

Safety Plan Goals

GOAL 1:

The school site will:	As measured by:
By June of 2025, the percentage of Meadows students who respond favorably to the questions around safety will increase by 5% from 50% to 55% in grades 3-6 as measured by the LCAP survey.	District LCAP Panorama Survey

Strategy 1.1:

Weekly school-wide messaging in Friday announcements about kindness, empathy, problem solving and inclusion

Strategy 1.2:

Social Worker will provide Tier 1 social skill lessons (2-8 weeks of weekly lessons) tailored to the skill needs of each grade based on behavior and observation data including developing empathy, healthy friendships and problem solving. Grade 6 will have two cycles in fall and spring, all other grades will have one cycle. Longer cycles will be based on the needs and patterns of each grade. Teachers will continue the messaging and lessons throughout.

Strategy 1.3:

Library will be updated with books on healthy friendships, empathy, and teasing to support social skill development. Not only will student have access but teachers will select by grade level which books will be intentionally read at each grade as part of their community circle time to develop the social skills for healthy friendship and kindness.

Strategy 1.4:

Social Worker will facilitate social skills groups based on teacher and principal input with themes of empathy, healthy friendships and peer conflict resolution.

Strategy 1.5:

All classes will have daily class meetings/restorative circles to discuss and teach peer conflict management with focus on perspective taking, empathy development and problem solving.

Strategy 1.6:

Second Step curriculum will be used in all grades to explicitly teach social skill competencies.

Strategy 1.7:

Determine if concern for particular students are compounded and complete SLS referrals or schedule SSTs as appropriate.

Baseline Data 1.1:

In the Fall 2023 District Panorama survey, 50% of students in grades 3-6 responded favorably to the questions in the category of safety which is a 3% decrease from Fall 2022. (District average is 53%)

Baseline Data 1.2:

In the Fall 2023 District Panorama survey, 47% of students in grades 3-6 responded "yes, always or most of the time" to the statement "I feel safe talking about my feelings and ideas in my classes" which is a 1% decrease from Fall 2022.

Baseline Data 1.3:

In the Fall 2023 District Panorama survey, 47% of students in grades 3-6 responded favorably ("no, never") to the question - "Do other kids in school spread mean rumors or lies about you?" which is a 9% decrease from Fall 2022.

Baseline Data 1.4:

In the Fall 2023 District Panorama survey, 62% of students in grades 3-6 responded favorably ("no never") to the question - "Do other kids at school ever tease you about what your body looks like?" which is a 1% decrease from Fall 2022.

Baseline Data 1.5:

In the Fall 2023 District Panorama survey, 45% of students in grades 3-6 responded favorably ("no never") to the question - "Have you seen or heard bullying in your classes this year?" which is a 2% increase from Fall 2022.

Baseline Data 1.6:

Assessment 1.1:

Monitor progress of student safety perceptions utilizing the District Panorama survey 3 times annually (September, January and April).

Assessment 1.2:

Assessment 1.3:

Assessment 1.4:

Assessment Data 1.1:

1. Findings from Behavioral Incidents and Resolutions Infinite Campus to support decision making include:

There have been 8 incidents of "Caused, Attempted, or Threatened Physical Injury" from August 2023-January 2024. Only one was a physical fight where the aggressor noted someone told her the other person was "talking about her" and the others were lack of emotional regulation when frustrated (e.g., getting upset when they lost at a sport, getting upset when someone cheated, getting upset when someone told them not to do something)

2. Findings from LCAP Survey to support decision-making include:

There were no questions about physical safety, in particular fighting, in the Fall 2023 LCAP survey which has been a huge reduction. The focus now is on the emotional safety.

3. Findings from other site based assessments to support decision-making include:

Comments:

Although there are essentially 53% of students saying that students spread mean rumors or lies about them, the amount of incidents reported either through SLS referrals or to the principal by students or staff does not correlate. Definitely less than 5% of rumors and less than 10% of bullying gets reported. Often incidents that are reported are not in fact bullying but an isolated incident of someone saying something mean or having poor sportsmanship (e.g., saying someone's lunch is gross, telling them they suck when they lose a sport). While these are still important to resolve and develop empathy around, the perception of what students consider a rumor or bullying an ongoing discussion point. The normalizing of "trash talking" on social media also compounds the conversation.

GOAL 2:

The school site will:

By June of 2025, the percentage of students who respond favorably to the questions around a sense of belonging will increase by 4% from 71% to 75%.

As measured by:

District LCAP Panorama Survey

Strategy 2.1:

Weekly school-wide messaging in Friday announcements about empathy, inclusivity, belonging, kindness and compassion.

Strategy 2.2:

Student Council, Little Heroes and Big Buddy program to provide additional leadership and connection opportunities.

Strategy 2.3:

Daily class meetings/restorative circles to discuss and message empathy, problem solving, forgiveness, inclusivity and belonging. Circles used to both build community and repair harm.

Strategy 2.4:

Periodic kindness challenges, school assemblies, rallies and other student council led activities to engage the whole school in activities.

Strategy 2.5:

Restorative practices training and tools for all staff throughout the year.

Strategy 2.6:

Adequate supervision and additional adults out at lunch to support student connections including Little Heroes program. Wellness lunch activities 2-3 times a week led by school social worker. Multiple adults as points of contact for students needing adult check ins including principal, social worker and TOSAs.

Strategy 2.7:

Increased picture book selection focused on apologizing, forgiveness and problem solving for class discussion starters and community circle topics.

Baseline Data 2.1:

In the Fall 2023 District Panorama survey, 71% of students in grades 3-6 responded favorably to the questions in the category of sense of belonging, which was the same as Fall 2022. (District Average is 65%)

Baseline Data 2.2:

In the Fall 2023 District Panorama survey, 59% of students in grades 3-6 responded favorably ("yes, most or all of the time") to the question - "Do you feel people care about you at school?" which is a 5% decrease from Fall 2022. (District average is 55%)

Baseline Data 2.3:

In the Fall 2023 District Panorama survey, 79% of students in grades 3-6 responded favorably ("yes, most or all of the time") to the question - "Are you happy to be a student at this school?" which is a 1% increase from Fall 2022. (District average is 72%)

Baseline Data 2.4:

In the Fall 2023 District Panorama Survey, 75% of students in grades 3-6 responded favorably ("yes, most or all of the time") to the question - "Do you feel like you are part of this school?" which is an 4% increase from Fall 2022.

Baseline Data 2.5:

In the Fall 2023 District Panorama survey, 95% of staff responded favorably to the questions in the category of sense of belonging, which was a 1% increase from Fall 2022. (District Average is 92%)

Baseline Data 2.6:

In the Fall 2023 District Panorama survey, 100% of staff responded favorably to the questions in the category of communication, which was a 6% increase from Fall 2022. (District Average is 95%)

Assessment 2.1:

Monitor progress of student safety perceptions utilizing the District Panorama survey 3 times annually (September, January and April).

Assessment 2.2:

Assessment 2.3:

Assessment 2.4:

Assessment Data 2.1:

1. Findings from Behavioral Incidents and Resolutions Infinite Campus which support decision making include:

There is a significant decrease in overall incidents (23 verses 84 from previous year). Anecdotal observation supports the decrease in incidents supporting the overall happiness and feeling of being part of the school.


2. Findings from LCAP Student, Staff, and Parent Survey which support decision making:

In the Fall 2023 District Panorama survey, 71% of students in grades 3-6 responded favorably to the questions in the category of sense of belonging and 95% of staff report they feel people care about them at work although 100% reported they feel respected by their school administrator.

3. Findings from site based assessments which support decision making

Comments:

Problem Solving, Making Amends and Forgiveness are the skills of the year to both model and develop in all the humans we impact from the adults to the kids. Last year we focused on empathy to develop perspectives and curb our instinct to judge first and help us instead seek to understand and provide grace as we develop and continuously improve our humanity. We now need to circle back to the emotional regulation piece of problem solving that we focused on in 2021-22 and add the piece of making amends, practicing forgiveness and moving on/letting things go. Part of the social development need is to understand that conflict is a natural part of life and our goal is not to create conflict-free schools because that is not reality and does not mimic life. Our goal is to provide the tools of how to problem solve peacefully and continuously improve as individuals.

A decorative graphic featuring a large, light blue dashed circle that frames the central text. Various solid-colored circles in teal, lime green, orange, and pink are scattered around the perimeter. Some circles overlap, and one in the top left is a thick ring. A small teal dot is on the dashed line in the upper right.

Meadows Behavior Support System

Responding to Behavior Roadmap

Explicitly teach
Behavior Expectations
& review frequently

1

Document incident in
PLP section of Infinite
Campus or Behavior
Incident Form if
egregious or frequent

3

Incidents increase in
frequency/intensity
without modification in
behavior

5

Incident Occurs -
implement restorative
practice

2

Repeat steps 1-3 as
often as needed to
modify behavior

4

Complete SLS Referral
Form or request
an SST

6

Behavior Support Evidence

Personal Learning Plan

In Infinite Campus, document restorative practices implemented for minor incidents (disrespect, non-compliance, minor peer conflicts, throwing food)

Behavior Incident Form

Document restorative means of correction and contact parents for more significant or frequent behaviors (physical aggression, sexual harassment, racial/lgbtq slurs, bullying)

SLS Referral

If you feel a student needs a check in from the school social worker or resources to support them, complete a referral.

SST Process

If behavior is either egregious (physically unsafe requiring evacuating the class) or with **documented** frequency, request an SST from the SST coordinator or Principal

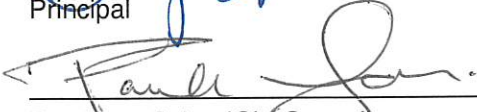
Safety Plan Signature Page

The undersigned members of the Jeanne R. Meadows Elementary School School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

See Attached at End of Document for Updated Signature Page



Principal



President, School Site Council



Teachers Association Representative



Classified Association Representative



Parent Representative

Law Enforcement Representative

Incident Command System (ICS) '23-'24

Incident Commander – ♦ Magdalena Moore				
☆ Operations Chief ☆ ♦ Rick Drewrey		Planning Chief ♦ Laura Jaffa	Logistics Chief ♦ Thien Doan	Admin Chief ♦ Kristina Lochmann
Student Supervision – Camps ♦ Joyce Duong – lead Angelica Spaccarelli Rosa Hernandez ♦ Maribel Avalos Yadira Ramirez ♦ Jennifer Lopez– lead ♦ Nubia Teran ♦ Amanda Will Josephine Vasquez Maria Armenta ♦ Terry Ho – lead ♦ Stephanie Munoz Maribel Copado Daniela Beccerra Veronica Galvan*		Student Release Parent Request Center ♦ Norma Ramirez ♦ Thi LeNguyen ♦ Alejandra Ramirez ♦ Carmen Pliego ♦ Kieu Luong ♦ Virginia Flores* Marivic Santa Ana	Gathering/Staging Resources ♦ Amanda Fong ♦ Salvador Chavarin ♦ Leticia Orozco ♦ Martha Carillo ♦ Coach Alyssa	Records/ Documents/ Time Keeping ♦ Chan Duong
Student Supervision – Release Pathway ♦ Chiara Ty Alma Valencia ♦ Donnell Fassler Patricia Ramirez		Student Release Family Unification ♦ Nana Vorlick ♦ Juani Quintana Valerie Aldaco Marcela Cuevas	Personnel Resources ♦ Lyndsay Helm*/ Rosalie Yu*	Communication Mayra Cordero
Medical Care ♦ Kati Bachman ♦ Kathy Gilbreath Karla Walker ♦ Blanca Rodriguez	Mental Health ♦ Karen Real Jennifer Nguyen Rachel Saghbini	Situation Analysis ♦ Erin Cardona		☆ ☆ In the absence of Incident Commander Operations Chief assumes Incident Command and appoints new Operations Chief

*part-time staff

♦ walkie-talkie

Incident Commander

Supervises the event and assigns all positions. The IC is responsible for all personnel and students on campus. Depending upon the situation and available staff, the IC takes many roles and positions in the command staff.

Operations Chief The OC is responsible for providing resources, personnel and equipment for the Incident Commander.		Planning Chief The PC is responsible to provide all procedures, plans, and written resources to support the other section chiefs including emergency evacuation site information. PC provides what is needed for logistics to gather.	Logistics Chief The LC is responsible to collect information and needs from the Planning and Operations sections and then gather the resources to support.	Admin Chief The AC is responsible for all record keeping. Maintains a record of all written and radio/cell communications relating to the incident with outside agencies. Tracking staff hours, and damages. Records number of injuries, casualties, and missing.
Student Supervision Camps Supervises students within each of the camps and releases students to the Pathway to Release team when called on by the Parent Request center. Manages portable restrooms and providing of supplies such as food, water, ponchos, and minor injury first aid.		Student Release Parent Request Center Prepares the site for student release. Coordinates procedures to call for students from camps when emergency contact has arrived for pick up. Gives emergency forms to emergency contact to take to the family unification center.	Gathering/Staging Resources Stages various areas such as medic tent, parent request center and bathrooms. Gathers and stores supplies such as medical equipment, food and emergency supplies.	Records/ Documents/ Time Keeping Maintains records of how many students and staff on campus at all times. With record updates every 15 minutes from the start of the event until the end.
Student Supervision Pathway to Release Supervises and guides students from camps to be united with their family members in the family unification center..		Student Release Family Unification Unifies students with their family and collects release forms for record of who was released.	Personnel Resources Prepares a list of available staff for operations to delegate assignments. Manages a staff release plan and supports OC in implementing staff release.	Communication Sets up a link with the district office to send and receive messages and information.
Medical Care Sets up triage and treatment area.	Mental Health Provides support and counsel to students in need.	Situation Analysis Gathers updated reports from each section chief every 15 minutes and posts updates.	Part-Time Staff Check in with Personnel Resources for an assignment.	



Meadows Elementary Natural Disaster Map¹

Incident Commander
Magdalena Moore

Parent Request Radio Script:
"Camp (#) from (Teacher),
we need (Student name)."

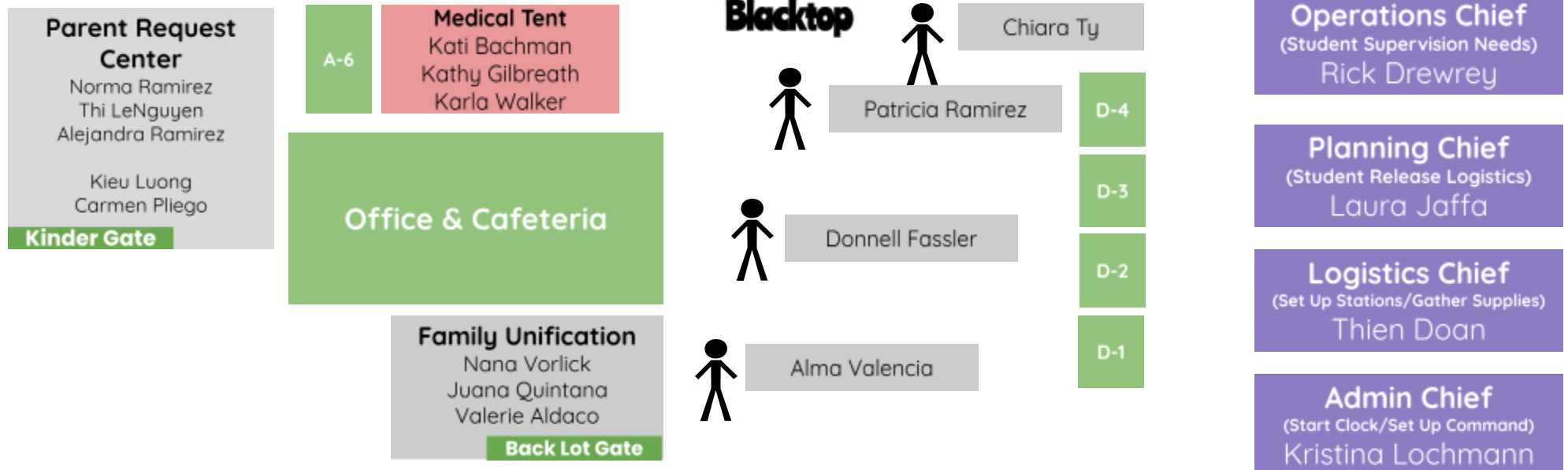
Camp Leaders Response: "Copy"

Command Post

All staff assigned to situation analysis, personnel, records and communication will have a base here but should always first be sure students needs are met. Chiefs will join as soon as their primary role is met.

Student Supervision		
Camp 1 - J. Duong	Camp 2 - Lopez	Camp 3 - Ho
C. Duong	Quintana	Jaffa
Luong	Teran	Munoz
Fong	Vorlick	Chinchilla
Lochmann	Doan	Gilbreath
Avalos	Rodriguez	LeNguyen
Ty ●	Bachman ●	Drewrey ●
● Teachers responsible to bring out parachutes Students in those classes trained to set them up		

FIELD



¹ **Off Site Evacuation 1. Bridges Academy:** 1702 McLaughlin Ave. (408) 283-6400 **2. Turtle Rock Park:** Corner of Malden & Boa Vista

**Evacuation/
Equipment
Map**

**MEADOWS (JEANNE R.)
ELEMENTARY SCHOOL
FRANKLIN-McKINLEY
SCHOOL DISTRICT**

**1250 TAPER LANE
SAN JOSE, CA 95122
408-283-6300**

