

Marguerite Hahn Elementary School

Comprehensive School Safety Plan

Effective Dates 2019-2020

**Marguerite Hahn Elementary School
School/Site**

**Rachel Hankerson
Principal/Administrator**

Plan Developed By	Title
Rachel Hankerson	Principal
Jen Deshazer	Parent
Katie Cerini	Parent
Tiffany Godbehere	Parent
Amber Bowman	Parent
Kim Barney	Parent
Jen Bodlovich	Teacher
Krista Dunbar	Teacher
Shannon Hawkins	Classified
Laura Thomas	ELAC Representative

Cotati-Rohnert Park Unified School District

Comprehensive School Safety Plan

**Marguerite Hahn Elementary School
School/Site**

Committee Members 3
School Vision Statement..... 4
Data Analysis..... 5
Goals, Strategies and Activities 7
Component I 7
Component II 13
Communication of the Plan 14
Evaluation of Plan..... 15

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

Safety: BP5142 / AR5142

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

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

**Marguerite Hahn Elementary 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) ELAC Representative
(A)		(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
1.	Rachel Hankerson	X								
2.	Jen Deshazer				X					
3.	Katie Cerini				X					
4.	Tiffany Godbehere				X					
5.	Kim Barney				X					
6.	Amber Bowman				X					
7.	Jen Bodlovich			X						
8.	Krista Dunbar			X						
9.	Shannon Hawkins		X							
10.	Laura Thomas									X
11.										
12.										
13.										
14.										
15.										

School Vision Statement

Our vision at Hahn School is to create a community of lifelong learners using a meaning-centered curriculum where all individuals, skills, and talents are respected. All learners will strive to be caring, ethical, responsible individuals who embrace personal, social, and academic challenges that promote resiliency and acceptance of self and others. We have an ongoing commitment to provide an optimal education for all.

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

**Marguerite Hahn Elementary School
School/Site**

Conclusions from Data:

We regularly look at our student information system and meet with families whose students aren't coming to school, or are coming late (SARC/A2A meetings).

On the California Dashboard we have moved from orange to yellow in attendance. Our worst attendance months being December, February and April.

SBAC- On the California Dashboard, we are green in ELA and Math.

ELA-Our English Learners and Socioeconomically Disadvantaged students are both in the orange zone, our Hispanic students are in the yellow zone and our white students are in the green zone. For the 2019-2020 school year we will be adding EasyCBM which has a reading comprehension component and the school district is buying is new book novels for students in grades 3rd-5th.

Math-Our English Learners and our Hispanic students are in the yellow zone (down from green), our Socioeconomically Disadvantaged students are in the green zone (up from yellow), and our white students are in the blue zone (up from yellow).

In the 2018-2019 school year, all students took the math assessment at the end of the testing window, giving them as much as 3 weeks of more instruction. It appears that this 3 weeks of instruction is critical in representing what they students have learned during the school year.

We have subgroups of students who are not performing as well as other subgroups, during our data meetings we will spend extra time highlighting these students and their academic needs.

Student behavior-we are in the orange on the California Dashboard (which is down from yellow). During the 2018-2019 school year, more students were suspended than the previous year. In 2017 2% of students were suspended, in 2018 0.6% of students were suspended, and in 2019 1.6% of students were suspended. We try and have a restorative approach to discipline and only suspend after students have had other means of discipline. However, despite our efforts, the number of students did increase.

Conclusions from Parent, Teacher and Student Input:

The school did have a new math adoption- Eureka math this can be why we had an increase in math scores, it is also heavy in language and it could be why our EL students struggled.

Question-are the students/subgroups who are not doing well on the SBAC and they not doing well on other assessments as well?

Other

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

Marguerite Hahn Elementary School
School/Site

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

CAASPP Results
Attendance Records
Discipline Records
Demographics
Discussions with Site Council, PTA, ELAC and parents
Parent Survey

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

Increasing student achievement
Strong parent and community support
Skilled and caring staff
Orderly and safe environment, students and parents report feeling safe
Attendance and discipline
Strong district support for site goals
Academic, social and emotional support programs
Grade level teams

Areas we wish to Change:

- I. Increase Student Achievement
- II. Increase Family Involvement
- III. Decrease Number of Absences
- IV. Decrease in Undesirable Behavior

**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**

**Marguerite Hahn Elementary School
School/Site**

Component I: The Social Climate	
Goal #1 Our school is a place where students and staff demonstrate respect for each other and value attendance and participation in school activities.	
Measurable Objective: By June 2020, (% or #) will a. Office referrals for aggressive and/or disrespectful behavior will decrease by 10%. (Baseline data- 91 documented incidents 2017-2018) b. School absences will decrease by 5%. (Baseline- 3,415 total absences, average of 19 student absences per day, with a significant increase in absences in December, February, and April)	
Action Steps	
1.0	<p>Playground supervision</p> <p>a.</p> <ul style="list-style-type: none"> a. Ongoing training of noon supervisors (PBIS) b. Frequent and clear communication and consistent enforcement of school rules and expectations c. Structured playground activities (Teaching and review of play structure rules) d. Adequate and effective supervision at all times <p>b.</p> <ul style="list-style-type: none"> a. Frequent and clear communication and consistent enforcement of school rules. (PBIS-Be Safe, Be Respectful, Be Responsible, Be Kind) b. Communicate the importance of attending school using a variety of tools: school newsletter, school e-mail, school phone calls, school text messages, Back-to-School Night, District News/updates, School Site Council, ELAC, PTA, Website, teleparent and parent conferences. c. Classroom perfect attendance signs for day and week d. The school site follows district suspension/expulsion policies and procedures (BP 5144.1, AR 5144.1, AR 5144.2)

2.0	<p>Bullying</p> <p>a. Teachers & School Counselor use Toolbox, PBIS, and Life skills b. Begin using the StopIt app after the new year for students in 4th & 5th grade c. Each classroom teaches "I Messages" and has posted poster to go with it d. 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) e. 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).</p> <p>Follow up on attendance problems using the district and school policies and procedures</p> <p>a. Parent contact for each absence b. Parent conference for truancy situations c. SARB d. Student Success Teams to address attendance issues e. Attendance reported on report cards</p>
3.0	<p>Communication of Policies</p> <p>a. Publish school rules, policies, procedures and expectations for behavior (PBIS) b. Post life skills around the school and in classrooms c. Use life skills to identify desirable behaviors d. Recognize students publicly and frequently for positive behavior e. Identify school leaders and promote school pride at school wide assemblies f. Students will be reminded of the lifeskill of the month during leadership weekly news videos g. Tool box skills will be shared with parents via Principal Newsletter h. School handbook is published on the school website i. Student "passport" of all PBIS expectations will be sent home after initial PBIS kick off day</p> <p>Implement a reward and incentive program for school attendance</p> <p>a. Publish facts about the effect of absences on learning and its fiscal impact b. Perfect Attendance posters for classroom doors c. Students recognized monthly for perfect attendance at the end of the month and the end of the year perfect attendance</p>
4.0	<p>Educate parents on the importance of school attendance</p> <p>a. Publish facts about the effect of absence on learning and its fiscal impact b. Help parents find community resources that will provide parenting support c. Encourage parents to schedule doctor and dentist appointments outside of school hours d. Educate parents regarding Independent Studies</p>
5.0	<p>a. All staff are mandated reporters trained annually regarding child abuse reporting procedures (BP 5141.4)</p>
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) or 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>

7.0	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)
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**Comprehensive School Safety Plan
2019-2020
Component I**

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

Marguerite Hahn Elementary School
School/Site

Who will take the lead	Principal, Staff, Parents and Students
Completion Date and Budget	Dec. 2019, ongoing
Resources Needed	District and site funds, Professional development
How we will Monitor and evaluate	Observation, reduction in incidents of undesired behaviors, office referrals and absences

**Comprehensive School Safety Plan
2019-2020**

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

Marguerite Hahn Elementary School
School/Site

Component 2: Physical Environment	
Goal #1 Our school has a physical environment that promotes pride in accomplishment, respect for school property, school safety and student well-being.	
Measurable Objective: By June 2020, (% or #) will The campus will be a clean, physically safe and comfortable place to be with 10% reduction in the number of accidents and unsafe incidents and school vandalism (Baseline-9 accident reports made, down from 25; 6, down from 12 incidents of school vandalism-the majority were over the weekend).	
Action Steps	
1.0	<ul style="list-style-type: none"> a. Enforce safe traffic flow in the school parking lot b. Communicate to parents the importance of following parking lot procedures c. Provide supervision
2.0	<ul style="list-style-type: none"> a. <ul style="list-style-type: none"> a. Classrooms will provide a safe environment for student movement b. Backpacks and other items that may cause tripping should be placed in a safe area c. Rooms are organized to welcome an easy traffic flow d. Desks and chairs will be at an appropriate height for each student (flexible seating options are also acceptable) b. <ul style="list-style-type: none"> a. Monitor entry and exit points before and after school to ensure student safety from danger or harassment - staff and parent supervision daily b. Provide visitor passes and engage everyone in monitoring of unknown people on campus
3.0	<p>Repairs will be made immediately if the condition creates an unsafe environment</p> <ul style="list-style-type: none"> a. <ul style="list-style-type: none"> a. carpeting b. loose trim c. wet floors d. sharp or unsecured heavy objects e. playground and field areas-large cracks, holes b. Provide visitor passes and engage everyone in monitoring of unknown people on campus
4.0	<p>Litter will be kept to a minimum</p> <ul style="list-style-type: none"> a. <ul style="list-style-type: none"> a. Students will be responsible for cleaning up after themselves and each other b. Noon supervisors will monitor student clean-up at lunch c. Custodial staff will monitor for excess litter b. Remove graffiti and repair vandalism immediately

5.0	<p>Bathrooms will be kept in clean and in good working order</p> <ul style="list-style-type: none"> a. Students will be closely monitored to prevent vandalism and unsafe activities in restrooms b. Drinking fountains will be in good working condition and clean and free of debris
6.0	<ul style="list-style-type: none"> a. Provide and maintain adequate outdoor lighting b. Provide two way radios to teachers, custodians, office staff, and campus supervisors.
7.0	<p>Routine and Emergency Disaster Procedures</p> <ul style="list-style-type: none"> a. The staff reviews and practices the emergency procedure plan. An earthquake emergency procedure system is in place in accordance with Education Code 32282 b. Student lanyards are used to support student accounting and check out in emergencies c. A plan is in place to allow the American Red Cross to use the site for shelter in a disaster. This plan is coordinated through the district office d. Monthly safety drills are practiced e. Active shooter trainings and drills are practiced with staff f. Fire extinguishers are checked annually g. All classrooms are supplied with an emergency backpack in case of an emergency
8.0	<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)

**Comprehensive School Safety Plan
2019-2020**

**Component II
Place, Continued**

Marguerite Hahn Elementary School
School/Site

Who will take the lead	Principal, District Maintenance Department, Community, Custodians, Staff, Parents, and Students.
Completion Date and Budget	Ongoing
Resources Needed	District and Site funds, volunteers
How we will Monitor and evaluate	Observation of school site; Completion of work orders, Vandalism reports; Improved appearance of school site

**Comprehensive School Safety Plan
2019-2020**

Communication of the Plan

Marguerite Hahn Elementary School
School/Site

Review of Progress for Last Year	Name:	Rachel Hankerson	Date:	1/31/20
Site Council Approval	Name:	Amber Bowman	Date:	1/31/20
District Approval	Name:	Michael Watenpaugh, Superintendent	Date:	2/28/2020

**Comprehensive School Safety Plan
2019-2020**

Evaluation of Plan

Marguerite Hahn Elementary School
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How was the previous plan monitored?

Data review at the school level (discipline, attendance, etc.), observation of school site, work orders and vandalism reports

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

Families are involved in the classrooms and in PTA. PTA meeting attendance has improved, Parent nights and mornings, and attendance has improved.

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

Observation of school site; completion of work orders; vandalism reports have decreased.