ALBANY UNIFIED SCHOOL DISTRICT

CORNELL ELEMENTARY SCHOOL

COMPREHENSIVE SAFE SCHOOL PLAN
2011-2012

CONTENTS

School Contact Information

County: Alameda County
School District: Albany Unified School District
Address: 1051 Monroe St., Albany, CA 94706, Telephone (510) 558-3750
School Site Name: Cornell Elementary School
Address: 920 Talbot Ave, Albany, CA 94706
Telephone: 510-558-3702
Principal: Wendy Holmes

Safe School Vision Statement

We believe that feeling and being safe are necessary for students to succeed. We believe in working actively in growing a caring community of teachers and learners in which each member is valued and acknowledged. We believe that connected relationships are key to ensuring that every student receives support and motivation to achieve his/her highest potential.

School Mission Statement

Our mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful and responsible. We create safe, inclusive and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving and students' ability to express themselves clearly. All of our students are moving towards mastering the essential skills and grade level standards so that they can thrive as learners in school and throughout their lives.

Assessment of School Crime Committed at School

a. Suspension and Expulsion Data
Show few out-of-school suspensions and no expulsions.

b. CSSA Reports
Show some school crime

c. Student Progress Reports
Show the majority of students are making satisfactory progress towards grade level content standards and citizenship goals. All students are offered appropriate support for their academic and emotional growth.

d. Law enforcement interventions or crime reports
Show some school crime that includes theft of two laptop computers from classrooms.

e. Staff, Student, and Community Surveys
Surveys indicate continued work needed to prevent demeaning comments among students based on body size, gender expression and LGBT issues, being in special education, and having a perceived or actual disability.

f. Property Loss, Vandalism, and Insurance Reports
Show some vandalism that includes graffiti on exterior walls, outdoor tables and equipment.

Strategies and Programs that Foster a High Level of School Safety

a. Community-Parent Partnerships
The schools work closely with a broad range of community support groups, such as, Cornell PTA, SchoolCARE, Albany Education Foundation, Albany Music Fund, City of Albany, and Safe Routes to School.

b. Conflict Resolution and School-wide Positive Behavior Intervention Support
The school has an active program, which trains students in constructive ways of conflict resolution. 3rd, 4th and 5th grade students serve as Conflict Managers on the playground at all recess periods. The school has begun an implementation of a school-wide positive behavior intervention system that emphasizes the 3 B's – Be Safe, Be Responsible, Be Respectful.

c. Peer Mediation
The school models and supports conflict resolution strategies. Teachers model and facilitate mediation strategies and teach students to use "I Messages" when in a conflict.

d. After-School Activity Programs
Before and after-school fee-based enrichment programs are available to students. Classes that are offered include a variety of dance, art, science, and theater, and hands-on experiences for students.

e. Probation or Law Enforcement Support
The district and schools cooperate closely with local law enforcement through the following means: School Attendance Review Board, Child Protective Services, vehicle/pedestrian traffic management, and crossing guards

f. Anger Management
Staff work individually with students as needed. Students are trained to give "I messages" and other positive options when in a conflict. When available, the school organizes small student support groups who meet with an intern counselor on a regular basis.

g. Gang Intervention
Staff members are alert to any signs of gang behavior/attire.

Policies and Procedures

There are policies and procedures at the school site to address each of the following situations. They consist of Board Policies (BPs), Administrative Regulations (ARs) and other district and school policies and procedures.

a. Child Abuse Reporting Procedures
Forms and procedures are available in each school office.

b. Disaster Procedures
Our school has a "Site Emergency Plan" includes planning for and responding to a variety of emergencies. These procedures correspond to the SEMS (Standardized Emergency Management System) model of disaster planning required by Federal and State agencies. The Cornell Safety Committee meets monthly to maintain and update our emergency response plan and ensure that our emergency response teams are prepared, aware of responsibilities, and have the necessary equipment.

c. District and School Suspension, Expulsion and Mandatory Expulsion Guidelines
AUSD Board Policy and AR.

d. Procedures to Notify Teachers of Dangerous Pupils (AUSD Board Policy & AR)

e. Sexual Harassment Policy (AUSD Board Policy & AR)

f. School-wide Dress Code Relating to Gang-related Apparel (AUSD Board Policy & AR)

g. Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to the School
Signs are posted at all entries directing visitors to sign in at the office. Staff members are alert to direct strangers to the office to sign in. The PE teacher, who is on playground all day, is alert to adults entering the campus.

h. Safe and Orderly School Environment Conducive to Learning
AUSD Board Policy and AR, school-wide discipline rules and procedures along with classroom rules, rewards and consequences enhance positive school climate and culture. The following programs and practices are in place at Cornell:

- Weekly faculty meetings and grade level meetings for collaboration and sharing best practices

- Integration of BEST Program (Positive behavioral support for students)
- Conflict Manager program
- Peaceful Playground Handbook (Guidelines for safe and fair play on playground)
- Cornell's school-wide Big Three Rules (Be safe. Be respectful. Be responsible.)
- School-wide behavioral expectations for all areas of the campus
- Monthly Community Time gatherings
- Student Council
- Consistently enforced rules for the classroom and playground
- Weekly Student Study Team (SST) meetings
- Class meetings
- Weekly grade level collaboration/planning time
- Home-school communication through classroom and school-wide newsletters
- Parent handbook
- Parent directory
- Behavior intervention plans (for specific students as needed)
- Student medication administration policies
- Attendance monitoring
- Fire and disaster drill regulation and procedures
- Policies related to disciplinary action regarding special education students

An updated file containing all safety-related plans and materials is available for public inspection at this school.

A public meeting (Site Council and/or PTA) is held to allow members of the general community the opportunity to familiarize themselves with this school's Safe School Plan. The Site Council participates in the planning and approval of the Comprehensive Safe School Plan. A report of the status of the Safe School Plan will be made in the annual School Accountability Report Card, which is available to the public. This report will include a description of key elements of the plan.

SCHOOL SAFETY STRATEGIES AND PROGRAMS

Component 1: Personal Characteristics of Students and Staff

The traits that students, teachers, administrators, and other personnel bring to the campus (ethnic/cultural diversity, various experiences) include the following:

Students, staff, community and other agencies are positive, constructive, willing and able to mutually cooperate in planning and implementation efforts.

Students, staff, families and community represent, contribute to and embrace a diverse spectrum of ethnic, cultural and language identification, experiences and understanding as well as experience and expertise directly related to safety and emergency preparation, etc.

Component 2: School's Physical Environment Component

The physical conditions in which education takes place

Examples of programs and practices in place:

- "Sign-in" procedure for visitors
- Tuesday visiting day in classrooms

- Upgraded telephone/intercom system with fire alarm system in every classroom
- Fire drills (once per month), Earthquake drills (two times per year) and Safe Inside drills (two times per year)
- Walkie-talkies for principal, office staff, and custodians
- Security cameras installed at entries
- System for emergency water and food supply for student population
- Completed updated emergency backpacks in each classroom
- Use of code words to use on the PA system to communicate emergency conditions to staff without alarming students
- Safety Committee to review and update safety/emergency response plan

What we want to do next:

- Increase lighting in stair wells, and near MPR for night time use
- Review method for communicating amongst staff in an emergency

Component 3: School's Social Environment Component

The organizational and interpersonal processes that occur in and around the structure, procedures, and organization

Awareness Strategies:

- Early identification of young children (birth to age 3, linkage to early intervention programs, Albany Children's Center Pre-School)
- School rules at each site and in each classroom
- Counseling interns
- Staff Training – Student Study Team, Section 504, Special Education referral processes
- Social skills instruction and guidance
- Direct communication with students and parents
- Annual articulation about student information from one year's teacher to the next including 5th to 6th grade. Specialists also pass on information about students with special needs.
- Parent training on education topics at events such as, Family Literacy Night, Family Math Night, Back to School Night, and the PTA Education Program
- Communication with Police Dept., County Dept. of Health
- Crisis Prevention Intervention (CPI) training for teachers about how we can de-escalate students with appropriate verbal and non-verbal communication

Intervention & Referral:

- Student Study Team (SST) – Weekly meetings with general ed. teacher, specialists, principal, school psychologist, and parents
- Assistance for students with learning/social/emotional problems
- Personnel – Principals, School Psychologist, Reading Specialists, ELD Teacher, Speech Therapist, Resource Teacher,
- Section 504 meetings and student plans for students with medical needs
- Weekly faculty meetings
- Weekly grade level team meetings
- Cross-site collaboration meetings (every six weeks)
- Weekly elementary principal meetings
- Administrative leadership team meetings (two times per month)

- Assessment planning team (weekly specialist group brown bag lunch to discuss student needs)
- Crisis management team (team activated to respond to tragic events)
- Identification of "at risk" students
- Behavior intervention plans for specific students
- Behavioral Therapist consultation for Special Education students

What we want to do next:

- Reach out more to families new to the country. Coordinate with Adult School, Albany Village and UC programs. Find more psychological support for all families.

Component 4: School's Cultural Environment Component

The general atmosphere or spirit of the school (norms, beliefs, and values)

Prevention Programs:

- Instruction of social decision making and development of problem solving skills
- School-wide implementation of Welcoming Schools curriculum, which focuses on anti-bias, character development, bullying prevention
- In-class student support program for special needs students
- PALs program in Special Day Class
- Buddy program between upper and lower grade classes. (Program pairs an older student with younger student for entire year)
- Small counseling groups for students coping with issues at home and school
- Student sensitivity training programs to increase disability awareness
- Co-curricular & PE programs
- Instrumental, vocal music, and art programs
- School garden as living classroom
- Anti-bullying assembly programs
- Before/after child care program facilitated by outside agency adjacent to school

Areas needing improvement or change:

Find more psychological support for all families

Based on the analysis of data and major areas of desired change, our priorities for action are as follows:

a. Continue to build programs, which connect all students to the school. Continue to identify students most at risk of not meeting grade level standards and enhance/expand support systems for them.

ALBANY UNIFIED SCHOOL DISTRICT

MARIN ELEMENTARY SCHOOL

COMPREHENSIVE SAFE SCHOOL PLAN 2011-2012

Contents:

School Contact Information:

County: Alameda County
School District: Albany Unified School District
Address: 1051 Monroe St., Albany, CA 94706, Telephone (510) 558-4740
School Site Name: Marin Elementary School
Address: 1001 Santa Fe, Albany, CA 94706
Telephone: 510-558-4740
Principal's Name: David Kumamoto

Safe School Vision Statement:

We believe that feeling and being safe are necessary for students to succeed. We believe in working actively in growing a caring community of teachers and learners in which each member is valued and acknowledged. We believe that connected relationships are key to ensuring that every student receives support and motivation to achieve his/her highest potential.

School Mission Statement:

The mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding and challenging them to learn and reach out to the world with compassion, integrity and courage.

Assessment of school crime committed on the school campus and at school-related activities:

a. Suspension and expulsion data – show few suspensions and no expulsions.

b. CSSA reports – show little to no school crime.

c. Student progress reports – show the majority of students making satisfactory progress towards grade level content standards and citizenship goals. All students are offered appropriate support for their academic and emotional growth.

d. Law enforcement interventions or crime reports – show some school crime that includes breaking into cars parked near the school and theft of property.

e. Staff, student, and community surveys – indicate desire for expanded counseling for students and continued work to prevent students from teasing each other in the lower grades.

f. Property loss, vandalism, and insurance reports – some vandalism that includes graffiti on exterior walls, outdoor tables and equipment.

Strategies and programs that provide or maintain a high level of school safety, for example:

a. Community-parent partnerships – The schools work closely with a broad range of community support groups such as the Marin PTA, Albany Music Fund, Albany Education Foundation, SchoolCARE, City of Albany and Safe Routes to Schools.

b. School-Wide Positive Behavior Intervention System – The school has begun implementation of a school-wide positive behavior intervention system that emphasize the 3 B's – Be Safe, Be Responsible, and Be Respectful. Behaviors in common areas around the school have been defined in terms of the 3 B's and each classroom has the 3 B's posted and classroom rules are defined within these three overarching ideas.

c. Conflict Resolution - The school has an active program that trains students in constructive ways to resolve conflicts. Students in grades 3, 4, and 5 serve as Conflict Managers on the playground at all recesses.

d. Mindful Schools – Teachers have been trained in teaching students "mindfulness" techniques that teach students to become more aware of their emotions.

e. Noon Time Activities: During the lunch/recess students participate in the following activities: knitting club, computer club, board games, chess, hockey, soccer, kickball, and yo-yo club. Access to the library during recess time and lunch contributed to a yearlong circulation of over 22,000 books.

f. Probation or Law Enforcement Support – The District and schools cooperate closely with local law enforcement through the following means: School

Attendance Review Board, School Resource Officers, Child Protective Services reporting, vehicle/pedestrian traffic management, and crossing guards.

g. After School Activity Programs – Before and after school fee-based enrichment programs are available to students. Classes that are offered include a variety of dance, art, science, theater and hands-on experiences for students.

h. Gang intervention – Staff are alert to any signs of gang or "wanna be" behavior/attire.

i. School is implementing "Welcoming Schools" curriculum, including Anti-bullying, and Disability Awareness. "Cyber Safety" school will implement rules and regulations cited on AUSD Tech plan.

5. **Policies and procedures**

These policies are available at the school site. They consist of Board Policies (BP's), Administrative Regulations (AR's) and other district and school policies and procedures. (Not necessary to attach forms)

a. Child abuse reporting procedures – Forms and procedures are available in each school office.

b. Disaster procedures - Each class has a "Site Emergency Plan" which includes planning for and responding to a variety of emergencies. These procedures correspond to the SEMS (Standardized Emergency Management System) model of disaster planning required by Federal and State agencies.

c. District and school suspension, expulsion and mandatory expulsion guidelines. -- AUSD Board Policy and AR.

d. Procedures to notify teachers of dangerous pupils – at each school.

e. Sexual harassment policy - AUSD Board Policy and AR.

f. School-wide dress code relating to gang-related apparel (gang-related apparel is not considered protected speech) - AUSD Board Policy and AR.

g. Procedure for safe ingress and egress of pupils, parents, and staff to and from school. Signs posted at all entries directing visitors to sign in at the office. Staff is alert to direct strangers to the office to sign in. PE teacher who is on playground all day is alert to adults entering the campus.

h. A safe and orderly school environment conducive to learning. School discipline rules and procedures - AUSD Board Policy and AR, School Rules, Classroom Rules, rewards and consequences.

- Annual Parent Handbook – District and school.
- School Rules –
- Classroom behavior rules such as Classroom "Constitutions", community agreements, etc.

- Grade Level Team Meetings – formal and informal
- Staff and Principal– school-wide behavior management, resources
- Individual communication
- Behavior intervention plans (for specific students as needed)
- Student medication administration policies
- Child abuse policy
- Crisis Management Team policy procedures
- School faculty meetings, grade level meetings.
- Attendance and Attendance Officer (Principal)
- Fire and disaster drill regulation and procedures
- Policies related to disciplinary action regarding special education students

An updated file containing all safety-related plans and materials is available for public inspection at this school.

A public meeting (Site Council and/or PTA) is held to allow members of the general community the opportunity to familiarize themselves with this school's Safe School Plan. The Site Council participates in the planning and approval of the Comprehensive Safe School Plan. A report of the status of the Safe School Plan will be made in the annual School Accountability Report Card, which is available to the public. This report will include a description of key elements of the plan.

Data Summary

Component 1: Personal Characteristics of Students and Staff - The traits that students, teachers, administrators, and other personnel bring to the campus (ethnic/cultural diversity, various experiences)

Students, staff, community and other agencies are positive, constructive, willing and able to mutually cooperate in planning and implementation efforts. Necessary data is available. School, district and community resources are available.

Students, staff, families and community represent, contribute to and embrace a diverse spectrum of ethnic, cultural, social economic and linguistic backgrounds, sexual orientation, gender identity.

There is an excellent and growing working relationship among the following groups.
- Albany Police and Fire Departments
- The business community and Albany Chamber of Commerce
- Social service agencies, i.e. Berkeley-Albany Community Mental Health
- Community leaders
- The media

Component 2: School's Physical Environment Component - The physical conditions in which education takes place (location, buildings, classrooms):

Examples of programs and practices in place:

- "Sign-in" procedure for visitors.
- Tuesday visiting day in classrooms.
- Upgraded telephone/intercom system with fire alarm system in every classroom
- Fire drill (once per month) and disaster (two times per year) drill system
- Personal cell phones.
- Security cameras have been installed around the exterior of the school.

What we want to do next:

- Review method for communicating with office in an emergency.
- Increase lighting in near MPR for night time use
- Walkie-talkies for Principal, Secretaries, Physical Education Teacher, custodians.
- Window coverings
- Explore resources that will allow us to provide more shade for students on the yard

Component 3: School's Social Environment Component - The organizational and interpersonal processes that occur in and around the structure, procedures, and organization

Examples of programs and practices in place:

Awareness Strategies – School staff, students, parents, and community

- School-Wide Positive Behavior Intervention System – BEST – The 3 B's: Be Safe, Be Respectful and Be Responsible.
- Early identification of young children (birth to age 3, linkage to early intervention programs, Albany Children's Center Pre-School)
- School rules at each site and in each classroom.
- Staff Training – Social Decision Making/Problem Solving Skills (Pre-K – 8), I&RS (Intervention & Referral Service), Section 504, Special Education referral processes, Student Study Team.
- Social skills instruction and guidance. Posters (in classrooms)
- Direct communication with students and parents (e.g., sexual harassment, bullying)
- Annual articulation regarding student information from one year's teacher to the next including 5th to 6th grade. Specialists included passing on information regarding special education students.
- Parent Training – annual training and education topics, as needed, for example Special Ed and ELD Parent Night, ELD Back to School Night, PTA Education Program. Speakers meet with parents to discuss topics such as setting boundaries and developing self-esteem.
- Communication/Sharing with the Police Dept., County Dept. of Health, Berkeley-Albany Mental Health, etc.

Intervention & Referral –

- Student Study Team – weekly meetings of teacher, specialists and parents.
- Assist staff with student learning/social/emotional problems
- Personnel – Principals, School Psychologist, Student Study Team
- Intervention & Referral Services
- Section 504 meetings and student plans for students with medical needs
- Faculty, grade level team meetings.
- Weekly Wednesday Staff Planning Days
- Elementary Principal meetings,
- Administrative Leadership Team meetings, x4 monthly.
- Assessment Planning Team (weekly specialist group brown bag lunch to discuss student needs)
- Crisis Management Team (team activated to respond to tragic events)
- Behavior intervention plans for specific students
- Student Mentor Program - supportive adult paired with student
- Grade Level Team Meetings
- On-site counseling interns through Berkeley-Albany Mental Health and referrals to outside agencies regarding specific students, e.g., Berkeley-Albany Mental Health.
- Special Education Paraeducators for individual or small groups of students as indicated in the students IEP

What we want to do next:

- Reach out more to families new to the country. Coordinate with Adult School, Albany Village and UC programs. Find more psychological support for all families.
- Develop PA system protocols to communicate emergency conditions to staff.

Component 4: School's Cultural Environment Component - The general atmosphere or spirit of the school (norms, beliefs, and values)

Examples of programs and practices in place:

Prevention Programs:

- All students are learners and teachers.
- All adults are teachers and learners.
- Social decision making/problem solving skills.
- Classroom health curriculum, i.e. character development, bullying prevention.
- In-class student support program for special needs students.
- Buddy Program between upper and lower grade classes. Pairs older with younger student for full year. Periodic activities.
- Student mentors – supportive adult paired with student.
- Student sensitivity training programs regarding disabilities.
- Classroom student recognition program.
- Co-curricular & PE programs.
- Instrumental and vocal music.
- Health and safety assembly programs.
- Before/after child care program facilitated by an outside agency.

- Health/physical education during PE.
- Welcoming School Curriculum taught in all classrooms.
- Inventory, refill and refresh emergency backpacks in each classroom.

Areas needing improvement or change (from student, staff, and community surveys):

- Provide counseling services for elementary students and find more psychological support for all families.
- Reach out more to families new to the country. Coordinate with Adult School, Albany Village and UC programs.
- Inventory, refill and refresh emergency backpacks in each classroom.
- Review method for communicating with office in an emergency.
- Enhance efforts to prevent demeaning comments among students.
- Train students in self awareness and safety skills including cyber awareness

Based on the analysis of data and major areas of desired change, our priorities for action are as follows:

a) Continue to build programs, which connect all students to the school.

b) Provide additional counseling services for elementary students.

c) Continue to identify students most at risk of not meeting grade level standards and enhance/expand support systems for them.

d) Continue to develop a School-Wide Positive Behavior Intervention System.

ALBANY UNIFIED SCHOOL DISTRICT

OCEAN VIEW ELEMENTARY SCHOOL

COMPREHENSIVE SAFE SCHOOL PLAN
2011-2012

CONTENTS

School Contact Information

County: Alameda County
School District: Albany Unified School District
Address: 1051 Monroe St., Albany, CA 94706, Telephone (510) 558-3750
School Site Name: Ocean View Elementary School
Address: 1000 Jackson Street, Albany, CA 94706
Telephone: 510-558-4800
Principal's Name: Terry Georgeson

Safe School Vision and Mission Statement

It is the mission of Ocean View Elementary School to provide a quality comprehensive education in a safe and welcoming environment. A unique public school that takes great pride in its diverse community, Ocean View strives to offer each student an opportunity to learn and develop the critical thinking skills necessary for the 21st century.

Assessment of School Crime committed on the school campus

a. Suspension and Expulsion Data
Show few suspensions and no expulsions

b. Annual CSSA Reports
Indicate monthly accounts of tagging to the exterior building.

c. Student Progress Reports
Indicate the majority of students are making satisfactory progress towards grade level content standards. Students who are identified as not proficient or at grade level are monitored and offered appropriate support for their academic and emotional growth.

d. Law enforcement interventions or crime reports-
Show little or no school crime requiring law enforcement interventions.

e. Staff, Student, and Community Surveys
Surveys indicate continued work needed to prevent demeaning comments among students based on body size, gender expression and having a perceived or actual disability. Yearly records of referrals for counseling indicate a need for expanded services for students.

f. Property Loss, Vandalism, and Insurance Reports –Vandalism to car's and tagging of the building has been reported twice.

Strategies and Programs that Foster a High Level of School Safety

a. Community-Parent Partnerships
The school works closely with community groups, such as Ocean View PTA, SchoolCARE, Albany Education Foundation, Albany Music Fund, City of Albany, University Village, and Safe Routes to School.

b. The school models and supports conflict resolution strategies. Teachers model and facilitate mediation strategies and teach students to use "I Messages" when in a conflict. Counseling is available through Berkeley Mental Health. The school has begun an implementation of a school-wide positive behavior intervention system that emphasizes the 3 B's – Be Safe, Be Responsible, Be Respectful.

c. Enrichment After-School Activity Programs
Before and after-school fee-based enrichment programs are available to first through third grade students. The program offers a variety of language, art, science, yoga, and music/theatre.

d. Probation or Law Enforcement Support
The district and school cooperate closely with local law enforcement i.e. School Attendance Review Board (SARB), Child Protective Services, vehicle/pedestrian traffic management, and crossing guards.

e. Access to library during outdoor recess time including lunch

f. Noon Time Activities: playground games such as handball, tetherball and four-square are available to all students. Sunshine Club provides crafts and games, noontime games such as football, soccer, kick ball, are available to 3rd through 5th grades.

g. The school utilizes the "Welcoming Schools" curriculum and the BEST Program for Anti-bullying and disability awareness.

h. Cyber Safety is taught through library media lab and rules and regulations are cited on AUSD Tech plan.

Policies and Procedures

These policies are available at the school site. They consist of Board Policies (BP's) Administrative Regulations (ARs), and other district and school policies and procedures.

a. Child Abuse Reporting Procedures- Forms and procedures are available in the school office.

b. Disaster Procedures- Each class has a "Site Emergency Plan" includes planning for and responding to a variety of emergencies. These procedures correspond to the SEMS (Standardized Emergency Management System) model of disaster planning required by Federal and State agencies.

c. District and School Suspension, Expulsion and Mandatory Expulsion Guidelines AUSD Board Policy and AR.

d. Procedures to Notify Teachers of Dangerous Pupils (AUSD Board Policy & AR)

e. Sexual Harassment Policy (AUSD Board Policy & AR)

f. School-wide Dress Code Relating to Gang-related Apparel (AUSD Board Policy & AR)

g. Procedure for safe entrance and exit of pupils, parents, and staff. Signs posted at all entries directing visitors to sign in the office. Staff are alter to direct stranger to the office to sign in. Safety procedures are in place for early pick up of students. The PE teacher, who is on the playground regularly, is alert to adults entering school grounds.

h. A safe and orderly school environment conducive to learning. School discipline rules and procedures -AUSD Board Policy and AR, School Rules, Classroom Rules, BEST Program and Conflict managers.

- School faculty meetings/ grade level meetings/site team meetings/PLC's and PD's
- Conflict management
- Peaceful Playground Handbook
- Leadership team meetings
- Home-school communication through classroom and school-wide newsletters
- Parent handbook
- Attendance monitoring
- Child abuse policy
- Fire and disaster drill regulation and procedures
- Policies related to disciplinary action regarding special education students
- Crisis Management Team policy procedures
- Fire and disaster drill regulation and procedures

An updated file containing all safety-related plans and materials is available for public inspection at this school.

A public meeting (Site Council and/or PTA) is held to allow members of the general community the opportunity to familiarize themselves with this school's Safe School Plan. The Site Council participates in the planning and approval of the Comprehensive Safe School Plan. A report of the status of the Safe School Plan will be made in the annual School Accountability Report Card, which is available to the public. This report will include a description of key elements of the plan.

DATA SUMMARY

Component 1: Personal Characteristics of Students and Staff

The traits that students, teachers, administrators, and other personnel bring to the campus (ethnic/cultural diversity, various experiences) include the following:

Examples of programs and practices in place:
Students, staff, community, and other agencies are positive, constructive, willing, and able to mutually cooperate in planning and implementation efforts.

Students, staff, families and community represent, contribute to and embrace a diverse spectrum of ethnic, cultural and language identification, experiences and understanding as well as experience and expertise directly related to safety and emergency preparation, etc.

Component 2: School's Physical Environment Component - The physical conditions in which education takes place

Examples of programs and practices in place:

- "Sign-in" procedure for visitors and volunteers
- Tuesday tours given for classroom visits
- Telephone/intercom system with fire alarm system in every classroom
- Fire drills (once per month), Earthquake drills (two times per year) and Safe Inside drills (two times per year)
- Walkie-talkies for Principal, Secretaries, Library, custodians, and any classroom with direct need.
- Security cameras at entries.
- Personal cell phones

What we want to do next:

- Develop better system for practicing emergency drills such as lockdowns and shelter in place.
- Increase lighting in courtyard, fire road, and MPR.
- Improve communication with staff and community in case of an emergency
- Update the backpack classroom emergency system
- Window coverings to improve security
- Install fencing and gates with locks to secure campus in case of emergency
- Improve playground area near Jackson Street
- Build raised garden near kindergarten playground for eco-literacy program k-5

Component 3: School's Social Environment Component

The organizational and interpersonal processes that occur in and around the structure, procedures, and organization

Examples of programs and practices in place

Awareness Strategies:

- Early identification of young children (birth to age 3, linkage to early intervention programs, Albany Children's Center Pre-School)
- School rules on site and in each classroom.
- Counseling interns
- Staff Training – Student Study Team, Section 504, Special Education referral processes
- Social skills instruction and guidance. Posters in classroom I.e. BEST program- 3 B's
- Direct communication with students and parents
- Annual articulation about student information from one year's teacher to the next including 5th to 6th grade. Specialists also pass on information about students with special needs.
- Parent training on education topics at events such as, Family Literacy Night, Back to School Night, and the PTA Education Program
- Communication/Sharing with the Police Dept., County Dept. of Health

Intervention & Referral:

- Student Study Team (SST) – Weekly meetings with general ed. teacher, specialists, principal, school psychologist, and parents
- Assistance for students with learning/social/emotional problems
- Personnel – Principals, School Psychologist, Reading Specialists, ELD Teacher, Speech Therapist, Resource Teacher,
- Section 504 meetings and student plans for students with medical needs
- Weekly faculty / Principal and Management team meetings
- Regular grade level, leadership, and committee team meetings
- Regularly scheduled Cross-site collaboration meetings
- Math / ELA Assessment planning team meetings
- Crisis management team (emergency committee activated to respond to tragic events)
- Identification of "at risk" students
- After school Math intervention for students below proficiency in CST scores
- Referral to outside agencies regarding specific student, e.g. Berkeley-Albany Mental Health
- Behavioral Therapist consultation for Special Education students

What we want to do next:

- Reach out more to families with the school. Either new to the country school or just not involved with school.
- Coordinate with Adult School, University Village, and UC programs.
- More counseling support for families.
- Implement early tier one level intervention for students
- Explore a Writing Coaches program for upper grade levels
-

Component 4: School's Cultural Environment Component

The general atmosphere or spirit of the school (norms, beliefs, and values)

Examples of programs and practices in place:

- All students are learners and teachers.
- All adults are teachers and learners.
- Social decision making/problem solving skills
- Classroom health curriculum, i.e. character development, bullying prevention.
- In-class student support program for special needs students
- Buddy Program between upper and lower grade classes. Pairs older with younger student for full year. Periodic activities.
- Student sensitivity training programs regarding disabilities
- Classroom student recognition program
- Co-curricular & PE programs
- Instrumental and vocal music
- Health and safety assembly programs
- Before/after child care program facilitated by AUSD and other outside agencies
- Health/physical education during PE.
- BEST program practiced in school and Welcoming School Curriculum available to all classrooms.
- Inventory, refill and refresh emergency backpacks in each classroom

Areas needing improvement or change:

- Find more psychological support for all student and families.
- Continue to implement BEST and comprehensive anti bullying/ character building program.

Based on the analysis of data and major areas of desired change, our priorities for action are as follows:

a. Continue to build programs, which connect all students to the school. Continue to identify students most at risk of not meeting grade level standards and enhance/expand strategies and support systems for them.

b. Install fencing and gates to secure school grounds.

c. Enhance efforts to prevent demeaning comments.

d. Increase Support Services for families

ALBANY UNIFIED SCHOOL DISTRICT

ALBANY MIDDLE SCHOOL

COMPREHENSIVE SAFE SCHOOL PLAN
2011-2012

Contents:

School Contact Information:
County: Alameda County
School District: Albany Unified School District
Address: 1051 Monroe St., Albany, CA 94706, Telephone (510) 558-3750
School Site Name: Albany Middle School
Address: 1259 Brighton Avenue, Albany, CA 94706
Telephone: 510-558-3600
Principal: Robin Davis
Assistant Principal: David Neumann

Safe School Vision Statement:
We believe that feeling and being safe are necessary for students to succeed. We believe in working actively in growing a caring community of teachers and learners in which each member is valued and acknowledged. We believe that connected relationships are key to ensuring that every student receives support and motivation to achieve his/her highest potential.

Assessment of school crime committed on the school campus and at school-related activities:

- Suspension and expulsion data – show suspensions for nonviolent incidents and one recommendation for expulsion.
- CSSA reports – show little to no school crime.
- Student progress reports – show the majority of students making satisfactory progress.
- Students who are not making satisfied are identified, monitored and provided additional support.
- Law enforcement interventions or crime reports – show theft of small items such as cell phones and iPods primarily out of PE lockers and backpacks. We have worked closely with the School Resource Officer (SRO) in previous years in investigating thefts although the SRO position was eliminated this year due to funding cuts.
- Staff, student, and community feedback – indicate desire for expanded counseling for students. Staff identified area's of need: Increased adult supervision before and after

school and at lunch, a tougher, an articulated school-wide discipline plan including positive supports, and additional efforts to prevent demeaning comments and bullying among students based on weight, body type, gender expression, special ed, socio-economic, and English proficiency.

- Incidences of bike theft have been virtually eliminated by a locked bike cage. We have also installed new skateboard/scooter racks.
- Property loss, vandalism, and insurance reports – little vandalism. Occasional graffiti in bathrooms and some outside school, which we clean up immediately.
- Community Problems: As we are in an urban setting we at times are visited by students from other middle schools and high schools in the area. Occasionally we have to monitor activity between these groups and our students. We also monitor the off-campus area adjacent to the school beneath the BART tracks, which is often a meeting place for fights.
- Alcohol, tobacco and other drugs – Have confiscated some drug-related paraphernalia from students. One incident this year of a student who was in possession of a small amount of marijuana. We are fairly certain that we have a small group of students who are experimenting with drugs and alcohol outside of school. Students express concerns that classmates are experimenting with drugs and alcohol. Parents have approached school staff to express their concerns that they are hearing from their children that middle school students are experimenting with drugs and alcohol.

Physical Safety of Students and Staff

Current Strategies in Place to Insure Physical Safety of Students and Staff

- "Sign-in" procedure for visitors
- Designated Thursday visiting day in classrooms
- Upgraded telephone/intercom system with fire alarm system in every classroom
- Fire Drill (once per month), Earthquake Drill (two times per year) drill system, and Intruder Alert Drill
- 2-way radios for Principal, Assistant Principal, Secretaries, Physical Education Teacher, custodians, and other staff as needed
- Personal cell phones
- Megaphones placed throughout the school for emergency communications
- Emergency Bags stored in each classroom which staff bring with them during emergency drills
- Emergency water supplies
- Emergency supplies housed in shed on adult school campus
- Security System in place with video monitor for playback
- Community-parent partnerships – The schools work closely with a broad range of community support groups, i.e. PTA, Music Boosters, SchoolCare, University Village, UC, City of Albany, etc.
- Conflict resolution – Students are required to participate in Problem-Solving Conferences to resolve interpersonal conflicts.
- Anger management – Staff work individually with students as needed. Students are trained to give "I messages" and other positive options. When available, the school organizes small anger management groups who meet with an intern counselor on a regular basis.

- Probation or law enforcement support – The district and schools cooperate closely with local law enforcement, i.e. School Attendance Review Board, Child Protective Services report, vehicle/pedestrian traffic management, crossing guards, etc.
- Guidance Counselors – We have two full-time counselors this year available to students throughout the school day.
- Bullying Prevention
- Shelly Ball and her team have also provided mental health services through licensed clinician and interns. Services are available daily.
- Groups led by counselors this year have addressed topics including, anger management, friendship, motivation, divorce, and attention. Counseling staff run a girl's group and a boy's group.
- Parent volunteers-Parents volunteer during lunch to help serve lunch to students as well as provide general supervision during lunch.
- Gang awareness-Staff are alert to any signs of gang or "wanna be" behavior/attire. We also consult with the Albany Police Department around gang-related issues and concerns.
- Writer Coach Connection-Parents volunteer to offer individual writing support to 8th graders

Current Policies and Procedures in Place to Insure Physical Safety of Students and Staff

These policies are available for review at the school site. They consist of Board Policies (BP's), Administrative Regulations (AR's) and other district and school policies and procedures.

a. Child abuse reporting procedures – Forms and procedures are available in each school office.

b. Disaster procedures - Copies of our "Site Emergency Plan" which includes planning for and responding to a variety of emergencies are located in each classroom. These procedures correspond to the SEMS (Standardized Emergency Management System) model of disaster planning required by Federal and State agencies.

c. District and school suspension, expulsion and mandatory expulsion guidelines. -- AUSD Board Policy and AR

d. Procedures to notify teachers of dangerous pupils

e. Sexual harassment policy - AUSD Board Policy and AR

f. School-wide dress code relating to gang-related apparel (gang-related apparel is not considered protected speech). Regulations in place to address the wearing of inappropriate, suggestive, or revealing clothing. No sagging requirement for boys. Etc. AUSD Board Policy and AR.

g. Procedure for safe ingress and egress of pupils, parents, and staff to and from school – At each school signs posted at all entries directing visitors to sign in at the office. Staff is alert to direct strangers to the office to sign in. We operate a closed campus. Once students arrive on campus they are not allowed to leave until the school day is over.

h. A safe and orderly school environment conducive to learning. School discipline rules and procedures - AUSD Board Policy and AR, School Rules, Classroom Rules, rewards and consequences.

- Student Handbook – an insert in the Student Planner which all students purchase
- School Rules – Covered in Student Handbook
- Classroom behavior rules – posted in classrooms
- Grade Level Team Meetings – formal and informal
- Staff and Principal– school-wide behavior management resources
- Individual consultation with administration, school counselors, and mental health professionals
- Behavior intervention plans (for specific students as needed)
- Student medication administration policies
- Child abuse policy
- School faculty meetings, grade level meetings.
- Attendance Clerk – Auto dialer reports absences
- Fire and disaster drill regulation and procedures – reviewed with staff yearly
- Policies related to disciplinary action regarding special education students

An updated file containing all safety-related plans and materials is available for public inspection at the school.

A public meeting (Site Council and/or PTA) is held to allow members of the general community the opportunity to familiarize themselves with this school's Safe School Plan. The Site Council participates in the planning and approval of the Comprehensive Safe School Plan. A report of the status of the Safe School Plan will be made in the annual School Accountability Report Card, which is available to the public. This report will include a description of key elements of the plan.

A PTA parent representative heads our Disaster Preparedness Committee. In past years the committee has inventoried all our emergency supplies and updated and added to the inventory as needed.

Assessment Issues or Concerns related to Physical Safety of Students and Staff

- Current funding shortfall forced the elimination of the School Resource Officer (SRO)
- Security System malfunctioning
- Address need for water, food, and student supervision for up to three days
- Lack of student supervision before, during, and after school day. The housing of the MacGregor Continuation Program across from AMS on the Adult School campus will increase the need for campus supervision.
- Monitoring/controlling adults who wander onto the blacktop or Cougar Field during the school day to use district facilities
- Our anti-bullying program is not standardized. Individual efforts occur randomly and not articulated school-wide.

Safe School Plan strategies to address Physical Safety of Students and Staff

- Security System needs to be repaired, upgraded, or replaced
- Fund a student supervisor position
- Increase adult supervision before, during and after school. Increase lunch supervision. Utilize savings generated through recycling program to help fund additional staff.
- Increase parent involvement in student supervision at lunch
- Expand the number of groups we offer to increase student participation. This would be possible with the addition of a third counselor.
- Increase signage around campus clarifying that school facilities are not available to the public during the school day.
- Address need for water, food and supervision for 3 days self-sufficiency.
- Review method for communicating with office in an emergency. Also how to use 2-way radios more effectively.
- Site administrator will attend Alameda County Office of Education Crisis Workshop this spring to learn about updated policies and procedures related to disaster preparedness and other school safety related issues.
- Standardize and upgrade our approach to bullying issues. Administrative staff will meet with a representative planning group to make recommendations to general staff. All staff this year reviewed results of last administration of the California Healthy Kids Survey (CHKS) as well as the less comprehensive Let's Get Real Survey. We administered the CHKS to 7th graders this year.
- Running a pilot program this spring in which teacher volunteers are supervising common areas during passing periods.
- Staff training on responding to name calling and bullying

School Climate Strategies

Current Strategies that promote a school climate of respect, emotional safety, and a caring community

- Students, staff, community and other agencies are positive, constructive, willing and able to mutually cooperate in planning and implementation efforts. Necessary data is available. School, district and community resources are available.
- Students, staff, families and community represent, contribute to and embrace a diverse spectrum of ethnic, cultural and language identification, experiences and understanding as well as experience and expertise directly related to safety and emergency preparation, etc.
- English Language Program
- Administration (every two years) of the California Healthy Kids Survey which provides current data on student attitudes and perceptions of school safety, culture, and climate as well self-reported information regarding use of drugs, alcohol, and tobacco.
- School rules posted in each classroom
- Guidance Counselors and mental health interns
- Staff Training – Social Decision Making/Problem Solving Skills, I&RS (Intervention & Referral Service), Section 504, Special Education referral processes, Student Study Teams
- Social skills instruction and guidance
- Direct communication with students and parents (e.g., sexual harassment, bullying)

- Annual articulation regarding pertinent student information from one year's teacher to the next including 5th to 6th grade. Specialists input included to pass on information regarding special education students.
- Parent Training – annual training and education topics, as needed, i.e. Title I, Special Ed and ELD Parent Night, ELD Back to School Night, PTA Parent Education Program.
- PTA-Meets once monthly
- Student Study Team (SST) – scheduled twice-weekly meetings of teacher, specialists and parents to address academic and social/emotional concerns of individual students.
- Intervention & Referral Services including collaboration with Berkeley Mental Health.
- Section 504 meetings to develop individual student plans for students in need of modifications and/or accommodations to help them access the general educational program
- Faculty, grade level team meetings-scheduled weekly
- Weekly Wednesday Staff Meeting
- Leadership Team meetings – held weekly
- Counselor's Meeting – Administration meets weekly with school counselors and mental health professionals to assess current programs and policies and modify and adjust as necessary. This includes review of individual students who are at-risk of academic failure or may be experiencing significant emotional or adjustment problems in middle school
- Behavior intervention plans for specific students
- Classroom Para educators for individual or small groups of students as needed
- PE Pals – students working with adaptive PE students
- Cobra of the Month student recognition program
- Safe School Ambassadors
- Diversity Week
- Diversity Week - Knowledge Bowl
- Black History Month – Daily Newsletter Postings
- Cobra Caught-Chas- reward positive behavior
- Cobra Postcards from staff to students and parents recognizing students positive behavior and/or academics or efforts
- Rules/Behavior Guidelines posted throughout the school
- Advisory lessons to teach and encourage these rules including poster making and poetry writing
- Bullying Prevention Week and No Name Calling Week integrated lessons
- Advisory Lessons on School Climate and Bullying
- AMS has an excellent working relationship with the following community groups
    - Albany Police and Fire Departments-Police work with us around community issues and in response to individual students. The Fire and Police have helped us put on intruder alert drills.
    - Albany YMCA through the YMCA after school program housed on the Adult School campus, and various recreational Programs
    - The City of Albany – Teen Center and the Albany Library
    - PAL
    - Social service agencies, i.e. Berkeley-Albany Community Mental Health
    - University of California and University Village programs and services
    - Rotary Club

Assessment Issues or Concerns related to school climate

- Absence of Health Education class in 7th grade wheel
- Bullying prevention program/cyber bullying not systemic
- Yearly enrollment of students new to this country who face language and cultural barriers
- Current funding provides for only two counselors

Safe School Plan strategies to promote a school climate of respect, emotional safety, and a caring community

- Additional counseling groups for students coping with separation, divorce, and interpersonal problems
- Reach out and support families new to the country. Coordinate with Adult School, Albany Village and UC programs.
- Develop consistent building upkeep and maintenance schedule that includes regular watering and weeding. Albany Middle School signs in front of the building and at corner of the parking lot have been restored.
- PTA group has improved and enriched the landscaping around the school. We need to make this effort sustainable.
- Provide additional Bully Prevention training and intervention
- Enhance efforts to prevent demeaning comments
- Continue to implement, refine and strengthen programs, which connect all students to the school. Continue to identify students most at-risk of not meeting grade level standards and build additional support systems for them.
- Increase the number of counselors serving our students. Minimum staffing levels would provide for one counselor per grade level. Currently we have two full-time counselors serving all students. In prior years we had one counselor per grade level, which allowed us to provide comprehensive pre intervention support services.
- Find hard monies to add a 7 period day which will allow the inclusion of a Health Class to the 7th grade wheel so that we can address in a systematic way critical developmental issues our students face and provide them with information and guidance to make good decisions and foster resiliency.
- Running a pilot program this spring where teachers volunteer to supervise common areas during passing periods.

Youth Development Strategies

Current Youth Development Strategies that promote meaningful student leadership

- Student Leadership - Student Government at Albany Middle School is a student organization designed to allow students a voice in school activities, climate, and daily life. There is a group of 8th grade elected and appointed students who meet weekly to organize and promote school spirit activities, address student concerns about issues at school, and to prepare for the larger student council meetings. Student Council meetings are held monthly in order to provide an exchange of ideas between the student leadership group and the advisory classes. All advisories send a representative or two

from their class to these meetings and participate in discussions regarding school climate and activities.

- Student Voices – sponsored Mix It Up Day
- 7/8th grade mentors- mentoring 6th grade classrooms
- Safe School Ambassadors- 41 students trained and meet bi-monthly
- School Dances sponsored by Student Leadership
- 6th Grade Halloween Party
- Spirit Days
- Pep Rallies
- DJ Club
- Math Counts/mathletes
- Science Bowl
- Canned Food Drive
- Penny Drive
- Recycling Program
- After-school activity programs – Homework Club and high school tutors operate on-campus. Albany YMCA operates a fee-based program for middle school students located across the street in the Adult School complex.
- The Teen Center, a City of Albany program, runs an after school recreation and academic support program in a facility on the Ocean View campus. Teen Center provides daily transportation from Albany Middle School to the Ocean View site.
- Noontime Activities – supervised by staff and appointed students. Selected students identified as "The Dawgs" work with staff to provide structured activities and games for students.
- Office aides/student aide
- Athletics
- Dawgs/noontime sports
- Music
- Drama/school play
- Yearbook
- Spelling bee/Geography bee
- Garden club (other clubs?)
- Writer coaching
- AHS peer tutoring

Assessment Issues or Concerns related to Youth Development

- Student trash left on tables and on the ground at lunch is an ongoing problem. Previous efforts including disciplinary consequences have not appreciably reduced amount of trash left on the ground.
- Student Leadership has limited time to meet
- Meaningful leadership opportunities need to be expanded to increase student participation

Safe School Plan additional strategies to Promote Youth Development and Leadership

- Involve Student Leadership in recycling and lunch clean-up efforts. The goal would be to promote student accountability and self-monitoring. We need to expand the dialogue among students.
- Have Student Leadership meet daily as a class
- Middle school and high school leadership collaborate on project (s)
- Include non leadership students in planning special events and activities (e.g., the Talent Show)
- Bring back 8th grade mentors program (8th graders mentoring 6th graders for example)
- Consider training and utilizing peer mediators
- Establish peer support groups
- Develop reward system for "catching" positive behavior
- Currently running pilot program relying on teacher volunteers to actively supervise students in common areas during passing periods
- Counseling groups (self-advocacy, empowerment)
- Student-teacher council/student input in site decision-making
- Continue Safe School Ambassadors

ALBANY UNIFIED SCHOOL DISTRICT

ALBANY HIGH SCHOOL

COMPREHENSIVE SAFE SCHOOL PLAN
2011-2012

Contents:

School Contact Information:
County: Alameda County
School District: Albany Unified School District
Address: 1051 Monroe St., Albany, CA 94706, Telephone (510) 558-3750
School Site Name: Albany High School
Address: 603 Key route Blvd., Albany, CA 94706
Telephone: 510-558-2500
Principal's Name: Ted Barone

Safe School Vision Statement:
Albany High School is a collaborative community that provides a safe and supportive environment encouraging students to perform at their highest level of educational, developmental, and personal growth. This vision fosters a sense of responsibility, self-esteem, discipline, respect, and high academic, athletic, and cultural achievement.

Assessment of Data on School Safety:

Suspensions
Individual classroom teachers use their own guidelines and school policies to handle the majority of discipline problems. Typical teacher-assigned consequences include classroom detentions and parent conferences. In cases of serious infractions or repeat offenses, teachers refer students to administrators. Consequences for these offenses can be class and or out-of-school suspension. Albany High School has a well-defined discipline grid that is published on our school web site and in the Student Planner, shared with parents and students upon registration, and reviewed in the Advisory class at the beginning of each school year.

School Safety Strategies and Programs
There are many strategies and programs that work in concert to create a safe and supportive environment. At Albany High School, we believe that when students are part of a community and have important input into policies and procedures, they are going to feel and be more safe, therefore, participation in the decision-making process and involvement in groups and activities are key strategies in our safety plan.

Component 1: Personal Characteristics of Students and Staff

The vision and mission statement of Albany High School states that we will provide an environment challenging to our students and educate them to become happy, productive, and responsible citizens of a diverse society. Students will become self-directed learners, academically prepared individuals, healthy individuals, complex thinkers and consummate problem solvers, effective communicators, responsible citizens, navigators to the future, and citizens who appreciate the arts. These ESLRs were revised in 2010.

Student Population

Albany High School admits a majority of its freshmen each year from the only middle school in the District. The overall student population has continued to increase over the last few years with the renovation of the UC Berkeley student/family housing facility and the popularity of Albany schools. The new high school facility, which was completed in 2000, was built to accommodate approximately 1000 students.

Albany High School has a very diverse student body for a school of its size. With an enrollment of 1282 students, Asian students are the largest ethnic group, and 60% of the total student population is a combination of Asian, Hispanic, and African American.

English Language Learners

LEP/FEP (Limited English Proficient/Fluent English Proficient) students comprise 12% of the school population. This number of non-native English speaking students presents a unique challenge to a small school like Albany High in terms of individualized curriculum and adequate teacher support.

The school provides four levels of ELD classes and two sheltered English courses. All LEP students have access to the A-F requirements in all classes. AHS currently offers sheltered content classes to students who are beginning or intermediate English Language Learners (ELL). All ELL students are given the CELDT test yearly and are placed according to their CELDT level. Students' progress with the ELD standards is monitored throughout the year and students change levels as needed.

Special Education Students

Students with special needs extend across all grade levels, and are enrolled in either the Special Day Class (SDC) or the Resource Specialist Program (RSP). Some of the students also receive services through Designated Instruction Services (DIS) programs. Designated Instruction Services are generally supplementary to the SDC or RSP, and include services such as speech/language, adaptive physical education, occupational therapy, and physical therapy. There are a limited number of students who receive only DIS (speech/language) services, and who do not participate in the SDC or RSP.

We currently have four RSP teachers. With the influx of more RSP students over the past few years, our students' needs have increased. This has led to the development of academic self-contained resource classes in science and social studies in addition to our current self-contained English and math classes. These self-contained classes serve RSP students who do not yet have the skills necessary to be successful in general education classes (i.e., organizational, academic, and behavioral skills). These self-contained classes are also open to SDC students. Our goal is to prepare students to be successful in general education classes. When ready, students participate in either "sheltered" general education classes, with the daily

in–class support of special education staff members, or in an independent general education program with the support of a special education homework class.

Within our SDC, some students remain in the self-contained classroom for the entire school day. However, every effort is made to include these students in general education classes, especially elective classes. Special education staff members present on a daily basis in the general education classes support these students. We have a jobs program for SDC students. Through this program, students are employed in a number of supervised campus jobs, such as recycling, maintenance, and cafeteria work.

Economically Disadvantaged Students
Albany High School does not receive any Title I funding. However, 231 students currently participate in the free or reduced lunch program. Since students are enrolled in the program on a volunteer basis, it is difficult to determine whether or not there are more students who might qualify.

Attendance
Albany High School's attendance rate is high.

Component 2: The School's Physical Environment
Albany is a town of one square mile, primarily urban residential, located at the north end of Alameda County, bordered by the cities of El Cerrito and Kensington on the north and east, and Berkeley on the south. For a small town of 18,539 (at the time of the 2010 census) Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, the family housing complex, is located within Albany USD. According to the 2000 census, over 35% of Albany residents speak a language other than English. Caucasians make up 61.3% of the population, Asians 25.2% Hispanics 8%, and African Americans 4.1%.

Albany is generally considered to be a small city, predominantly white collar, academic and professional. Median household income at the time of the 2000 census was $54,919. The May, 2009 median home price in Albany, as reported by Data Quick News for The San Francisco Chronicle, was $429,000. Real estate values in Albany are higher than in some surrounding areas in large part due to the school district's reputation. Many families are attracted to Albany because of its strong support for education. Many small shops and restaurants along Solano and San Pablo Avenues represent commercial interests in Albany; a new Target store is located near Interstate 80, which forms the western boundary of town, across from Golden Gate Fields, one of the largest horse racing facilities in the United States. Solano Avenue is the venue for the Solano Stroll, an annual street fair that has been designated a Local Legacy by the Library of Congress.

A number of organizations are in place at the school to support the potential success of the AHS. These include the PTSA, the Parent Education Committee, Site Council, Instructional Improvement Council (IIC), Athletic Boosters, Music Boosters, Albany Education Foundation, and SchoolCare. As part of their general support, many of these organizations provide grants for student and school programs. For instance, the PTSA has a "mini-grant" program that funds small one-time student and school site needs. The AEF provides annual grants of up to $750.00 for staff projects, and School Care raises over $200,000 annually district wide to augment programs. These organizations also provide discussion forums for all stakeholders. Membership in these groups may include students, parents, staff, and administrators.

Component 3: The School's Social Environment
Student Activities

- **Club Rush Day** – In September, the Associated Student Body sponsors a lunch activity that promotes student involvement in various clubs. Faculty sponsors support each and every one of the thirty plus clubs. During Club Rush Day, club sponsors and presidents set up tables exhibiting the purpose and activities of their clubs. Students are able to preview all the clubs and sign up to become members. Clubs may be established throughout the school year.

- **Homecoming** – Homecoming week is a long-held tradition in the Albany community. During Homecoming week, students participate in various lunchtime activities such as capture-the-flag, boys volleyball, dress-up days, eating contest, and lip-syncs. AHS alumni are invited back to the school to visit the campus and attend the Homecoming football game.

- **Dances** – During the year, at least four dances are held, all of which are organized by ASG. General information and policies for dances are included in the Student Planner. All students who attend the dances must complete a Dance Agreement and be breathalyzed upon entry. Some of the dances are the Hello Dance, the Homecoming Dance, Winter Ball, and the Junior/Senior Prom.

- **Spring Spirit Week** – Spring Spirit Week is an annual weeklong event filled with distinct theme-oriented lunchtime activities to promote school spirit. The week ends with Day on the Green.

- **Day on the Green** – Day on the Green is an extended lunch activity on Memorial Field celebrating the culmination of Spring Spirit Week. ASG organizes the event, student clubs sell food, and inflatable rides are set up on Memorial Field.

- **Diversity Activities** – Traditionally, ASG has sponsored a "Diversity Week"; however, students and the larger school community have expressed concern that the diversity activities were limited to one week. ASG is in the process of establishing diversity activities that occur throughout the school year. In the spring there is a diversity assembly, which includes performances from various clubs. The clubs also participate in International Food Day. ASG is now sponsoring diversity forums; discussion groups that take place during advisory and are open to all students.

- **Intramural Sports** – Intramural sports competitions and tournaments are scheduled throughout the year during the lunch break. Tournaments are scheduled for flag football, badminton, basketball, volleyball, table tennis, and softball.

Component 4: The School's Culture
AHS Student Groups

- **Associated Student Body (ASB)** – ASB is the student leadership body that represents the students at Albany High School. The general student body elects its 22 members. The membership includes the President, Vice-president, Secretary, Treasurer, Historian, Commissioner of Athletics, Commissioner of Spirit, Commissioner of Clubs, Commissioner of Arts, Commissioner of Publicity, Commissioner of Technology, Commissioner of Diversity,

Commissioner of Community Outreach, Commissioner of Elections, 3 School Site Council representatives, 3 School Board representatives, and 2 Instructional Improvement Council representatives. All 22 members are enrolled in the Leadership Class. The ASB is responsible for the multitude of student activities at AHS. The group also manages the Class Councils and student clubs.

- **Class Councils** (senior, junior, sophomore, freshman)- The Class Councils are leadership bodies that represent their respective classes at AHS. Each respective class elects their own class council members. The membership includes: President, Vice-President, Secretary, and Treasurer. The four Class Councils are responsible for specific student activities related to their respective classes, and each Class Council member is enrolled in the Leadership class.

- **House of Representatives**- The House of Representatives is a leadership body that represents the students at AHS. Its members are selected from each Advisory class. The House of Representatives is the primary liaison between the ASB and the student body.

- **Leadership Class** - The Leadership class consists of all 22 ASB members and the 15 Class Council members. The Albany High School Leadership class is designed for ASB Officers and Class Council Officers who are interested in learning the basic concepts of leadership as they fulfill the duties of their elected offices. Students develop skills in group process, teambuilding, time management, project planning, and values clarification as they fulfill a variety of duties in the areas of communication, personal and social responsibility, government, service learning, and business.

- **Clubs** – AHS has a large variety of student clubs. Each club must have a faculty advisor and articulated goals. Currently, there are over 50 club charters. Each year in the fall, the ASB hosts a Club Rush Day. (See Appendix for a list of club charters.)

- **Peer Helper Program** – This program began in 2006-2007 and has continued since. It is managed by our Mental Health Coordinator and one counselor. The students are trained in peer counseling and peer education. Students apply to the program and determine their goals as a group. They meet twice per week during a designated Advisory class.

- **Athletics** – The sports program at AHS includes extracurricular activities for both boys and girls. Boys' sports include swimming, baseball, basketball, cross-country running, football, soccer, golf, track and field, and wrestling. Girls' sports include swimming, basketball, cross-country running, soccer, softball, tennis, volleyball, track and field, and wrestling. The total number of athletes continues to grow from year to year, as does the number of students participating in two sports.

Community Support Organizations

- **PTSA** – AHS receives a significant level of support from parents and community members. The PTSA is the largest support organization. PTSA meetings focus on program issues and student needs. The PTSA has a " Minigrant" program that funds small one-time student and school site needs. The group includes student participation in a unique format. Each parent officer in the PTSA mentors a student officer. Students do not participate as just school representatives, but rather as equal partners in running the meetings and setting goals.

- **Parent Education Committee** – The Parent Education Committee facilitates discussions several times a year based on student and parent interests.

- **Site Council** – The Site Council is a decision-making body of an administrator, teachers, parents, and student representatives that meet monthly to review the school's programs, write an annual report to the School Board and recommend ways to spend the school site funds. Recommendations for these funds are based in great part on the annual Needs Assessment survey given to all staff, parents and student of AHS in the spring. Student members are elected by the Student Body

- **Instructional Improvement Council (IIC)** – The IIC reviews and recommends new course proposals and consults with the administration regarding staff development and purchase of new equipment. Student members are elected by the Student Body

- **Athletic Boosters** – This parent organization provides support for athletic programs through fundraising activities.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). There are currently 3.8 FTE in Counselors.

Policies and procedures

These policies are available at the school site. They consist of Board Policies (BP's), Administrative Regulations (AR's) and other district and school policies and procedures. (Not necessary to attach forms)

a. Child abuse reporting procedures – Forms and procedures are available in the AHS school office.

b. Disaster procedures - Albany High School has a "Site Emergency Plan" which includes planning for and responding to a variety of emergencies. These procedures correspond to the SEMS (Standardized Emergency Management System) model of disaster planning required by Federal and State agencies.

c. District and school suspension, expulsion and mandatory expulsion guidelines. -- AUSD Board Policy and AR.

d. Procedures to notify teachers of dangerous pupils are established through the Vice-Principal's office.

e. Sexual harassment policy - AUSD Board Policy and AR.

f. School-wide dress code relating to gang-related apparel (gang-related apparel is not considered protected speech). Regulations in place to address the wearing of inappropriate, suggestive, or revealing clothing.

g. Procedure for safe ingress and egress of pupils, parents, and staff to and from school –Signs are posted at all entries directing visitors to sign in at the office. Staff and students are alerted to direct strangers to the office to sign in.

h. A safe and orderly school environment conducive to learning. School discipline rules and procedures - AUSD Board Policy and AR, School Rules, Classroom Rules,

- Student Handbook— distributed to each new student.
- School Rules—Covered in Student Handbook and school web site
- Staff, security and Principal—school-wide behavior management, resources
- Individual Education Plans—for students who qualify
- Behavior intervention plans (for specific students as needed)
- Student medication administration policies
- Child abuse policy
- Crisis Management Team policy procedures
- Lockdown, earthquake, fire drills
- Red Cross Club activities on campus
- School faculty meetings
- Attendance – Auto-dialer calls to parents to report daily and period absences
- Fire and disaster drill regulation and procedures
- Policies related to disciplinary action regarding special education students
- On line grading, communications program (Aeries)

An updated file containing all safety-related plans and materials is available for public inspection at the school.

A public meeting (Site Council, Instructional Improvement Council, and/or PTSA) is held to allow members of the general community the opportunity to familiarize themselves with this school's Safe School Plan. The Site Council participates in the planning and approval of the Comprehensive Safe School Plan. A report of the status of the Safe School Plan will be made in the annual School Accountability Report Card, which is available to the public. This report will include a description of key elements of the plan.

The Assistant Principal, secretary and Campus Security head our Disaster Preparedness Committee. During the last two years, we have inventoried all our emergency supplies and updated and added to the inventory as needed.

ALBANY UNIFIED SCHOOL DISTRICT

MACGREGOR HIGH SCHOOL

COMPREHENSIVE SAFE SCHOOL PLAN
2011-12

Contents:

School Contact Information:

County: Alameda County
School District: Albany Unified School District
Address: 1051 Monroe St., Albany, CA 94706, Telephone (510) 558-3750
School Site Name: MacGregor High School
Address: 601 San Gabriel Ave, Albany, CA 94706
Telephone: 510-559-6570
Principal's Name: Alexia Ritchie

Safe School Vision Statement:

We believe that feeling and being safe are necessary for students to succeed. We believe in working actively in growing a caring community of teachers and learners in which each member is valued and acknowledged. As a component to the larger AUSD Strategic Plan, we want to create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, interpersonal skills and personal goal setting.

Assessment of school crime committed on the school campus and at school-related activities:

- Suspension and expulsion data – show suspensions for nonviolent incidents, no expulsions and one permit revocation.
- Student progress reports – show the majority of students making satisfactory progress. Students who are not are identified, monitored and provided additional support.
- Law enforcement interventions or crime reports – show theft of small items such as cell phones and iPods primarily out of classrooms and backpacks, one call for a student-student assault and three calls for drug related suspensions. We have worked closely with our campus security and with Albany Police when these issues arise
- Staff, student, and community feedback – indicate desire for continued career technology courses. The site neighbors expect removal of graffiti within 24 hours. Staff identified areas of need: Smaller class sizes, creating a block schedule for the career tech classes including computers.
- Property loss, vandalism, and insurance reports – Graffiti reported to Albany PD in October.

- Community Problems: As we are in an urban setting we at times are visited by students from other high schools in the area. Occasionally we have to monitor activity from youth in the area, which like and use our campus after school hours. The portable used by the YMCA after school program is another target for those that trespass in the evening hours and we are working closely with the adjoining neighbor to address these issues. We have removed ivy that blocked street view and installed additional lighting.
- Tobacco and other drugs – Have confiscated some drug-related paraphernalia from students. We are fairly certain that we have a small group of students who are experimenting and frequently using/abusing drugs and alcohol outside of school. We suspect some try to bring it on campus. Our mental health counselors work with students who have been referred either by staff or parents for drug related issues.

Strategies and programs that provide or maintain a high level of school safety, for example:

a. Community-parent partnerships – The school works closely with a broad range of community support groups, i.e. The Albany Police Department, Berkeley Youth Alternative, the Albany YMCA, Albany Rotary, SchoolCARE, Albany Education Foundation and the City of Albany.

b. Individual and Group Counseling- We have a counselor that works with each student and their Support Plan. We also have the services similar to those we had through Berkeley Mental Health for individual and group counseling support. This year we specifically have a drug abuse small group that met for 8 weeks and a trauma group for Latino and Asian students.

c. Probation or law enforcement support – The district and schools cooperate closely with local law enforcement, i.e. School Attendance Review Board, Child Protective Services report, vehicle/pedestrian traffic management and Probation departments from Contra Costa and Alameda Counties.

d. Gang intervention – Staff are alert to any signs of gang or "want to be" behavior/attire. Albany Police is notified of any signs or gang behavior including an earlier graffiti incident in October.

e. At-risk Interventions – Parent-Guardian members are involved with any intervention of those students who are not successful in our program. Other interventions included McCullum Youth Court in Oakland for any other criminal offenses and SARB for attendance offences.

f. Guidance Counselors – We have one part-time counselor who works three days a week. She works with the students on academic and other personal issues. Berkeley Mental Health has also provided mental health services through a licensed clinician and interns to students who have IEP's. The District provides a .2 mental health director for MacGregor who works with 2-3 interns a year.

g. Psycho educational Groups - Groups led by interns this year have addressed topics including transition, multi-cultural issues, drug awareness and other self-esteem topics

Policies and procedures

These policies are available at the school site. They consist of Board Policies (BP's), Administrative Regulations (AR's) and other district and school policies and procedures. (Not necessary to attach forms)

a. Child abuse reporting procedures – Forms and procedures are available in each school office.

b. Disaster procedures – The school has a "Site Emergency Plan" which includes planning for and responding to a variety of emergencies. These procedures correspond to the SEMS (Standardized Emergency Management System) model of disaster planning required by Federal and State agencies.

c. District and school suspension, expulsion and mandatory expulsion guidelines -- AUSD Board Policy and AR.

d. Procedures to notify teachers of dangerous pupils

e. Sexual harassment policy - AUSD Board Policy and AR.

f. School-wide dress code relating to gang-related apparel (gang-related apparel is not considered protected speech). Regulations in place to address the wearing of inappropriate, suggestive, or revealing clothing.

g. Procedure for safe ingress and egress of pupils, parents, and staff to and from school – Staff is alerted to direct strangers to the office to sign in. We operate a closed campus. Once students arrive on campus they are not allowed to leave until the school day is over.

h. A safe and orderly school environment conducive to learning. School discipline rules and procedures - AUSD Board Policy and AR, School Rules, Classroom Rules,

- Student Handbook – distributed to each new student.
- School Rules – Covered in Student Handbook
- Staff, security and Principal– school-wide behavior management, resources
- Individual Education Plans-for students who qualify
- Behavior intervention plans (for specific students as needed)
- Student medication administration policies
- Child abuse policy
- Crisis Management Team policy procedures
- School faculty meetings.
- Attendance – Personal calls to parents to report daily and period absences
- Fire and disaster drill regulation and procedures
- Policies related to disciplinary action regarding special education students

An updated file containing all safety-related plans and materials is available for public inspection at this school.

A public meeting (Site Council) is held to allow members of the general community the opportunity to familiarize themselves with this school's Safe School Plan. The Site Council

participates in the planning and approval of the Comprehensive Safe School Plan. A report of the status of the Safe School Plan will be made in the annual School Accountability Report Card, which is available to the public. This report will include a description of key elements of the plan.

The Principal, secretary and Campus Security head our Disaster Preparedness Committee. This year we participated in a successful lockdown related to a dangerous student possibly on campus and required fire drills with site students and staff.

Data Summary

Component 1: Personal Characteristics of Students and Staff - The traits that students, teachers, administrators, and other personnel bring to the campus (ethnic/cultural diversity, various experiences)

Students, staff, community and other agencies are positive, constructive, willing and able to mutually cooperate in planning and implementation efforts. Necessary data is available. School, district and community resources are available.

Students, staff, families and community represent, contribute to and embrace a diverse spectrum of ethnic, cultural and language identification, experiences and understanding as well as experience and expertise directly related to safety and emergency preparation, etc.

There is an excellent and growing working relationship among the following groups.

- Albany Police and Fire Departments
- Albany YMCA
- The business community and Albany Rotary
- The City of Albany
- Community leaders such as City Council members
- The media such as the Journal newspaper and the Albany Patch.

Component 2: School's Physical Environment Component - The physical conditions in which education takes place (location, buildings, and classrooms):

Examples of programs and practices in place:

- "Sign-in" procedure for visitors.
- Fire drill and disaster drills.
- Personal cell phone use is limited on campus.
- Security System in place with video monitor for playback.

What we want to do next:

- Review method for communicating with the District Office in an emergency. Also how to use 2-way radios more effectively.
- Update School Safety Plan to incorporate our new school site.

Component 3: School's Social Environment Component - The organizational and interpersonal processes that occur in and around the structure, procedures, and organization

Examples of programs and practices in place:

Awareness Strategies – School staff, students, parents, and community

- Guidance Counselors and mental health interns
- Staff Training – Social Decision Making/Problem Solving with at-risk students, Section 504, Special Education referral processes, Student Study Team.
- Social skills instruction and guidance.
- Team building lunch for student body each week free of suspensions.
- Direct communication with students and parents (e.g., sexual harassment, bullying)
- Communication/Sharing with the Police Dept., County Dept. of Health, Berkeley-Albany Mental Health, etc.

Intervention & Referral –

- Assist staff with student learning/social/emotional problems
- Personnel –Counselor, Principals, Assistant Principals, School Psychologist
- Intervention & Referral Services including collaboration with Berkeley Mental Health and CPS.
- Section 504 and IEP meetings and student plans for students with special needs
- Weekly Wednesday Staff Planning Days.
- Administrative Leadership Team meetings weekly
- Curriculum and Instruction meeting-district leadership monthly
- Crisis Management Team (team activated to respond to tragic events)
- Behavior intervention plans for specific student
- Referral to outside agencies regarding specific students, e.g., Berkeley-Albany Mental Health McCullum Youth Court
- Peer Educators

What we want to do next:

- Continue funding if possible our Campus Security position, which is very important given our limited school staff and the adult-student ratio we will have as we continue to grow.

Component 4: School's Cultural Environment Component - The general atmosphere or spirit of the school (norms, beliefs, and values)

Examples of programs and practices in place:

- All students are learners and teachers.
- All adults are teachers and learners.
- Social decision making/problem solving skills
- Community service is a priority
- Classroom health curriculum, i.e. character development, bullying prevention.
- Cross grade level culinary classes with elementary and middle school students
- Assemblies from various technical programs including DeVry and Wyotech.
- Presentations from BYS and Green jobs summer youth employment program.

Areas needing improvement or change:

- Maintain if possible the part-time counselor and Campus Security position.
- Find more coping support agencies for all families and increase parent participation in intervention strategies.

Based on the analysis of data and major areas of desired change, our priorities for action are as follows:

a. Continue to build programs, which connect all students to the school. Continue to identify students most at risk of not meeting graduation requirements and enhance/expand support systems for them. Included in this is expanding our Independent Study and Online Learning opportunities for credit recovery students and to look at what we can offer the adult student after the 12th grade.

b. Continue funding a Campus security position given the increased numbers of students on campus as it is utilized by Albany High programs (Culinary Arts class) and our proximity to AMS and AHS for 2011-12

Our overall goals for the school year are:

a. Prepare for the WASC mid-term review in 11-12. This plan would help the teachers and parents understand the directions and priorities of the school.
b. Successfully complete the site deferred maintenance projects and upgrades some appliances in the culinary arts classroom as part of a joint grant/ROP funding agreement.
c. Improve API scores