

Comprehensive School Safety Plan 2021–2022



Albany High / MacGregor High School

603 Key Route Blvd
Albany, CA 94706
(510) 558-2500



Introduction

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.¹

California Education Code Sections 32280–32289.5: Comprehensive School Safety Plans

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Guidance about mandatory and recommended content is provided by the CA Department of Education, the Federal Emergency Management Agency, the Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS) and Title I, Division 4, Chapter 8 Government Code.

It is important to note that no official template is prescribed in law. The format of this plan follows the elements of the CA Ed Code sections 32280-32289.5 where applicable. A set of appendices is also provided as a reference to State and Local laws and policies that govern this important work.

This plan is a living document to be updated as necessary to meet site, district, and community needs, forms, or requirements. It is NOT intended to be a “grab and go” guide in an actual emergency.

¹ CA Department of Education, Comprehensive School Safety Plans (<https://www.cde.ca.gov/ls/ss/vp/cssp.asp>)

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Albany High School Site Council EC 32281 (b)(1)

CA Ed Code section **32281(b)(1)** requires that the plan is written and developed by the School Site Council and that the School Site Council may delegate the responsibility to a Safety Planning Committee.

Special Recognition

Thank you to the school site safety committee and to the agencies in our local community for their support in developing and maintaining this plan. This is an annual process that requires a commitment to safety, security, and emergency preparedness and we appreciate your dedication to our students and staff.

Albany / MacGregor High School Site Safety Committee EC 32281(b)(2)

AHS Safe School Vision Statement

AHS honors differences, and encourages all students to achieve their fullest potential. We provide a safe, inclusive environment where students are engaged in active learning. Supported through the PTA and parent community, we believe that connected relationships are key to ensuring that every student receives support and motivation to achieve his/her highest potential.

AHS Mission Statement

AHS is to provide the highest quality education in a safe and caring environment. Albany High School provides an environment challenging and supportive to our students, and educates them to become happy, productive, and responsible citizens of a diverse society.

Albany MacGregor High School School Site Safety Planning Committee 2021-2022	
Title	Member Name
*Principal & President, School Site Council: Assistant Principals:	Darren McNally Michelle Lau-Seim Ena Dallas
*Certificated Teacher Representative (1):	Annie Jae Fischburg
*Classified Representative (1): Counselor	Tedra Grogans
*Parent Representative PTA (1):	Diane Downs
Law Enforcement Representative:	Albany Police Dept. - TBD
Lead Custodian	Richard Betz
Secretary	Vivian Balderas

*INDICATES MANDATORY

Adopted and approved by the School Safety Planning Committee:
tbd

Consult with Local Agencies EC 32281(b)(3)

1. Name the date when the Safety Committee consulted with a representative from the local law enforcement agency, the local fire department, and the other first responder entities in the community. {TBD}
 2. Name the date when the CSSP was shared with the local law enforcement agency, the fire department, and other first responder entities. {TBD}
- Each school must review, update, and adopt its plan by March 1 every year. *EC* Section 32286.
 - Ensure the plan is properly implemented.

Public Meeting Presentation of the Plan EC 32288(b)(1)

- Present the safety plan goals with designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan. *EC* Section 32288(b)(1).
 - This may occur as part of a regular parent meeting.

Before adopting its Comprehensive School Safety Plan, the School Site Council or School Safety Planning Committee / Team shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting:

1. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. Education Code 32288
2. A representative of the local school employee organizations.

This plan is in the process of being reviewed by the School Site Safety Committee and will be reviewed by the School Site Council at their May meeting.

School District or COE Approval EC 32288(a)

- Each school must forward the adopted plan to the school district or COE for approval. *EC* Section 32288.
 - The CDE recommends the plan be approved by the district or COE at the next board meeting after adoption or as soon as practical before October 15.

This plan was forwarded to the District on March 10, 2022 and approved by the Board on May 24, 2022.

AHS / MacGregor HS Comprehensive School Safety Plan EC 32282

Assessment of school crime EC 32282 (a)(1)

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety.

While the School Safety Planning Committee reviews school, district and community crime data trends, other data can bring value to the discussions. Such data may include one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion Data
- California Healthy Kids Survey
- School Improvement Plan
- Local law enforcement juvenile crime data
- Property Damage data

Data may be more valuable if disaggregated by gender, age, ethnicity, etc.

Based on data analysis, the School Safety Planning Committee shall identify one to three safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are to be shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress should be reported to the School Site Council, staff and parent groups.

AHS Safety Committee Reviewed the following information

a. Suspension and Expulsion Data

There were 0 suspensions and no expulsions during the 2020–2021 school year. Referrals to the office average less than seven weekly.

b. Annual CSSA Reports

Indicate monthly accounts of school vandalism and tagging of exterior buildings and bathrooms.

c. Student Progress Reports

Indicate the vast majority of students are making satisfactory progress towards grade level content standards and satisfactory citizenship goals. All students are offered support for their academic and emotional needs, either through the general classroom or intervention services.

d. Law enforcement interventions or crime reports

Indicate occasional tagging and vandalism of the exterior of the building.

e. Staff, Student, and Community Surveys

Surveys indicate continued work needed to prevent demeaning comments among students based on body size, gender expression and Lesbian Gay Bisexual and Transgender, LGBT issues, or a perceived or actual disability, and comments about clothing.

f. Property Loss, Vandalism, and Insurance Reports

Vandalism, including broken windows and graffiti on outdoor areas.

Strategies & Programs for Safe Schools EC 32282(2)

Child Abuse Reporting Procedures EC 32282 (2)(A)

All staff at AHS and MacGregor high School are trained in child abuse reporting procedures on an annual basis. The school staff follow all applicable CA State Laws and local procedures as outlined in the AUSD Board Policy and Administrative Regulations. Please refer to the appendix for copies of AUSD BP/AR #5141.

Disaster Procedures EC 32282 (2)(B)

Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.

Use the Standardized Emergency Management System ([SEMS](#)) as detailed in the California Emergency Services Act 2015.

Emergency Response Plans

AHS / MacGregor High School Emergency Response Teams: 2021/2022

AHS/MacGregor Site Emergency Plan 21-22

Address: 603 Key Route Blvd Albany, CA 94706

Principal: Darren McNally Main Phone: 510-558-2500 Fax: 510-558-6584

Email: dmcnally@ausdk12.org

Chain of Command

Designee: Darren McNally , Principal
Michelle Lau-Seim, Assistant Principal
Ena Dallas, Assistant Principal

Site Emergency Preparedness Committee

Principal: Darren McNally

Assistant Principal: Michelle Lau-Seim

Counselor: Tedra Grogans

Head Custodian: Richard Betz

Secretary: Vivian Balderas

Parent: PTSA Representative:

Teacher: Annie Jae Fischburg

District Emergency Personnel Name	Cell #	Office #
Superintendent	Frank Wells	558-3767
Assistant Superintendent	Anne Shin	
Director of Student Services	Alexia Ritchie	558-3771
Facilities Manager	Scott Jaffe	
Director of Food Services	Sabina Fenburg	558-2608

Utilities

Pacific Gas and Electric 800-743-5000

East Bay MUD 866-403-2683

Site Emergency Teams:

- All classroom teachers have been paired with a buddy (refer to the buddy page). Each teacher assigned to either the Light Search and Rescue Emergency Team or the First Aid Team will

release his/her students to their paired buddy. Each buddy pairing should escort their students out to the Student Assembly Area before reporting to their designated team

- Upon reaching the evacuation destination, take roll, make a list of missing and absent students, and give a list to Student Supervision Team members.

Command Center: The Command Center is responsible for the organization and communication of emergency procedures. The Site Manager (principal) or designee is the final authority at each school during any emergency

1. Darren McNally (Incident Commander/Public Information Officer)
2. Michelle Lau-Seim
3. Vivian Balderas (Scribe)
4. Tedra Grogans
5. Annie Jae Fischburg
6. Richard Betz

Light Search and Rescue Emergency Team: Search/Rescue Team members must search all areas of campus in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so. Emergency equipment is located on the first floor of the main building in the gym lobby in the supply closet next to the Custodians Office on the east side of the lobby. Supplies for the Arts Building are within the ticket booth/custodial supply room as well in the supply closet behind the Multi-Purpose Room.

1. Ena Dallas
2. Jim Pierce
3. Becca Burns
4. David Janinis
5. Craig Bryant
6. Sean Morris
7. Sean Krazit
8. Valerie Risk
9. Marguerite Buck-Bauer

First Aid Emergency Team: The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the First Aid Station near the Command Post away from possible hazards and to manage and utilize First Aid supplies. Supplies are located with the emergency equipment (re. Light Search and Rescue Team information above.)

1. Mary-Ann Scheuer
2. Jeanne Cajina
3. Chris Knight
4. Dale Feiss
5. Danielle DeLaurentis
6. Shelly Ball
7. Natalie Brice
8. John Mink
9. Jeff Castle
10. Tedra Grogans
11. Pat Pope
12. Mariflo Hudson
13. Annie Jane Fischberg
14. Lara Heden

Parent Check-In Team: The Parent Check-in Team is responsible for the orderly release of students to parent/guardians

1. Ce Parrot
2. Lourdes Ortega
3. Michelle Aselstine
5. Jessica Rhode Park
6. Jeanne Cajina
7. Nancy Mongan

4. Aliza Cohen

Student Release Team: The Student Release Team is the relay between the Parent Check-in, First Aid Teams the Student Supervision Area

1. Karen DeHart
2. Mignon Combs
3. Evelyne Westerman
4. Hojoon Hwang
5. Miriam Walden
6. Matt Rasband
7. Marty Place
8. Cullen Gerst
9. Sophie Chuang
10. Kate Huizinga
11. Vivian Baldares

Safety and Security Team: Safety and Security members are responsible for the security of the facility working with the Command Post and the Site Manager.

1. Josette Wheaton
2. Dean Becker
3. Christopher Derleth
4. Shawneece Schneider
5. Stephanie Berberian
6. Philip Davidson
7. Ben Plourde
8. Scott Shevelson
9. Audrey Freeman

Student Supervision Team: Teachers supervising students shall keep track of all students under their care. Note on the roster any students who leave, giving reasons, time and destination.

1. Juliet Radford
2. Rachel Hubbard
3. Aaron Tigerino
4. Hassan Rayan
5. Pam Lim-McAlister
6. Mary Ann Scheuer
7. Martha E. Durell
8. Margaret Niles
9. Richard Chisholm
10. Nadia Vitko
11. Ian Murray
12. Mary Conlon
13. Ryan Viernes
14. David Blinn
15. Suzanne Young
16. Stephanie Berberian
17. Anna Collins
18. Rachel Gordon
19. Matthew Russell
20. Diane Peterson
21. Kara Baker
22. Robert Manheimer
23. Emily Surowitz
24. Meghann Curry
25. LaShunda Brown

Teacher/Staff Buddies in an Emergency Situation

AHS/MacGregor Emergency Evacuation Procedures 21–22

Please follow these procedures when the fire alarm sounds:

General Instructions:

- Direct your students to remain calm and to follow your directions quickly.
- Bring your Emergency Backpack with you as you leave your classroom.
- Students should wait for you outside the classroom until everyone is out and the door is locked.
- Walk together to the designated assembly point (refer to the evacuation map on the reverse). Do NOT walk through the alley between the multipurpose room and pool.
- At the designated assembly point, students should get into a uniform line. The teacher should take attendance and write down the names of all absent students (including those on the absence list or on field trips) from your current class on the Missing Persons form (pink half-sheet).
- A runner from each class should quickly deliver the Missing Persons form to one of the Command Centers entrance and then return to the assembly point.
- Await further instructions from an administrator

Coordination of Services Team (COST) Threat Assessment Team

COST members may include, but are not limited to: *

School psychologist- Miranda Day

Speech Therapist- Cullen Gerst

ELD: Nancy Mongan

Principal- Darren McNally

Assistant Principals- Ena Dallas and Michelle Lau-Seim

Classroom teacher/s- Various depending on the student identified.

Counselor- Various depending on the student identified.

Process:

I have a student I am concerned about.
I've tried many things in the classroom.
And/or I don't know what to do to help.



Complete the [AHS /McGregor Student Referral Form](#) You will be contacted with the date of the proposed COST meeting.



COST will review the referral at bimonthly meetings (Wednesdays at 8am) and schedule a follow-up based on the concerns.

Follow-up might include: Scheduling a SST; consultation with specialists; check-ins with parent, student etc.; further assessment; referral for social-emotional support; collaboration with community agency; observations; social-emotional tool use

AHS / MacGregor Student Referral Form- [link to referral form here](#).

Earthquake Response Protocols:

Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools.

All staff are aware and trained.

Principal/Building Administrator/School Incident Command Team

1. During the earthquake, follow the Faculty and Staff Response instructions below.
2. When the shaking stops:
 - a. If you are trapped:
 - Do not move about or kick up dust.
 - If you have a cell phone with you, use it to call or text 911 for help (Need to check with your local 911 center that a text to them works. If it does not work, please remove the texting step).
 - Tap on a pipe or wall or use a whistle if you have one so that rescuers can locate you.
 - b. If you are not trapped:
 - Look around. If there is a clear path to safety, instruct nearby staff and students to leave the building and go to an open space away from damaged areas.
 - Use available communication systems to announce an Emergency Evacuation.
 - Call 911 or designate another staff member to make the call to request appropriate public safety response if you have trapped or missing individuals.
 - Set up a school emergency operations center with your school team as the situation allows.
 - Organize Search and Rescue (SAR) teams, consisting of adults, to search for missing or trapped people.
 - Organize the other Emergency Response Teams: the First Aid Team, Security/Damage Assessment Team, Student Release Team and the Support Team.
 - Notify one of the members in the District EOC Team. If appropriate to the situation, request the member to notify the Transportation Coordinator to stop any inbound buses.
 - Be prepared to “Drop, Cover, and Hold on” in the likely event of aftershocks.
 - If it appears safe to do so, assign a staff member to shut off gas valves. Notify utility companies of any break or suspected break in utility lines as reported from the Security/Damage Assessment Team.
 - Follow the remaining procedures for the Emergency Evacuation for Non-Fire Situations Protocol.
 - Implement the Injury or Illness Protocol if appropriate.
 - Monitor weather radios/televisions.
 - Determine if the Remote Evacuation and Family Reunification Protocol should be implemented. If this protocol is appropriate, notify and coordinate with the District EOC Team to implement it.

- Implement the Media Protocol.

Faculty & Staff Response

1. If you are indoors: Instruct nearby staff and students to:
 - a. Stay inside, move away from windows, shelves, heavy objects or furniture that could fall over.
 - b. Instruct everyone to **DUCK-COVER-HOLD**:
 - Move to an interior wall if cover is not available. Move away from windows and bookshelves.
 - Drop down onto hands and knees and protect head and neck with arms, a book, or whatever is available.
 - Seek cover under sturdy furniture or against a wall or corner nearby.
 - Do not evacuate during an earthquake.
2. If outdoors, instruct nearby staff and students to move away from buildings, gas, electrical lines or anything that might fall. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.
3. Remember that Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency backpack) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in an emergency backpack) to alert rescuers.
4. Use the buddy teacher system if a teacher is injured. The uninjured teacher should evacuate both classes according to the earthquake evacuation procedure.
5. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
6. If a fire alarm goes off, scan your surroundings to see if there is smoke or fire before considering evacuation.
7. When the shaking stops:
 - c. If you are trapped:
 - Do not move about or kick up dust.
 - If you have a cell phone with you, use it to call or text for help.
 - Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.
 - d. If you are not trapped:
 - Look around. If there is a clear path to safety, instruct nearby staff and students to follow Non-fire Evacuation procedures to exit the building and go to an open space away from damaged areas.
 - If it is safe to do so, as you leave, tag the room with a green search and rescue tag if everyone is accounted for and able to evacuate the room. If there are trapped or injured persons, tag the room with a red search and rescue tag to alert search and rescue teams.
 - Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.
 - Be prepared to “Drop, Cover, and Hold on” in the likely event of aftershocks.
 - Take a class roster, emergency backpack and student kits.

- Upon arrival at a prearranged site or a safe site, take roll and report attendance and any missing or injured students to the principal as soon as it is safe to do so.
- Implement the Injury or Illness Protocol if appropriate.
- Be prepared to implement the Remote Evacuation and Family Reunification Protocol.
- Follow the Media Protocol.

ADDITIONAL CONSIDERATIONS FOR POST-EARTHQUAKE EVACUATION OF A SCHOOL BUILDING

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark.
- Always assess the situation. Coordinate with your Buddy teacher as much as the situation allows.
- Determine if the primary or alternate building evacuation routes (refer to site plans) are clear. If not, coordinate with other staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, or utilities appear damaged, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Remember students with disabilities as you determine your evacuation routes.

Search and Rescue Teams: Begin a search of the entire school building. Search rooms tagged with red Search and rescue tags for missing, trapped or injured people. When everyone has been removed from the room, change the red tag to a green tag. Check rooms with green Search and Rescue tags to be sure no one is left in the rooms. Report activities to the Principal or designee. After each room is searched and no one is left in the room, close and lock the door if possible.

Security/Damage Teams: Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify the Principal/designee of actions.

First Aid Teams: Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the Principal/designee.

Support Team: Provide for the welfare and positive morale of the student population. Set up the cooking area to prepare food service for the students and staff. Maintain the food and water supplies. Provide for sanitation needs.

Student Release Team: Students should be released only to authorized adults. Fill out student release forms for each student allowed to leave.

Fire drills

Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The *EC* requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills for secondary students.

The dates for the drills have been scheduled for the 2021–22 school year, listed in the Emergency Preparedness Annex.

School building disaster plans *{to be redacted and placed in annexes, per CDE}*

Plan may include but are not limited to:

- Bomb threat
- Bioterrorism/hazardous materials
- Earthquake
- Flood
- Power failure/blackout
- Intruders/solicitors
- Weapons/assault/hostage
- Explosion
- Gas/fumes

Public Agency Access

The District EOP was previously shared with APD and AFD in 2019. The EOP and this CSSP will be shared with public safety upon its completion in May 2022.

Suspension/expulsion policies and procedures EC 32282 (2)(C)

The Albany High/MacGregor School Site Safety Committee reviewed the annual data of suspensions and expulsions, which shows that the number of suspensions is down as compared to previous year and that there have been no expulsions.

The policies and procedures for suspensions and expulsions come from Albany USD Board Policy and Administrative Regulations #5144.1, copies of which can be found in the appendix of this plan.

Procedures to notify teachers of dangerous students EC 32282 (2)(D)

Administrators notify teachers of dangerous students by following the AUSD Board Policy 4158 ‘Employee Safety.’ See the appendix for a copy of AUSD BP 4158.

Discrimination and harassment policy EC 32282 (2)(E)

- include hate crime reporting procedures and policies.

See the appendix for a copy of AUSD BP 5145.3

Schoolwide dress code EC 32282 (2)(F)

- if it exists, that includes prohibition of gang-related apparel.

See AUSD Board Policy 5132 Students Dress and Grooming

Procedures for safe ingress and egress EC 32282 (2)(G)

- of students, parents/guardians, and school employees to and from the school site.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, sites must plan for employee/s and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

Procedure for safe entrance and exit of pupils, parents, and staff. School signs are posted at all entries directing visitors to sign in at the office. Gates to the playground are closed and locked during school hours. Safety procedures are in place for early pick up of students. All staff members are alert to adults entering school grounds and to direct those without visitor passes to the office for needed clearance.

A. The district will facilitate the evacuation of disabled employees, students or other guests at AHS / McGregor High School during an emergency.

B. The Director of Public Information & Governmental Relations will keep the community resources updated during an emergency.

Staff to Support Students with Special Needs: Jim Pierce, Cullen Gerst , Miranda Day , Danielle Wilson.

Planning

It is recommended that sites identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the site population in the event of an emergency.

- School Site will maintain an updated roster in the main office and district office.
- School Site will maintain emergency information on site/district employees.
- School Site will maintain emergency information on students.
- School Site will release employees according to priorities determined by the District.

On-Site Reunification, Evacuation/Assembly Location(s)

TBD by site and District / Public Safety

Off-Campus Reunification / Evacuation/Assembly Location

Name or Position: Principal Darren McNally

a. Establish a memorandum of agreement with the reunification / evacuation site(s).

In the event of an airborne chemical or biological release, it is safest for employee/s to remain indoors.

Follow the “Shelter-in-Place” procedures.

C. Employee/s Training

Employees will be trained on an annual basis.

School Site Evacuation Maps

Maintenance of a safe and orderly environment EC 32282 (2)(H)

The following provides information about current programs at AHS / McGregor High School that support a safe and supporting learning environment and foster school safety:

a. Community-Parent Partnerships

The school works closely with community support groups, such as: AHS PTA, SchoolCARE, Albany Education Foundation, Albany Music Fund, City of Albany, and Safe Routes to School.

b. Classroom teachers co-create classroom Norms with students.

c. The school models and supports conflict resolution strategies.

d. Student Clubs

Student-led clubs that are offered include a variety of student interests including but not limited to affinity clubs, art, social justice issues, and music/theatre.

e. Probation or Law Enforcement Support

The district and school cooperate closely with local law enforcement through the following means: School Attendance Review Board (SARB), Albany PD liaisons, Child Protective Services report, vehicle/pedestrian traffic management, and crossing guards

f. Mental Health professionals and School counselors- Emotional Regulation

The mental health offices work with students to develop strategies for coping with anger, emotional regulation, and frustrations.

g. 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 Albany High School

- Department level, cross-over, and faculty meetings
- Social Emotional Learning curriculum
- Leadership opportunities for students through Leadership classes, and Student services programs.
- Consistently enforced code of conduct.
- Regular collaboration/planning time set aside during staff meetings
- Home-school communication through classroom and school-wide newsletters, emails and PTA
- Parent/Teacher Handbook
- Regular attendance monitoring SARB and SART
- Behavior intervention plans (for specific students as needed)

- SST (student support team) meetings for struggling students.
- Behavior Matrix implementation.
- Restorative Practices used for discipline interventions.
- Student medication administration policies through district nurse
- 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 that is available to the public. This report will include a description of key elements of the plan.

It should be noted that Marin Elementary School is currently under construction. The construction project will continue through at least the end of 2022 and most likely into 2023. During the construction project, Marin's school population has been temporarily distributed amongst AHS / MacGregor HS and Albany Middle School (AMS).

AHS / MacGregor HS currently houses grades 3rd–5th in the new high school wing and the three portables adjacent to the swim center and park. The temporary Marin Elementary program at AHS / MacGregor is referred to as the Portland Campus.

All Marin Elementary students and staff follow the emergency procedures and protocols of the high school, while on school grounds. During drills and evacuations, Marin students are purposely kept separate from the high school students for accountability reasons if possible.

Rules and procedures on school discipline EC 32282 (2)(I)

The school follows all of the District policies and procedures regarding school discipline. These include, but are not limited to AUSD BP 5144 Discipline, AUSD BP 5144.1 Suspension and Expulsion/Due Process, and AUSD BP 5145.9 Hate Motivated Behavior.

In addition, Albany High School publishes an annual Parent Handbook, which includes chapters on conduct and school rules, school-wide expectations, and discipline. To reference the Parent Handbook, visit the Albany High School website [Albany High School](#) and select the “Student / Parent Handbook” tab at the bottom of the webpage.

Procedures for Tactical Response EC 32282 (2)(J)

- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
 - Procedures to prepare for active shooters or other armed assailants based on specific needs.

Tactical response procedures have been established, trained, but have been redacted, as per Ed Code.

Coordination with other School Site Councils

- Where practical, consult, cooperate, and coordinate with other school site councils or safety planning committees.

This is applicable to AUSD because of the close vicinity and shared campus facilities, especially between the middle and high schools. There should be a statement made here about how the SSCs coordinate with each other, likely through the District Safety Committee.

Prevention of Bullying

- Schools must annually make available the CDE’s online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. *EC* Section 32283.5(c).
 - The CDE recommends including the school and district bullying/cyberbullying prevention policies and procedures in the CSSP.

HARASSMENT AND BULLYING

The Legal Authority for Addressing Bullying and Hateful Behavior at School

Today, bullying behaviors at school are recognized as dangerous and harmful acts that victimize the targeted student and bystanders. Bullying is no longer dismissed as harmless teasing or as a normal yet undesirable behavior. Rather, bullying is a pattern of deliberate, negative, hurtful, aggressive acts that works to shift the balance of physical, emotional, or social power.

Behavior motivated by bias or hate is similar to bullying and is intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism. Hateful or biased behavior is motivated in part or in whole by hostility toward a person’s real or perceived race, nationality, religion, disability, gender, or sexual orientation. (Education Code sections 200, 220, 233, and 48900.3 describe policies and intent specific to hate-motivated violence. Penal Code sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95, and 628 define what constitutes hate-motivated crimes.)

The responsibility to establish the school environment lies with the entire school community. The environment evolves from the ideals, policies, practices, and administration of the school. Education Code Section 35294 et seq. requires each school to develop and implement a School Safety Plan as a part of its overall local education plan and to revisit the plan annually and amend it as needed. The first step in the planning process, as described in *Safe School: A Planning Guide for Action*, is to gather a planning committee that actively involves school administrators, teachers, students, and parents. Community service and civic organizations also have important roles as providers and resources to the school.

Definitions of Bullying

During their school careers many students are involved with teasing or aggressive behavior as either a perpetrator or a target. School staff must be aware of children's taunts that occur from time to time and acknowledge injured feelings and issues in dispute. Bullying becomes a concern when hurtful or aggressive behavior toward an individual or a group appears to be unprovoked, intentional, and (usually) repeated.

Bullying among youths may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation).

To avoid confusion or doubt about what constitutes bullying behavior, researcher Ken Rigby proposes a definition of bullying:

A desire to hurt + a hurtful action + a power imbalance + repetition (typically) + an unjust use of power + evident enjoyment by the aggressor + a sense of being oppressed on the part of the target

In addition to direct and indirect bullying behavior, bullying may be of a sexual nature, motivated by bias or hate, or may be a part of a ritual or ceremony:

Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment, and sexual abuse (touching, physical contact, sexual assault).

The Role of Peers

Students are the key to shaping peer norms. Student bystanders (not the bully or the target of bullying) make up a majority of the student body in any school. This population must understand that it has the power to create and promote a school where cruelty and bullying are not tolerated. Students are the most authentic voice for the cause and are capable of helping to tailor and refine prevention and intervention programs and material that meets the needs of their school.

The Role of Adults

Several factors collectively contribute to bullying and other antisocial behaviors and may be found both in the home and in the school; these are:

- A punitive environment
- A lack of positive consequences and reinforcement

- Inconsistencies in the rules and the consequences for breaking them
- A lack of awareness of or responsiveness to individual differences, including those related to ethnicity, and a failure to recognize a student's effort or accomplishment

School staff members may not be aware that their personality, demeanor, and conduct may project a generally negative tone that creates a punitive and oppressive environment. The atmosphere they create may not only discourage achievement but also increase aggression and attendance problems, making it virtually impossible to create an optimal classroom environment.

Both seasoned and new teachers have to make critical decisions in instruction and classroom management by moment throughout a teaching day. Teachers have a strong influence on whether their classroom is a positive or negative environment for students. Whether teachers are making major decisions or minor choices, the tenor of the classroom environment develops around the following basic elements:

- Selection and delivery of appropriate curriculum content
- Student-to-student relationships
- Processes for engaging student participation and learning
- The overall mood and tone of the interactions throughout the day

Connecting these elements to learning and social skills development can be accomplished in subtle and creative ways. For example, connecting curriculum content to social skills development can be accomplished through role modeling and cross-age mentoring or tutoring programs. Fostering student relationships can be accomplished by identifying how to ask for help or how to report a bullying incident to someone of authority. It is important for the responsible adult to be consistent in identifying undesirable behavior and praising desirable attitudes and actions.

Connecting social skills development and curriculum content can also be accomplished through classroom processes by recognizing and celebrating individual or group success or by facilitating classroom community meetings. Such meetings provide opportunities for students to do critical thinking and team problem solving. Establishing a classroom protocol to routine activities can promote classroom expectations and maintain consistency and predictability throughout the day.

Teachers project an overall inclusive mood and tone in the classroom by promoting respect, inclusion, and a sense of community and by designing a physical setting that promotes effective instruction and positive social interaction. Posting clear classroom rules, distributing responsibilities fairly among students in the classroom, and acknowledging individual and group accomplishment and success go far in projecting the impression that the classroom is a safe, all-inclusive place.

Definition of Hate-Motivated Behavior and Crime

A working definition of hate-motivated behaviors is any act or attempted act intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, race, or any other physical or cultural characteristic. Those targeted most often are persons of a minority race, ethnicity, religion, or sexual orientation.

Schools should provide an ideal environment to counter bias. Schools mix youths according to grade level and age, not culture or background. Schools place students on an equal footing and allow individual interaction. School administrators, teachers, classified staff, students, and the community must be equipped to prevent hate behavior and address hate-motivated incidents should they occur. The following suggestions are intended to help schools address these issues:

- Specify the rules of conduct in school documents, presentations, and orientation sessions that are held throughout the year with students, parents/guardians, and faculty. Include the school district and individual school policies that promote tolerance and appreciation of diversity among students and staff, policies concerning activities that would violate acceptable behavior, procedures for reporting a hate incident or crime, and consequences for those who commit hate-motivated actions.
- Assess the existing school climate and identify potential problems by conducting student, faculty, and parent/guardian surveys. Surveying the school helps to identify potential problems and to evaluate the effectiveness of behavior standards and the modeling of positive, respectful behavior.
- Provide training for staff to empower them to act immediately and effectively when inappropriate behavior occurs in their classroom or on campus. School-wide awareness of such behavior and staff development in dealing with it ensure support for the students and staff if they are faced with a hate- or bias-motivated incident.
- Involve community partners as resources for helping to develop both a plan for handling incidents and ways to assist targets and offenders and their families.
- Support student-led projects that promote appreciation and respect for people's differences and encourage and promote the dignity, physical and emotional safety, and support of all students.

A. Site-Adopted Harassment and Bullying Policies

- We believe that all students have a right to a safe and healthy school environment. The district and our school promote mutual respect, tolerance, and acceptance.
- We do not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes

direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

- We expect students and/or staff to immediately report incidents of bullying. Staff members are expected to immediately intervene when they see a bullying incident. Each complaint of bullying is promptly investigated. This policy applies to students on school grounds, while they are traveling to and from school, at an off-site or on-site school-sponsored activity.
- Teachers discuss this policy with students in ways appropriate to their ages and assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student or the parent of the student believes that the investigation or complaint was not resolved appropriately, the student or the parent of the student should contact the principal or the school office. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

B. School Safety Planning Committee / Team SHALL:

- Develop specific plans for implementing a program in which different sources convey a consistent message about the school's views and attitude toward bullying. The committee is charged with program oversight and ongoing coordination of the school's efforts to stop bullying behavior at school, such as peer programs and restorative justice.
- Invite concerned persons (e.g., bullies, victims, and parents/ guardians of both the bullies and the victims) to help plan and implement activities.

C. School Safety Planning Committee / Team:

1. Darren McNally - Principal
2. Ena Dallas - Assistant Principal
3. Michelle Lau-Seim - Assistant Principal
4. School Site Council composed of:
 - a. Parents:
 - i. Taner Sen
 - b. Teachers
 - i. Christopher Derleth

- ii. Caroline Macarah
- c. Counselor
 - i. M.E. Durrell

D. Actions by Site Administration (recommended practice only)

- Since bullying occurs most frequently at school during breaks, the administrator shall schedule playground supervision to make sure students are monitored in class, hallways, restrooms, the cafeteria, and areas identified in the school survey as “hot spots” for bullying.
- Regular school-wide assemblies and teacher/staff development shall be scheduled to raise awareness and communicate the policy of intolerance for bullying behavior.
- A school-wide rule that states, “No Put-Downs, No Name Calling” shall be established.
- Clear expectations for behavior, including the no-bullying rule and the consequences for breaking that rule shall be disseminated and/or posted.
- A confidential reporting system for students (targets of bullying and bystanders) to safely report details of bullying incidents without fear of retaliation shall be established.
- School-wide and classroom activities designed to build students’ self-esteem, such as showcasing special talents, hobbies, interests, and abilities shall be provided.

E. Actions for Teachers (recommended practice only)

Teachers are the adults who interact the most with students. In the classroom, on the playgrounds, and in the hallways teachers have daily, direct interaction and influence with students. As such, teachers are powerful role models and establish the tone of a classroom through their methods and personal demeanor. The following are ideas for teachers to support bully-free schools:

- Help students form cooperative buddy or friendship partnerships to inspire personal responsibility for students who are victims of bullying and to discourage bullying in general. Older students can form mentor partnerships to provide one-on-one support for new students or students who find it particularly difficult to fit in with their peers.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher not to look the other way when bullying incidents occur.
- Develop a classroom action plan so that students know what to do when they witness a bullying incident.
- Teach cooperation by assigning projects that require cooperation and teamwork. For example, high school students act as tutors, mentors, or role models to younger students to enhance the younger students’ ability to make better personal and behavioral decisions.

- Take immediate action when bullying is observed or reported. By taking immediate action and dealing directly with the bully, adults support both the target and the witnesses.
- Confront bullies in private. Engaging the bully in front of peers may enhance the bully's status and power or lead to further aggression.
- Use an 2–3 minute intervention protocol to stop bullying in its public setting using the following steps:
 - A. Stop the harassment/Interrupt the language and comments making sure all students in the area hear you
 - B. Identify the bullying/name calling based upon identified categories (you made a harassing comment based upon race, sexual orientation, etc.)
 - C. Explicitly state school policies, “Our school does...does not...This behavior can be hurtful to others overhearing it.”
 - D. Personalize the change of behavior needed and expected by the perpetrator.
 - E. Address the target: “Tell me if this happens again. You and everyone else at school have a right to feel safe.”
- Notify parents of both the bully and the target and try to resolve the problems as soon as possible, including referrals to counseling when appropriate.
- Provide protection for students who may be targeted by bullies. One measure might include creating a buddy system to reduce the risk of attack or ridicule of the targeted student.
- Incorporate activities that foster mutual understanding and appreciation, such as research projects or invitations to guest speakers.
- Teachers may wish to avoid attempts at mediating between the bully and the target. When someone bullies, the problem is more than a difference of opinion; it is a difference of power. Bullies may use the mediation process to persuade the targeted person that he/she is somehow at fault for the attack.
- Students who are the target of bullying or who witness incidents of bullying often do not know how to react. They experience feelings of guilt, hurt, and stress along with the fear of revealing the experience to anyone. Classroom discussion and activities that help students learn how to react appropriately and safely may help them develop a variety of responses and a level of comfort in getting through such experiences.

- Address during a safety committee / team meeting and if need be, at the threat assessment team meeting if applicable.

Provide students with the following suggestions designed to help foster appropriate responses:
(Post in classroom and in student / parent handbook)

- Try to avoid engaging in acts of bullying and seek help from an adult.
- Report bullying incidents you witness at school to an adult.
- Encourage others to report bullying incidents and help them report if they cannot do it alone.
- Support someone who has been hurt by offering kind words in private and helping them through the next steps.
- Show your disappointment in the behavior by not joining in while someone publicly humiliates, teases, or harasses another and does not participate in the gossip or rumors being spread.
- When you feel safe, show your disappointment in the behavior by speaking up to other bystanders and the target and say this bullying is wrong.
- When you feel safe, ask the target if they want to go with you to get adult help.

F. Cyber-Bullying

- Students are frequent users of the Internet and other technologies and are now using these technologies to bully their peers and sometimes to harass school staff.
- California Education Code 32261, 32265, 32270 and 48900 define bullying of pupils to include bullying committed by means of an electronic act, and authorizes school officials to suspend or recommend expulsion for pupils who engage in bullying.
- Definition of Cyber-bullying: “Cyber-bullying,” sometimes referred to as Internet bullying or electronic bullying, has been defined as the “willful and repeated harm inflicted through the medium of electronic text. It may involve: sending mean, vulgar or threatening messages or images; posting sensitive, private information about another person; or pretending to be someone else in order to make that person look bad.
- Education of students, parents and staff: Because cyber-bullying often occurs away from adult supervision, students are informed about the dangers of cyber-bullying, what to do if they or someone they know is being bullied in this way, and the district’s policy pertaining to appropriate use of district technology and the consequences of improper conduct. Instruction might also be provided in the classroom or other school settings to explain the legal limits of online speech and to promote communication, resiliency, social skills, assertiveness skills and character education. Similarly, school staff and parents should be educated on how to recognize warning signs of harassing/intimidating behaviors and provided with effective prevention and intervention strategies.

- Acceptable use of the district’s technological resources: Schools have a duty to exercise reasonable precautions against cyber-bullying using the district’s Internet system. The district’s Acceptable Use Agreement which students and their parents are required to sign as a condition of using the district’s technological resources, includes an explicit statement that prohibits the use of the district’s system to bully or harass other students.
- Use of filters to block Internet sites: The district has had a robust system on district computers and a technology protection measure that blocks or filters Internet access to inappropriate sites, and the district has blocked access to social networking sites which are sometimes used to send negative content to others.

G. Staff Training

To ensure bullying does not occur on our school campus, we will provide staff development training in prevention of bullying and cultivating acceptance and understanding in all students and staff to maintain a safe and healthy learning environment.

******End of individual school site information until redacted information in Annexes******

Resources

Compliance Tool for a Comprehensive School Safety Plan

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating K-12 schools to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirements of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

Assessment of school crime committed on school campuses and at school-related functions:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies, including hate crimes
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Active shooter or other assailants

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

An extensive collection of resources, including a sample “Compliance Tool for a Comprehensive School Safety Plan” can be found at the California Department of Education website page “Comprehensive School Safety Plans.”

Guidelines to Support the Annual Review and Evaluation of the CSSP

The following guidelines may be utilized to support the annual review and evaluation of the safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with SEMS (Standardized Emergency Management System), NIMS (National Incident Management System) and Government Code.

The guideline/checklist has been organized into two parts:

1. An assessment by the Safety Committee will be conducted to assure a safe and healthy workplace for employee/s and the community. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the comprehensive safety plan which is certified by the members of the Safety Committee, Cabinet and the Superintendent before being presented to the Board for final review and adoption.
 - Child Abuse reporting procedures
 - Procedures to notify employee/s of dangerous situation
 - Discrimination, Harassment and Sexual Harassment Policies
 - Safe ingress and egress to and from site
 - Rules and procedures on discipline in order to create a safe and orderly environment conducive to the workplace
 - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

Implementation of Plan

The written plan will be made available to all employee/s. The plan will be posted on the District's website www.ausdk12.org.

Mandated Policies and Procedures

The District Safety Committee reviews the site safety plan and makes necessary updates and revision(s). The safety plan must include the following components:

- Child abuse reporting consistent with Penal Code 11164
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.
- OSHA Workplace Violence Plan
- Discrimination, Harassment and Sexual Harassment Policies
- Routine and Emergency Disaster Procedures that include:

- Emergency and Disaster Preparedness Plan
- Fire Drills
- Bomb Threats
- Earthquake Emergency Procedure System
- Transportation Safety and Emergencies
- Shelter In Place/Lockdown
- Active Shooter or other Armed Assailants

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How employee/s is notified that this policy exists?
- How is employee/s notified relative to a specific incident?
- What employee/s training(s) have been completed?

What additional trainings are needed?