

# CORNELL ELEMENTARY SCHOOL

## COMPREHENSIVE SAFE SCHOOL PLAN

2016-2017

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### School Contact Information

County: Alameda County  
School District: Albany Unified School District  
Address: 1051 Monroe Avenue, Albany, CA 94706  
Telephone: 510-558-3750

School Site Name: Cornell Elementary School  
Address: 920 Talbot Ave, Albany, CA 94706  
Telephone: 510-558-3700  
Principal's Name: Heather Duncan

### 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.

## **Assessment of School Crime Committed at School**

### a. Suspension and Expulsion Data – 2016-2017

Expulsions and suspensions have remained the same from the prior year

### b. CSSA Reports

Shows no school crime for the current school year

### c. Law enforcement interventions or crime reports

Shows no school crime for the current school year

### d. Discipline Data

Data shows reduced referrals of students to office through an increase of inclusion for students in meaningful and adult-led playtime activities during recess. School-wide discipline data indicates improved work in the area of demeaning comments among students from teasing or bullying to reduce teasing on body size, and gender expression and LGBT issues.

### 3. Property Loss, Vandalism, and Insurance Reports

Reduced 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 to maintain a safe and collaborative community on campus.

### b. Conflict Resolution

The school has an active program in which students are trained in constructive ways of conflict resolution. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students serve as Conflict Managers on the playground at all recesses.

### 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. The school also integrates BEST behavior and Second Step programs with weekly lessons.

### 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 art, science, music 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, School Resource Officers, Child Protective Services report, vehicle/pedestrian traffic management, and crossing guards.

### f. Anger Management

Staff work individually with students as needed. Students are trained to give “I messages”, use techniques from Second Step, and other positive options when in a conflict. Our mental health counseling interns offer individual and group counseling to students in need, which often includes strategies for students to manage their anger.

g. Gang Intervention

No intentional gang intervention work is being done at the school.

**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 the school office.

b. Disaster Procedures

Our 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. The Cornell Safety Committee meets regularly 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. All members are alert to direct strangers to the office to sign in. All gates are locked for most of the school day.

h. Safe and Orderly School Environment Conducive to Learning

AUSD Board Policy and AR, school-wide discipline rules/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 collaboration and planning time
- Integration of BEST positive behavioral supports, Second Step, Welcoming Schools lessons, and Speak Up Be Safe curriculum
- Common behavior expectations established, consistently taught, and reinforced on site
- Student leadership: Conflict Manager program, Student Council, and Compost Helpers
- Parent Handbook and Peaceful Playground handbook
- Monthly Community Time gatherings
- Weekly Student Study Team (SST) meetings
- Class meetings
- Home-school communication through classroom and school-wide newsletters
- Parent directory
- Behavior intervention plans (for specific students as needed)

- 504 Plans and Individual Education Plans (IEPs) in place for specific students
- 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.

There is a working relationship between the school and the following groups:

- Albany Police Department
- Albany Fire Department
- City of Albany
- Albany business community and Albany Chamber of Commerce
- Social service agencies
- University of California, Berkeley & University Village

### **Component 2: School's Physical Environment**

The physical conditions in which education takes place (location, buildings, classrooms):

#### **Examples of programs and practices in place:**

- Sign-in procedures and guidelines for all visitors and volunteers
- Principal-led tours and orientations
- Telephone/intercom system with fire alarm system in every room
- Fire drills (once per month), earthquake drills (two times per year) and lockdown drills (two times per year), Safe Inside (one time per year), protocols in place for each
- Walkie-talkies for all support staff
- Security cameras installed at entries
- Emergency food and water stored on campus

- Emergency backpacks in each classroom
- Site Safety Committee meets regularly to develop safety/emergency preparedness

**Next steps:**

- Continued practice of procedures for disaster
- Continued practice of lock down procedures with routines on assessing location of people of campus
- Inventory food and water and replace as needed
- Install self-closing gates with panic bars
- Repair damaged window coverings, as needed, for windows on first floor
- Maintain ongoing training for necessary staff in first aid and search and rescue

**Component 3: School's Social Environment Component**

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

**Awareness Strategies:**

- School rules and behavior expectations taught in each classroom
- Mental health counseling interns offering individual therapy and friendship groups
- Staff Training – Pre-SST/SST, 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 education opportunities offered through PTA
- Annual training on Mandated Reporting, Sexual Harassment, Bullying, and Health related trainings

**Intervention & Referral:**

- Student Study Team (SST) – Weekly meetings with classroom teacher, specialists, principal, school psychologist, and parent
- Assistance for students with learning and/or social-emotional problems
- Coordinated Team – Principal, School Psychologist, Reading Specialist, ELD Specialist, Speech Therapist, Resource Teacher, Occupational Therapist, SDC Teacher, Special Education Teacher, Adaptive P.E. Specialist
- Section 504 meetings and student plans for students with specific needs
- Weekly faculty meetings and grade level meetings
- Cross-site collaboration meetings (four times per year)
- Bi-weekly elementary principal meetings
- Weekly Assessment Team Meetings – Cornell SPED team
- Cornell Safety Net Meetings – identification of grade level target students (Winter)
- Behavior intervention plans for specific students, consultation with behaviorist as needed

**What we want to do next:**

- Extend Safety Net meetings to full-day in 2016-17 to build on stronger intervention for K-5
- Extend counseling support as appropriate
- Add classroom teachers to SST team for future meetings to evolve brainstorming for interventions
- Extend health training and safety training for staff, in addition emergency practice for lock-down drills

#### **Component 4: School's Cultural Environment Component**

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

##### **Prevention and Active Programs:**

- School-wide implementation of Second Step, and Speak Up Be Safe curriculum
- In-class student support program for special needs students
- Buddy program between upper and lower grade classes. (Program pairs an older student with younger student for entire year.)
- Mental health program offering individual and group therapy for students coping with issues at home and school
- Welcoming Schools: disability, gender awareness, and body size acceptance.
- Second Step: lessons to teach self-regulation and social emotional skills
- Speak Up, Be Safe: lessons to teach child abuse and bullying prevention
- Noontime activities program offering active organized play at lunch recess
- Student leadership opportunities: Conflict Managers, Composting, Student Council
- Mindfulness is taught as a means of teaching our students how to focus themselves, calm down, and make good choices in the classroom and on the yard.
- Focus on being a green school where students and staff reduce waste through school-wide recycling and composting programs. Students regularly visit and experience the edible garden as a means of learning about ecology and plant life cycles.
- Enrichment classes during the day through PTA donations

##### **Areas needing improvement or change:**

- Reduce number of students at lunch to reduce conflicts and increase eating time by adjusting lunch schedule to K-1, 2-3, and 4/5 from K, 1-3, 4-5 for 2016-17.

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

- Support teachers new to Second Step with counseling interns modeling lessons. Regular staff meetings to focus on 1-2 behaviors for focus at a time has increased site wide approach as well.
- Continue to identify students most at risk of not meeting grade level standards and enhance/expand support systems for them. Safety Net program has been a grade level approach for looking at students in a collective way this year. Program will be expanded next year.