

Technology High School

Comprehensive School Safety Plan

Effective Dates 2019-2020

**Technology High School
School/Site**

**Dawn Mawhinney
Principal/Administrator**

Plan Developed By	Title
Dawn Mawhinney	Principal
Steve Akre	Parent, SSC Member
Dino Alden	Parent, SSC Member
Siobhan Wilde	Parent, SSC Member
Monique Kimmer	Parent, SSC Member
Juliet Kaufman	Student, SSC Member
Nancy Feldstein	Parent, SSC Member
Linda Desautels	Teacher, SSC Member
Kelly Koffler Lieutenant, RPPS	RPPS Lieutenant
April Nelson	Staff, SSC Member

Cotati-Rohnert Park Unified School District

Comprehensive School Safety Plan

**Technology High School
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Philosophy, Goals, Objectives and Comprehensive Plans: BP0450 / AR0450

Safety: BP5142 / AR5142

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

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

**Technology High School
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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.	Dawn Mawhinney	X								
2.	Catherine Woods			X						
3.	Linda Desautels			X						
4.	Lucy Lucchesi			X						
5.	April Nelson		X							
6.	Dino Alden				X			X		
7.	Steve Akre				X			X		
8.	Monique Kimmer				X			X		
9.	Siobhan Wilde				X			X		
10.	Juliet Kaufman								X	
11.	Nancy Feldstein				X			X		
12.	Kelly Koffler Lieutenant RPPS					X				
13.										
14.										
15.										

School Vision Statement

Technology High School seeks to develop the talents of motivated students to become thoughtful and productive members in an increasingly and ever-changing global and technological society. Technology High school offers a rigorous and innovative college-preparatory curriculum to ensure that, upon graduation, all students are prepared for college and/or career.

Technology High School is a regional magnet school focused on Science, Technology, Engineering, and Mathematics. While a majority of the students are drawn from Cotati-Rohnert Park Unified School District, there is a significant percentage drawn from districts throughout the North Bay. The school serves a broad cross-section of students in grades 9-12 who have an interest in attending an innovative, small, project-based school. Students must possess a strong work ethic and be motivated to meet the rigor of the course of study required to be a student at Technology High School.

Graduates are prepared to enter post-secondary education and the workforce as independent, critical thinkers, and decision-makers who recognize that learning is a lifelong process. To accomplish school goals and to support students in reaching learning outcomes, the staff develops, refines, and implements the following: 1) Project-based learning environment, 2) Integrated curriculum, 3) Integration of technology, 4) Maintenance of a small school culture, and 5) Empowerment of students to manage their own learning. The overall goal of the school is to prepare students to enter post-secondary education and the workforce as independent, critical thinkers, and decision-makers who recognize that learning is a life-long process.

The academic courses of study will prepare students for college and work. Staff and students are actively involved in a dynamic curriculum design process in which students:

- Develop critical-thinking, teamwork, and problem-solving skills
- Integrate information and skills from multi-disciplinary areas
- Develop interpersonal and intrapersonal skills vital for success in a post-secondary environment
- Develop innovative, inventive, creative, and risk-taking thought processes
- Develop lifelong learning skills required for a rapidly changing society, workplace, and world
- Utilize technology to access, organize, compile, analyze, create, and demonstrate new information

**Comprehensive School Safety Plan
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Data Analysis**

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Conclusions from Data:

The data from the California Healthy Kids Survey typifies the general assumptions about the student population at Technology High School. At the time the data was taken, the current juniors were in 9th grade. In the 2017-18 school year, there were 81 ninth graders and 82 eleventh graders; As 9th graders, 18% of the students 'tried' alcohol; 9% of the students 'tried' marijuana; 86% felt 'safe' at school; and 17% experienced 'bullying' or 'harassment'. In that same year, the current juniors reported that 28% tried alcohol; 20% tried marijuana; 77% felt 'safe' at school; and 16% reported being bullied or harassed. In summary, a majority of students have not tried alcohol and/or marijuana by the time they complete high school. Less than 25% of the students have felt unsafe and less than 20% felt harassed, or bullied. It is difficult to assess a complete and accurate snapshot of these issues and our student experience from this one survey, but it is interesting that the results are relatively consistent between the 9th and 11th grades.

Conclusions from Parent, Teacher and Student Input:

Students and parents alike report their primary consideration for attending this school is the academic focus where like-minded and motivated students can learn in an enriched, safe environment. The data from the Healthy Kids Survey indicates this is not always the reality as a percentage of students indicate they do not always 'feel safe', or report being 'harassed' or 'bullied'. This data indicates the need to research these issues more thoroughly with the goal of finding out the level of concern and to build a plan that addresses these issues. As this school offers a setting where highly motivated and driven students have high expectations for academic success, there is a relatively high level of stress experienced in the student population. There is a need to further explore this issue and build a plan to address the need to support these students.

Other

All day to day indications from student academic, behavior and attendance patterns show this school is a safe and supportive learning environment. As this school has a relatively small student population and staffing allocation, many students and teachers report through casual conversations, parent/student meetings and anecdotal evidence that students trust the staff and feel comfortable confiding in the staff. Problems related to classroom management are very minimal, as there are few referrals to administration for any behavioral intervention. Student attendance is consistently near 100%, and students responsibly report their school related and personal reasons for absences or tardies, proving to be responsible for their behavior and attendance accountability.

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Data Analysis (Continued)**

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

Sources included review of student attendance and behavior files; WASC and School Accountability report Card (SARC) data review; informal student and parent feedback; school staff interviews and informal input; county wide Healthy Kids Survey.

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

We are a small school where most students are known to all teachers. We are a very safe campus resulting in minimal behavioral classroom referrals as well as minimal outside of class incidents. Most students feel safe at school, and we have implemented Character Strong Curriculum in the Freshman Essentials class designed to support the students' transition into high school. Character Strong Service Leadership Curriculum is also used in our Associated Student Body Leadership class. This curriculum is designed to assist in students building resiliency and recognizing how their actions affect others. In the 19-20 School year, we added the Listen Initiative to support the Character Strong curriculum. The initiative focuses on positive mental health and actively listening to other words, expressions, and body language.

Areas we wish to Change:

- I. Provide support to students and parents dealing with academic and social stress.
- II. Provide a recognition and support system for students having feelings leading them to consider self harm/injury.
- III. Provide students with curriculum that addresses bullying, resiliency, and digital citizenship.

**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**

Technology High School
School/Site

Component I: The Social Climate, People and Programs	
Goal #1 To ensure that Technology High School provides all students and staff a physically and emotionally safe academic and social environment.	
Measurable Objective: By June 2018, (% or #) will Students and staff will experience minimal social and emotional distractions from the academic focus of the school.	
Action Steps	
1.0	a. The school principal has incorporated the theme embodied by "restorative justice" into our progressive behavioral management system.
2.0	a. The school administration and guidance office will continue research resources to provide guidance and support for students and families experiencing academic and social stress. b. The school guidance office will continue schedule assemblies and presentations centered on these topics, giving all students the interpersonal tools needed to support their peers.
3.0	a. The school administration and guidance office will continue to research and keep current on local resources to support students who express feelings of self harm. b. All visitors must report to the office and wear a visitor pass while on the THS campus.
4.0	a. Various social media platforms will be utilized to communicate with the school community. The use of an anonymous app Stopit was implemented, so students can safely report concerns. b. Associated Student Body will communicate events, promotions, awards, in a variety of ways in and out of school.
5.0	a. All staff are mandated reporters trained annually regarding child abuse reporting procedures (BP 5141.4).
6.0	a. The school site follows district suspension/expulsion policies and procedures (BP 5144.1, AR 5144.1, AR 5144.2). b. The student handbook is updated annually to assist in communication with parents and students in regards to procedures, dress codes and rules.
7.0	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).

8.0	<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.crpusd.org).</p> <p>b. 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>
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).</p>
10.0	<p>a. The Teachers will offer the Character Strong Curriculum in Freshman Essentials to encourage healthy friendships, resiliency and combat bullying.</p> <p>b. Mental health is supported at THS through our counselor and Project Success. Both focus on supporting student mental health.</p>

**Comprehensive School Safety Plan
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Component I**

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

Technology High School
School/Site

Who will take the lead	Principal and Counselor
Completion Date and Budget	This will be an ongoing effort
Resources Needed	Time and financial support for presentations. The district will provide additional personnel aimed to assess student emotional stress and related issues.
How we will Monitor and evaluate	PowerSchools student information entries and staff/student/parent surveys

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

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Component 2: Place - A Safe Physical Climate	
Goal #1 Technology High School will implement communication tools, policies, and procedures to ensure a safe and orderly environment.	
Measurable Objective: By June, 2018, (% or #) will Tech High will implement safety protocols to ensure a safe environment and review these protocols two times within the year.	
Action Steps	
1.0	<ul style="list-style-type: none"> a. The school district has a telephone/intercom network in all Tech High classrooms and offices. This tool is used to improve school wide emergency communications. b. The school is new and everything is up to code and functioning.
2.0	<ul style="list-style-type: none"> a. There are pedestrian crossings and a drop off area in front of the school to ensure student, staff and parent safety. b. An adult is regularly monitoring the arrival and departure of students for the school day.
3.0	<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 and fire drills are also conducted.
4.0	<ul style="list-style-type: none"> a. Procedures for safe ingress and egress of pupils, parents and employees to and from school site are monitored.
5.0	<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).
6.0	<ul style="list-style-type: none"> a. The district has delivered radios with site line and digital capabilities to ensure communication within the school and the district in case of emergency. b. These radios have been practiced and site protocols have been developed.

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**Component II
Place, Continued**

Technology High School
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Who will take the lead	Principal
Completion Date and Budget	August 2018; School District budget completed installation of the telephone system, digital radios and back up communication tools.
Resources Needed	
How we will Monitor and evaluate	Telephones and radios are operational;

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Communication of the Plan

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Review of Progress for Last Year	Name:	Dawn Mawhinney, Principal	Date:	October, 2019
Site Council Approval	Name:	Catherine Woods, Teacher	Date:	October 10, 2019
District Approval	Name:	Dr. Michael Watenpaugh, Superintendent	Date:	February 28, 2020

**Comprehensive School Safety Plan
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Evaluation of Plan

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How was the previous plan monitored?

By site principal with the entire school staff, Representatives of Rohnert Park Public Safety, as well as, the school site council.

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

The school is served by personnel trained in addressing student emotional support. A full time guidance counselor. A counselor from Project Success is on campus to serve students on Mondays. Staff received a suicide awareness workshop training as well as all 9th grade students scheduled for January of 2020. Curriculum to combat cyber bullying, bullying and to build resiliency has been implemented in the Freshman Essentials class.

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

Classroom/hallway communication system, including telephones and radios in each classroom/office area, are now in place. The remind app was implemented as a backup communications tool. The staff has continued to evaluate and reassess our tactical response plans for emergency situations.