

# **Thomas Page Academy TK-8**

## **Comprehensive School Safety Plan**

**Effective Dates 2021-2022**

**Thomas Page Academy TK-8  
School/Site**

**Lynzie Brodhun  
Principal/Administrator**

<b>Plan Developed By</b>	<b>Title</b>
Lynzie Brodhun	Principal
Gail Cummings	Classified Staff Member
Janae Dedekam	Teacher
Kiyoko Nakano	Teacher
Simone Johnson	Teacher
Laura Cortes	Parent
Mikaela Glass	Parent
Amber Griffith	Parent
Thomas Schoneman	Parent
Molly Wandrey	Parent

**Cotati-Rohnert Park Unified School District**

**Comprehensive School Safety Plan**

**Thomas Page Academy TK-8  
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>

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**Comprehensive School Safety Plan  
2021-2022  
Committee Members**

**Thomas Page Academy TK-8  
School/Site**

<b>School Site Council or Delegated School Safety Planning Committee Members</b>		<b>Principal or designee</b>	<b>Classified Employee</b>	<b>Teacher Rep. of Cert. Employees</b>	<b>Parent</b>	<b>Law Enforcement</b>	<b>Other School Staff</b>	<b>Community Representative</b>	<b>Student</b>	<b>Other (specify)</b>
<b>(A)</b>		<b>(B)</b>	<b>(C)</b>	<b>(D)</b>	<b>(E)</b>	<b>(F)</b>	<b>(G*)</b>	<b>(H*)</b>	<b>(I*)</b>	<b>(J*)</b>
1.	Lynzie Brodhun	X								
2.	Gail Cummings		X							
3.	Janae Dedekam			X						
4.	Kiyoko Nakano			X						
5.	Simone Johnson			X						
6.	Laura Cortes				X					
7.	Mikaela Glass				X					
8.	Amber Griffith				X					
9.	Thomas Schoneman				X					
10.	Molly Wandrey				X					
11.										
12.										
13.										
14.										
15.										

## **School Vision Statement**

School Description: Thomas Page Academy is a kindergarten through eighth grade school with a focus on 21st Century learning skills. Thomas Page Academy offers an extended elementary school experience for sixth through eighth grade Thomas Page students and those seeking an alternative to enrollment in a comprehensive middle school. Thomas Page Academy has approximately 425 students and is located on 10.5 acres in Cotati. Thomas Page Academy qualifies as Title 1. Thomas Page Academy offers a standards based curriculum, and all instruction is based on the Common Core Standards. Behavioral expectations are based on Life Skills and Positive Behavior Interventions and Supports (PBIS) programs, as well as the social emotional curriculum of Toolbox (K-5) and Second Step (6-8). Monthly assemblies recognize students who demonstrate positive student behavior. School wide procedures and expectations, as well as positive rewards and incentives, provide a safe and orderly learning environment, this along with family events and engagement opportunities cultivate a united and caring school culture and climate.

The mission of Thomas Page is to develop competent learners - ensuring that every student reaches a high level of academic achievement as determined by state and national standards. We accomplish this through a variety of learning opportunities, responding to ongoing local and state assessments, and through committing resources and support to ensure this outcome. Each year our goal is for our students to work and achieve while doing their personal best and to increase levels of achievement and proficiency on state and local assessments. Student academic success is measured through a variety of regular assessments. Assessment data is used to plan instruction that is targeted to all levels of student learning through the Professional Learning Community process (PLC). Thomas Page Academy supports learners through the Multi-Tiered Systems of Supports model based on students needs, performance data, and learning outcomes. ELA instruction is targeted to students' needs using strategic, targeted small learning groups for tiered instruction. Targeted instruction is provided through tiered supports in math, reading, and writing. Teachers work collaboratively to plan instruction within and across grade levels to build a cohesive instructional program. Teachers are supported in a variety of staff development opportunities. Student and staff safety is a high priority. Thomas Page Academy has a public address system and phone system allowing for instant messaging and communication to staff and parents. New technology has been integrated into the classrooms and through 1:1 distribution of computer devices. Every student and staff member is proficient in appropriate instructional technology and utilizes vast technological resources to make instruction more effective and accessible in the classroom and STEAM activities and curriculum is a focus at every grade level. Thomas Page Academy strives to nurture a connected community by bringing students, families, and the staff team closer to one another through shared experience and consistent communication. Student clubs and activities help students feel connected to school. Regular school/home communication helps to engage families, and school events allow all community members to come together in a positive, enjoyable manner.

Vision Statement: The Thomas Page School Community supports the intellectual, physical and emotional development of our students. We will challenge ourselves to be a quality school that positively impacts student learning through changes and improvements in our educational design and delivery of services. Our school community believes in the potential of every student. We believe our unified effort will enable all students to learn and achieve in a manner that will prepare them to become caring and successful citizens of the 21st century.

**Comprehensive School Safety Plan  
2021-2022  
Data Analysis**

**Thomas Page Academy TK-8  
School/Site**

**Conclusions from Data:**

We regularly look at our SARC and CDE dashboard data to make decisions based on trends and needs. Thomas Page Academy's rate of suspension for 2020-2021 was 0%. The rate of suspension for 2019-2020 was: 5.9 in 2018-2019: 4.6.

Rate of truancy for distance learning during 2020-2021 school year due to the COVID-19 pandemic was 16.3%, and the rate of truancy for 2019-2020 was not released due to COVID-19 pandemic, for 2018-2019 the rate of chronic absenteeism was 12.8%. This school year, we are on track to reduce our suspension rate through our implementation of tier 2 behavioral supports, PBIS, and restorative practices.

All staff have high expectations for students and use Tool Box and Second Step social emotional learning materials to address bullying and social emotional wellness. We have implemented PBIS systems since 2018 as a behavior and school climate intervention, including check-in check-out programs and positive incentives programs, like Tiger Reward Tickets and a weekly raffle for rewards and staff and student of the week. Our SWIS behavioral dashboard we implemented as part of PBIS helps us to target student behavioral interventions and supports attempted with students to encourage positive behaviors. PBIS also focuses on bus safety expectations, as many students arrive to school via school bus. We have student clubs and counseling groups as prosocial programs. We schedule regular family events, spirit weeks, and other community endeavors that keep our community intact. The A2A attendance system is used by the district which has increased parent awareness to the importance of attendance. This baseline information will be taken from our PowerSchool data at the end of this school year to compare this year to last year. We schedule meetings with families to partner with them around making attendance gains.

**Conclusions from Parent, Teacher and Student Input:**

We will continue to use the information to create targeted interventions for students who need the extra support with behavior. Students are familiar with our PBIS framework and routines and express that they look forward to the positive routines. We will continue to partner with families around attendance and follow-up with families after absences. We will implement behavioral interventions outside of suspension as frequently as possible, using restorative practices. We will create opportunities to partner with parents regularly. Parents have also expressed school communication has improved and become more frequent within the last year.

**Other**

**Comprehensive School Safety Plan  
2021-2022  
Data Analysis (Continued)**

Thomas Page Academy TK-8  
**School/Site**

**List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.**  
CAASPP, easyCBM data, Attendance Records, DataQuest through CDE reports and by demographic, SWIS discipline data, discussions with Site Council, PTA and ELAC groups

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

1. Active and involved parent community 2. Clear schoolwide PBIS systems and discipline plan 3. Teachers and staff who are trained in classroom management skills and procedures. 4. Adoption of school wide programs of Life Skills education and recognition, and Tool Box, PBIS, and Second Step social emotional curriculum 5. Teaching of restorative conflict resolution

**Areas we wish to Change:**

- I. Increase Student Achievement
- II. Increase Opportunities for School/Home Partnerships
- III. Decrease Tardies and Unexcused Absences
- IV. Decrease Discipline Referrals to the Office
- V. Decrease Incidents of Peer Conflict

**Comprehensive School Safety Plan  
2021-2022  
Goals, Strategies and Activities**

**For**

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

Thomas Page Academy TK-8  
**School/Site**

<b>Component I:</b> Positive social climate	
<b>Goal #1</b> Our school is a place where students and staff demonstrate respect for each other and value attendance and participation in school activities.	
<b>Measurable Objective:</b> <b>By 6/2022, (% or #) will</b> 1.0 Office referrals for aggressive and/or disrespectful behavior will decrease by 10% according to SWIS documented office and discipline referrals. 2.0 School absences will decrease by 2%. School data collected this year will serve as baseline data for the year to come.	
<b>Action Steps</b>	
<b>1.0</b>	<ul style="list-style-type: none"> <li>Provide a safe school environment</li> <li>a. Ongoing training of noon supervisors</li> <li>b. Frequent and clear communication and consistent enforcement of school rules</li> <li>c. Structured playground activities - PlayWorks implementation to follow</li> <li>d. Adequate and effective supervision at all times</li> <li>e. Publish school rules, policies, procedures and expectations for behavior in a student handbook</li> <li>f. Post Life Skills around the school and in classrooms</li> <li>g. Use Life Skills to identify desirable behaviors</li> <li>h. Expectations are posted, modeled and used throughout the school.</li> <li>i. Recognize students publicly and frequently for positive behavior - Tiger Rewards, RISE Awards, Honor Roll, and Life Skills Awards</li> <li>a. j. Identify school leaders and promote school pride at school wide assemblies</li> <li>k. Principal works to be visible before school/during recess and lunch/and after school</li> <li>l. Adoption of PBIS and school wide values every year</li> <li>m. School expectations and values will be explicitly taught by teachers, principal, and school staff</li> <li>n. Raffle drawing to further recognize students recognized with Tiger Rewards</li> <li>o. Utilize Tool Box and Second Step social emotional curriculum</li> <li>p. Seek student, parent, family input to inform policies and experiences at school: meetings, surveys, Student Leadership, weekly parent newsletters, etc.</li> <li>q. Student leadership classes in K-5 and 6-8 for student voice and action</li> <li>r. Counselor on site 3 days a week</li> <li>s. Check-in/Check-out implemented as tier 2 strategy</li> </ul>

2.0	<p>Reduce Bullying</p> <ul style="list-style-type: none"> <li>a. Train staff on awareness, use of effective strategies, and provide education on roles and responsibilities to prevent bullying</li> <li>b. Implement PBIS model</li> <li>c. Implement Restorative Practices</li> <li>e. Tool Box and Second Step social emotional programs taught and posters are displayed throughout the school</li> <li>f. 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)</li> <li>g. Implement a social emotional learning class period in 6-8 grade at least once a week</li> <li>h. The first 20 minutes of the school day are dedicated to community building and social emotional learning on the master schedule.</li> </ul> <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>
3.0	<p>Increase Attendance Rate</p> <ul style="list-style-type: none"> <li>a. Parent contact from school office staff for each absence</li> <li>b. Parent conference for truancy situations</li> <li>c. Use SART and SARB process to monitor students with extreme attendance problems</li> <li>d. Partner with families around tardies</li> <li>e. Student success teams to address attendance issues</li> <li>f. Attendance reported on report cards</li> <li>g. Educate and partner with parents on the importance of school attendance</li> <li>h. Publish facts about the effect of absence on learning and its fiscal impact</li> <li>i. Help parents find community resources that will provide parenting support</li> <li>j. Encourage parents to schedule doctor and dentist appointments outside of school hours</li> <li>k. Communicate the importance of attending school using a variety of tools: weekly school newsletter, Back-to-School Night, family events and fun nights, School Site Council, ELAC, PTA, website, Facebook and parent conferences. School administration and staff will incorporate the restorative justice practices into progressive behavior management system</li> <li>l. Continue providing school bus service.</li> <li>m. Increased Independent Study option for long-term absences</li> </ul>
4.0	<p>a. All staff are mandated reporters trained annually regarding child abuse reporting procedures (BP 5141.4)</p>
5.0	<p>a. The school site follows district suspension/expulsion policies and procedures (BP 5144.1, AR 5144.1, AR 5144.2)</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	<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>



**Comprehensive School Safety Plan  
2021-2022  
Component I**

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

Thomas Page Academy TK-8  
**School/Site**

<b>Who will take the lead</b>	Principal, School Staff, Parents and Students.
<b>Completion Date and Budget</b>	Ongoing
<b>Resources Needed</b>	District/Site Funds, Professional Development
<b>How we will Monitor and evaluate</b>	Observation, data collection, reduction in incidents of undesired behavior, data analysis of: surveys, SWIS, PowerSchool, A2A attendance, Tiger Rewards/Office Referrals, California Department of Education Dashboard

**Comprehensive School Safety Plan  
2021-2022**

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

Thomas Page Academy TK-8  
School/Site

<b>Component 2:</b> Physical Environment	
<b>Goal #1</b> Our school has a physical environment that promotes pride in accomplishment, respect for school property, school safety and student well-being.	
<b>Measurable Objective:</b> <b>By 6/2022, (% or #) will</b> The campus will be clean, physically safe and comfortable and there will be a 10% reduction in the number of accidents and unsafe incidents based on reports collected this school year to be baseline data for future comparisons.	
<b>Action Steps</b>	
<b>1.0</b>	<ul style="list-style-type: none"> <li>a. Enforce safe traffic flow in the school parking lot: continue bus safety drills, crossing guard service, parent notifications of parking lot protocols</li> <li>b. Provide supervision of students</li> <li>c. Communicate to parents the importance of following parking lot procedures</li> <li>d. Work with the consultants from the Safe Routes to School program to identify safe walking routes for children, should children begin walking to school</li> <li>e. Implement 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</li> <li>f. Monitor entry and exit points before and after school to ensure student safety from danger or harassment--staff supervision daily</li> <li>g. Provide visitor passes and engage everyone in the monitoring of unknown people on campus</li> <li>h. Provision of school bus transportation to school for all students within our attendance area for safety arriving to campus</li> <li>i. Collaborate with Cotati Police Department on traffic safety and school/home safety.</li> <li>j. Tactical Safety Plans are practiced and communicated</li> <li>k. COVID protocols</li> </ul>
<b>2.0</b>	<ul style="list-style-type: none"> <li>a. Classrooms will be free of clutter               <ul style="list-style-type: none"> <li>b. Backpacks and other items that may cause tripping should be placed in a safe area</li> <li>c. Rooms are organized to welcome an easy traffic flow</li> </ul> </li> <li>c. Desks and chairs will be at an appropriate height for each student</li> </ul>

3.0	<p>Repairs will be made immediately if the condition creates an unsafe environment</p> <ul style="list-style-type: none"> <li>a. carpeting</li> <li>b. loose trim</li> <li>c. wet floors</li> <li>d. mold</li> <li>e. sharp or unsecured heavy objects</li> </ul>
4.0	<p>Litter will be kept to a minimum</p> <ul style="list-style-type: none"> <li>a. Students will be responsible for cleaning up after themselves and each other</li> <li>b. Classes may have student jobs to ensure recycling and trash clean up.</li> <li>c. Student leadership will implement a "Keep our campus clean and safe" campaign</li> <li>d. Remove graffiti and repair vandalism immediately</li> <li>e. Custodial staff cleans and disinfects the campus regularly.</li> </ul>
5.0	<p>Bathrooms will be kept in clean and in good working order</p> <ul style="list-style-type: none"> <li>a. Students will be closely monitored to prevent vandalism and unsafe activities in restrooms</li> <li>b. Posters will be hung to remind students of good hygiene and respect for school property</li> <li>c. Drinking fountains will be in good working condition and clean and free of debris</li> </ul>
6.0	<p>Provide and maintain adequate outdoor lighting</p> <ul style="list-style-type: none"> <li>a.</li> <li>b. Provide two way radios to custodian, office staff, classrooms and campus supervisors</li> </ul>
7.0	<p>Routine and Emergency Disaster Procedures</p> <ul style="list-style-type: none"> <li>a. The staff reviews and practices the emergency procedure plan, including major disaster drill with students and parent pickup. An earthquake emergency procedure system is in place in accordance with Education Code 32282</li> <li>b. Student lanyards are used to support student accounting and check out in emergencies.</li> <li>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.</li> <li>d. Fire and safety drills are practiced.</li> <li>e. Active shooter trainings and drills are practiced with staff.</li> <li>f. Fire extinguishers are checked annually.</li> <li>g. All classrooms are supplied with an emergency backpack in case of an emergency.</li> </ul>
8.0	<ul style="list-style-type: none"> <li>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)</li> </ul>

**Comprehensive School Safety Plan  
2021-2022**

**Component II  
Place, Continued**

Thomas Page Academy TK-8  
**School/Site**

<b>Who will take the lead</b>	Principal, Staff
<b>Completion Date and Budget</b>	Ongoing
<b>Resources Needed</b>	District and site funds
<b>How we will Monitor and evaluate</b>	Observation, staff meeting, completion of work orders

**Comprehensive School Safety Plan  
2021-2022**

**Communication of the Plan**

Thomas Page Academy TK-8  
**School/Site**

<b>Review of Progress for Last Year</b>	Name:	Lynzie Brodhun	Date:	9/20/2021
<b>Site Council Approval</b>	Name:	Amber Griffith	Date:	2/24/2022
<b>District Approval</b>	Name:	Dr. Mayra Perez, Superintendent	Date:	

# Comprehensive School Safety Plan 2021-2022

## Evaluation of Plan

Thomas Page Academy TK-8  
School/Site

### How was the previous plan monitored?

SSC met to review progress. Site leaders and administration also monitored data and reviewed progress.

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

Teacher teams had made great strides in increasing student safety and standardizing rules and expectations by implementing the PBIS framework. Site uses positive incentives and awards to recognize students regularly and encourage positive behaviors. The Tiger Reward Raffle and Tiger Reward ticket participation is occurring at 100% daily for tickets and weekly for raffle. 2020-2021: 0 disciplinary referrals during distance and hybrid learning. 2021-2022 1.28 referrals per school day as of 2/23/22. 2020-2021 suspension data was 0% and rate of chronic absenteeism was 16.3. We are implementing restorative practices as an alternative to suspension when possible. SART and SARB meetings are occurring for chronic absenteeism during the 2021-2022 school year, as well as parent communication and contacts are occurring to partner around decreasing chronic absenteeism and education around school attendance. Parent/school communication occurs on a weekly basis and parent groups like ELAC and PTA meet on a monthly basis. Full day professional development in the social emotional curriculum Toolbox took place in fall 2021. 6th-8th grade is in full implementation of Second Step social emotional learning curriculum. Project Success is on campus once a week offering counseling to TPA students, and school counselor works on community building in classrooms and delivering Toolbox lessons in classrooms and is on campus twice a week, also seeing students.

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

As a site and district we are implementing ongoing efforts to promote a positive and safe campus. The campus itself is newly remodeled, clean, and beautiful. Attention is paid to the details of the facility. Maintenance and IT departments are responsive to tickets to fix anything needed in a timely manner. There are few injuries or accidents sustained on campus. Maintenance promptly responds to site facility needs to ensure safety. Regular safety drills are performed by staff and students.