SCHOOL SAFETY PLAN

LOS ALTOS HIGH SCHOOL

SCHOOL SAFETY COMMITTEE
Wynne Satterwhite, Principal
Galen Rosenberg, Assistant Principal
Julie Corzine, Student Conduct Liaison, Classified Staff
Seth Tasman, Student Conduct Liaison, Classified Staff
Georgina Davila, Classified Staff
Jon Keeling, Parent of LAHS Students
Officer Josh Cottrell, LAPD School Resource Officer
Mike Mathiessen, Associate Superintendent, Business Services
Goal:
A dynamic, changing plan for learning and working in a community that cares about students – their emotional and physical well being and their academic progress and achievement.

Teamwork
Empowerment
Personalized & Caring Environment
Quality
Continuous Improvement
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Our Goal, Mission, and Vision

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School Safety/Climate Related Training and Inservice Workshops

Schoolwide Activities to Support/Enhance Positive School Climate and Safe Environment

Characteristics and Conditions that Contribute to Los Altos HS Being a Safe School that is Responsive to the Needs of All Students: Areas of Pride and Strength

High Priority Concerns and Needs

Action Plans for 2017 – 2018

GOAL #1 Improve traffic flow and signage in “pass through” to one drop off lane to speed flow and minimize bike/pedestrian interaction with cars. Add permanent signage related to traffic flow.

GOAL #2 Communicate and enforce no bike riding/skateboarding on campus.

GOAL #3 Increase awareness of drug/vape prohibitions on campus and decrease use of vape or other drugs on campus.

GOAL #4 Decrease behaviors associated with gang affiliation in terms of colors/clothing and verbal or physical confrontations in order to decrease disciplinary incidents and improve community perception of safety related to this issue.

GOAL #5 Increase cleanliness and appearance of all student restrooms on campus.

GOAL #6 Increase awareness of mental health resources available to students.

GOAL #7 Work with LAPD to increase presence of SRO on campus.
Appendix

I. Board Policies and Administrative Regulations
II. District Crime Statistics, Suspension, Attrition and Drop Out Date
III. Communications Audit and Strategic Communication Plan
IV. Crisis Intervention Plan and Management Tool Kit
V. Summer Mailer (Student Handbook)
VI. Emergency Procedures

Our Goal

Our school will be a safe environment, free of drugs and violence, where students and staff will work together to foster a disciplined, respectful and harmonious environment conducive to learning.

District Mission

We are committed to creating a community of learners with the knowledge, skills, and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

Los Altos High School’s Vision

We at Los Altos High School value a learning environment in which students and staff support one another in a spirit of unity and mutual respect. We are committed to continuous learning and the application of knowledge in the classroom and beyond. We value our diverse pathways and empower students with the skills they need to achieve their goals after graduation.

Expected School-Wide Learning Results

**Knowledgeable Individuals who:**
- demonstrate knowledge through a variety of measurements.
- apply knowledge to new situations.
- reflect on and evaluate the value and validity of new information.

**Effective Communicators who:**
- convey ideas and information through a variety of media.
- demonstrate an awareness of intended audiences.
- utilize technology in a responsible manner.

**Critical and Creative Thinkers who:**
- identify problems or issues.
- analyze and synthesize information and develop hypotheses.
- invent new strategies to reach a conclusion or solve a problem.
- apply original insights to new problems.

**Self-Directed Learners who:**
- actively seek out new ideas and information.
- use feedback to assess, monitor and improve performance.
- develop scholarly habits and a strong work ethic.
- value the continuous process of learning and
progress toward goals.

**Collaborative Learners who:**
- acknowledge their responsibility in completing the group task.
- contribute and function in different roles.
- value the contributions of group members and are willing to compromise.

**Responsible Individuals who:**
- demonstrate honest, ethical and respectful behavior.
- think about their choices and accept responsibility for their actions.
- develop healthy lifestyles through diet, exercise and a growth mindset.

**Community Participants who:**
- actively participate in improving the local and global community.
- understand and respect different peoples, cultures and their contributions.
- know how to identify, articulate and realize needed changes in the world around them, including a more ecologically sustainable lifestyle and economy.
- encourage others to participate in Los Altos High School's many service opportunities.
Introduction

Commencing with the enactment of SB 187, when required schools to develop Comprehensive School Safety Plans for the first time by September 1, 1998.

The State Legislature’s intent in enacting SB 187 was to: “…unite all existing statutes that relate to school safety and ensure compliance with their provisions by including the requirements of school safety provisions in each school’s comprehensive school safety plan.” The minimum requirements of this plan include:

- Maintaining a safe environment for students.
- Identifying and implementing safe school strategies and progress
- Addressing the school’s procedures for complying with existing laws relating to school safety, which must include:
  - Child Abuse reporting procedures PC 11164 et seq.
  - Disaster Response procedures
  - Suspension and Expulsion Policies EC 48900 et seq.
  - Procedures for notifying teacher of dangerous Students EC 49079
  - Sexual harassment policy EC Sect. 212.6(b)
  - School-wide dress codes prohibiting gang-related apparel EC 35183
  - Procedures for safe ingress and egress from school
  - Procedures to ensure safe and orderly environment conducive to learning
  - Rules and procedures on school discipline EC 35291 & 35291.5

Placing school safety procedures and policies together in one plan as required by SB 187 has the great benefit of allowing school administrators to ensure that this vital learning support element is fully in place. In addition, the development of this plan fulfills a requirement of the Improving America’s Schools Act (Title IV) to conduct an objective analysis of drug and violence problems in schools and to set measurable goals for dealing with those problems.

SB 187 also prescribes the methods by which the plan must be established and updated annually. Furthermore it outlines Santa Clara County Office of Education and district responsibilities for ensuring that each school completes this plan.

- The school district and the county office are jointly responsible for the overall development of comprehensive school safety plans at each of their schools.
- The School Site Council is responsible for the development of the Plan and may delegate the responsibilities to a committee with specified members. EC 35294.1(b)
- The School Site Council shall work with law enforcement in developing the Plan. EC 35294.1(b)(3)
- The Comprehensive School Safety Plan shall be evaluated and amended as needed, not less than once per year. EC 35294.2(e)
- The Plan shall be readily available for inspection by the public.
- Each school must forward its Comprehensive School Safety Plan to the school district for adoption by the board and the district must submit the Plan to the County Office of Education. In the event that a school fails to
develop a comprehensive plan, the district and the County Office of Education have the responsibility of notifying the California Department of Education of the failure to comply.

The Safe School Plan is a continuation of the plan developed in 1998. The subcommittee, reviewed, edited, and added to the document to meet the current needs of the Los Altos High School Community.

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Jon Keeling, Parent of LAHS Students
Officer Josh Cottrell, LAPD School Resource Officer
Mike Mathiessen, Associate Superintendent, Business Services
ASSESSMENT OF CLIMATE AND CONDITIONS

I. Results from Student WASC Survey, May of 2017.

Fewer than 5% of students disagree with the statements:
“I feel physically safe at school”
“Our school climate in general is a safe place for all members of our community
“My classes have a respectful environment.”

Fewer than 5% of students report that:
“Other students have said or done mean things to me because of my sexual orientation.”
Almost 15% of students report that:
“Other students have said or done mean things to me because of my race or ethnicity.”

II. Results from Parent WASC Survey, Fall and Winter of 2017-18.

Fewer than 5% of parents disagree with the statements:
“My student is physically safe at school.”
“My student is emotionally safe at school.”
“My student is safe in terms of race/ethnicity”
“My student is safe in terms of gender/sexual identity”

III. Results from Site Council/PTSA Review of Parent WASC Surveys

No issues specifically related to safety.

IV. Results from LUCHA review of Parent WASC Surveys

Concern for amount of supervision and security related to three recent fights on campus that had the appearance of a gang-related conflict. Consideration of a closed campus and extension of supervision to the area surrounding the campus.

V. Results from California Healthy Kids Surveys

Compared to results from 2013-14, the responses for 2017-18 are all lower in terms of alcohol, marijuana, cigarettes or other drug usage.

2013-14 Any Drug Use in the past 30 days: 21%
2017-18 Any Drug Use in the past 30 days: 16%

Compared to results from 2013-14, the responses for 2017-18 are all lower in terms theft or damage to personal property:

2013-14 Had property stolen or deliberately damaged: 14%
2017-18 Had property stolen or deliberately damaged: 10%

Compared to results from 2013-14, the responses for 2017-18 are lower for lifetime drunk or high on school property:

2013-14 Reported ever being drunk or high on school property: 15%
2017-18 Reported ever being drunk or high on school property: 7%

Compared to results from 2013-14, the responses for 2017-18 are the same in terms of perceived safety.
2013-14 Perceived Safety: 2% reported feeling “Unsafe or very unsafe”
2017-18 Perceived Safety: 2% reported feeling “Unsafe or very unsafe”

ASSESSMENT OF CLIMATE AND CONDITIONS

III. Data on Suspensions, Home Detentions and Referrals

Suspensions: Annual Incident Totals by Category

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<thead>
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<td>Obscene Language</td>
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<td>Disruptive/Defiant</td>
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Referral to Alternative Education Programs:

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<td>Adult Education</td>
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<td>Alta Vista</td>
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<td>66</td>
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<td>Moffett Ind. St.</td>
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<td>5</td>
<td>6</td>
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<td>6</td>
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<tr>
<td>Moffett Young Parent</td>
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<td>NA</td>
<td>1</td>
<td>0</td>
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</table>

Attendance Data:
The monthly attendance rate is 98% or above every month for each of the past three years.
III. Summary of Safety Committee’s Assessment

A. The following is a list of activities, events and organizations which contribute to Building Sense of Community and Pride

Parent/community participation via:

- PTSA (Parent Teacher Student Association)
- Latinos Unidos Caminando Hacia Adelante (LUCHA)
- Mountain View-Los Altos High School Foundation
- Parent Volunteers
- Booster clubs: Instrumental Music, Athletics and others
- Site Council

Staff and Student Led Activities and Programs:

- SMILE (Staff Morale Is Lurking Everywhere)
- Principal’s fund to support needy students
- Parent education evening speakers
- SAT (Student Assistance Team)
- AVID (Advancement via Individual Determination)
- CHAC (Community Health Awareness Council)
- ASB, Leadership classes and class councils
- 9th grade and New Student Orientation
- Food drive
- Tutorial and Advisory
- Fire, Earthquake preparedness, Lock Down and Shelter in Place Training
- Senior Awards and Recognition Evening
- Sports awards assemblies
- Sport recognition assemblies
- Bilingual publications
- Translators at meetings
- 8th grade parent/student informational meetings / Open House
- Counselors outreach to middle school PTSAs (Parent Teacher Student Association)
- BTSA
- Open Communication (web pages, SIS, Words from Wynne, Friday Bulletin, Naviance)
- Curriculum that outreaches to community – strong Performing Arts programs
- Tutorial Center
- Mentor Program/Partners for a New Generation

ASSESSMENT OF CLIMATE AND CONDITIONS

III. Summary of Safety Committee’s Assessment (cont’d)

Assemblies and rallies
Student recognition lunches.
Green School certified
Cultural based student clubs: Black Student Union, Latino Student Union, Jew Crew
Latinos Unidos Caminando Hacia Adelante (LUCHA)
Parent Teacher conferences
Organized lunchtime activities and sports
B. The following events, activities and procedures contribute to Addressing Diversity and fostering Cultural Awareness

Diversity assembly.
STEM week
Writers Week
History Week
Cinco de Mayo
Latino Family Summit
Latino Awards Night
Student and Senior recognition evenings
Sports team recognition
Sister School relationship with SOPUDEP in Port Au Prince, Haiti

Curricular and co-curricular programs
AVID (Advancement via Individual Determination) Programs:
- Leadership Projects
- Cultural Consciousness Projects
- AVID Write-off
- AVID Summer Bridge program
- Outreach to the community
- Career Investigation Program
- College Field Trips & College Resource
- SAT/ACT prep.
- Peer Tutors
Speech & Debate
Skills support classes for College Prep academic classes
Global Connection Class
Mainstreet Singers world tours

III. Summary of Safety Committee’s Assessment (cont’d)

School-wide Activities
Haiti Solidarity and Sopudep Sister School
Camp Diversity
Ethnic clubs (BSU, LSU)
Student, Staff and Alumni mentors
Holiday Fair
Diversity assembly
School-wide Service Activities (One Dollar for Life, Holiday Food Drive)

C. The following interventions contribute to maintaining an Orderly Environment, appropriate Student Discipline and Conflict Resolution

Attendance policy/meetings with parents
Saturday school
MVLA (Mountain View-Los Altos) Community School/alternative programs
Policies and procedures on safety and discipline
Los Altos PD presence and good relationship with Mountain View
Two Student Conduct Liaisons
Visibility of administrators and staff on campus
CHAC
Referral system for student discipline
Referral system for mental health concerns and support
WASC process – focus on consistency and expectations in academic performance and in giving students a voice in the life of the school
Video on school wide expectations.
Day planners with school rules and policies

ASSESSMENT OF CLIMATE AND CONDITIONS

III. Summary of Safety Committee’s Assessment (cont’d)

D. Physical Safety
   Facilities
   Six AEDs on campus
   HAMM radio response team
   School Emergency Operations Center
   Surveillance Cameras in 32 locations on campus
   Disaster preparedness buckets with emergency supplies in every classroom
   Security office
   First aid supplies
   Emergency water in every classroom
   Coordinated community response plan
   Comprehensive disaster evacuation plan
   Improved outside lighting
   Telephones in every classroom
   Golf carts for emergency use
   PA system/alarms
   Better equipped health office

E. Personnel and Training
   Two Student Conduct Liaisons (2.0 FTE)
   Good working relationship with Los Altos PD and MVPD
   Notification of teachers regarding student behavior
   Hazardous waste removal and training
   Athletic trainer and EMT help with first aid during school day
   Notification of health concerns
   Annual training of EPI pens, AED and Glucogon
   Multi-disciplinary team training
   Challenge Team
   Annual earthquake and fire evacuation training
   Code Blue training, Code Red training and school-wide drill

F. Disaster Preparedness
   Annual fire, earthquake, and lockdown/shelter in place drills
   Lock-down emergency containers and supplies
   PA systems and golf carts
   Telephones in classrooms
   Walkie-talkies for all emergency staff
   Emergency handbook updated annually
   Crisis intervention plan
   Visitor badges and parking permits
   Code system to alert teachers for emergencies
   Emergency phones
Updated emergency clipboards in all class rooms with instructions and maps
Earthquake retrofitting of all buildings

SCHOOL SAFETY/CLIMATE RELATED TRAINING AND INSERVICE WORKSHOPS

Activity: Hazardous Material Training
   Participants: Maintenance personnel, custodians
   When: Annually
   Outcome: Safe handling and disposal of classroom materials

Activity: Challenge Team
   Participants: Perla Pasallo
   When: Ongoing
   Outcome: Continuous collaboration and sharing of information that relates to school and community relationships

Activity: MDT meetings with MVPD and surrounding school districts
   Participants: Galen Rosenberg and Julie Corzine
   When: Ongoing
   Outcome: Continuous review of procedures relating to school-wide emergencies

Activity: Emergency Preparedness Training and Planning
   Participants: Los Altos PD, LA Fire Dept., and all administrators
   When: Annually
   Outcome: Continuous collaboration and sharing of information among Mountain View PD and partner school districts.

Activity: Disaster Drills
   Participants: All staff
   When: Ongoing
   Outcome: Better understand and organize our evacuation drill process

Activity: QPR Training
   Participants: All administrators, all counselors, school psychologist
   When: August 2010 / ongoing
   Outcome: More consistent and effective treatment of students in need

Activity: Student Assistance Team
   Participants: Perla Passallo and other staff
   When: Ongoing
   Outcome: More effective and appropriate services for students in need

Activity: Positive Coaching Alliance
   Participants: Michelle Noeth, all coaches
   When: Ongoing
   Outcome: More effective coaching and more positive experience for athletes
Activity: New student orientation  
  Participants: New students led by upperclassmen  
  When: Annually in August  
  Outcome: New students learn campus layout, school rules and are welcomed by students and staff.

Activity: Back to School Night  
  Participants: Whole school and community  
  When: Annually in August  
  Outcome: Parents meet teachers and develop knowledge and connection to school community.

Activity: Homecoming activities  
  Participants: Whole school  
  When: Annually in October  
  Outcome: Builds a sense of community in an inclusive, fun way.

Activity: Parent teacher conferences  
  Participants: Staff, parents, and students  
  When: Scheduled individually by parents and teachers  
  Outcome: Parents more informed and connected to teachers.

Activity: Performing Arts activities, i.e. productions, concerts, visual arts open houses  
  Participants: Whole school and community  
  When: Ongoing  
  Outcome: Highlights achievements of hundreds of students and provides arts activities for the entire community to enjoy.

Activity: Athletic events  
  Participants: Whole school and community  
  When: Ongoing  
  Outcome: Highlights achievements of hundreds of students and provides athletics events for the entire community to enjoy.

Activity: Rallies/assemblies  
  Participants: Whole school  
  When: Quarterly  
  Outcome: Builds a sense of community in an inclusive, fun way.

Activity: Evacuation drills  
  Participants: Schoolwide  
  When: Three per year  
  Outcome: Teaches and reinforces staff and students familiarity with emergency and evacuation procedures.

Activity: Cinco de Mayo Fiesta  
  Participants: Whole school  
  When: Annually in May  
  Outcome: Honoring of Mexican and Latino students generally, and their heritage.

Activity: Latino Awards Night, Student Recognition Evening and Senior Awards assemblies  
  Participants: Whole school  
  When: May  
  Outcome: Brings together hundreds of students and their families, and highlights achievements of hundreds of students on a regular basis.

Activity: ASB Brunch and Lunch activities  
  Participants: Students, staff  
  When: Weekly  
  Outcome: Builds a sense of student community in an inclusive, fun way.

Activity: Parent meetings, including athletic and music Boosters, PTSA, LUCHA, MVLA Foundation  
  Participants: Community, staff, parents, students  
  When: Monthly
Outcome: Facilitates parent involvement and empowerment.
Activity: Student Recognition Luncheons
Participants: Over the course of the year, every teacher, many other staff and 125 students selected by staff
Outcome: Recognizes students for a variety of achievements and contributions to the LAHS community

CHARACTERISTICS AND CONDITIONS THAT CONTRIBUTE TO LOS ALTOS HS BEING A SAFE SCHOOL THAT IS RESPONSIVE TO THE NEEDS OF ALL STUDENTS:

AREAS OF PRIDE AND STRENGTH

Characteristic/Condition: Sense of respect and order due to professionalism and collaborative culture among all adults on campus
Source/Documentation: Survey results, observations, WASC report

Characteristic/Condition: Extensive support for student wellness and mental health
Additional administrator and therapy staffing. Placement and availability of resources.
Source/Documentation: Data on mental health and related services requested and provided.

Characteristic/Condition: Highly trained and committed Certificated staff.
Source/Documentation: Hiring data, evaluation data, survey results, WASC report

Characteristic/Condition: Highly trained and committed Classified staff.
Source/Documentation: Hiring data, evaluation data, survey results, WASC report

Characteristic/Condition: Safe and clean campus as a result of new construction and ongoing maintenance and renovation.
Source/Documentation: Survey results, observations, WASC report

Characteristic/Condition: Supportive and actively involved parent community
Source/Documentation: Membership records, frequency of participation in activities, survey results, WASC report

Characteristic/Condition: Outstanding reputation in the community and among colleges and universities
Source/Documentation: College admissions records on Naviance, news reports, accountability report, API and other test scores, survey results, WASC report

Characteristic/Condition: Student participation and enthusiasm for co-curricular activities
Source/Documentation: Student participation rates, survey data, success of programs

Characteristic/Condition: High quality, active support system for new teachers (BTSA/PAR)
Source/Documentation: Agendas, minutes and evaluations from BTSA/PAR activities, retention rates.
HIGH PRIORITY CONCERNS AND NEEDS

Findings based on:

Data Review  Student and Parent Panels  Student and Staff Surveys  Observations  Annual Board review

2018-19 ACTION PLANS

GOAL #1 Improve parking access and transportation safety for students and staff.

<table>
<thead>
<tr>
<th>What steps will be taken?</th>
<th>Who is primarily responsible?</th>
<th>When will each step be completed?</th>
<th>How will we assess the effectiveness of the steps taken?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with the City of Los Altos to implement recommended changes to traffic management on Jardin—speed bumps, intersection marking, stop signs, pedestrian and bike pathways</td>
<td>Rosenberg, Satterwhite, Cottrell</td>
<td>August 2020</td>
<td>New traffic management on Jardin. Observable improvements at key intersections.</td>
</tr>
<tr>
<td>Change gate to allow for more efficient and safer access to East Drive from Jardin.</td>
<td>Rosenberg, Satterwhite, Woodworth</td>
<td>December 2020</td>
<td>Installation of new gate after completion of construction leading to safer bike and pedestrian behavior</td>
</tr>
<tr>
<td>Work with LAPD to monitor and ticket parking and traffic on Almond</td>
<td>Rosenberg, Cottrell</td>
<td>April 2019</td>
<td>Increased police presence on weekly basis</td>
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<tr>
<td>Decrease the number of student parking permits sold by using distance-limited policy and increase enforcement.</td>
<td>Woolfolk, ASB</td>
<td>August 2019</td>
<td>Availability of parking spaces for all staff, approved visitors and permitted students</td>
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<tr>
<td>Work with city of Los Altos to consider temporary parking variations on neighboring streets, including angled parking on Jardin, during construction.</td>
<td>Rosenberg, Satterwhite, Cottrell</td>
<td>August 2019</td>
<td>Availability of increased street parking on neighboring streets.</td>
</tr>
</tbody>
</table>

GOAL #2 Increase awareness of drug/vape prohibitions on campus and decrease use of vape or other drugs on campus

<table>
<thead>
<tr>
<th>What steps will be taken?</th>
<th>Who is primarily responsible?</th>
<th>When will each step be completed?</th>
<th>How will we assess the effectiveness of the steps taken?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase signage and messaging related to vaping in restrooms and via other communication systems.</td>
<td>Satterwhite, Rosenberg, Woodworth</td>
<td>August 2019</td>
<td>Decreased in reported incidents of vaping in restrooms.</td>
</tr>
<tr>
<td>Increase awareness of teachers about vaping issues.</td>
<td>Satterwhite, Rosenberg</td>
<td>August 2019</td>
<td>Survey teachers on knowledge and</td>
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<tr>
<td>What steps will be taken</td>
<td>Who is primarily responsible?</td>
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<td>How will we assess the effectiveness of the steps taken?</td>
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<td>Review implementation of anonymous text-based reporting system for vaping and similar issues.</td>
<td>Woolfolk, ASB, Rosenberg</td>
<td>August 2019</td>
<td>Implementation of approved anonymous texting system.</td>
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</table>

**GOAL #3 Increase student and staff access to and visibility of safety resources and programs.**

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<th>What steps will be taken</th>
<th>Who is primarily responsible?</th>
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<th>How will we assess the effectiveness of the steps taken?</th>
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<tbody>
<tr>
<td>Increase number of surveillance cameras during and after construction based on need.</td>
<td>Rosenberg, Mathiessen, Gordon</td>
<td>August 2019</td>
<td>Installation of additional cameras and use to improve safety.</td>
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<td>Develop messaging and clarity of process and consequences related to appearance of gang affiliation at school.</td>
<td>Satterwhite, Admin Team</td>
<td>June 2019</td>
<td>Revision(s) to policy documents related to gang affiliation</td>
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<td>Provide CPR and First Aid training to interested staff.</td>
<td>Satterwhite</td>
<td>August 2019</td>
<td>Implementation of opportunities for CPR and First Aid training.</td>
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<tr>
<td>Provide self-defense training to interested staff and all students.</td>
<td>Satterwhite</td>
<td>December 2019</td>
<td>Implementation of opportunities for self-defense training.</td>
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<tr>
<td>Work with District to consider additional Student Conduct Liaison position.</td>
<td>Satterwhite</td>
<td>August 2019</td>
<td>Addition of third Student Conduct Liaison.</td>
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</tbody>
</table>

**GOAL #4 Increase cleanliness and appearance of all student restrooms on campus.**

<table>
<thead>
<tr>
<th>What steps will be taken</th>
<th>Who is primarily responsible?</th>
<th>When will each step be completed?</th>
<th>How will we assess the effectiveness of the steps taken?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve signage related to restroom availability and maintenance.</td>
<td>Rosenberg, Woodworth</td>
<td>August 2019</td>
<td>New signage installed</td>
</tr>
<tr>
<td>Develop plans to remodel existing restrooms to upgrade facilities and make them easier to maintain.</td>
<td>Woodworth, Mathiessen</td>
<td>December 2019</td>
<td>Development and implementation of plans.</td>
</tr>
<tr>
<td>Replace all remaining drinking fountains with filtered water stations.</td>
<td>Woodworth</td>
<td>August 2019</td>
<td>Installation of new filtered water stations</td>
</tr>
<tr>
<td>What steps will be taken?</td>
<td>Who is primarily responsible?</td>
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</tr>
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<tr>
<td>Improve messaging and consistency of communication using a variety of platforms about construction and how it will affect students.</td>
<td>Rosenberg, Mathiessen</td>
<td>June 2019</td>
<td>Availability of information for students on construction and student input on process</td>
</tr>
<tr>
<td>Work with District to make installation of field lights lead to policies that improve school spirit and a sense of community.</td>
<td>Satterwhite, Mathiessen</td>
<td>June 2020</td>
<td>New protocols for use of fields under lights</td>
</tr>
<tr>
<td>Improve access and number of options to on campus food sales.</td>
<td>Rosenberg, Mathiessen</td>
<td>August 2019</td>
<td>Availability of additional food options for students.</td>
</tr>
<tr>
<td>Improve communication about mental health programs and resources through Challenge Day and similar activities, as well as other communication platforms, including teacher access to and understanding of information provided via SIS.</td>
<td>Castillo, Satterwhite</td>
<td>August 2019</td>
<td>Surveys of students on access to mental health resources.</td>
</tr>
</tbody>
</table>
Appendix

I. Board Policies and Administrative Regulations

A. Philosophy
BP/AR 0450 Comprehensive Safety Plan

B. Personnel
BP/AR 4158 Employee Security
OP 4158 Notification of Suspension
Confidential Report on Disruptive Students

C. Students
BP 5145.3 Nondiscrimination/Harassment
BP/AR 5145.7 Sexual Harassment
BP/AR 5141.4 Child Abuse Reporting Procedures
BP 5131 Conduct
BP/AR 4131.4 Campus Disturbance
BP 5135.5 Vandalism and Theft
BP/AR 5131.6 Alcohol and Other Drugs
BP/AR 5131.62 Tobacco
BP 5131.63 Anabolic Steroids
BP/AR 5131.7 Weapons and Dangerous Instruments
BP/AR 5132 Dress and Grooming
BP/AR 5136 Gangs
BP 5137 Positive School Climate
BP/AR 5141 Health Care and Emergencies
BP 5142 Safety
BP/AR 5144 Discipline
BP/AR 5144.1 Suspension and Expulsion/Due Process
AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)
BP/AR 5119 Students Expelled from other Districts
BP 5145 Civil and Legal Rights and Responsibilities
BP 5145.1 Invasion of Student Privacy
BP/AR 5145.11 Questioning and Apprehension
BP/AR 5145.12 Search and Seizure
BP 5113 Absences and Excuses
OP 5113 Consequences for Absences

II. District Crime Statistics, Suspension, Attrition and Drop Out Date

III. Communications Audit and Strategic Communication Plan

IV. Crisis Intervention Plan and Management Tool Kit

V. Summer Mailer (Parent-Student Handbook)

VI. Emergency Procedures

VII. Notes from Student Panel Discussion of Safety Issues