

**PALERMO UNION SCHOOL DISTRICT
SAFE SCHOOL PLAN**

A SUMMARY

Component 1 – Personal Characteristics of Students and Staff

SAFE SCHOOL ELEMENT

PLANNING CONSIDERATION/GOAL

ETHNIC/CULTURAL DIVERSITY

Eliminate misunderstanding between ethnic groups and reduce the influence of gangs on our students and in our neighborhood communities.

LIFE EXPERIENCES OF STUDENTS AND STAFF

Support systems are coordinated with other schools and agencies to provide students with needed services.

STAFF EXPERTISE

Our district will continue to hire CLAD certified teachers and culturally sensitive support staff.

PHYSICAL/HEALTH CONCERNS

Education programs are available for health issues including student counseling, drug and alcohol prevention programs, and conflict management programs.

The school coordinates with community health services for prevention and intervention programs.

Component 2 – The School’s Physical Environment

SAFE SCHOOL ELEMENT

PLANNING CONSIDERATION/GOAL

SCHOOL LOCATION

The school is an integral part of the community through its role in interagency efforts and community activities.

Our community strives to develop liaisons with neighborhood watch groups to reach out to our community at large developing partnerships to fight crime in the area.

SCHOOL GROUNDS

The campus perimeter is secure from possible inappropriate activity. The campus is closed from dusk to dawn.

Closed signs and tobacco free signs are posted all around the campus and all entry points.

Physical conditions that could lead to accidental harm are promptly corrected.

The schools have a procedure for dealing with vandalism that include painting over graffiti and replacing broken windows immediately.

SCHOOL BUILDINGS/CLASSROOMS

Although the buildings were constructed many years ago, they are well maintained and attractive and kept free of physical hazards.

We have begun plans for a Grade 4 and 5 school for our district. This will alleviate the crowded conditions in all our buildings.

INTERNAL SECURITY PROCEDURES

Standard incident reporting procedures are used.

Equipment is inventoried properly, engraved for identification, and stored securely.

INTERNAL SECURITY PROCEDURES

Campus is coordinated with police.

School is fully wired with an alarm system and staff workers are on campus at night.

Component 3 – The School’s Social Environment

SAFE SCHOOL ELEMENT

PLANNING CONSIDERATION/GOAL

LEADERSHIP

The school administrators set a positive direction for the school. The administration seeks and wants ideas and suggestions from staff, parents, and community. The administration recognizes the importance of staff attitudes towards and treatment of students and parents; the administration models and expects staff to demonstrate responsiveness, respect, consideration and sensitivity.

An administrator is always visible on campus and involved in curricular matters.

SCHOOL ORGANIZATIONAL STRUCTURE

Students and staff participate in goal setting, make important choices, and update a contingency plan for emergencies.

Resources are available from a nurse, counselor, psychologist, law enforcement, and community agencies to support students, parents, and staff.

CLASSROOM ORGANIZATION AND STRUCTURE

Classroom environments enhance learning and positive interaction among students and staff. Personal and skill development are emphasized in the curriculum and in the development of academic goals.

PARTICIPATION AND INVOLVEMENT

Students, parents, teachers, maintenance staff, and local law enforcement are encouraged to be involved in curriculum planning and other safe school activities.

Police and fire representatives participate in safety reviews of the campus.

Community support agencies such as mental health, child protective services, "At Risk" Youth Program and juvenile probation participate actively in school matters when appropriate.

Component 4 – The School’s Cultural Environment

SAFE SCHOOL ELEMENT

PLANNING CONSIDERATION/GOAL

AFFILIATION AND BONDING

Students and staff feel physically and psychologically secure from physical or verbal attacks.

The dignity and heritage of each person is affirmed and respected.

Students and staff are concerned about what happens to each other and accept ownership for what happens at school.

Expectations are clearly stated and known to everyone.

Rules are realistic, practical, fair, and consistently enforced.

BEHAVIORAL EXPECTATIONS

The entire school community participates in developing behavioral expectations. The school models high moral standards, sends positive messages to students, and shows that the school community expects the best effort from everyone.

Learning and productivity are valued. And success is expected.

ACADEMIC EXPECTATIONS

Clear and positive academic expectations are set.

Students and staff want and expect class time to be used efficiently.

DISCIPLINE AND CONSEQUENCES

Consequences for violating behavioral and academic expectations are fair, known, and understood by students and staff.

DISCIPLINE AND CONSEQUENCES

Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions.

There is a procedure established for reporting criminal behavior on the school campus to law enforcement. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations, employ conflict management and “at risk” programs, and focus on the cause of problems, not the symptoms. Discipline is a developmental process, not merely a punitive reaction.

Constructive behavior is given appropriate recognition.

SUPPORT AND RECOGNITION

Students and staff feel appreciated and receive consistent feedback to reinforce those feelings and behaviors. Positive behavior is rewarded frequently and publicly when appropriate.