

STRATEGY 2

We will ensure the emotional and physical safety and well being of our students in collaboration with community and family partners.

ACTION TEAM MEMBERS

Co-Leaders:

Linda Jackson-Chalmers, Assistant Superintendent for Human Resources

Daniel Gentile, Executive Director, Capital Region Workforce Investment Board

Team Members:

Dr. Mark Barth – Member, Board of Education

Rose Brandon – Community Member

Brother Yusef Burgess – Community Member

Brendan Cox – Commander, Albany Police Department

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RESULT STATEMENTS

2.1 Provide a school based district-wide professional development for all school staff to respond constructively to unproductive, off-task behavior of students, helping all feel emotionally and physically safe.

2.2 Provide a school based safety program on a quarterly basis that reinforces personal responsibility and teamwork through a variety of techniques (such as movies, invited guest speakers, field trips to law enforcement, etc.)

2.3 Create a think tank to evaluate how our existing alternative educational programs are doing and research new innovative ideas.

2.4 Conduct a two-day summer orientation program for students transitioning to a new school that instills team-building and cooperation needed to succeed.

2.5 Create an accountability system that ensures all programs geared to ensuring the emotional and physical safety and well being of our students are being implemented throughout our schools.

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RESULT STATEMENT 2.1

Provide a school based district-wide professional development for all school staff to respond constructively to unproductive, off-task behavior or students, helping all feel emotionally and physically safe.

ACTION STEPS

2.1.1 Identify professional development programs that have been successful in the City School District of Albany (CSDA), other local schools, and in comparable schools nationwide.

2.1.2 Get a master calendar and list of CSDA scheduled trainings.

2.1.3 Contact existing community resources that could supplement existing CSDA efforts, Examples including, but not limited to: Council of Community Services, the City of Albany (Departments of You and Workforce Services, Parks and Recreation); City and County Youth Bureaus, Albany Gang Prevention Program and Truancy Program, and NYS School Safety Council. These agencies can be instrumental in providing support and technical assistance to district schools in designing professional development workshops that will strengthen faculty and staff response to discipline problems.

2.1.4 Form a focus group of community leaders, including representatives of agencies listed above to develop professional development offerings. Include: school safety officers, representatives from all employee units, City and County government representatives (including, for example, Common Council and County Legislature members, Albany Policy Department). It is recommended that the Youth Safety Taskforce may be able to assume this task. Professional development can be offered during the required professional development offerings, as well as district-wide workshops.

2.1.5 Prepare a draft budget and look at community and CSDA resources for funding.

2.1.6 Develop a calendar of trainings for professional development as it relates to school safety.

2.1.7 Adopt and implement professional development offerings.

2.1.8 Design an evaluation mechanism that will indicate the ability level of staff to cope and successfully handle discipline problems.

COST BENEFIT ESTIMATION

TANGIBLE COSTS

- Increase each schools budget by \$2,000 to cover the costs of providing professional development.

TANGIBLE BENEFITS

- Higher student achievement outcomes
- Increased staff skill and knowledge of behavior management techniques
- Evaluation of the impact of training on school decorum

INTANGIBLE COSTS

- Increased time and effort on teachers' part, time taken away from other in-service training

INTANGIBLE BENEFITS

- Improved student behavior and cooperation, more students on task, improved school climate
- More staff time on instruction and fewer behavior problems

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RESULT STATEMENT 2.2

Provide a school based safety program for students on a quarterly basis that reinforces personal responsibility and teamwork through a variety of techniques, (such as movies, invited guest speakers, field trips to law enforcement, etc.).

ACTION STEPS

2.2.1 Assemble the school based safety committee (SBSC) that is representative of the whole school community (faculty, staff, students, parents and community members). Charge each principal with the responsibility for organizing the teams.

2.2.2 Charge the SBSC with reinforcing personal responsibility, maintaining a positive school climate, and developing the school safety program.

2.2.3 Determine the structure of the school safety program, (Create operating procedures, meeting timed, and schedule.)

2.2.4 Use all resources that are available through the school district and community-at-large to develop a list of speakers, agencies, and programs that can enhance the safety program (i.e., anti-gang, Council for Unity, etc.)

2.2.5 Develop a program through the SBSC for the year that has events, activities, or presentations on a quarterly basis.

2.2.6 Prepare a budget for each school's school safety activities. School prepare these budgets.

2.2.7 Submit the SBSC's safety plans to the Superintendent's Office each year by October 15.

COST BENEFIT ESTIMATION

TANGIBLE COSTS

- A small budget for staff salaries if activities extend before or after school, also funds for rentals and field trips: approximately \$650
- Two program coordinators per each quarterly program: \$260
 \$37.75 hourly teacher rate
 \$26.84 average support staff rate
- Two local field trips: \$184
- Miscellaneous expenses: \$200

TANGIBLE BENEFITS

- Fewer discipline referrals, fewer fights and altercations, fewer suspensions

INTANGIBLE COSTS

- Increased time and effort on teachers' part, time taken away from other in-service training

INTANGIBLE BENEFITS

- Reinforcement of Code of Conduct, personal responsibility, cooperation, and respect
- Increased focus on academic issues.

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RESULT STATEMENT 2.3

Create a Think Tank to evaluate how our existing alternative education programs are doing, and research new and innovative ideas.

ACTION STEPS

- 2.3.1 Define the authority and charge of the Alternative Education Think Tank.
- 2.3.2 Establish member participation and composition of the Think Tank.
Recommended membership of approximately twenty (20)
- 2.3.3 Develop an organizational structure: Chair/Co-Chairs
- 2.3.4 Establish goals and objectives to be met
- 2.3.5 Establish guidelines for the operation of the Think Tank
- 2.3.6 Designate an administrator to provide oversight of the Think Tank
- 2.3.7 Designate Comprehensive District Education Planning Committee (CDEP) as the reporting mechanism for progress reports
- 2.3.8 Schedule meeting dates: monthly recommended
- 2.3.9 Establish protocols for making recommendations to:
 - Assistant Superintendent for Secondary Education
 - CDEP
 - Superintendent
 - Board of Education
- 2.3.10 Establish method of communication with the public:
 - Board of Education Agenda
 - District Website
 - Community Forum
- 2.3.11 Determine the kind of support initially needed to organize
- 2.3.12 Implement the Think Tank as outlined

COST BENEFIT ESTIMATION

TANGIBLE COSTS

- Small budget for refreshments, materials, clerical support

TANGIBLE BENEFITS

- More thoughtful analysis can be used to guide planning
- Less fits and starts

INTANGIBLE COSTS

- Staff time

INTANGIBLE BENEFITS

- Staff buy-in

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RESULT STATEMENT 2.4

Conduct a two-day summer orientation program for students transitioning to a new school that instills team building and cooperation needed to succeed. (Take a baseline survey of current freshman before implementing.)

ACTION STEPS

2.4.1 Designate appropriate administrator or team to coordinate the orientation programs.

2.4.2 Establish the goals and objectives of the Summer Orientation Program.

2.4.3 Identify students' participation in the Summer Orientation Program (students transitioning from middle school to high school, students transitioning from 6th grade to middle school).

2.4.4 Identify locations for the Summer Orientation Program (activities at the school site followed by an outdoor adventure activity, i.e. Camp Opportunity, Berkshire Farms, and Camp Pinnacle).

2.4.5 Develop the logistics to deliver a two-day, five-hour per day program.

2.4.6 Develop an alternative program that meets the same goals and objectives for students who are unable to attend or late enrollees,

2.4.7 Determine staffing needs, considering outside experts and use of upper grade students and parents.

2.4.8 Determine how this may be accomplished in partnership with the City's Summer Youth Employment Program.

2.4.9 Develop a parent component to the orientation that can occur in conjunction with the orientation program.

2.4.10 Consult with the following to learn about other district experiences with summer orientation:

- Statewide organizations like PTA, NYSSSO, NYSUT, SAANYS
- Partners and associations with which we have ties, such as EnCon's Environmental Education Program, NUA, NYS Counseling Association, NAACP, and YMCA.
- Contact national groups familiar with this kind of activity like Outward Bound, George Lucas Education Foundation, and CASEL.

2.4.11 Develop a budget

2.4.12 Conduct the orientation program

2.4.13 Evaluate the program for future years

COST BENEFIT ESTIMATION

TANGIBLE COSTS

- Estimated costs:
 - \$4,125 for buses for approximately 1,300 students
 - \$5,000 for lunch/snacks
 - \$6,000 for workshop leaders for three separate sessions,

TANGIBLE BENEFITS

- Fewer documented student conflicts or altercations at the beginning of the school year
- Measurable reduction of student referrals and off-task behavior

INTANGIBLE COSTS

- Getting staff committed to this level of time commitment
- Burden on schools to recruit and identify staff

INTANGIBLE BENEFITS

- Students better transitioned into the school year
- Stronger sense of community in schools

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RESULT STATEMENT 2.5

Create an accountability system that ensures all programs geared to ensuring the emotional and physical safety and well being of our students are being implemented throughout the schools.

ACTION STEPS

- 2.5.1 Assign responsibility for the Accountability System to the appropriate administrator.
- 2.5.2 Draft a preliminary structure for the Accountability System.
- 2.5.3 Direct the Accountability Committee to report to the Superintendent and Cabinet.
- 2.5.4 Formulate (for review) a list of current CSDA programs geared to ensuring the emotional and physical safety and well-being of our students.
- 2.5.5 Determine personnel needs.
- 2.5.6 Assess training needs.
- 2.5.7 Develop a form/checklist that will be used as a tool to record each school's progress in implementing its safety programs.
- 2.5.8 Determine what technology and materials will be necessary to implement this Accountability System.

COST BENEFIT ESTIMATION

TANGIBLE COSTS

- Cost of staff training, stipend for coordinator: \$5,000.

TANGIBLE BENEFITS

- Programs and activities that exist will have better continuity.

INTANGIBLE COSTS

- Additional responsibilities for school administrators.

INTANGIBLE BENEFITS

- Awareness of the need for school safety remains high.
- A more consistent approach to improving school decorum, climate, and morale throughout the district.

ADDENDUM

The purpose of this Result Statement's (2.5) Action Steps is to ensure that all existing programs geared to ensuring the emotional and physical safety and well being of our students are being implemented throughout the schools in a consistent manner.

We envision that this Accountability System will be the responsibility of the revised Youth Safety Task Force, the Director of School Safety and Violence Prevention, or the Safe School Administrator, whichever is deemed to be the most appropriate. This entity will serve as the lead/coordinator and will review bi-annually each school's safety plans with principals and their SBSC's.

The Accountability System is designed to provide support and technical assistance to schools to enhance positive school environments that will allow for more focus on learning.

Definition:

A strategy is a board statement consistent with the district's values and strategic boundaries. It describes how resources will be used to achieve the mission and student performance statements. A strategy represents an idea in which the district is willing to invest energy, expertise, time and resources. Strategies are broad enough to yield a variety of programs, products, functions and/or services. Each strategy will support 5-8 action plans, which will be written later during the action planning.