

Park Hill Elementary School

1157 E. Commonwealth Ave.

San Jacinto, Ca. 92582



**Comprehensive School Safety Plan
2016-2017
Pursuant to Education Code 32280 – 32289**

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School Mission Statement

Within the Park Hill Elementary School community we celebrate and embrace the whole child, in all parts of her or his life. We do this through: Becoming a consistent community; creating a safe, nurturing educational environment; affirming each child's uniqueness, abilities and worth, while maintaining high expectations; and, celebrating and encouraging each others gifts. We do this so that each child who passes through our doors reaches her or his full potential, and possess the abilities and knowledge needed to live a full and meaningful life.

School Safety Team Vision Statement

The vision of our safety team is to best assess the current status of overall safety at our school site for its students, teachers, staff, families and community. We strive to build on and modify timely and appropriate strategies, programs and supports that will maintain and improve the safety for all and communicate it for full compliance and capacity.

School Safety Planning Checklist

School Year: 2016-2017

Item	Date Completed (Add Actual Date Completed)	Comments
<p>School Safety Team Members Identified</p> <p><u>B.O.Y. Staff Meeting</u> Appropriate Strategies Have Been Identified & Reviewed with Teachers & Staff for Compliance in:</p> <ul style="list-style-type: none"> -School Discipline Handbook -Behavior & Climate -Discipline tracking and documentation procedures, referrals, etc. 	<p>Aug 2016</p> <p>August 9, 2016</p>	
<p>Create Calendar for School Safety Team- PBIS Meetings</p>	<p>Aug 2016</p>	
<p>Campus Supervisor Meetings Scheduled</p> <p>With EC 32282 (2) A-I</p> <ul style="list-style-type: none"> -Child Abuse Reporting: BP 5141.4 -Disaster Procedures (Hour Zero) -Suspension/Expulsion BP/AR 5144.1 -Procedure for Notify Teachers of Dangerous Students -Discrimination/Harassment: BP/AR 5145.3, 5145.7 & 5145.9 -Safe Ingress & Egress (Hour 	<p>Sept. 2016</p> <p>Sept 2016</p>	<p>*Include copies of BP/AR in appendix</p> <p>*Include copy of Discipline Handbook and Parent/Student Handbook in appendix</p>

zero) -Parent/Student Handbook		
Review Bully Reporting and Investigation Process & Procedures BP 5131.2	Oct 2016	
Assessment of School Crime Reviewed w/Team	Oct. 2016	
Assessment Results Reviewed w/Team -Suspensions -Expulsions -CHKS -Parent Safety Survey -Teacher Safety Survey -Focus Group -Staff Observations -Other:	Sep. 20, 2016	
Team Identified Priorities List Based on Assessment Review	Aug. 2016 October 2016 Jan. 2016	PBIS Meetings Campus Supervisor Meetings Scheduled Safety Meetings Certificated Staff Meeting
Identify and Review Current Efforts to Address Priorities w/ Teams	October 2016 Tuesdays, 8:10-8:40 Jan. 2017	PBIS Meetings Leadership Meetings Safety Meetings
An Action Plan Has Been Developed To Address Each Priority Identified	Aug, 2016 October 2016	PBIS Team Meetings Campus Supervisor Meetings Safety Meetings All Staff Meeting
School Resource Officer Reviews Plan	February, 2017	
Notification of Meeting on Plan Review Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)* -Mayor -SJTA & CSEA Presidents -PTA/PTO President	February, 2017	

-ASB President -Local Church Representative -Local Civic Leaders -Chamber of Commerce -Director of Student Support		
Public Meeting Held on the Safety Plan		
End of Year Evaluation of 2015-2016 Safety Plan		
Key Findings From End of Year Evaluation of 2013-2014 Safety Plan by Team		
Safety Plan for 2015-2016 Due by July 1	July 1 st 2016 Feb. 2017	*Email 2016-2017 Comprehensive School Safety Plan in Word document w/appendix to Director of Student, Community & Personnel Support
Safety Plan Available for Public Review	At all times	

School Safety Team
2016-2017

Group	Name	Position
Principal or Designee	Dulce Noriega Matt Norris	Principal Assistant Principal
Classified Employee(s) *Include Campus Supervisor/Security	Judith Ocegüera Elizabeth Zubia Rebecca Gonzalez Peggy Treese Carol Hemming Sarah Sanchez Rogelio Moreno Brenda Mejia Vanessa Garcia Karina Turrubiarres Ruby Nichols Paola Flores Villegas Nicolette Mirabal	Administrative Secretary Site Health Clerk Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor Campus Supervisor
Certificated Employee(s)	Rocio Veltman Lori Valadez Jacinda Coats Maria Fraga Jane Lucero Taylor Hammond Jeanette Clark Shannon Arrieta Caroline Worthington Rhonda Rich Erika Nichols	Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Teacher Site Counselor
Parent(s)	School Site Council Yoshi Campana	

Other Members	Jose Meza-Robles	Custodian PTA President
School Resource Officer	Deputy Dunlap	

Note: School Safety Team may be the School Site Council. The Team MUST include Parents.

School Safety Team Meetings

Month	Day	Time	Location	Comments/Needs
July 2016				
August	8/9/16	8:30	MPR	All staff was notified of plan
September	9/20/16	8:10	Office B	Safety/PBIS Committee
October	10/20/16	10:20		Great Shake Out
	10/13/16	8:10	Office B	Safety/PBIS Committee Safety plan was shared with Leadership team Say No To Drugs Assembly
November	11/1/15	3:30	Office	PBIS/Safety Team Meeting
December	12/6/15	11:00	MPR	PBIS/Team Meeting School Staff Meeting Collaboration Meeting
January 2017	1/26/17			Safety plan was shared with School

				Site Council & ELAC PBIS/Safety Team Meeting Safety Committee Staff Meeting Campus Supervisor Meeting
February	3 rd 11 th 13 th 26 th	9:00	Lounge	Campus Supervisor PBIS Meeting Safety Committee Safety plan reviewed by Safety Committee, School Site Council, PBIS Team, ELAC, and campus supervisors
March	2 nd	9:00	Room 20	Campus Supervisor
April				
May				
June				

Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation.

School Safety Assessment Data 2016-2017

Data Source	Comments	Analysis
School Crime- Incidents Involving SJPD		
Suspensions	12 suspensions –most of our suspensions pertain to fighting and verbal altercations.	We have had 12 suspensions on our campus thus far in the 2016-2017 school year. Our suspension and expulsion policies are determined by the district. We adhere to those policies. Every incident that occurs is closely investigated. Once we conclude the investigation, based on the information gathered and prior history/incidents, etc. we make a determination to see what consequence will be most effective. We work hard to provide an alternative to a suspension. What the suspension data shows is that of the 12 suspensions, 9 were African American (from 3 students), 2 Latino (from 2 students) and 1 White (from 1 student). 9 fighting/verbal altercation incidents and 3 for disruptive behavior. We also noticed that there was a higher frequency of student with disabilities that are suspended. We need to continue to work on creating more interventions that will reduce the fighting behavior on campus. This includes conflict resolution strategies, positive-proactive instruction and peer/adult relationship building with these students. We need to make sure that our interventions are preventive rather than reactive. As a safety team we need to sit down and look at the individuals that were suspended and see if there are any areas that we can provide more supports.

Expulsions	We have had none	We had 0 expulsions this school year. Suspension and expulsion policies are determined by the district. We adhere to those policies.
Office Discipline Referrals	Classroom Referral Office Referral	We have had 131 total student discipline entries for the 2016-2017 school year: 27- fighting /verbal altercation, 24 disrespect peer, 22 disrespect expectations/rules, 19 disruptive behavior, 16 prefight, 6 inappropriate behavior, and 4 inappropriate language and 4 first offense bullying. In identifying our Tier 2 behavior students through the data, they are struggling academically, have broken households, have experienced trauma in the home. As a team we need to better identify the specific attributes and home life of these students and create ways to support these students with better supports on an emotional level. We have worked hard, with the leadership of our counselor and the PBIS team, to foster a culture of truly knowing our students, creating stronger relationships and supporting the whole child- academically and behaviorally.
Reports of Bullying		We had 4 incidents of first offense bullying. Three of the four incidents occurred with students in first grade. Our counselor has worked on anti-bullying instruction throughout the school year, part of our Tier 1 Behavior Plan. We have had specific instruction on a school-wide conflict resolution strategies and a “What Should I Do” strategy wheel. Instruction focuses on defining what bullying is and letting students know whom they could turn for support.
Calif Healthy Kids Survey		Our school counselor uses the results of this survey to provide classes and support services for our students. Her lessons are aimed at providing students with tools/strategies to ensure that they can resolve conflicts, gather assistance, etc.

Parent Safety Surveys	2 a year	Parents complete a fall and spring parent survey. The parents felt our school was a safe place for students to learn. The survey showed that the parents are seeing a change in the overall positive culture at PHE. The survey shows they have been happy with the visibility from administration. The parent survey also showed that they are happy with the improvements to the facilities on campus, modernization to restrooms, buildings, lighting, carpet and painting.
Teacher Safety Surveys		
Focus Groups	Counselor	All students have access to the school counseling program through a Tiered approach. Tier 2 Groups are provided to students who are identified as needing additional support. These groups are formed using school site data in Aeries including site discipline data, report card student responsibility data, and attendance data. Tier 2 supports can also be provided to students who are identified through teacher or administrator referral. Not all students who are referred to counseling will receive group or individual counseling, but all referrals are reviewed for how to best support the student.
Staff Observations		

Other		Say No To Drugs Assemblies Behavior Management Training DTBA Diabetic Support Training Seizure Procedures Training

Policies and Procedures Reviewed & Revised

Policy/Procedures	Reviewed w/Team Y/N	Comments	Revisions
Child Abuse	Y	All school staff monitors the safety and welfare of all our students. Staff understands their role as mandated reporters and immediately reports all cases known or suspected of child abuse. Child reporting procedures are provided in our district policies and our welcome back staff meetings. Staff members also have to complete a Keenan and associates online training	Continue to ensure that every effort is made to ensure the confidentiality of the student and reporter. Continue with the high degree of communication to ensure student safety.
Emergency Response (Hour Zero)	Y	Disaster and emergency procedures are practiced and documented throughout the year. Our site also participates in the district drills. Our emergency plan is located in the office in our "Safety Binder".	Continue to practice and document our emergency procedures. Safety Committee will continue to meet to review our staff responsibilities, assess our drill response, and make any changes that we feel will ensure we respond adequately.
Suspensions and Expulsions	Y	Our district follows the Ed Code and Board policies which outline the discipline policies pertaining to suspensions, expulsions, and student rights. We have also outlined these behavior expectations in our student handbook. Communication from school to home is facilitated by our referral form.	Continue to follow these policies and ensure that we maintain home/school communication.
Notification of Dangerous Pupils	Y	California Ed code requires that teacher be notified	Continue to comply with procedures and

		when one of their students has engaged in behaviors that have resulted in suspensions or expulsions. In order to comply with this; 1) we document all suspensions in AERIES, 2) file a copy of the suspension letter in the students' cum, 3) Each teacher has access to a computer and AERIES. AERIES will note next to the student name an asterisk noting that the student has been suspended.	policies.
Discrimination and Harassment	Y	The district has board policies in place noting the procedures for filing a discrimination/harassment claim. All employees take training through Keenan (online) that explain the policies.	Continue to support/follow these policies. Include these policies in our Safety binder.
School Dress Code	Y	In order to ensure that our students have the best learning environment, our safe and have the least distractions, we have included a dress code policy in our handbook. The policy that we have included is board adopted. Students not following the dress code will call home for new clothes or will be provided clothes from the office.	Continue to follow the board adopted policies.
Safe Ingress and Egress	Y	Our campus is closed campus. At 8:10 we provide playground and bus/student drop off supervision. At 8:00 am we provide crosswalk services at the corner of Commonwealth. From 3:15-3:35 we have supervision as	Continue to follow these procedures.

		<p>students exit campus. Dismissal procedures vary according to grade level. Kindergarten students are released by their teachers at 1:35pm. The rest of the students are released at the end of the school day by their grade level assigned exits.</p>	
Safe and Orderly Environment	Y	<p>School rules are can be found in the Parent/ Student Handbook. The rules are sent home at the beginning of the school year to be signed and discussed by both parents and students. They are also provided at the time of enrolment for students. Consequences range from warning to suspension depending on student history and severity of behavior. School rules address safety issues on the campus. District signs are posted to inform that tobacco, alcohol, and other prohibited products that are not permitted on the school grounds.</p>	Continue to follow these procedures.
Rules and Procedures on Discipline	Y	<p>School rules can be found in the Parent Handbook. The parent handbook is given at the beginning of the year and to every new student at the time of enrollment. The rules are sent home to be signed and discussed by both parent/guardian and student. Classroom rules are created by each teacher and or students.</p>	Continue to follow these procedures.
Hate Crimes/Bullying	Y	The district has board	Continue to

Reporting		policies in place noting the procedures for filing a discrimination/harassment claim. All employees take training through Keenan (online) that explain the policies.	support/follow these policies. Include these policies in our Safety binder.
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Current Activities & Programs 2016-2017

Current Activities/Programs	Target Audience	Funding Sources
Daily Whole School Announcements- Communicate PHE site vision, with safe, respectful and responsible theme. Weekly Behavior skill instruction focus, emergency procedures review and campus safety.	Students, Teachers & Staff	
Emergency Drills- in accordance with district scheduling and focus. We use drills as a “teachable moment” to review and practice for awareness.	Students, Teachers & Staff	
Parent Informational Nights Back to School Night Open House Teacher Conferences	Parents and students.	
Media- Site Website, Class Dojo, Twitter: Communicate safety	Parents and Students	
AVID Parent Night- Advancement Via Individual Determination	Parents and students	
Harvest Festival	Parents and students	
Great Shake Out- Procedures assessed and reviewed w/ staff and students	Teachers, staff and students	
Friday Pep Assemblies- Safe, Respectful and Responsible theme	Students	
Rock Star Slips (Acknowledgement for safe, responsible, respectful)- students are given tickets for following PBIS expectations. They have options of bringing the tickets to the office, and	Students	

<p>then they are randomly selected and announced on the PEP Assembly, where they can be chosen to receive a prize. OR, students may save them up and purchase free activity/prize from our PBIS-Classroom Incentive Catalog, which showcases unique incentives.</p>		
<p>“Blanket” Peer Mentoring Team- Admin, site counselor, PE Teacher, Librarian Tech “CHECK IN-OUT” practices with Tier 2 behavior students. Data is used to identify tier 2 behavior students and weekly “Check Ins” are made to these students by the Blanket Team.</p>	Students	
<p>Counseling Support All students have access to the school counseling program through a Tiered approach.</p> <p>Tier 1 is based on classroom lessons and is intended to reach all students. Students receive core classroom lessons in the domains of Academic, Social Emotional, and College and Career. Examples of core lessons at Park Hill would be Bully Prevention (Social Emotional K-5)), Whole Body Listening (Academic K-2), Test-taking Strategies or Study Skills (Academic- 3-5), and Career Exploration (College and Career 4/5).</p> <p>Tier 2 is provided to students who are identified as needing additional support. These groups are formed using school site data in Aeries including site discipline data, report card student responsibility data, and attendance data. Tier 2 supports can also be provided to students who are identified through teacher or administrator referral. Not all students who are referred to counseling will receive</p>	Students	

<p>group or individual counseling, but all referrals are reviewed for how to best support the student.</p> <p>Tier 3 is provided for students who need individual support. This top tier should be a small percentage of the school population. Tier 3 individual counseling is based on a brief solution-focused model. Student may be given additional resources for outside counseling.</p> <p>Crisis Response is a response to an emergency or urgent need of a student. This can include any indication that student may cause harm to self or others, a student that cries often or is excessively withdrawn, a student who has lost a loved one and is grieving, or any situation that causes a student to be in distress. A referral is not needed for a student in crisis. The counselor should be contacted directly.</p>		
<p>Quarterly Expectation & Playground Rules Review- Grade level assemblies</p>	<p>Students</p>	
<p>“Emergency Expectations”, PBIS- Steps during an emergency.</p>	<p>Students</p>	
<p>Lunch with the Principal</p>	<p>Students</p>	
<p>Coffee with the Principal</p>	<p>Parents</p>	
<p>Positive Behavior Support School Wide</p>	<p>Teachers, Campus Supervisors, Students, Parents, Classified Employees and Administration</p>	

Priorities Identified for 2015-2016

Priority Area	Data Source	Analysis
<p><u>Priority One</u></p> <p>Decrease the number of behavior incident discipline entries</p>	<p>AERIES discipline entries</p>	<p># discipline incident entries 8/11/2015 to 2/3/2016 = 117 (Total 2015-2016 school year = 282)</p> <p># discipline incident entries 8/11/2016 to 2/3/2017 = 131</p> <p>= +14</p>
<p><u>Priority Two</u></p> <p>Decrease the number of suspensions.</p>	<p>AERIES discipline/suspension entries</p>	<p># suspension entries 8/11/2015 to 2/3/2016 = 48 (Total 2015-2016 school year = 99)</p> <p># suspension entries 8/11/2016 to 2/3/2017 = 16</p> <p>= -32</p>
<p><u>Priority Three</u></p> <p>Decrease the number of male discipline entries and Special Education Student entries.</p>	<p>AERIES discipline/suspension entries</p>	<p># Male Discipline entries 8/11/2015 to 2/3/2016 = 51 Males (Total 2015-2016 school year = 94)</p> <p># Male discipline entries 8/11/2016 to 2/3/2017 = 72</p> <p>= +21</p> <p># SPED Entries 8/11/2015 to 2/3/2016 = ____ SPED (Total 2015-2016 school year =)</p>

Priorities Identified for 2016-2017

Priority Area	Data Source	Justification
<p><u>Priority One</u></p> <p>Higher level of fidelity in tiered behavioral student support systems.</p>	<p>AERIES discipline entries</p>	<p>Though suspensions have declined significantly, behavior incidents have not.</p>
<p><u>Priority Two</u></p> <p>Decrease the number of behavior incidents. Increase academic and behavior interventions and supports.</p>	<p>AERIES discipline referrals/entries</p>	<p>More effective systems and supports need to be put into place to better react to student behavior needs in a proactive manner.</p>
<p><u>Priority Three</u></p> <p>Decrease the number of African American discipline entries and special education entries.</p>	<p>AERIES discipline/suspension entries</p>	<p>Reduce the amount of African American students who are having difficulty with behavior.</p>

Action Plan Priority One 2016-2017

Priority 1: Higher level of fidelity in tiered behavioral student support systems.

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Capacity Building - Culture of Behavior	Ongoing	Admin. Teachers Staff PBIS Team		Instilling the “Why” into the school culture	
Capacity Building- Behavior Procedures and Protocols	Ongoing	Admin. Teachers Staff PBIS Team		Low level procedures for documentation and supports within the classroom and campus to best define Tier 1-3 students	
Behavior Support Training- The “Why”	Ongoing	Teachers Instructional Aides Campus Supervisors		Scheduled and calendared behavior training professional development.	
Campus Culture- Assemblies and Activities	Ongoing	Dulce Noriega Matt Norris		Assemblies/Activities will be planned. These assemblies will support our academic and behavior vision and supported our School Safety Goals.	

Action Plan Priority Two

Priority 2: Decrease the number of behavior incidents and discipline entries. Increase academic and behavior interventions

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Capacity Building - Culture of Behavior	Ongoing	Admin. Teachers Staff PBIS Team		Instilling the “Why” into the school culture	
Capacity Building- Behavior Procedures and Protocols	Ongoing	Admin. Teachers Staff PBIS Team		Low level procedures for documentation and supports within the classroom and campus to best define Tier 1-3 students	
DAT Process– Data driven system to define specific targeted behavior supports for students.	Ongoing	Team Dulce Noriega PBIS Team Campus Supervisors		Connected to academics, documentation and data drives decisions to best define behavior supports for Tier 2-3 students.	
Behavior Support Training	Ongoing	Teachers Instructional Aides Campus Supervisors		Scheduled and calendared behavior training and professional development.	
Campus Culture- Assemblies and Activities	Ongoing	Dulce Noriega Matt Norris		Assemblies/Activities will be planned. These assemblies will support our academic and behavior vision and supported our School Safety Goals.	
Attendance Incentives	Ongoing	Dulce Noriega Matt Norris		Our goal is to increase attendance and decrease the SART/SARB referrals.	

Bison Safety Patrol	Ongoing	PBIS team		Students play an active leadership role in aiding the supervisors in management of outside expectations.	
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Action Plan Priority Three

Priority 3: Decrease the number of African American male discipline entries and special education student entries

Activities: Prevention & Intervention	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Tier 1 PBIS-School Support Building	Ongoing	Admin. Teachers Staff PBIS Team		Continue to build PBIS Tier 1 supports.	
Tier 1 Targeted Counseling /Behavior Instruction	Ongoing	Erika Nichols Matt Norris PBIS Team Teachers		Targeted, data driven classroom lessons reaching all students. Domains include Academic, Social Emotional, and College and Career. Examples of core lessons at Park Hill would be Boys Town Behavior Traits, Bully Prevention (Social Emotional K-5)), Whole Body Listening (Academic K-2), Test-taking Strategies or Study Skills (Academic- 3-5), and Career Exploration (College and Career 4/5).	
Tier 2 Targeted Counseling Groups	Ongoing			Groups are formed using school site data in Aeries including site discipline data, report card student responsibility data, and attendance data. Tier 2 supports can also be provided to students who are identified through teacher or administrator referral.	

				Not all students who are referred to counseling will receive group or individual counseling, but all referrals are reviewed for how to best support the student.	
Tier 3 Individual Counseling	Ongoing			Based on a brief solution-focused model. Student may be given additional resources for outside counseling.	
“Blanket” Peer Mentoring Team	Ongoing	Staff Admin, site counselor, PE Teacher, Librarian Tech		“CHECK IN-OUT” practices with Tier 2 behavior students. Data is used to identify tier 2 behavior students and weekly “Check Ins” are made to these students by the Blanket Team.	

Safety Plan Revisions
2015-2016

Date Revised During the Year	Person Responsible	Date of Public Meeting	Summary of Revision(s)

Note: Plans must be adopted by the School Safety Team prior to March 1st of every year pursuant to Education Code 32286. Plans must be submitted to the Director of Student, Community & Personnel Support prior to July 1st of every year.

Appendix

1. Sign-In Sheets from all School Safety Team Meetings
2. Board Policies
3. School Discipline Handbook
4. Parent/Student Handbook
5. Plan Notification Letter/Email
6. Prior End of Year Evaluation