

Technology High School

Comprehensive School Safety Plan

Effective Dates 2018-2019

**Technology High School
School/Site**

**Dawn Mawhinney
Principal/Administrator**

Plan Developed By	Title
Dawn Mawhinney	Principal
Fred Vaske	Parent, SSC Member
Dino Alden	Parent, SSC Member
Siobhan Wilde	Parent, SSC Member
Lisa Lewis	Parent, SSC Member
Carolina Lenzi	Student, SSC Member
Lucy Lucchesi	Teacher, SSC Member
Linda Desautels	Teacher, SSC Member
Catherine Woods	Teacher, SSC Member
April Nelson	Staff, SSC Member

Cotati-Rohnert Park Unified School District

Comprehensive School Safety Plan

**Technology High School
School/Site**

Committee Members 3
School Vision Statement..... 4
Data Analysis..... 5
Goals, Strategies and Activities 7
Component I 7
Component II 11
Communication of the Plan 12
Evaluation of Plan..... 13

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
2018-2019
Committee Members**

**Technology High 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.	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.	Fred Vaske				X			X		
8.	Lisa Lewis				X			X		
9.	Siobhan Wilde				X			X		
10.	Carolina Lenzi								X	
11.										
12.										
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. As a public school within the Cotati Rohnert Park Unified School District, it provides a unique academic setting for students as it is located on the campus of Sonoma State University. 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 expectation that upper division students will take SSU courses in lieu of, or in addition to, their required high school classes.

Graduates are prepared to enter post secondary education and the work force 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 postsecondary 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
2018-2019
Data Analysis**

**Technology High School
School/Site**

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 significant 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.

**Comprehensive School Safety Plan
2018-2019
Data Analysis (Continued)**

Technology High School
School/Site

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.

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. Develop a strong relationship with the Sonoma State University Department of Public Safety and overall SSU campus communication system and meet with them annually.
- IV. Provide students with curriculum that addresses bullying, resiliency, and digital citizenship.

**Comprehensive School Safety Plan
2018-2019
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 will incorporate the theme embodied by "restorative justice" into our progressive behavioral management system.
2.0	a. The school administration and guidance office will research resources to provide guidance and support for students and families experiencing academic and social stress. b. The school guidance office will 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.
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).
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	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). 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).

9.0	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).
10.0	a. The Teachers will offer the Character Strong Curriculum in Freshman Essentials to encourage healthy friendships, resiliency and combat bullying.

**Comprehensive School Safety Plan
2018-2019
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

**Comprehensive School Safety Plan
2018-2019**

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

**Technology High School
School/Site**

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	a. The school district has a telephone/intercom network in all Tech High classrooms and offices. This new tool will now be used to improve school wide emergency communications.
2.0	a. The school administration will reach out to the Sonoma State University police to ensure our 'emergency response' plans are in sync with their requirements and procedures. b. The school will compile telephone numbers and coordinate with SSU to receive the SSU emergency update texts each school year.
3.0	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	a. Procedures for safe ingress and egress of pupils, parents and employees to and from school site are monitored. Assistance is provided by Sonoma State University. Sonoma State University maintains its own university police force.
5.0	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	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.
7.0	a. Back up communication tools have been developed. Student/Teacher Remind.

**Comprehensive School Safety Plan
2018-2019**

**Component II
Place, Continued**

**Technology High School
School/Site**

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	Time for collaboration with SSU police force
How we will Monitor and evaluate	Telephones and radios are operational; our emergency policies and procedures will be synced with the campus police network.

**Comprehensive School Safety Plan
2018-2019**

Communication of the Plan

Technology High School
School/Site

Review of Progress for Last Year	Name:	Dawn Mawhinney, Principal	Date:	September, 2018
Site Council Approval	Name:	Catherine Woods, Teacher	Date:	September 27, 2018
District Approval	Name:	Tony Roehrick, Superintendent	Date:	February 29, 2019

**Comprehensive School Safety Plan
2018-2019**

Evaluation of Plan

Technology High School
School/Site

How was the previous plan monitored?

By site principal with the entire school staff, 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. Staff received a suicide awareness workshop training as well as all 9th grade students scheduled for January of 2019. 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. There are on-going communication with SSU Police Services to coordinate emergency response issues. The registry information for students in the current school year has been sent to the SSU Safety Office. The remind app was implemented as a back up communications tool. The staff has continued to evaluate and reassess our tactical response plans for emergency situations.