> <ul style="list-style-type: none"> • Cone off the designated bus parking area and ensure that no staff or parents violate the zone during school hours • Create a closed campus environment with locked gates from 8:15-dismissal times 	<p>Ongoing</p> <p>Ongoing</p>	<p>Coordinator, Teachers, Custodian and Parents</p> <p>Coordinator, All Staff, and Parents</p>	<p>10/2015: Goal Met</p> <p>Orange Pre-K families have parking lot passes and specific parking spots for pick-up and drop off. Bus pick up and drop off is coned off. Anaheim Police Department also comes randomly to support parking lot procedures.</p> <p>Orange Pre-K has a</p>

			closed campus starting at 8:15 and has supervised gate entrances/exits to ensure safety.
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II. ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME ON CAMPUS AND AT SCHOOL-RELATED EVENTS

Orange Pre-K Program is a special education preschool designed to meet the needs of all students ages 3-5. Students attending Orange Pre-K do not receive behavior referrals, site suspension/expulsion, or any policy relating to attendance due to the fact that preschool is not compulsory.

In order to consider areas of success and areas of improvement, the Program Coordinator/Administrator disseminated a staff survey. The staff survey found the following strengths and areas needing improvement.

Based on data collected from staff survey and parent input, areas of success included: Staff development, pilot curriculum, research-based instructional strategies implementation (Thinking Maps, GLAD, Response Frames)

Based on data collected from staff survey and parent input, areas of improvement included: behavior intervention and time for teacher collaboration and planning. Safety concerns identified were related to behavior.

In addition to the identified goals, see below, OPK has implemented the CAST system to collaborate and assist teachers with behavior intervention strategies, data collection, and other research-based instructional strategies. Professional Development specific to behavior management and intervention was provided to all staff on the non-student staff development day. Finally, the Program Coordinator/Site Administrator has altered the staff meeting format to include professional learning community time that ensures teacher collaboration, planning and unit/theme design.

2015-2016 Safe School Plan

COMPONENT ONE:	Timeline	Person/s Responsible
People and Programs		
Goal 1: Our school is a place where children demonstrate strong academic, social and IEP goal progress, follow classroom and program rules and attend school regularly and on time.		
Objective: Staff and students will incorporate school wide positive		

<p>behavior/character education programs to promote positive behavior and problem solving</p> <p>Activities:</p> <ul style="list-style-type: none"> • Celebrate and honor 5 specific target behaviors (<i>self-control, alertness, friendship, cooperation and hard work</i>) required for academic success.. • Continue to implement “Listening Larry” and Whole Body Listening for the school. Reinforce with visual supports and the academic language in all classes • Continue to implement school-wide PBIS 5 target behavior program through the use of visuals, school-wide tickets, parent communication and classroom and school wide rewards daily. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers, Students, Related Service Providers, Staff, parents & Coordinator</p> <p>Teachers, Students, Related Service Providers, Staff & Coordinator</p> <p>Teachers, Students, Related Service Providers, Staff & Coordinator</p>
<p>Objective: Staff will promote regular attendance at school to attain a 96% rate of actual attendance</p> <p>Activities:</p> <ul style="list-style-type: none"> • Notify parents of approved calendar for the next school year through parent newsletter and informational letter sent between July and August • Call and verify all student absences • Hold IEP’s, Parent conferences or any other form of communication to parents informing them of any attendance concerns and the impact 	<p>June- July</p> <p>Daily</p> <p>Ongoing</p>	<p>Coordinator, Senior Secretary, teachers</p> <p>Senior Secretary, Coordinator</p> <p>Teachers, Related Service Providers, Coordinator</p>

COMPONENT TWO:	Timeline	Person/s Responsible
Physical Environment		
<p>Goal 1:</p> <p>Our students and staff will continue to be safe while on campus, in the parking lot and</p>		

<p>in the event of a crisis</p>		
<p>Objective: Staff and students will know what to do in a crisis.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Practice lockdown drills in addition to monthly fire drills and disaster drills (during instruction and recess) • Require all visitors, volunteers and any District Office Personnel to sign in and out at front office. • Designate specific bus parking and practice emergency bus evacuation and implement random police support in parking lot • All Classrooms and building entrance doors will remain locked during the school day. The access doors and classroom doors will have door stops to allow access to classrooms. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teachers, All Staff, Students, Coordinator</p> <p>Teachers, All Staff, Coordinator</p> <p>Coordinator, All Staff and Transportation Department</p> <p>Coordinator, All Staff, Custodian</p>
<p>Objective: Crisis Response materials will be available for use in a real emergency.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Replenish emergency kits for all students by sending out a letter requiring specified items. All kits will be returned at end of school year. • Create triage bins (2) with supplies (blankets, color tags, batteries, flashlight) as well as water drums. Ensure access to all medical necessities for students on campus • All classroom doors will have large numbers (both inside and outside) to identify room numbers. • All buildings will have clearly marked numbers to identify building 	<p>August-May</p> <p>Ongoing</p> <p>September-June</p>	<p>Coordinator, Teachers, and Parents</p> <p>Coordinator, School Nurse, Custodian and Senior Secretary</p> <p>District Office/ Maintenance</p> <p>District Office/</p>

<p>number.</p> <ul style="list-style-type: none"> • Orange Pre-K will purchase “Go Bags” including but not limited to a hammer, crow bars, and screwdrivers. • All classrooms will have a fire extinguisher installed. • All school telephones will have the ability to initiate an “all call” in case of emergency 	<p>September-June</p> <p>January-June</p> <p>September-June</p> <p>September-June</p>	<p>Maintenance</p> <p>District Office/ Maintenance</p> <p>District Office/ Maintenance</p> <p>District Office/Technology</p>
<p>Objective: Continue to communicate parking lot and school safety procedures</p> <p>Activities:</p> <ul style="list-style-type: none"> • Cone off the designated bus parking area and ensure that no staff or parents violate the zone during school hours • Create a closed campus environment with locked gates from 8:15- dismissal times • Will purchase a minimum of 3 walkie talkies and 2 bull horns for the site administrator and for the two emergency leads. 	<p>Ongoing</p> <p>Ongoing</p> <p>September -June</p>	<p>Coordinator, Teachers, Custodian and Parents</p> <p>Coordinator, All Staff, and Parents</p> <p>District Office/Special Education</p>

SAFETY PLAN DEVELOPMENT REQUIREMENTS

- 1. Plan is written and developed by school site council (SSC) or a safety planning committee.** The School Safety Planning Committee is comprised of: principal/designee, teachers, parent of child who attends the school, classified employee, and others. The SSC accepted this responsibility to develop a school safety plan.

✓ **Include list of members’ names and titles.**

Bree Tippets: Program Coordinator,
Janice Howver: Teacher, Shawna Reese: Teacher, Michele Gonzalez: Teacher
Sandra Montes: Classified

Laura Martinez: Parent,
 Other: Wendi Johnson, Brock Tropea

***** No School Site Council Requirements per Special Programs.**

2. **SSC/Planning Committee consulted with a representative from a law enforcement agency** in the writing and development of the Comprehensive School Safety Plan.
 (See contact listing)

✓ **Include copy of written letter invitation to law enforcement.**

***** No School Site Council Requirements per Special Programs.**

3. **SSC/Planning Committee shall notify in writing of the public meeting:** mayor, representatives from employee organizations, parent organizations, ASB representative, and anyone else who has requested meeting notification.

✓ **Include copies of written letter invitation to public entities.**

***** No School Site Council Requirements per Special Programs.**

4. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at **a public meeting at the school site.**

✓ **Include copy of SSC meeting agenda and meeting minutes.**

***** No School Site Council Requirements per Special Programs.**

5. The plan should include documentation that it was **submitted for approval to the district office.**

✓ **Include copy of email transmittal to SCS.**

***** No School Site Council Requirements per Special Programs.**

STUDENTS AND STAFF WITH ACCESS AND FUNCTIONAL NEEDS PLANNING CHECKLIST

	YES	NO
Do you have a roster of your students with special needs?	x	
Have you identified the medical needs of your students with special needs and their medication schedule?	x	
Have you walked the evacuation paths and exits looking for potential obstacles?	x	
Has an evacuation site been identified that is accessible to students and staff with special needs?	x	

Is the primary evacuation path marked to clearly show the route? (on the map)	X	
Has the evacuation routes been clearly communicated to staff and students?	X	
Have transportation needs been identified for the students with special needs, such as special vans and busses?	X	
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?	X	
Have you identified communication needs with students who have limited English proficiency?	X	
Have you considered emergency accommodations for those with temporary disabilities?	X	
Have you identified an evacuation site that is accessible to students and staff with special needs?	X	
Have you identified a secondary evacuation site?	X	
Has a "buddy system" been developed for each student?	X	
Have you identified all of your communication needs for your student with special needs?	X	
Have you trained the staff on proper lift techniques?	X	
Have staff, students, and families been encouraged to provide 72 hour medications?	X	