

1.0 INTRODUCTION

The Evergreen Union School District Safety Committee has been in existence for many years. The core committee represents the three sites and the maintenance department of the district.

1.1 Committee Membership

Membership of the core group includes:

- Brad Mendenhall Superintendent
- Michelle Ackley Counselor
- Dan Bennett IT Manager
- Jake Capraro Teacher
- Jared DuVal BES Athletic Director
- Adam Johnson Facilities/Maintenance Supervisor
- Camden Ray HR
- Courtney Hauger Classified Staff (ES)

The committee was expanded for the writing of the Comprehensive School Safety Plan to include the following additional members:

- Kevin Gallagher Elementary Site Principal, K-4
- Kristy Nobles Middle School Site Principal, 5-8
- Jessica Gantenbein Bend Elementary Assistant Principal

1.2 Vision and Creed

The Evergreen Union School District's vision is as follows:

All children can learn and we make the difference!

We do this by:

- Creating a safe, healthy space space for students to have optimal opportunity to learn;
- Providing services and instruction that lead to ever increasing student achievement outcomes; and
- Ensuring all students are supported and challenged in this process in an engaging environment.

Evergreen Union School District's creed is as follows:

At Evergreen, I Choose:

Safety

- I have self-control.
- I choose to do what is right,
- Even when it is hard and no one is looking.

Kindness

- I take care of myself so I can help others.
- I care for my community.
- I act with compassion in all I do.

Responsibility

- I choose to be a learner.

- I seek help when I need it, and I learn from my mistakes.
- I take opportunities to lead.

Respect

- I hold myself accountable.
- I hold others accountable.
- I make this a place I want to be.

1.3 Data

a. Parent Survey (Last survey Spring 2023)

A parent survey was conducted at Bend Elementary School during the Spring of 2023. Seventeen (17) parents responded to the survey. The majority of respondents (88.2%) noted that they felt their child was physically and emotionally safe at school (up from 75% 2 years ago). Other comments shared highlighted that the staff works hard to create an engaging and supportive learning environment; “

In addition:

- 88.2% of parents agree/strongly agree that “Teachers show respect to students”; down from 91.7% last year.
- 100% of parents agree/strongly agree that “Staff (instructional aides, yard supervisors, etc.) show respect to students”; up from 95.8% last year.
- 70.5% of parents agree/strongly agree that “Students show respect to other students”; up from 66.6% last year.
- 100% of parents agree/strongly agree that “I feel welcome and respected at Bend Elementary School”; up from 95.8% last year.
- 88.2% of parents agree/strongly agree that “They would recommend Bend School to other families”; down from 100% last year.

b. Discipline Records

During the 2022-2023 school year, data shows forty-four (44) students had disciplinary issues regarding lack of respect (disrespect, inappropriate language/gestures, harassment/bullying, arguing, name calling, defiance). Unlike the previous year (5th-8th graders), these incidents involved students in K-8th.

c. Conclusions

Based on the Spring 2023 parent survey data, parents are content with the safety of their child at Bend School, the overall appeal of Bend School, and the staff-student relationships. There is still room for improvement with student-to-student interactions. By continuing to use our Second Step Program with fidelity and ensuring our staff are well trained to handle student-student interactions in the classrooms and on the yard, we will help students implement strategies in dealing with real-life situations that arise at school. In addition, with the Bullying Prevention Program provided in October and a focus on the EUSD Creed each day, students will continue to be encouraged to engage in appropriate, respectful behavior.

1.4 Goals

Utilizing data from the surveys and discipline records from the previous and current school years, the committee narrowed the focus of the improvement goals for the school.

For the 2023-2024 school year, the goals are to:

1. Continue to increase student ownership of the EUSD Creed and foster a deeper sense of community across the grade spans with a focus on:
 - a. increasing the kindness students exhibit towards one another, the staff, and their greater community;
 - b. increasing their level of responsibility in regards to taking ownership of their school community environment and their own work habits, including a commitment to work completion in class and at home on assignments and home reading.

2. Reduce disrespect by 25% across campus as noted by a reduction of conduct reports and suspensions involving:
 - a. inappropriate language/gestures
 - b. harassment/bullying
 - c. defiance
 - d. disrespect
 - e. disruption
 - f. arguing
 - g. name calling

3. Increase student social emotional learning by deepening their understanding of the following skills in the Second Step Program:
 - a. skills for learning
 - b. empathy
 - c. emotion management
 - d. problem solving

1.5 Action Plan

SAFE SCHOOL ACTION PLAN

Objective:

Maintain a safe and respectful campus.

Part 1 – PEOPLE AND PROGRAMS

Implementation Strategy:

- Second Step is the adopted research-based program which teaches social skills and conflict resolution for TKinderergarten through 8th grade. In addition, students in grades TK-5, participate in the Bullying Prevention unit as a part of the Second Step curriculum. Staff development continued during the 2022-2023 school year and professional learning support will be provided, as needed, during the 2023-2024 school year. Mrs. Ackley, the District counselor, provides support for teachers. In addition, she conducts

short-term individual counseling and small group counseling for students with the goal of learning the skills of coping with anger and frustration.

- Annually, staff has been trained in using Choice Theory (specifically the Reflection Cycle) with continual refreshers at Staff Meetings and during Professional Learning. By understanding the motivation behind behaviors, we can better create, adopt, and apply approaches that have the highest chance of changing or developing behaviors that lead to healthy, productive lives - both our lives and the lives of our students. We are also using Choice Theory with students.

Part 2 – PHYSICAL ENVIRONMENT

We have continued to increase the physical safety of students at Bend Elementary by adding fencing around our perimeter, ensuring our lockdown and fire alarm horns are working effectively, updating our surveillance cameras to give us better images, and consistently checking our two-way radios and Aeries Communication for staff to communicate concerns and communicate with families, respectively. Window blinds, window tinting, and the use of magnets on all locked doors are used to ensure safety should we need to go into lockdown. In addition, we have annual safety protocol training sessions for all staff. We aim to ensure that all students, including those with disabilities have a safe physical environment conducive to their needs.

During the Covid pandemic, we added handwashing stations to ensure students had ample space to practice healthy hygiene, and these practices are still in place today. In addition, hand sanitizer, paper towels, face coverings and other PPE are always available for students and staff in the physical environment to ensure healthy hygiene.

Time, Expenditure, and Participation Matrix

Activity	Begin Date	Expenditure Categories	Participants
Second Step Training	May 2019; On-going	Professional Development	All Staff
Choice Theory Training	Nov 2019; On-going	Professional Development	All Staff
Aeries Communication	Spring 2018; On-going	Technology	Staff/Parents
Safety Protocol Training	Dec 2019; On-going	Professional Development	All Staff
Keenan Trainings	Aug 2017; On-going	Professional Development	All Staff