

# Crestview

2018-2019



## Safe School Plan

**Crestview Elementary School**

Utah Ave

Vandenberg Air Force Base, CA 93437

805-742-2050

**Step 1: Safe School Planning Committee Members:**

The following committee members helped formulate this plan.

	<b>Name</b>	<b>Title</b>
1.	Brian Jaramillo	Director of Pupil Support Services
2.	Christine Nagel	Principal
3.	Charles Maxie	Teacher-In-Charge
4.	Lisa Cordes	Teacher-In-Charge
5.	Maria Magana	School Administrative Assistant
6.	Daniel Fabela	School Custodian
7.	Jill Webster	Teacher Representative
8.	Morris Rios	Site Technology Support Assistant
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**Step 2: Defining Our Vision & Mission for a Safe *and* Effective School**

*Mission Statement*

***School Mission***

The mission of Crestview School, in partnership with the Vandenberg Air Force Base community and Lompoc Unified School District, is to ensure that all children meet challenging academic standards through powerful learning experiences in a positive, safe, and motivating environment.

***School's Compact for Success***

School staff will:

- Help parents to learn how to help their child succeed in school.
- Tell parent (s) how their child is doing in school and provide up-to-date information on student progress.
- Hold parent-teachers conference.
- Hold their child to the highest expectation for learning at Crestview Elementary while also meeting the needs of all learners.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Teach and uphold school rules and expectations.

Parents will:

- Read to or with my child, per teacher specification.
- Provide time and a place for my child to do homework.
- Make sure my child gets to and from school every day.
- Attend parent-teacher conferences.
- Make sure my child gets plenty of sleep and eats well.
- Communicate any significant changes that may have an impact on my child's success.

Students will:

- Come to school on time and ready to learn.
- Do my best in class.
- Be safe, responsible, and respectful.
- Be kind to everyone.

*School Compact for Success*

**Step 3: Data Gathered and Analyzed**

<b>Data Source</b>	<b>What The Data Tells Us About Our School</b>
<b>Attendance</b> <ul style="list-style-type: none"> <li>◆ Truancies / SARB &amp; Pre-SARB</li> </ul>	<i>No Students entered into SARB process in 2017-2018. 141 letters were sent out for unexcused absences. None went to the SARB Board.</i>
<b>California Healthy Kids Survey</b> <ul style="list-style-type: none"> <li>◆ Types of intervention needed</li> <li>◆ How many need intervention</li> </ul>	<i>Continue with PBIS practices to reinforce positive behavior, school rules and safety.</i>
<b>CPS Reports</b> <ul style="list-style-type: none"> <li>◆ Number of reports in 2017-2018</li> </ul>	<i>Staff members who submit reports, do so directly to CPS to maintain confidentiality.</i>
<b>Reportable Crime Reports 2017-2018</b>	<i>In 2017-2018 there was no reportable potential crime at Crestview.</i>
<b>Suspension/Expulsion Data Reports (2017-2018)</b>	<i>Crestview had no expulsions and 10 students were suspended for a combined total of 18 days suspensions.</i>
<b>Needs Assessment Surveys</b> <ul style="list-style-type: none"> <li>◆ Parents</li> <li>◆ Teachers</li> </ul>	<i>Component 1 –people and programs Parent Safe School survey Safety Survey - Employees</i>
<b>Office Referrals:</b> <ul style="list-style-type: none"> <li>◆ How many in 2017-2018?</li> <li>◆ What types of referrals?</li> </ul>	<i>113 referrals (to the office) were given by staff for behavior</i>
<b>Police Reports</b> <ul style="list-style-type: none"> <li>◆ How many</li> </ul>	<i>There were 0 police reports made at Crestview.</i>
<b>School Improvement Plan</b> <ul style="list-style-type: none"> <li>◆ Areas of identified need</li> </ul>	<i>See School Plan.</i>
<b>Surveys</b> <ul style="list-style-type: none"> <li>◆ Individual</li> <li>◆ Student</li> <li>◆ Staff</li> <li>◆ Parents</li> <li>◆ What makes students feel unsafe?</li> <li>◆ What do students believe about our school and staff?</li> </ul>	<i>Surveys given at Crestview: Parent Safe School Survey Safety Survey for Students Safety Survey for School Staff</i>
<b>Board Policies</b> <ul style="list-style-type: none"> <li>◆ See Attached</li> </ul>	<i>This information can be found in __→ of this binder. District will determine BP's to be included. These policies relate to student conduct, discipline, behavior, etc.</i>

**Step 3: Data Gathered and Analyzed, continued**

	<b>Areas of Pride And Strength</b>	<b>What We Want To Change</b>
<p><b>Component 1</b> <i>People and Programs</i></p>	<ol style="list-style-type: none"> <li>1. Consistent grade-level PLC to increase student academic and behavioral achievement</li> <li>2. Intervention and Enrichment programs</li> <li>3. PBIS (Positive Behavior Intervention Support) Positive discipline program implemented with increased trained staff</li> <li>4. Second Step taught in classrooms for Social Skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor the effectiveness of the PBIS Program along with monthly Mega skills taught.</li> <li>2. Reduction in disciplinary referrals and suspensions.</li> <li>3. Promote caring supportive relationships with students and among students.</li> <li>4. Continue monitoring programs: Intervention such as Lexia, IXL, reading groups with Literacy Coach and Enrichment programs such as PBL (project based learning) and after-school activities.</li> </ol>
<p><b>Component 2</b> <i>Physical Environment</i></p>	<ol style="list-style-type: none"> <li>1. Safe, orderly, and pleasant campus</li> <li>2. Crisis response procedures and monthly emergency drills</li> </ol>	<ol style="list-style-type: none"> <li>1. Reduce noise level in the cafeteria using positive behavior support system.</li> <li>2. Continue refining recess behaviors and work on sportsmanship.</li> <li>3. Development of a cohesive plan with and between LUSD and VAFB to assess vulnerability and effective disaster drill and lockdown situation protocol and procedures.</li> </ol>

**Step 4: Areas of Desired Change**

**Review Matrix – Component 1**

*Complete the checklist and notice what needs more attention. What do we want to change?*

<b>Component 1 – People and Programs</b> <i>Our program helps us to create a caring and connected school climate.</i>	<b>Highly Developed</b>	<b>Partially Developed</b>	<b>Not Yet Developed</b>	<b>Level of Priority</b>
Parents, students, and staff involved in making decisions, planning, and implementing programs	X			1
<input type="checkbox"/> Assess important developmental assets of students and staff <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Support  <input type="checkbox"/> Empowerment  <input type="checkbox"/> Wellness &amp; Health  <input type="checkbox"/> Boundaries &amp; Expectations                 </div> <div style="width: 45%;"> <input type="checkbox"/> Positive values  <input type="checkbox"/> Positive identity  <input type="checkbox"/> Social Competencies  <input type="checkbox"/> Commitment to Learning                 </div> </div>	X			1
<input type="checkbox"/> Recognize and build on the cultural richness of our school and community	X			2
<input type="checkbox"/> Provide ongoing training so staff can meet the unique needs of the student body	X			1
<input type="checkbox"/> Set high academic and behavioral goals	X			1
<input type="checkbox"/> Improve curriculum and teaching practices	X			1
<input type="checkbox"/> Include health and resiliency curriculum		X		1
<input type="checkbox"/> Address multiple learning styles	X			1
<input type="checkbox"/> Promote caring, supportive relationships with students	X			1
<input type="checkbox"/> Provide opportunities for students to have meaningful participation in school and community service.	X			1
<input type="checkbox"/> Emphasize critical thinking and respect	X			1
<input type="checkbox"/> Communicate clear standards and consequences that are consistently <i>and</i> fairly enforced.	X			1
<input type="checkbox"/> Communicate procedures to report (anonymously) and deal with threats	X			1
<input type="checkbox"/> Empower students to take responsibility for safety	X			1
<input type="checkbox"/> Train staff on bullying prevention and tolerance		X		1
<input type="checkbox"/> Provide training for students and staff on the dangers of drugs and alcohol	X			2
<input type="checkbox"/> Provide training for students & parents on bullying Prevention		X		1
<input type="checkbox"/> Provide training for students, parents & staff on cyberbullying		X		1

**Level of Priority Matrix**

High Level of Priority =1 Medium Level of Priority = 2 Low Level of Priority = 3

**Step 4: Areas of Desired Change**

**Review Matrix - Component 2**

<b><u>Component 2 – Places</u></b>	<i>Highly Developed</i>	<i>Partially Developed</i>	<i>Not Yet Developed</i>	<i>Level of Priority</i>
Our plan helps us create a physical environment that communicates respect for learning and for individuals.				
<input type="checkbox"/> Maintain classrooms and grounds as pleasant places to meet and learn?	X			1
<input type="checkbox"/> Make sure that the school is an important part of the community?	X			1
<input type="checkbox"/> Share information about student crimes and truancy with nearby businesses and law enforcement?		X		1
<input type="checkbox"/> Make the campus secure from criminal activity? <input type="checkbox"/> Campus closed to outsiders? <input type="checkbox"/> Signs prominently placed at all entry points?		X		1
<input type="checkbox"/> Limit places for loitering?		X		3
<input type="checkbox"/> Monitor/supervise all areas?	X			1
<input type="checkbox"/> Provide a pleasant eating area and healthy food?	X			1
<input type="checkbox"/> Maintain clean and safe bathrooms?	X			1
<input type="checkbox"/> Provide adequate lighting in all areas?		X		1
<input type="checkbox"/> Provide students with current textbooks and materials?	X			1
<input type="checkbox"/> Maintain a variety of sports facilities and equipment?	X			1
<input type="checkbox"/> Provide a well-stocked library?	X			1
<input type="checkbox"/> Communicate procedures for security, including a compliant crisis response plan?		X		1
<input type="checkbox"/> Deal with vandalism before students return to school?	X			1
<input type="checkbox"/> Inventory, identify, and store valuable property?	X			1
<input type="checkbox"/> Provide training for security personnel and staff?		X		1
<input type="checkbox"/> Engage students and the community in campus beautification projects?	X			2
<input type="checkbox"/> Promote school and neighborhood watch programs?		X		3
<input type="checkbox"/> Check that weapons and drugs are not on campus?	X			1

**Level of Priority Matrix**

High Level of Priority =1    Medium Level of Priority = 2    Low Level of Priority = 3



**Step 4: Areas of Desired Change**

**Summary Sheet: Areas of Desired Change**

**Component 1: People & Programs**

**Areas needing improvement or change**

1. Monitor the effectiveness of the PBIS Program along with monthly Mega skills taught,
2. Reduction in disciplinary referrals and suspensions.
3. Promote caring supportive relationships with students and among students.
4. Continue monitoring programs: Intervention such as Lexia, IXL, reading groups with Literacy Coach and Enrichment programs such as PBL (project based learning) and after-school activities.

**Possible causes of safety concerns and needed improvements**

1. All staff needs to be trained in PBIS for entire campus consistency and complete implementation in order for Positive Behavior Intervention Support to be effective.

**Component 2: Physical Environment**

**Areas needing improvement or change**

1. Reduce noise level in the cafeteria using positive behavior support system.
2. Continue refining recess behaviors and work on sportsmanship.
3. Development of a cohesive plan with and between LUSD and VAFB to assess vulnerability and effective disaster drill and lockdown situation protocol and procedures.

**Possible causes of safety concerns and needed improvements**

1. Agreement of cohesive plan with and between LUSD and VAFB and ways to assess vulnerability and effective disaster drill and lockdown situation protocol and procedures.
2. Entire staff needs to be trained in PBIS and BEST practices followed consistently to carry over into cafeteria and recess times.

**Step 5: ACTION PLAN**

Step 5 is mandated by the Ed. Code 35294.2(a)(2) – “Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety...”

**Component 1: People & Programs**

<b>Goal</b> Area of Pride	PBIS (Positive Behavior Intervention Support) Positive discipline program implemented with increased trained staff.
Area of Desired Change	Promote caring supportive relationships with students and among students.
<b>Objective #1</b> Related Activities	Further emphasize character education and social skills taught at each grade level through Second Step curriculum and reviewing expectations and rules through BE-Day rotations
Timeline for Implementation	August 2018 – June 2019
<b>Objective #2</b> Related Activities	Increased training of more staff members in PBIS practices and strategies to be effectively implemented school-wide throughout

	the campus.
Timeline for Implementation	August 2018 – June 2019
<b>Budget</b>	General fund if needed and PTA funds if needed.
<b>Evaluation Criteria</b>	Reduction in discipline referrals and suspensions. Positive behavior supports. Increase in school spirit, involvement and higher test scores.

**Step 5: ACTION PLAN - Continued**

**Effective Practices Checklist**

**Component 1: People & Programs**

Prevention Strategies –

<b>Researched-based violence prevention practices</b>	<b>Area of Desired Change being Addressed</b>	<b>We will know it works for our students by;</b>
<i>After-school recreational programs</i>	NA	
<i>Anger Management</i>	X	Reduced incidents of arguments and issues.
<i>Breaking the Code of Silence</i>	NA	
<i>Buddy Systems</i>	X	Fewer referrals to the office for minor incidents or disruptions
<i>Bully Prevention Programs</i>	x	PBIS program reduces referrals and reduces reports from parents and students
<i>Character &amp; Citizenship Education</i>	x	Fewer office referrals and suspensions
<i>Classroom Behavior-Management Techniques</i>	X	Fewer classroom behavior incidents
<i>Conflict Resolution and Violence Prevention Curricula</i>	X	Fewer reports of incidents, fewer referrals
<i>Cooperative Learning</i>	X	Students can work together and share information with each other effectively.
<i>Discipline Policies – Suspensions/Expulsions</i>	X	Fewer suspensions/expulsions
<i>Drug &amp; Alcohol Abuse Prevention</i>	X	Decreased incidents
<i>Gang-prevention Curricula &amp; Intervention</i>	NA	
<i>Hate Motivated Behavior Prevention/Tolerance Education</i>	NA	
<i>Identification, Redirection, &amp; Supervision of Repeat Offenders</i>	X	Fewer suspensions/expulsions
<i>Languages</i>	NA	
<i>Learning Styles/Multiple Intelligences</i>	X	Increased student engagement
<i>Mentoring relationships that include behavior management techniques</i>	X	Decreased referrals, suspensions, expulsions
<i>Monitoring and reinforcement of the requirements of school attendance, academic progress, and school behavior</i>	X	Students will have a clear

		understanding of the rules and expectations, student achievement will rise, and attendance rates will increase
<i>Parent &amp; Family-Based Interventions</i>	X	Families will have the tools and support they need to work with us to provide their student with the best possible education.
<i>Parenting Reinforcement</i>	X	Communication between all stakeholders will be smooth, open, and effective.
<i>Positive Behavioral Support (PBIS program-Positive Behavior Intervention Support and BEST practices)</i>	x	Ongoing support creates positive outcomes.
<i>Restitution &amp; Community Service for Juvenile Offenders</i>	NA	
<i>School-Community Policing</i>	NA	
<i>Staff Development</i>	X	Staff will feel prepared to implement new programs. They will feel informed and have the tools necessary for effective instruction and supervision.
<i>Structured Positive Playground Activities</i>	NA	
<i>Terrorist Threats</i>	NA	
<i>Tutoring</i>	N/A	
<i>Youth development (resiliency)focus</i>	NA	

**Step 5: ACTION PLAN - Continued**

Step 5 is mandated by the Ed. Code 35294.2(a)(2) – “Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety...”

**Component 2: Physical Environment**

<b>Goal</b>	
<b>Area of Pride</b>	Safe, orderly, and pleasant campus

Area of Desired Change	Development of a cohesive plan with and between LUSD and VAFB with assessment of vulnerabilities and effective disaster drill and lockdown situation protocol and procedures.
<b>Objective #1</b> Related Activities	Discussions with VAFB Emergency Response Team and LUSD district personnel to come to an agreement on emergency procedures that are effective and efficient to increase student safety during an emergency.
Timeline for Implementation	August 2018 – June 2019
<b>Objective #2</b> Related Activities	Increase emphasis on supervision on the playground. Specifically, consistency of the enforcement of the rules and using a variety of positive strategies and consequences to gain desired behaviors. Streamline awards and incentives, communicate effectively to all stakeholders regarding our monthly character focus and behavior policies.
Timeline for Implementation	August 2018- June 2019
<b>Budget</b>	General fund if needed. PTA funds if needed.
<b>Evaluation Criteria</b>	Highly effective crisis response of staff and students during monthly emergency drills. Students taking pride and building ownership in their school, campus and classroom. Students demonstrating responsibility and respect.

**Step 5: ACTION PLAN - Continued**

**Effective Practices Checklist**

**Component 2: Physical Environment**

Prevention Strategies –

<b>Researched-based violence prevention practices</b>	<b>Area of Desired Change being Addressed</b>	<b>We will know it works for our students by;</b>
<i>Adequate Lighting</i>		
<i>Closed Campus</i>		
<i>Comfortable Rooms &amp; Furnishings</i>		
<i>Community policing</i>		
<i>Crisis Response Procedures</i>	x	Safe campus with protocols and procedures in place and all stakeholders informed.
<i>Entries &amp; Exits – Safe Passages</i>	x	Safe campus
<i>Graffiti Removal &amp; Vandalism Repair</i>		
<i>Hallway Supervision</i>		
<i>Interagency Information-Sharing Agreements</i>		
<i>Interrogations by Police Officers of suspicious persons in the vicinity</i>		
<i>Lockers/Parking Area: Use, Visibility, &amp; Supervision</i>		
<i>Neighborhood block watch</i>		
<i>Parking Areas</i>	X	Safer routes for our students to exit the vehicle and/or get to school.
<i>Positive Posters, Bulletins, &amp; Signs</i>	x	PBIS posters promote school spirit and responsibilities, use of technology to spread the message.
<i>Restrooms – Safe &amp; Clean</i>	x	Students taking ownership in restroom cleanliness
<i>Security Technologies – Surveillance Cameras &amp; ID Cards</i>		

**Steps: CRISIS MANAGEMENT – Planning Checklist**

**Preparedness – This checklist includes activities already performed &/or evaluated by staff to ensure students, faculty, staff, and campus will survive an emergency with minimal risk of injury or damage.**

<input checked="" type="checkbox"/> Do we have a disaster plan? Is it compliant with the five principles of SEMS (School Emergency Response System)? Has district legal staff reviewed the crisis response procedures and forms?	<i>District &amp; School disaster plans are located in a red folder on a clipboard located by each door in each classroom. The Master Disaster Plan is located in the Principal's Office. To the best of our knowledge, the crisis response procedures and forms are in compliance and have been reviewed at the District level.</i>
<input checked="" type="checkbox"/> Do we have policies and procedures for handling crisis situations? Including before, during, and post-crisis follow-up?	<i>Disaster plans are located in a red flip chart in each classroom. The Master Disaster Plan is located in the Principal's Office.</i>
<input checked="" type="checkbox"/> Is the staff trained to respond to alerts for lockdowns and evacuations?	<i>Yes. Monthly drills are conducted. During lock down drills, monitors check all doors and windows on campus to ensure they are secured. Monthly evacuations are conducted where children leave their classrooms and assemble on the playground.</i>
<input checked="" type="checkbox"/> Do we have an alternate site for evacuations that are secure and contained enough (via fences) to allow us to supervise the transitions of parent-student reunions or transfer of students to hospitals?	<i>The nearest alternate site is the Youth Center. The District Office Crisis Response Team and VAFB determine ultimate location destinations and transportation needed.</i>
<input checked="" type="checkbox"/> Have members of the Crisis Response Team been trained to perform their roles and responsibilities relating to SEMS' principles (i.e., management, planning/intelligence, operations, logistics, and finance)?	<i>Documents relating to these issues are on file with the District Office.</i>
<input checked="" type="checkbox"/> Have we conducted an inventory of skills and needs of our staff? Have we conducted training in first-aid, damage assessment, search and rescue, and fire suppression?	<i>An inventory of skills and needs of our staff has not been conducted. VAFB fire and emergency are our first responders.</i>
<input checked="" type="checkbox"/> Does our staff know the location of the main gas, electricity, and water shut-off valves? Who has been trained to check for damage and turn them off if the need arises?	<i>The custodian has been trained to turn off the main gas, electricity, and water shut-off valves.</i>
<input checked="" type="checkbox"/> Have we made a list and a map of the location and availability of first aid and other emergency supplies?	<i>List and map are in the Emergency Management Guide.</i>



**Preparedness,** continued

<input checked="" type="checkbox"/> Is our staff aware of the fact that under <i>Government Code - Section 3100</i> they are disaster service workers? Do they know what this role entails?	<i>School district staff is given training at the beginning of each school year that covers emergency plan responsibilities, and responder assignments.</i>
<input checked="" type="checkbox"/> Do we have sufficient supplies – water, food, blankets, and so on - to handle emergency periods that may last up to three or four days?	<i>At present time limited supplies are on hand. There is not a need for stockpiles of resources since base housing is so near the school.</i>
<input checked="" type="checkbox"/> Is everyone aware of the location of primary evacuation routes and alternate routes? Have we planned practice evacuation drills?	<i>Drills are performed at least monthly. Teachers, staff, and students are trained in the primary location regularly. Alternate routes are established on an as needed basis, and announced to the affected class(es) by radio, telephone, or public address system.</i>
<input checked="" type="checkbox"/> Does our team have a police liaison?	<i>Liaison is NCOIC, Police Services and Crime Prevention</i>
<input checked="" type="checkbox"/> Does the team have a media liaison and plan for contacting the media?	<i>District personnel contacts the media when necessary.</i>
<input checked="" type="checkbox"/> Does the team have a working relationship with community service providers and a list of telephone numbers and contact persons?	<i>An information card for each student is brought to the Command Post at the staging area during each drill and real event. The Principal and lead custodian have radios with access to the District Office Command Center.</i>
<input checked="" type="checkbox"/> Does the team have a telephone tree?	<i>The school has a personnel phone tree. The district also has an emergency auto dialing telephone system that reports information to parents.</i>
<input checked="" type="checkbox"/> Has the team created and printed forms to assist in crisis management?	<i>These forms can be found in each Emergency Response packet, located in each classroom. These packets are brought out to the staging area and maintained by the teacher during the event.</i>
<input checked="" type="checkbox"/> Does our school have a designated space for service providers involved in crisis management and for community meetings?	<i>The Multipurpose Room is designed to handle up to 200 plus persons. In addition, the Library and staff lounge are large enough to accommodate smaller groups. Finally classrooms H1 and H5 are classrooms that are available for service providers if needed.</i>
<input checked="" type="checkbox"/> Do we have a plan for emergency coverage of classes?	<i>The details are described in the Emergency Response packet, located in each classroom.</i>
<input checked="" type="checkbox"/> Does the team have a plan for how to alert staff?	<i>The school uses the public address system, portable radios, whistles, and strobe lights to signal various event scenarios.</i>
<input checked="" type="checkbox"/> Has the team established procedures for annual in-service training of new staff and update and review for all staff?	<i>At the beginning of each year, the Emergency Response plan is presented to all teachers. An effort is underway to ensure all staff (yard duty, para-educators, nurses, counselors, clerks, etc.), as well as new staff during the school year are given orientation on the Emergency Response Plan.</i>
<input checked="" type="checkbox"/> Is the team familiar with the procedures involved and the forms used in claiming disaster assistance from the state and federal governments?	<i>This is considered a function of the District Office.</i>

**Mitigation – This checklist includes actions taken to reduce potential loss, assessing hazards at the school, and identifying measures taken to mitigate nonstructural hazard potential.**

<input checked="" type="checkbox"/> Are bookshelves, file cabinets, and freestanding cupboards bolted to the wall or arranged to support each other?	<i>It meets all code requirements of the Lompoc Unified School District. The school site is periodically inspected by</i>
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	<i>personnel from the District Safety Committee to ensure compliance with all safety rules and good practices.</i>
<input checked="" type="checkbox"/> Have heavy items been removed from the tops of bookshelves and cupboards?	<i>See above</i>
<input checked="" type="checkbox"/> Have windows in the classrooms and other campus buildings been equipped with safety glass or covered with protective film?	<i>See above</i>
<input checked="" type="checkbox"/> Are partitions, ceilings, overhead lights, and air ducts secured to the structure of the buildings?	<i>See above</i>
<input checked="" type="checkbox"/> Have inventories been made of hazardous chemicals in areas such as the science building and maintenance shops?	<i>See above</i>
<input checked="" type="checkbox"/> Does our curriculum include an earthquake/disaster preparedness program?	<i>Yes. The school practices a variety of event types throughout the school year, with at least one drill per month.</i>
<input checked="" type="checkbox"/> Has our school developed programs for staff and parent groups to discuss the school's policies regarding student release versus a holding period, and the development of emergency plans for home?	<i>The Emergency Response plan is discussed at least once per year. In case of a real event, additional information is sent home providing information to parents on ways to help their child(ren) work through the event.</i>
<input checked="" type="checkbox"/> Does our school have a system for storing vital data and records? Are duplicate copies of important data stored in an off-site location?	<i>The school is hooked up to the offsite IT center, where the database on all students in the Lompoc Unified School District's system is stored. (Zangle)</i>

### Recovery

<input checked="" type="checkbox"/> Do we have a plan for a faculty meeting to update staff as soon as possible and to let them discuss feelings and reactions?	<i>A de-brief is conducted immediately after the event is declared over. Staff on hand is given an opportunity to discuss event issues. A follow up meeting is conducted within a few days of the event, as well.</i>
<input checked="" type="checkbox"/> Do we have plans to debrief with the Crisis Response Team as soon as possible?	<i>A de-brief is part of the District Office's plan. The school participates in this post-event activity (usually, the principal).</i>
<input checked="" type="checkbox"/> Do we have absentee policies for teachers/students after a disaster?	<i>Not at this time.</i>
<input checked="" type="checkbox"/> Do we have a procedure for checking with families to see if it is acceptable to provide funeral information to others?	<i>It is the policy of school district to not impart any information regarding students or staff without express permission of said party or surviving members of the family.</i>
<input checked="" type="checkbox"/> Do we have a procedure for making a formal statement or announcement?	<i>This is considered part of the District Office's responsibility.</i>
<input checked="" type="checkbox"/> Have we identified additional students, staff, and parents that are likely to be most affected by the news of the crisis, and assigned staff/community professionals to assist them.	<i>This is considered part of the District Office response team's responsibilities.</i>

### Recovery - Continued

<input checked="" type="checkbox"/> Do we have a procedure for assessing and communicating the need for additional community resources?	<i>This is considered part of the District Office response team's responsibilities.</i>
<input checked="" type="checkbox"/> Do we have a plan for absent, affected, or substitute teachers?	<i>Not at this time.</i>

<input checked="" type="checkbox"/>	Do we have a list of suggested readings for teachers, parents, and students on grief, suicidal ideation, and other post-traumatic stress reactions?	<i>These resources are available through school counselors, and the school library.</i>
<input checked="" type="checkbox"/>	After a disaster, do we have a plan to amend the crisis response procedures?	<i>A review of our response is conducted immediately after a disaster has been terminated, with a follow-up a few days later. All procedures used are reviewed, discussed and modified where necessary. New copies are distributed upon final acceptance by the response staff.</i>
<input checked="" type="checkbox"/>	Do we have an agreement with mental health organizations to provide counseling to students and their families after the disaster?	<i>This is considered part of the District Office response team's responsibilities.</i>
<input checked="" type="checkbox"/>	Have we established alternative teaching methods for students unable to return immediately to classes (i.e., correspondence classes, tele-teaching, group tutoring)?	<i>The school allows for independent study, home/hospital visitation by teachers, and recently the school website began developing sites for each classroom. In the 2009-10 school year a Pandemic plan was put into place for distance teaching.</i>
<input checked="" type="checkbox"/>	Do we have a plan for conduction classes elsewhere if buildings are damaged (i.e., half day sessions, alternative sites, portable classrooms)?	<i>In the event of damaged classrooms, the school will work with the District Office Crisis Response Team to establish acceptable temporary classroom locations.</i>
<input checked="" type="checkbox"/>	Do we have a plan for helping students cope with feelings of loss, grief, and lack of control following a disaster? Do staff members have training to watch for potential suicidal tendencies?	<i>Counselors are available for students regardless of a disaster event or just for personal reasons. Additional training is needed to ensure teachers and staff is knowledgeable in suicide watch and prevention.</i>
<input checked="" type="checkbox"/>	Do we have a plan to monitor crisis anniversaries (i.e., natural disasters, other student deaths)?	<i>Not at this time. Not determined needed on this elementary campus.</i>
	Local: San Simeon Earthquake (6.8)	<i>December 22, 2003</i>
	9-11	<i>September 11, 2001</i>
	Parkfield Earthquake (6.0)	<i>September 28, 2004</i>
	Regional: Southern CA Landslides	<i>January, 2005</i>
	Vandenberg Fire	<i>September-October 2009 and 2016</i>
	International: South Pacific Tsunami	<i>December 26, 2004</i>
	Columbine High School shootings	<i>April 20, 1999</i>

**Emergency Response – This checklist provides for emergency response needs during crisis situations.**

<input checked="" type="checkbox"/> Have staff and others been directed not to repeat information until verification is obtained?	<i>The Principal or Teacher in Charge or District designee is the only voice for the school. All direction comes from this individual.</i>
<input checked="" type="checkbox"/> Do we have a procedure for notifying the superintendent?	<i>The Principal and the lead custodian and/or principal's secretary carry cell phones &amp; radios equipped with the same frequency the superintendent's office utilizes. In addition, administrators have been given the phone numbers for emergency contacts including the Superintendent's phone number.</i>
<input checked="" type="checkbox"/> Do we have a system for convening the Crisis Response Team and reviewing duties?	<i>The school crisis response team is mobilized upon hearing school alarm bells activate, or through other means of communication (phone, radio, etc.). Duties are reviewed after each event in a debriefing.</i>
<input checked="" type="checkbox"/> Do we have a system for notifying staff, such as counselors, psychologists, and other social workers?	<i>The school utilizes a public address system, cell-phones, telephones, radios, and alarm bells to notify personnel on campus of various events.</i>
<input checked="" type="checkbox"/> Do we have a system for announcing the time and place of emergency staff meetings?	<i>The school utilizes a public address system, cell-phones, telephones, radios, and alarm bells to notify personnel on campus of various events.</i>
<input checked="" type="checkbox"/> Have we assigned a spokesperson? Do we have a translator who can inform non-English speaking parents and guardians?	<i>The Principal is the only spokesperson for the school, in addition to the District Superintendent. The administrative assistant is bi-lingual.</i>
<input checked="" type="checkbox"/> Has a central Emergency Operations Center (EOC), command post, or other central planning area been identified?	<i>The EOC, along with other points of gathering is noted in the Emergency Response packet, kept in each classroom, and maintained by teachers during an event.</i>
<input checked="" type="checkbox"/> Has the EOC been equipped with: <ul style="list-style-type: none"> <li>• Maps of the campus, facilities, and hazards in the area?</li> <li>• Enrollment sheet for the current year?</li> <li>• First-aid supplies and other tools necessary to manage the emergency response after a disaster?</li> </ul>	<i>Maps of the facilities and hazards in the area are listed in the Emergency Response packet (maintained in each classroom). Current year enrollment sheets, including the day's attendance report are brought to the staging area on the blacktop by the office staff. First aid supplies and other tools are maintained in the shipping container that is used as a shed.</i>
<input checked="" type="checkbox"/> As needed, have we assigned team members and other staff to: <ol style="list-style-type: none"> <li>1. Work with EMT's to identify students and get a list of hospitals with names of students sent there?</li> <li>2. Supervise parent-student reunification?</li> <li>3. Supervise grounds?</li> <li>4. Direct media, politicians, and other non-emergency personnel to an alternate site (away from the emergency response area)? And deal with their questions?</li> <li>5. Notify parents, support staff, and feeder schools?</li> <li>6. Provide support to staff?</li> </ol>	<ol style="list-style-type: none"> <li>1. All children who leave the campus during a disaster (drill or real event) are noted as to their intended destination, and who is transporting them. Identification of individual picking up child(ren) is positively verified by staff assigned to the reunification gate.</li> <li>2. See 1., above</li> <li>3. Some base personnel are assigned as "security" and patrol the area for non-school personnel, and redirect them to appropriate locales for their business.</li> <li>4. See 3., above</li> <li>5. In a real emergency, parents and support staff are notified of the event as soon as practical.</li> <li>6. Extra school personnel (yard duty, P.E. teachers, counselors, etc.) on hand for the event, but not assigned a specific role are utilized in areas of most need.</li> </ol>

7. Collect student belongings?	7. <i>Not considered at this time.</i>
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## Step 6: COMMUNICATING THE SAFETY PLAN TO THE PUBLIC

*Ed. Code 35294.2[e], “An updated file of all safety-related plans and materials shall be readily available for inspection by the public.”*

A draft of this School Safety Plan was presented to the following groups;

- School Site Council
- Safety Team
- PBIS Team
- PTA
- VAFB Fire and Emergency Team

Additional information will be made available to the families through announcements in the newsletter and on the school’s website.

Members of the public who express interest in participating in the ongoing safe school process should contact the Principal via;

- Telephone (805)742-2050.
- E-mail: [nagel.christine@lusd.org](mailto:nagel.christine@lusd.org)
- Mail letter of interest to Utah Ave., VAFB, CA 93437 or P.O. Box 8000, Lompoc, CA 93436

It is the responsibility of the Safe School Committee to review any request for information, or suggested revisions to the plan on a quarterly basis.

## Step 7: EVALUATION AND REVISION

*Ed. Code 35294.6, "Each school shall adopt a comprehensive school safety plan. This plan must be reviewed and updated by March 1<sup>st</sup> of every year." The plan must be approved according to district-approved procedures.*

1. Quarterly Review meetings shall occur in these months
  - Prepare for Back to School Night (end of August, or first part of September).
  - Before winter break (between Thanksgiving and end of trimester).
  - Before the March 1 due date (end of February).
  - Prepare for Open House (mid to end of May).
2. Quarterly meetings shall include a review of new data from the school, district, and community.
3. Committee members are assigned as liaisons to school improvement teams.
4. The Annual School Accountability Report Card shall include a description of the key elements of the school safety plan.