

Lawrence E. Jones Middle School

Comprehensive School Safety Plan

Effective Dates 2019-2020

**Lawrence E. Jones Middle School
School/Site**

**David Gottlieb
Principal/Administrator**

Plan Developed By	Title
David Gottlieb	Principal
Shawna Whitestone	Assistant Principal
Jaime Myers	Counselor
Teresa Teich	Counselor
Elaine Conboy	Office Manager
Rebecca Cronin	Teacher
Bradley Baas	Teacher
Jim Gregoretti	Teacher
Casha Cory	Parent
Jennifer Kulpa	Parent

Cotati-Rohnert Park Unified School District

Comprehensive School Safety Plan

**Lawrence E. Jones Middle School
School/Site**

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Philosophy, Goals, Objectives and Comprehensive Plans: BP0450 / AR0450

Safety: BP5142 / AR5142

<http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756926/5>

<http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756927/5>

**Comprehensive School Safety Plan
2019-2020
Committee Members**

**Lawrence E. Jones Middle School
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)
(A)		(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
1.	David Gottlieb	X								
2.	Shawna Whitestine	X								
3.	Bradley Baas			X						
4.	Rebecca Cronin			X						
5.	Jim Gregoretti			X						
6.	Elaine Conboy		X							
7.	Casha Cory				X					
8.	Paige Yahya				X					
9.	Jennifer Kulpa				X					
10.										
11.										
12.										
13.										
14.										
15.										

School Vision Statement

Lawrence E. Jones Middle School is a diverse community of learners united by the strong conviction that opportunity comes through education. We promote learning through discovery, independent thinking and collaborative learning. We strive to model and encourage integrity in a positive and respectful environment. We recognize the potential of every student and offer a rigorous curriculum that is relevant for today's fast-changing world and equips our students for the challenges of tomorrow. We recognize and reward perseverance as students begin to take responsibility for their futures. We encourage the service of both students and staff, and are committed to the physical, social, and emotional well-being of our school community. To our students and to one another, we offer support and guidance that is rooted in a profound sense of responsibility for the enormously important work we share.

Mission: Lawrence E Jones Middle School is a diverse community of learners. We recognize the potential of every student and offer a rigorous curriculum that is relevant for today's fast changing world and equips our students for the challenges of tomorrow.

Vision: The LJ Way

4 Cornerstones: Integrity, Perseverance, Discovery, Service

**Comprehensive School Safety Plan
2019-2020
Data Analysis**

**Lawrence E. Jones Middle School
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Conclusions from Data:

Suspensions are decreasing due to implementation of Restorative Justice with Suspension Prevention measures.

2018/2019: 167 Suspension-2 Expulsions
2017/2018: 199 Suspension (422 Instructional Days) - 6.4%. 3 Expulsions
2016/2017: 103 Suspensions - 9.1%. 1 Expulsion
2015/2016: 169 Suspensions - 10.1%. 5 Expulsions

Implementations: Restorative practices, supported by Restorative Resources. The practice were researched and implemented for discipline and joined the Restorative Collaborative sponsored by the Sonoma County Office of Education. Teachers, classified staff, and administration were all trained in restorative practices and began implementation. Restorative practices, including suspension diversion options, contribute to the decrease in suspensions.

Safety Drills:

2018/2019: 2 fire, 1 earthquake, 1 lockdown- all with evacuation
2017/2018: 2 fire, 1 earthquake, 1 lockdown - all with evacuation
2016/2017: 2 fire, 1 earthquake, 1 lockdown - all with evacuation
2015/2016: 3 fire, 1 earthquake - all with evacuation

2018/2019: LJMS coordinated with Rohnert Park Public Safety for 1 lockdown drill to review safety procedures.
2017/2018: LJMS coordinated with Rohnert Park Public Safety for 1 lockdown drill to review safety procedures.
2016/2017: LJMS coordinated with Rohnert Park Public Safety for 1 lockdown drill to review safety procedures.

Conclusions from Parent, Teacher and Student Input:

The team concludes that restorative practices have been successful in reducing suspension and expulsion incidents and keeping students in school. Parent, teacher and student input gathered through Site Council and a school-wide survey, staff meetings, and student leadership meetings with the principal, have recommended and applauded efforts to reduce suspension numbers and look for positive means to reinforce behavior.

The team also concludes that the lockdown drill was a success. LJMS parents were supportive of the lockdown drill, as well.

Other

**Comprehensive School Safety Plan
2019-2020
Data Analysis (Continued)**

Lawrence E. Jones Middle School
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List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

Information from Student Information System & Student, Parent Survey

Power Schools Student Information System was implemented in the 2018/2019 school year. During the school year 167 students were suspended (77 were unduplicated students) and there were 2 expulsions (2 unduplicated students). Although suspensions decreased, there is still a concern regarding the number of unduplicated pupils suspended and expelled. Regular safety drills were scheduled and results from student surveys were reviewed to help support the climate and culture of Lawrence Jones.

2017/2018: 383 disciplinary referrals, 199 suspension instances, and 3 expulsion incidences. There were 158 bullying instances, including all types of bullying during the 17/18 school year. Drill log shows 2 fire drills with evacuation, 1 earthquake drill with evacuation, and 1 lockdown drill in cooperation with Rohnert Park Public Safety. The 7th grade students participated in our California Healthy Kids Survey to help determine the climate and atmosphere on our campus. We have worked to ensure that the staff are trained in how to respond to all types of emergency. Although suspensions were increased, the number of students participating in additional supports, such as counseling and community circles is increasing, only 68 students had 3 or more incidences.

2016/2017: 665 disciplinary referrals, 103 suspension instances, and 1 expulsion incident. There were 144 bullying instances, including all types of bullying during the 16/17 school year. Drill log shows 2 fire drills with evacuation, 1 earthquake drill with evacuation and 1 lockdown drill in cooperation with Rohnert Park Public Safety. A survey was given to all students and parents in the Spring of 2017, which provides the team with data from parents and students on perceptions of the school climate and safety. We met our safety goal of hosting a lockdown drill during 2016-2017 with Rohnert Park Public Safety. We also exceeded our goal for over 50% of the school faculty and staff to be trained in restorative practices with Restorative Resources. We also exceeded our goal of lowering suspensions by 5% between 2015/2016 and 2016/2017.

2015/2016: 888 disciplinary referrals, 172 suspension instances, and 5 expulsions. 57 suspension incidents were coded as bullying incidents and instances of physical violence, or attempted violence. Other data to consider pertaining to safety is emergency preparedness. LJMS held multiple fire and earthquake drills and evacuations. The team considers this data in order to develop site goals around discipline approaches, processes, and goals.

Aries

2014/2015: 3178 referrals, 78 students suspended, 2 expulsions. The number of total days of suspension that was served was 255 days. There were 8 instances of Cyber-bullying as suspensions.

2012/2013: school year; 1133 referrals, 104 instances of suspensions, 1 expulsions. The per day average of the total number of days of suspension was 0.59 days of suspension per school day (175 school days).

3 Focus Groups performed in random classes by the Assistant Principal. [There is much anecdotal data that shows much change has occurred.]

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

1) As evidenced by our Leadership Team (Administration and Department Heads), we have a strong distributed leadership model at work. The Team meets monthly. It is cooperative, collaborative and drives school change.

2) Our character education program used school-wide utilizes the Four Cornerstones developed by staff and inspired by Lawrence E. Jones, our school's namesake. The Four Cornerstones are Integrity, Perseverance, Discovery and Service. These Cornerstones give students and staff positive traits to emulate and strive to perfect in ourselves to be good, successful learners as well as good people. The entire first week of the school year is used to introduce these character traits and how they relate to the site's expectations of the students at LJMS.

3) The all-year Student Leadership program was increased from 25 to 50 students (from 1 to 2 classes with 2 Leadership

Teachers/Advisors) in 2019-20. These classes meet daily to plan "Spirit" events, Rallies, and activities and to run the new for 2019-20 cross-grade Color Spirit Teams program. Students earn individual and team points for participating in events and activities through out the school year. Individual Awards are offered when students achieve specific point levels. Color Team(s) with the most points earn team awards.

3) We have a robust student recognition program known as our Honor (Awards) Program. Our goal is students are recognized for real achievements, academic, citizenship and for character traits that are communicated by our Four Cornerstones. In addition to each paper award that students receive badges to be used during ceremonies such as the 8th Grade Promotion Ceremony. This program is designed to help students remain engaged in school thereby improving school climate.

4) Our students, parents and staff are trained or invited to access the StopIt App, which allows students to report any incident anonymously to the administration. This App has allowed the students to increase reports which has decreased the areas where unsafe behavior can happen. Students are able to report during, before, and after the school day. The administration is able to request additional information from the informant as needed. Students are trained on using the StopIt App and given classroom time to download and login to the App during Cornerstone Week at the start of the school year. Posters displayed around the school remind students about the app.

5) Disciplinary referral numbers, Suspension incidents and expulsions decreased between 17/18 and 18/19 school years.

6) Restorative Practices are being utilized regularly during the school year. A team has been organized of certificated, classified, and administration to review our Tier 1 intervention level under the PBIS model. The team has regular meetings that are reported back to the staff during the monthly staff meetings and classified staff meetings. The meetings are open, where additional staff may join the meeting as needed for clarity or additional information.

Areas we wish to Change:

- I. We wish to reduce the number of students with 3 or more behavior incidents.
- II. We wish to reduce the suspensions for physical fights between students before during school. We wish eliminate after school fights.
- III. We wish to reduce the instances of bullying on campus. We are employing "No Bully", a program LJMS wrote a grant for to address bullying in an effective way. We wish to increase the use of StopIt App where students report acts of bullying they witness. We will accomplish this by having our reports increase by 7% this year.
- IV. We want to continue to have a functioning site safety council, which meets regularly and begins to plan for a more comprehensive emergency drill, including practicing student release procedures.
- V. We would like all students to understand and correctly respond to all safety emergency drills, including notifying parents during drill. We would like parents to receive an alert of an emergency drill 1-2 days prior to drill.

**Comprehensive School Safety Plan
2019-2020
Goals, Strategies and Activities**

For

**Ensuring A Safe And Orderly Environment –
Component I
People and Programs - Supports and Engagement
Violence, Victimization & Substance Use**

Lawrence E. Jones Middle School
School/Site

Component I: Discipline procedures and restorative practices: Our goal is to increase restorative practices, decrease suspensions.	
Goal #1 To ensure that Lawrence Jones provides all students and staff a physically and emotionally safe academic and social environment.	
Measurable Objective: By 6/1/20, (% or #) will By 6/1/20 as a result of restorative professional development and employing restorative practices, we will see a decrease in students with 3 or more incidences of suspensions.	
Action Steps	
1.0	<ul style="list-style-type: none"> a. A team will continue to participate in professional development of Restorative Culture Collaborative II, which will result in a specific plan based upon implementing restorative practices and aimed at reducing suspensions and improving the school's climate and culture. SCOE has provided some of the trainings the staff have received. b. Teachers will experience de-escalation training and develop self-control plans to support PBIS implementation.
2.0	<ul style="list-style-type: none"> a. Staff, teachers, and administrators will continue to attend professional development opportunities with Restorative Resources on Restorative Circles and Restorative Conferencing. b. Staff and administration will continue to hold Restorative Conferences and refer students to Restorative Resources as alternatives to suspension.
3.0	<ul style="list-style-type: none"> a. As school staff and faculty are trained in restorative practices, we will begin to implement Restorative Circles in classrooms with regularity and support as needed based on student behavior and staff request. b. We will use these tools in dealing with disciplinary infractions, as well as to build community. We will help all students access the StopIt app to reduce non-reported bullying incidences.
4.0	<ul style="list-style-type: none"> a. All staff are mandated reporters trained annually regarding child abuse reporting procedures (BP 5141.4) MANDATED REPORTER TRAINING UPDATE: A state mandated condition of employment (AB1432) requires public school employees to take a Mandated Reporter Training (MRT) course each school year. b. Child Abuse Reporting: BP5141.4 / AR5141.4 http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756922/5 http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756923/5
5.0	<ul style="list-style-type: none"> a. The school site follows district suspension/expulsion policies and procedures (BP 5144.1, AR 5144.1, AR 5144.2).

6.0	<p>a. Teachers will be informed of each pupil who has engaged in any of the acts described in Ed Code 48900, except subdivision (h) and in sections 48900.2 sexual harassment, 48900.3 hate violence, 48900.4 harassment, threats, or intimidation, or 48900.7 terroristic threats against school officials, school property or both (BP 4112.9, BP 4212.9, EC 49079).</p> <p>b. Notifying Teachers of Dangerous Pupils Policy BP4158 / AR4158 Employee Security</p>
7.0	<p>a. All staff and students will understand the district's non-discrimination policy and know how to report complaints and issues of bullying, harassment and other offenses (BP 0410, BP 5145.3, www.crpud.org).</p>
8.0	<p>a. The site strives to provide a safe school environment for all students any unlawful discrimination, harassment, intimidation, and bullying of any student is prohibited (BP 5131.2 BP 1312.3, AR 1312.3). Hate Crime Policy and Procedures BP5131 Conduct http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756894/ BP5131.2 Bullying http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756897/index.html BP5131.5 Vandalism And Graffiti</p> <p>b. http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756898/index.html BP 5136 / AR5136 Gangs http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756907/5 http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756908/5</p>
9.0	<p>a. The site maintains that appropriate attire and grooming is necessary for a productive learning environment. Students are prohibited from wearing gang related apparel (BP 5132). Dress Code Policy/Site Dress Code:</p> <p>b. BP5132 / AR5132 Dress and Grooming http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756905/</p>

**Comprehensive School Safety Plan
2019-2020
Component I**

**People And Programs - Supports and Engagement
Violence, Victimization & Substance Use, Continued**

Lawrence E. Jones Middle School
School/Site

Who will take the lead	Shawna Whitestine, Assistant Principal
Completion Date and Budget	6/1/20
Resources Needed	The district has continued to fund the trainings through district monies and grants to support Restorative Justice and PBIS trainings.
How we will Monitor and evaluate	We will monitor and evaluate our progress through monitoring and evaluating suspension and disciplinary referral rates.

**Comprehensive School Safety Plan
2019-2020**

**Ensuring A Safe And Orderly Environment
Component II – Place**

Lawrence E. Jones Middle School
School/Site

Component 2: Ensure a safe and orderly school environment.	
Goal #1 LJMS will establish a Safety Council that supports the functioning of a safe and orderly environment.	
Measurable Objective: By 6/1/2020, (% or #) will Lawrence Jones will hold monthly emergency drills. The Leadership Team will discuss safety issues and site concerns each month.	
Action Steps	
1.0	<ul style="list-style-type: none">a. Disaster procedures, routine and emergency crisis and response plan including adaptations with people with disabilities are reviewed and practiced.b. The site maintains a school building disaster plan and students and staff hold drills once a semester to practice drop, cover and hold procedures. Lock down, active shooter trainings and fire drills are also conducted.

<p>2.0</p>	<p>School site safety preparedness and planning:</p> <ul style="list-style-type: none"> a. Schedule and hold LJMS Safety Meetings regularly, as determined by the team to: review staff emergency teams and their tasks. c. At staff meetings, have emergency teams meet together to identify questions about their role and tasks in emergency. d. Safety Team will inventory emergency items in the emergency storage container & order emergency items that need to be replenished. f. Safety Team will meet to find answers to questions & clarify with each emergency team regarding their role and emergency tasks. h. A date for a school-wide comprehensive emergency drill, including activation of staff emergency teams and student release protocols will be scheduled for following school year. <p>Resources Available for Schools</p> <p>U.S. Department of Education Emergency Plan Website: The U.S. Department of Education’s Office of Safe and Drug-Free Schools’ Emergency Plan Website, www2.ed.gov/emergencyplan, provides a one-stop site for information to help plan for, mitigate, respond to and recover from any emergency (natural disasters, violent incidents, terrorist acts and the like).</p> <p>Practical Information on Crisis Planning: A Guide for Schools and Communities: This information is available at www2.ed.gov/emergencyplan.</p> <ul style="list-style-type: none"> b. Readiness and Emergency Management for Schools Technical Assistance Center ; The comprehensive Readiness and Emergency Management for Schools Technical Assistance Center at http://rems.ed.gov/ is also available to answer questions on all school related emergency preparedness and management issues. The online courses regarding the four stages of emergency management and on topics such as special needs and bereavement. <p>Information for Children: A website with age appropriate information for children on disasters is at www.fema.gov/kids/. In addition, the Department of Homeland Security’s www.ready.gov website discusses how to involve children in preparing for crises.</p> <p>Dealing with Children and Adults in Traumatic Situations: The National Child Traumatic Stress Network website www.nctsn.org contains tools and materials that can be used by schools both for school planning purposes and as handouts for parents and caregivers.</p>
<p>3.0</p>	<ul style="list-style-type: none"> a. The site maintains a safe and orderly environment conducive to learning at the school and follows district rules and procedures on school discipline (BP 5144, AR 5144). Rules/Proceedings on School Discipline: BP5131 Conduct http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756894/5 BP5131.1 / AR 5131.1 Bus Conduct http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756895/5 b. http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756896/5 BP5144 / AR5144 Discipline http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756930/5 http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756931/5

<p>4.0</p>	<p>a. A plan is in place to allow the American Red Cross to use the site for shelter. This plan is coordinated through the district office.</p> <p>Recommended Emergency Supplies Inventory: To be able to respond to an emergency effectively, it will be necessary to have ready access to the tools and supplies needed. Below are recommended emergency supplies to store on campus. Supplies can be stored in each classroom, in one central location, or in several caches around campus. How supplies are stored on each site should be determined by factors such as quantities, availability of storage space inside buildings, age of buildings, budget, temperature extremes, etc. Regardless of how supplies are stored, several people on campus (i.e., Incident Commander and alternates, Logistics Chief and alternates, Supplies Team Leader) should know the locations of the supplies and be able to access them.</p> <p>Recommended Emergency Water: At a minimum, store 2 quarts/person/day for drinking water. For individual consumption and immediate use, store water pouches, boxes, or bottles with an extended shelf life. For cooking, cleaning, and hygiene purposes, store 7-gallon containers that are replaced annually.</p> <p>Recommended Emergency Food: If it is determined that most students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half of the remainder the next day, and the remaining students within another day; these schools stock supplies for 100% of the student population for day one, 50% for day two, plus 25% for day three. Remember to factor in the number of staff and other adults who may be on campus as well. Select foods that are shelf stable and require little preparation or added water. Food is a morale booster and can be chosen for enjoyment purposes as well. Regardless of the foods chosen, items for preparation, distribution, and clean-up of food should be available as well. These items will vary, but may include: Rubber gloves, Can opener, Cutting board, Knives, Large bowls, and other items. Additional information regarding choosing and storing food and water can be found in the FEMA and Red Cross pamphlet "Food and Water in an Emergency" available for download at www.fema.gov.</p> <p>Recommended Emergency Response Supplies: The Logistics Section is responsible for meeting response needs and they should have access to an area stocked with emergency response items. This may include items such as:</p> <ul style="list-style-type: none"> • Office supplies: Sanitation supplies, Miscellaneous <p>Recommended Emergency First Aid Supplies: The First Aid Team may request the site first aid kit, which may include:</p> <ul style="list-style-type: none"> • First Aid Handbook and other items
<p>5.0</p>	<p>a. Procedures for safe ingress and egress of pupils, parents and employees to and from school site are enforced. Entry and exit points are monitored before and after school to ensure student safety from danger or harassment.</p> <p>b. Visitors Policy: AR 3515 Campus Security http://www.gamutonline.net/DisplayPolicy/171157/ BP1250 / AR1250 Community Relations</p>

Weapons and Drug and Alcohol Policies

BP5131 Conduct <http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756894/5>

BP5144 / AR5144 Suspension and Expulsion/Due Process

<http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756930/5>

<http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756931/5>

BP5131.6 / AR5131.5 Alcohol and Other Drugs

a. <http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756899/5>

<http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756900/5>

BP5131.7 / AR5131.7 Weapons And Dangerous Instruments

<http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756903/5>

<http://www.gamutonline.net/district/cotatirohnertpark/displayPolicy/756904/5>

Gang Affiliation & Activity

1. Definition of a Gang For purposes of this policy, a gang is defined as two or more people who form an allegiance for a common purpose and engage, individually or collectively, in acts which may be threatening or criminal, and which may include such behaviors as intimidation, threats, and violence.

2. Gang-Related Material and Behavior which is prohibited – Grades 4-12

A. Any article of clothing, paraphernalia, accessories, and graffiti which in the judgment of school officials is gang related is prohibited. In making these judgments, school officials shall take into consideration information obtained from appropriate community agencies and resources.

B. Any gang related gesture, posturing, or other behavior which intimidates, poses a threat to others, causes, attempts to cause or threatens to cause physical harm to others or which may disrupt the educational process is prohibited.

C. Any student in violation of 2.A. or 2.B. above shall be referred to the principal or designee for appropriate action as follows:

b. 1) When violations of 2.B. involving related gestures, posturing or other behavior which is intimidating, threatening, or which causes, attempts to cause, or threatens to cause physical harm to others or which may disrupt the educational process occur, the principal or designee shall take appropriate disciplinary action which may include application of the provisions of Education Code 48900.

2) Repeated violators shall be considered to be in violation of Education Code 48900 et seq., and may be dealt with by suspension, referral to an appropriate district hearing and/or expulsion. The school principal or designee shall use his/her discretion in determining the appropriate discipline of repeat offenders, using the discipline guidelines established by the school and District.

D. The principal at each school site shall determine when and how to provide his/her staff training in current gang related graffiti, signals, apparel, paraphernalia and any other significant gang related material or information.

E. Any student or parent or guardian who is uncertain as to whether the policy and related regulations applies to any particular clothing, paraphernalia, accessory or a particular type of conduct is encouraged to discuss the matter with the site principal or designee.

6.0

Stages of Training: Training is an important component of emergency preparedness, and is conducted to help clarify roles and responsibilities, find resource gaps and to develop individual performance. There are a number of different training methods, but overall, training should be planned so that complexity increases over time and each exercise builds on the previous one. Four stages of training will be discussed in this Annex:

- Orientation, Tabletop exercises, Drills, Functional exercises

Much of the information that follows comes from FEMA’s online course, IS120.A - An Introduction to Exercises. This course is available, free of charge at <http://training.fema.gov/IS>.

Orientation: Each staff member should be given a copy of the school’s ICS organizational chart, their position description, and any additional information pertinent to their position. Staff will have a lot of questions, some of the things that may be asked, and should be considered include:

- Using teacher buddy systems to release staff into their emergency roles, What happens with the students, Where each team meets, How teams are deployed, Where emergency supplies are located and who has access to them, Where the “Go-Kits” are located

7.0 a.

Tabletop Exercises: Tabletops encourage in-depth discussions and can help identify strengths and shortfalls in the plan, and enhance understanding of new concepts. This gives staff a chance to ask “what if” questions and further clarify how the Emergency Operations Plan is expected to work.

Drills: Drills are supervised activities that test a specific operation or function, such as the activation of the Incident Command Post or the test of a communications system. These exercises are helpful to continue to clarify roles and responsibilities and to improve individual and team performance.

Functional exercises: Planning a functional exercise should start months in advance and should include developing a master task list and delegating task assignments. The number of personnel involved in planning the exercise is proportional to the size of the exercise (e.g., a district-wide exercise will need a bigger planning team than an individual school-site exercise). This exercise planning team will need to determine the type, scope, scenario and objectives of the exercise and set task assignments for each team member. Responsibilities for planning the exercise may be divided among the exercise planning team according to the Incident Command System; for example, the Logistics Section may be responsible for procuring facilities and snacks for the exercise, while the Operations Section may be responsible for setting up the scene. After the exercise is concluded it is important to get immediate feedback from the participants.

**Comprehensive School Safety Plan
2019-2020**

**Component II
Place, Continued**

Lawrence E. Jones Middle School
School/Site

Who will take the lead	David Gottlieb
Completion Date and Budget	6/1/2020
Resources Needed	School site monies and district facility funds, local monies for items to help us with our emergency preparedness status.
How we will Monitor and evaluate	We will document Safety Council meeting agendas and minutes.

**Comprehensive School Safety Plan
2019-2020**

Communication of the Plan

Lawrence E. Jones Middle School
School/Site

Review of Progress for Last Year	Name:	David Gottlieb	Date:	1/31/2020
Site Council Approval	Name:	Casha Cory	Date:	1/31/2020
District Approval	Name:	Dr. Michael Wautenpaugh, Superintendent	Date:	2/28/2020

**Comprehensive School Safety Plan
2019-2020**

Evaluation of Plan

Lawrence E. Jones Middle School
School/Site

How was the previous plan monitored?

Monitored by Principal, School Site Council (SSC), and Safety Committee

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

Goal was met for 2018/19 School Year

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

Goal met for 2018/19 School Year