



## **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

**Los Altos High School  
School Safety Plan**

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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**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.**

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## **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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## **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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Theft/Vandalism</b>	2	4	1	0	0	0
<b>Fighting</b>	3	2	13	14	11	33
<b>Dangerous Object</b>	0	1	0	2	1	0
<b>Controlled Substance</b>	21	12	21	12	20	9
<b>Tobacco Possession</b>	0	0	0	0	0	0
<b>Obscene Language</b>	3	2	1	1	4	0
<b>Disruptive/Defiant</b>	15	15	8	3	0	2
<b>Other</b>	0	0	4	6	7	6
<b>Total</b>	<b>36</b>	<b>36</b>	<b>48</b>	<b>38</b>	<b>43</b>	<b>50</b>

Referral to Alternative Education Programs:

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Adult Education</b>	2	0	3	1	3	3
<b>Alta Vista</b>	40	41	45	37	47	66
<b>Moffett Ind. St.</b>	9	12	5	6	5	6
<b>Moffett Young Parent</b>	0	NA	1	0	2	2

Attendance Data:

The monthly attendance rate is 98% or above every month for each of the past three years.

## ASSESSMENT OF CLIMATE AND CONDITIONS

### 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
- 9<sup>th</sup> 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
- 8<sup>th</sup> grade parent/student informational meetings / Open House
- Counselors outreach to middle school PTSAs (Parent Teacher Student Association)
- B TSA
- 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  
MVL (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 Glucagon
- 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 collaboration and sharing of information among Mountain View PD and partner school districts.

Activity: Emergency Preparedness Training and Planning

Participants: Los Altos PD, LA Fire Dept., and all administrators

When: Annually

Outcome: Continuous review of procedures relating to school-wide emergencies

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

## **SCHOOLWIDE ACTIVITIES TO ENHANCE POSITIVE SCHOOL CLIMATE AND CAMPUS SAFETY**

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 (B TSA/PAR)
Source/Documentation:	Agendas, minutes and evaluations from B TSA/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.

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

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

What steps will be taken?	Who is primarily responsible?	When will each step be completed?	How will we assess the effectiveness of the steps taken?
Increase signage and messaging related to vaping in restrooms and via other communication systems.	Satterwhite, Rosenberg, Woodworth	August 2019	Decreased in reported incidents of vaping in restrooms.
Increase awareness of teachers about vaping issues.	Satterwhite, Rosenberg	August 2019	Survey teachers on knowledge and

			observations related to vaping and student behavior.
Review implementation of anonymous text-based reporting system for vaping and similar issues.	Woolfolk, ASB, Rosenberg	August 2019	Implementation of approved anonymous texting system.

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

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

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

<b>What steps will be taken?</b>	<b>Who is primarily responsible?</b>	<b>When will each step be completed?</b>	<b>How will we assess the effectiveness of the steps taken?</b>
Improve signage related to restroom availability and maintenance.	Rosenberg, Woodworth	August 2019	New signage installed
Develop plans to remodel existing restrooms to upgrade facilities and make them easier to maintain.	Woodworth, Mathiessen	December 2019	Development and implementation of plans.
Replace all remaining drinking fountains with filtered water stations.	Woodworth	August 2019	Installation of new filtered water stations

**GOAL #5 Increase student and staff perception of quality of life issues through improved communication**

<b>What steps will be taken?</b>	<b>Who is primarily responsible?</b>	<b>When will each step be completed?</b>	<b>How will we assess the effectiveness of the steps taken?</b>
Improve messaging and consistency of communication using a variety of platforms about construction and how it will affect students.	Rosenberg, Mathiessen	June 2019	Availability of information for students on construction and student input on process
Work with District to make installation of field lights lead to policies that improve school spirit and a sense of community.	Satterwhite, Mathiessen	June 2020	New protocols for use of fields under lights
Improve access and number of options to on campus food sales.	Rosenberg, Mathiessen	August 2019	Availability of additional food options for students.
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.	Castillo, Satterwhite	August 2019	Surveys of students on access to mental health resources.

## 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
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