



Sonoma County Office of Education

Comprehensive School Safety Plan
Effective Dates: March 2016 – March 2017

What is a safe school?

“Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, and disciplinary policies that are consistently and fairly administered. There is a sense of community on the school campus with support and recognition for positive behavior. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.” (Safe Schools – A Planning Guide for Action, California State Department of Education)

Alternative Education Program Mission Statement:

”The mission of Alternative Education Programs is to provide alternative pathways that connect each student to opportunities for learning and living.”

Procedures for Approval and Annual Review:

The Sonoma County Office of Education Alternative Education Program Comprehensive School Safety Plan will be reviewed, evaluated and revised (if needed) each year by the School Safety Planning Committee and presented for approval at a meeting of the Sonoma County Board of Education. An updated copy of the plan is made available for public review at the program office.

Committee Members:

Catherine Andrade, Rebecca Gallagher, Saul Huerta, Georgia Ioakimedes, Cliff Schlueter Roz Sherbert

Data Sources Reviewed and How the Data Determined the Goals:

Sources reviewed: CALPADS suspension data, School Accountability Report Card (SARC), Local Control Accountability Plan (LCAP) attendance data and California Healthy Kids Survey results.

Review of current attendance and suspension data led to agreement of continuing with the priority focus areas of increasing student engagement and attendance rates and continued decrease of the number of incidents of off-campus suspensions (there were over 100 incidents of suspension in the 2013-14 school year and 48 incidents of suspension in the 2014-15 school

year). Discussion of CHKS and anecdotal data led to agreement to continue with the goals that address issues of student depression, alcohol and other drug use, nutrition and school connectedness. These goals are also reflected in the program's Local Control Accountability Plan (LCAP).

Areas of Pride and Strength:

The Character Based Literacy (CBL) program continues to strengthen curriculum and provides students with character education. The department continues implementation of the Professional Learning Community model to guide its practice in identifying areas of instructional focus, alignment of instructional practice department-wide and development of common summative assessments of student work. The department is also engaged in professional development related to implementation of Common Core State Standards, with an emphasis on increasing rigor, relevance and student engagement. Careful planning, consolidation of sites, and new buildings have increased program effectiveness and provide environments more conducive to learning. The department has strong relationships with several community based organizations that provide support services to our students. These include: Restorative Resources, Social Advocates for Youth, Volunteer Center of Sonoma County, Petaluma Learning & Guidance, Support Our Students, Santa Rosa Community Health Center, Community Action Partnership, Keeping Kids in School and The Center for Social and Environmental Stewardship. The department also has strong relationships with the Department of Public Health's Teen Parent Connections, as well as the Sonoma County Probation Department and other agencies and programs (Vista, ACT, PRIDE) that provide services to students under the supervision of the court. Additionally the program provides intensive intervention teachers, an academic counselor, English Language Learner (ELL) teachers and volunteer tutors.

Areas We Wish to Change:

Truancy, disruptive behavior and disenfranchisement continue to be areas of concern in working with our at-risk population. We will continue to work on building positive developmental assets in our students and providing teachers with resources that will hopefully lead to increased attendance rates and provide alternatives to suspension. Our Career Education Specialist continues to identify opportunities for work based learning to increase school connectedness for students. The department has also added a school counselor position that can support students in their academic progress and feelings of school connectedness. The bilingual Student Accountability Specialist position has assisted us in making progress toward our goal of increasing student attendance and has had the added benefit of providing a vehicle for outreach to our Hispanic families. We need to continue to identify reasons for student truancy and provide support that leads to increased student attendance. Increasing parent involvement and engagement continues to be a challenge and area of focus for the program. Review of the 2011-12 CHKS data lead to concern about student drinking and driving (either as the driver or as a passenger), levels of depression, ensuring students eat breakfast or have a morning snack and a desire to increase students' sense of school connectedness. 2013-14 CHKS data was reviewed and it was agreed that the previously identified areas of concern should continue to be included in this plan.

Component 1 – The Social Climate (People and Programs)

Goal #1 Provide a positive and supportive learning environment to students in the Alt Ed Program.

Objective #1: Increase the numbers of students earning 10 or more credits each quarter.

Activities:

- 1.0 Use the curriculum and instruction to increase student engagement and responsibility through:
 - Continued implementation of the Character Based Literacy Program
 - Staff development/trainings-continued participation in the Leadership Network, inclusion of instructional assistants in professional development opportunities
 - Staff development related to implementation of Common Core State Standards
 - Identification of additional sources/resources for character education
 - Expansion of CBL themes across the curriculum
 - Departmentalized instruction to allow teachers to increase rigor, relevance and expectations and increases student engagement
 - Honors assemblies for G.P.A. and credit acquisition

- 2.0 Sites and individual classrooms will design behavior intervention programs designed to meet student needs through:
 - Continued use of in-school suspensions as an alternative to out-of-school suspensions
 - Continued work on development and implementation of student behavior support plans
 - Utilization of restorative conferencing and accountability circles as an alternative to suspension
 - Exposing staff to restorative classroom practices
 - Utilization of ‘behavior bucks’ and attendance incentives
 - Identification of ways to increase parent buy-in, taking into consideration cultural factors
 - Exploration of using parent volunteers for lunch time activities
 - Student self-evaluation of classroom behavior and academic progress

- 3.0 Continue to raise expectations for appropriate behavior in students by:
 - Staff agreement regarding expected behaviors
 - Soliciting student input regarding effective positive behavioral incentives and programs
 - Posting and communicating behavioral expectations to students
 - Enforcement of school dress code, with emphasis placed on ‘gang-related’ and/or inappropriate apparel
 - Modeling and reinforcing appropriate behaviors in the classroom
 - Continuing collaboration with Probation and partner agencies to reinforce expected behaviors with students
 - Fostering a positive and supportive school culture
 - Utilizing facility design and bell schedule to foster appropriate student behavior

- 4.0 Students will demonstrate personal and academic responsibility through:
- Regular, punctual attendance and coming to school academically and behaviorally prepared
 - Asking for help in appropriate ways
 - Awareness of academic standing
 - Acceptance of and engagement in services provided
 - Ability to work with others

Objective #2: Continue to focus on increasing the rate of daily on time attendance for long-term students.

Activities:

- 1.0 Continue to offer attendance incentives to students by:
- Soliciting student input about desirable incentives
 - Providing administrative support and financial resources to purchase incentives
 - Holding awards assemblies
- 2.0 Continue to communicate the importance of attendance to families by:
- Emphasizing 95% attendance Return to District requirement at new student enrollment meetings
 - Emphasizing links between school attendance and academic success
 - Classroom staff, Student Accountability Specialist and administrators making phone calls home
 - Continuing collaboration with the District Attorney's office, truancy court judge, court education liaison, Probation Officers and referring school districts around truancy issues and follow-up
 - Expecting students to take responsibility to sign-in when tardy and to notify parent via phone call home upon arrival at school when tardy
 - Providing outreach to students and families regarding school attendance issues through continued support for the Student Accountability Specialist position.
 - On-site SARB meetings for families from SR City Schools, with district personnel participation
 - Participating in the *Keeping Kids in School* truancy reduction program at Amarosa Academy.
- 3.0 Provide assistance to students struggling with attendance by:
- Providing transportation support in the form of bus passes when possible
 - Assisting families in accessing resources
 - Providing incentives for families
 - Researching effective truancy programs in other agencies and duplicating applicable interventions
 - Implementing the use of peer mentors to assist students struggling with attendance
 - Improve the process of peer mentoring in assisting students struggling with attendance
 - Assisting with access to bus passes through Probation

Objective #3: Nutrition: Continue to ensure that all students have access to a healthy and nutritious breakfast.

Activities:

- Expand/improve nutrition education for students by locating and bringing in outside speakers.
- Continue agreements established with Petaluma and Santa Rosa districts for provision of breakfast for students at the two Community School sites
- Explore possibilities for school community garden at new facility, re-creating model at the former Sierra Youth Center
- Continue to provide morning snack break
- Explore possibility of culinary class contribution to nutrition program

Objective #4: Depression: Assess need and build capacity of service providers to address issues of depression in students.

Activities:

- Provide students with access to counseling service providers comfortable working with students around issues of depression. Identify training and/or consultation needs
- Whenever possible, counseling staff should reflect gender and culture of student population
- School counselor collaboration with service providers
- Facilitate development of gender-specific groups at each site
- Work to provide education around and support for existing Board policies that prohibit harassment, intimidation, bullying and hate crimes
- Integrate opportunities for counselors to provide classroom instruction
- Explore asset building curriculum
- Increase focus on student developmental assets
- Address verbal cruelty/bullying at school
- Offer LGBTQ sensitivity training

Objective #5: Alcohol and other drug use before, during or after school: Continue to reduce student use of alcohol and other drugs.

Activities:

- Continue increased supervision on campus before and after school
- Engage in discussion with counseling service providers related to their ability/comfort level in working with students around issues of AOD use and motivational interviewing
- Identify training and/or consultation needs and explore collaboration with Probation.
- Raise awareness/expectation with staff and students of maintaining drug free school sites
- Referral to and communication with outside agencies to solicit assistance with student AOD issues
- Provide more pro-social/positive school-related activities
- Staff education and dissemination of AOD education

COMPONENT 2 - Physical Environment (Place)

Goal Continue to improve safety and security at each site.

Objective: 85% of staff and students will report feeling safe at school as identified by CHKS and staff survey results.

Activities:

1.0 Increase Probation presence and/or support at sites by:

- Increasing communication with Probation administration and individual officers
- Director participation on Violence Prevention Partnership
- Administration dissemination of relevant information to staff, including notification regarding dangerous pupils

2.0 Increase sense of safety and security of staff and students through the continued reduction of weapon and drugs incidents on campus by:

- Soliciting student input regarding school safety and sense of security through student focus group (i.e., SAY Youth Advisory Board)
- Regular update and review of site Crisis Response Plans
- Continuing onsite bus stop and one-way in and out to improve procedures for safe ingress and egress of pupils, parents and employees from school site
- Continuing process for visitor check in
- Requiring all students to turn in back packs and purses daily
- Monitored use of cell phones in classrooms
- Providing positive alternative activities for students
- Offering more project-based learning opportunities
- Additional programming (i.e., 'home ec') to incentivize students – possibly collaborate with Probation
- Exploring the possibility of providing a CTE course at the Headwaters site
- Offering grief counseling for staff and students to process when incident occurs
- Communicating student health alerts by school nurse
- Possibility of participation in extra curricular WBL activities (linked to career interests)

Method for Communicating Plan and Notifying Public:

Plan was reviewed and discussed at the January 12, 2016 meeting of the Safe School Planning Committee, which was open to all staff and Community School students and parents. The plan was also discussed by the County Board Instructional Services and Community Partnerships Standing Committee at its January meeting. The plan will be communicated to the public through a public hearing that will be held at the Amarosa Academy school site. The County Board of Education will be asked to take action to approve the plan at its March 3, 2016 meeting.

Review of Progress for Last Year: Copy of 2014-15 SARC will be attached

Law Enforcement Review:

Probation has reviewed the plan and provided input.

Date: 1/13/16

Site Council Approval:

Final revision of plan will be reviewed and approved by the Safe School Planning Committee.