

Santa Cruz City Schools
COMPREHENSIVE SCHOOL SAFETY PLAN
EFFECTIVE DATES March 1, 2015 – March 1, 2016

DeLaveaga Elementary

School/Site

José A. Quevedo

Principal/Administrator

Plan Developed By	Title
José A. Quevedo	Principal
Jolene Dugan	Counselor
Carmen Zúñiga	Teacher, PBIS team
Nancy Sapunor	Teacher, PBIS team
Alyssa Cardenas	Teacher, PBIS team
Patricia Travers	Teacher, PBIS team
Jessica Pizzica	Behavior Support Specialist, PBIS

Public Hearing Date Date Adopted by School Site Council

Santa Cruz City Schools DISTRICT COMPREHENSIVE SCHOOL SAFETY PLAN EFFECTIVE DATES March 1, 2015 – March 1, 2016

DeLaveaga Elementary

School/Site

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COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016 MEMBERSHIP

DeLaveaga Elementary

School/Site

School Site Council or Delegated School Safety Planning Committee Members	Principal or designee	Classified Employee	Teacher Rep. of Cert. Employees	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (specify)
Date:	(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
(A)									
1. José A. Quevedo	X								
2. Rosario Weckler		X							
3. Laurie Puretz			X						
4. Wendy Molin			X						
5. Carmen Zuniga			X						
6. Nicole Lawrence				X					
7. Sumita Jaggar				X					
8. Tracie Root				X					
9. Anne Weidlich				X					
10. Viva Harris				X					

VISION STATEMENT:

At DeLaveaga, we believe that every child can learn. We believe every person has value and the potential to achieve their goals. Families are equal partners who support their children as well as the needs of the whole school community. We believe school should not only be safe, but fun, a place where each student wants to go each day. Our school reflects a diverse world in which all languages, cultures, talents and dreams are fostered and valued. Collaboration and effective practices support learning for all students. The transformative power of excellent teaching makes our beliefs become reality and promotes high levels of achievement for all students.

COMPREHENSIVE SCHOOL SAFETY PLAN 2015-16

DATA ANALYSIS

DeLaveaga Elementary

School/Site

Data Source	2014-2015	2013-14	2012-2013	2010-2011
California Healthy Kids Survey			X	X
Suspensions	X	X	X	
PBIS School-wide Evaluation tool	X	X		
Referrals in Infinite Campus	X	X	X	
PBIS Self Assessment Survey (SAS)	X			

Conclusions from Data:

There has been progress in different areas as measured in the California Healthy Kids Survey (CHKS). When comparing the data from the 2010-11 CHKS for 5th graders at DeLaveaga Elementary with the 2012-13 data, it is noted that some of the categories show similar percentages of student experiences. The following areas showed a difference of 5% or more between the two years:

- I feel close to people at this school has increased from 64% to 70% (6% increase)
- I feel like I am part of this school has increased from 71% to 85% (14% increase)
- The teachers at this school treat students fairly has increased from 72% to 83% (11% increase)

There was also an increase in the School Protective Factors results that include Caring Relationships and High Expectations:

There is a teacher or some other adult

- ...who really cares about me, from 73% to 85% (14% increase)
- ...who listens when I have something to say, from 72% to 78% (6% increase)
- ...who tells me when I do a good job, from 72% to 82% (10% increase)
- ...who believes that I can do a good job, from 86% to 92% (6% increase)

The CHKS also indicated the following overall percentage changes:

The percentage of students

- who feel very safe at school (all the time) increased from 47% to 51%
- that report high levels of caring relationships with teacher or other adult at their school increased from 47% to 59%
- that report high levels of high expectations from a teacher or other adult at their school increased from 52% to 65%
- that report high levels of opportunities for meaningful participation at their school increased from 12% to 16%
- that report high levels of personal school connectedness increased from 48% to 60%

In the 2013-14 school year, the average number of referrals from yard supervision was 6 per month. As of February 2015, we have averaged 12.4 referrals per month. In addition, an average of 8.4 referrals per month have occurred in the classroom. This trend is a reflection of the need to continue working in the restructuring and the refinement of the school-wide PBIS and the need for ongoing meetings with yard supervisors and Playworks coach, and to have additional professional development opportunities for the rest of the staff.

Conclusions from data (continued)

In addition, the staff also participated in the Self Assessment Survey (SAS) that would help identify areas of improvement in the PBIS implementation continuum. There were three major areas that the surveyed brought to light:

- Only 3% of staff members understand the way patterns of student problem behavior are reported to teams and faculty for active decision-making on regular basis (e.g. monthly)
- Only 6% of staff members understand that under PBIS, the consequences for problem behaviors are clearly defined
- Only 18% of staff members understand what the options are to allow classroom instruction to continue when problem behavior occurs
- Only 22% of staff members understand the distinctions between office v. classroom managed problem behaviors

This indicates the need for further professional development opportunities for all staff members to work on the four specific areas of need as per the survey. It also allows our school site to establish collaboration opportunities during our monthly staff meetings.

Conclusions from Parent, Teacher and Student Input:

At the October 2014 respective meetings, parents from the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) had the opportunity to review some of the school site goals and to provide input regarding safety around campus. Both groups shared that students need opportunities for structured play during break and lunch time. The ELAC group shared that more adult supervision would benefit our school and mentioned that we should work on asking for parent volunteers to schedule time and to be visible, or to guide activities during break and lunch. The staff participated in the Self Assessment Survey In addition, teachers shared the need to continue working with yard duty supervisors to ensure that they understand the behavior referral process, consistency in supervision, and that they understand minor vs. major infractions as well as the options for immediate minor and major consequences. The Parent Teacher Club (PTC) also shared their input regarding providing opportunities for students to access structured playtime and have expressed their support for funding for the position of a Playworks coach.

COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016

DATA ANALYSIS, continued

DeLaveaga Elementary

School/Site

List Data Sources Reviewed and How the Data Determined the Goals:

Staff meeting notes- September 2014
Meeting notes – October 2014
Behavior referrals in the School Wide Information System (SWIS)
Supervision Referrals from recess/lunch
Meeting minutes from ELAC, Site Council, and PTC
PBIS team meeting notes – Sept 2014-Jan 2015

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

1. A restructured PBIS team that has been participating in professional development in order to restructure and re-launch the school-wide PBIS system at DeLaveaga.
2. Dragon ticket program that celebrates individual students and leads to school wide celebrations. We held a school-wide dance party in the fall 2014 and will hold a science assembly in the spring of 2015.
3. Quarterly awards assemblies that celebrate student participation in the Second Step social skills program.
4. Hiring a playground coach for recess and lunch.
5. Student council with representatives from 3rd-5th grade who meet twice monthly to plan service projects and whole school activities.
6. Dragon Leaders program for 4th and 5th graders to build leadership capacity and peer support during recess and lunch.
7. Grade level teams are meeting monthly to discuss best practices for implementing Second Step curriculum.
8. We have a Peanut and Nut Free Zone for students who need a place to eat where they do not get exposed to a potential allergic reaction

Areas we wish to change:

- I. We would like to restructure and re-launch PBIS at DeLaveaga. There has been a lot of work done to identify Tier 1 interventions, but there has been slow progress in building and consistently applying those interventions both in the classroom and the playground.
- II. We need to continue working in implementing the Check in Check out system to support students who need a Tier Two intervention. This would support a greater connection between students and school as well as developing student relationship with staff.

**COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component I – People and Programs**

DeLaveaga Elementary

School/Site

Component I: People and Programs (Have at least one goal, measurable objective and activity for each component)

Goal #1

DeLaveaga staff and students understand and consistently follow the school-wide behavioral expectations in the classroom as outlined in PBIS.

Measurable Objective:

By February 2016, there will be a 10% reduction in classroom referrals, and in-school and home suspensions.

Action Steps

1.0 Refine and restructure PBIS program

- Staff will participate in Professional Development opportunities that will help them redefine their classroom practices around behavior support for their students.
- Staff will complete the Self Assessment Survey in January 2016
- The PBIS team will plan for and facilitate PBIS retreat day in the spring and the fall of 2015
- The PBIS team will visit Gault School to observe implementation of PBIS, and continue to meet on a monthly basis to review data and to share information during monthly staff meetings
- Staff will communicate discipline policies and procedures to students and families

2.0 Counselor will coordinate Check in /Check out (CICO) system for students with ongoing behavior issues or multiple office referrals.

- Review behavior referrals during PBIS meetings.
- Create process with PBIS for teachers to refer students for CICO
- Identify behavior goals, incentives and contact person for students on CICO

3.0 Parent Communication

- Family communication will be established for students on CICO system to coordinate with reinforcement at home
- Ongoing report at School Site Council (SSC), Parent Teacher Group (PTC), and English Learner Advisory Council (ELAC)

4.0 Monitoring progress

- Continue to use SWIS to track behavior information and gauge effectiveness of behavioral interventions or the need for improvement in specific areas of PBIS
- The PBIS committee will continue to meet on a monthly basis

**COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component I
PEOPLE AND PROGRAMS, Continued**

DeLaveaga Elementary

School/Site

Who will take the lead	José A Quevedo, Principal Jolene Dugan, Counselor Positive Behavior and Intervention Support Team; Nancy Sapunor, teacher Patricia Travers, teacher Carmen Zúñiga, teacher Alyssa Cardenas, teacher Amy Spiers, teacher Mignonne Fish, teacher Jessica Pizzica, Behavior specialist
Completion Date and Budget	March 2015-Feb. 2016 \$200 for student incentives
Resources Needed	Counselor (counseling grant) hired SWIS database for tracking behaviors Revision of posters and other materials stating explicit behaviors (need to be posted) •Incentives (e.g. assemblies, school dance parties, extra recess, etc. for Dragon Dollars earned)
How we will Monitor and evaluate	•PBIS and COST committees will meet monthly to monitor behaviors SWIS data will be used to identify students needing CICO plan Monitor the impact of CICO by measuring referrals and time spent in the office. •Feedback from Faculty, SSC, and ELAC

COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016 GOALS, STRATEGIES AND ACTIVITIES FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT **Component II - Place**

DeLaveaga Elementary
School/Site

Component II: Place
<p>Goal #1 Implement and monitor plan with staff, students and parents to support more engagement and safe interactions on the playground at recess and lunch. Plan will build on youth leadership and on establishing the role of the playground coach to provide safe and engaging activities at lunch.</p>
<p>Objective: By February 2016, we will reduce the number of yard supervision referrals and referrals to health office during recess and lunch by 50%.</p>
<p>Action Steps</p> <p>1.0 Planning and Needs Assessment</p> <ul style="list-style-type: none"> • Monthly meetings with PBIS team and yard supervisors to review the referrals and areas of concern. (1st Tuesday of the month) • Meet with Playground Coach and yard supervisors to determine areas of need. • Meet with 5th grade students in September and March to evaluate playground safety. • Continue to support the Dragon Leaders program to promote youth leadership with games at recess and lunch
<p>2.0 Training</p> <ul style="list-style-type: none"> • Playground assembly and School Rules video with staff to support common understanding of new guidelines. PBIS rotations in January. • Continue to provide training opportunities for the Playground coach and to meet with coaches at other site to review program goals and implementation. • Provide training for yard supervisors at monthly meetings. • Provide training for new Dragon Leaders August 24, 2015
<p>3.0 Monitoring</p> <ul style="list-style-type: none"> • PBIS team will review yard supervision referrals monthly. • Administration will meet bi-weekly with yard duty supervisors to review supervision best practices and appropriate behavior interventions in the playground

4.0 Communication with families

- Share progress with parents through monthly Dragon News.
- Share progress with other stake holders such as the Parent Teacher Club (PTC), English Learner Advisory Committee (ELAC), and the School Site Council (SSC)

**COMPREHENSIVE SCHOOL SAFETY PLAN 2015-16
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT**

Component II Place, Continued

Delaveaga Elementary

School/Site

Who will take the lead	José A Quevedo, Principal Jolene Dugan, Counselor Mignonne Fish, Teacher Sandy Perkins, Playground Coach
Completion Date and Budget	Training and implementation of playground coach-led activities and Dragon Leaders Dragon Leaders training – August, 2015 Budget \$11,000 Playground coach 450.00 Dragon Leaders training By February 2016 yard supervision referrals will be down by 50% By Feb. 2016 80% of all students will be engaged in safe play on our playground at recess and lunch.
Resources Needed	Playground and field Equipment Vests and clipboards for Dragon Leaders
How we will Monitor and evaluate	Monthly PBIS meetings Check in at faculty and grade level meetings Review with SSC and ELAC

COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016 COMMUNICATION OF THE PLAN

DeLaveaga Elementary

School/Site

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing <input style="width: 150px; height: 20px;" type="text"/></p> <p>Site of Public Hearing <input style="width: 150px; height: 20px;" type="text"/></p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified 	
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations • In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i> 	
Review of Progress for Last Year	Name: José A. Quevedo	Date: Feb. 6, 2015
Law Enforcement Review	Name:	Date:
Site Council Approval	Name:	Date:
School Board Approval	Name:	Date:

COMPREHENSIVE SCHOOL SAFETY PLAN 2015-2016

EVALUATION OF THE PLAN

DeLaveaga Elementary

School/Site

How was the previous plan monitored?

Plan was shared with staff, site council and English Learner Advisory Committee in the fall of 2014. The school safety and PBIS teams reviewed progress towards objectives on a monthly basis.

What progress was made on Component 1 (People and Programs)?

We referred students to more individualized support through weekly COST (Coordination of Services Team) meetings, as well as the Student Success Team (SST) process and from meeting with individual teachers. Through these meetings, 12 students have been referred to the Counselor for individual needs, and two students have been referred to Check In Check out.

What progress was made on Component 2? (Place / Physical Environment)

Although we started the 2014-15 school year without a playground coach, on November 2014 we hired Alexandra Perkins. The coach has visited most of the 1st-5th grade classrooms to teach schoolwide expectations and the “game of the week”. We had a staff meeting dedicated to training teachers on the playground activities and provided PBIS rotations in September to review expectations for ensuring safety in the areas around school. Teachers and yard supervisors have been trained on the rules and guidelines as well as strategies for resolving conflict. We have trained 4th and 5th grade “Dragon Leaders” who provide leadership on the playground during recess and lunch.

ANNUAL REPORT ON THE STATUS OF THE PLAN (See Attached SARC)

Safe Ingress and Egress

Students arrive/leave via Morrissey Blvd. and Park Ave. Students are dropped off either in the loading zone of the front parking lot (Morrissey Blvd. and Prospect Heights), or some parents park and escort their children on to campus. Bike riders and walkers enter from Park Ave using the paved pathway from the back of the school. Kinder end time on Wednesdays is 15 minutes earlier than the rest of the school in order to lessen the number of cars in the parking lot at dismissal times. There is one crossing guard at the corner of Prospect Heights and Morrissey,

one at Pacheco and Morrissey and one at Pacheco and Fairmount. Supervision is available from 7:45 before school and after school until 3:00.

Emergency Drills

Emergency drills are conducted (at minimum) monthly, with times and days of week varied to include all staff during the regular school day.

Thursday, Sept. 11 th	Fire drill	9:30
Thursday, Oct. 16 th	Earthquake	10:16
Friday, Nov. 15 th	Lock down	10:40
Monday, Nov. 19 th	Fire drill	10:15
Monday, Dec. 15 th	Fire drill	11:35
Wednesday, Jan. 28 th	Earthquake/fire drill	8:35
Thursday, Feb. 26 th	Fire drill	1:00
Wednesday, March 4 th	Earthquake/fire drill	9:30
Monday, March 16 th	Lockdown	1:05
Friday, April 17 th	Fire drill	10:40
Friday, May 15 th	Earthquake/fire drill	8:40
Wednesday, June 3 rd	Fire drill	9:30

Type	Elementary
Fire	10 times / year
Earthquake	3 times / year
Lockdown	2 times / year

Call Tracing

Call tracing procedures currently not available.

Mandated Reporters

Annual staff training regarding referrals to Child Protective Services will be conducted on August 29, 2014

Risk of Harm Protocol

Annual staff training regarding implementation of Risk of Harm Protocol will be conducted on August 29, 2014.

ID Badges

Principal and principal-designee do not currently have ID badges.

Keys

Duplicate set of keys or duplicate master keys that can open every space on campus are available on campus. They are stored in the principal’s office.

Safe School Requirements

Safe School Requirements are posted in every classroom.

Interpreters

Interpreters on staff are as follows:

<u>Name</u>	<u>Language</u>
José A. Quevedo	Spanish
Rosario Weckler	Spanish
Carmen Zúñiga	Spanish
Shanna Kiesz	Spanish
Kim Hecko	Spanish
Jennifer Villareal	Spanish
Nancy Sapunor	Spanish
Anne Marie Hernandez	Spanish
Dora Gonzalez	Spanish
Sierra Hill Leahy	Spanish
Alice Letona	Spanish
Wendy Molin	Spanish
Sharon Reeves	Spanish
Alyssa Cardenas	Spanish
Cindy Osuna	Spanish
Adriana Lugo	Spanish
Gabriela Mendez	Spanish
Lisa French	Spanish
Sarah Balla	Spanish

Annually Updated Attachments

- School rules
- Emergency Organizational Chart
- Emergency Team List
- Evacuation Map(s)
- Emergency Response Responsibilities document
- Safe School Plan Sign-off Sheet
- Minutes of Site Council or Safety Committee showing approval of the Plan

Standing Attachments

- Risk of Harm Protocol
- Suspension and Expulsion Policy
- Child Abuse Policy
- Sexual Harassment Policy
- Tobacco Policy
- Substance Abuse Policy
- Procedures for notifying teachers about dangerous students
- Evacuation Tracking System (for tracking students into and out of a re-unification site)
System will include delineation of responsibility for taking student health information and medication to the evacuation site.
- Plan for proper maintenance and use of Restraining Orders
- Communication of Uniform Complaint procedures (parents rights letter)

