



Progress Report

July 1, 2011– June 30, 2012



2012 INNOVATIVE INJURY & VIOLENCE
PREVENTION AWARD RECIPIENT

Safe Schools/Healthy Students
Albemarle/Charlottesville Project
1600 Fifth Street Extended, Suite C
Charlottesville, VA 22902
(434) 872- 4568 • www.safeschoolscville.org

What's in this Report

August 20, 2012

To Our Local School Staff, Administrators, Parents & Community Supporters:

I am particularly pleased to share this report on our third year of grant programming in the community. Data from our 2012 Spring School Climate Survey shows dramatic increases in student safety, reductions in reports of bullying and decreasing numbers of high school students who use drugs or alcohol. Our schools have devoted significant effort and resources to building and strengthening school climate since the grant baseline in 2009:

- The number of students in grades 6-12 involved in a physical fight at school dropped 34.3%.
- The number of students in grades 6-12 reporting that they have been bullied in the last 30 days dropped by more than one quarter (26.4%).
- The number of high school students reporting drinking alcohol in the past 30 days decreased by nearly a quarter (24.9%).
- More than 2000 (unduplicated) students received in-school mental health counseling services from SS/HS-funded counselors.

This sustainable progress would not be possible without the cooperation and support of countless students, teachers, administrators and community partners who share our vision for safer, healthier students and school communities.

Our goal is to build on these successes, focusing on the programs and services that are changing behaviors, offering student support and addressing the broad range of risk factors that feed school violence and prevent students from reaching their fullest academic potential.

Sincerely,



June Jenkins, Project Director

Safe Schools/Healthy Students
Albemarle/Charlottesville Project
1600 Fifth Street Extended, Suite C
Charlottesville, VA 22902
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www.safeschoolscville.org

Our Safe Schools/Healthy Students - Albemarle/Charlottesville Project is part of the Federal Safe Schools/Healthy Students Initiative, a collaboration of the U.S. Departments of Education, Health and Human Services, and Justice to address rising concerns about youth violence, substance abuse, and school safety through grants to local community partnerships throughout the country.

Core Management Team



Our Core Management Team represents a broad spectrum of the community. These individuals have the experience, expertise and knowledge that allows SS/HS to successfully implement programs and school supports.

COMMISSION ON CHILDREN & FAMILIES

Gretchen Ellis, Director
Charlottesville/Albemarle
Commission on Children and Families

JUVENILE JUSTICE

Martha Carroll, Director
Sixteenth District Court Services Unit
Darby Lowe, Deputy Commonwealth's
Attorney
Albemarle County
Elizabeth Killeen, Assistant Commonwealth's
Attorney
Charlottesville City

MENTAL HEALTH

Neta V. Davis, Senior Director
Child and Family Center
Region Ten Community Services Board
Lori Wood, Prevention Director
Region Ten Community Services Board

NON-PROFIT AGENCIES

James Pierce, Executive Director
Central Virginia Boys & Girls Club
Melissa Cohen, Program Director
Children, Youth and Family Services

LAW ENFORCEMENT

Sergeant Linda Jenkins
Albemarle County Police Department
Community Support Division

LAW ENFORCEMENT, (continued)

Sheriff James E. Brown, III
City of Charlottesville
Officer Cory Culbreath
School Resource Officer
Buford Middle School
Sergeant Michael Gore
Charlottesville Police SRO Unit

SCHOOLS

Lee Davis, Vocational Planner
Charlottesville City Schools
Matthew S. Haas, Assistant Superintendent
Albemarle County Public Schools
Jim Henderson, Assistant Superintendent
Charlottesville City Schools
Steve Saunders, Assistant Principal
Brownsville Elementary School

SOCIAL SERVICES

John Freeman, Associate Director
Albemarle County Dept. of Social Services
Diane Kukyno, Director
Charlottesville Dept. of Social Services
Brenda Sampe, CPS Supervisor
Charlottesville Dept. of Social Services

UNIVERSITY OF VIRGINIA

Dewey Cornell, Ph.D.
Curry School of Education

Who We Are

Safe Schools/Healthy Students Project Team

June Jenkins, Project Director
Lois Wallenhorst, Project Coordinator
Marc Dawkins, Project Leader for Western Albemarle HS and feeder schools
Jenna Easton, Project Leader for Albemarle HS and feeder schools
Carol Fox, Project Leader for Monticello HS and feeder schools
Robert Garrity, Project Leader for the Charlottesville City Schools

School Safety Supports

Performance Objectives

- I. Reduce the number of students in grades 6-12 who did not go to school on one or more days in the last 30 days because they felt unsafe at school.

Reported Fall 2009 (grant baseline): 7.2%

Reported Spring 2009-10: 7.3%

Reported Spring 2010-11: 6.0%

Reported Spring 2011-12: 5.4%

- II. Reduce the number of students in grades 6-12 who have been involved in a physical fight on school property in the last 12 months.

Reported Fall 2009 (grant baseline): 14.0%

Reported Spring 2009-10: 13.7%

Reported Spring 2010-11: 10.8%

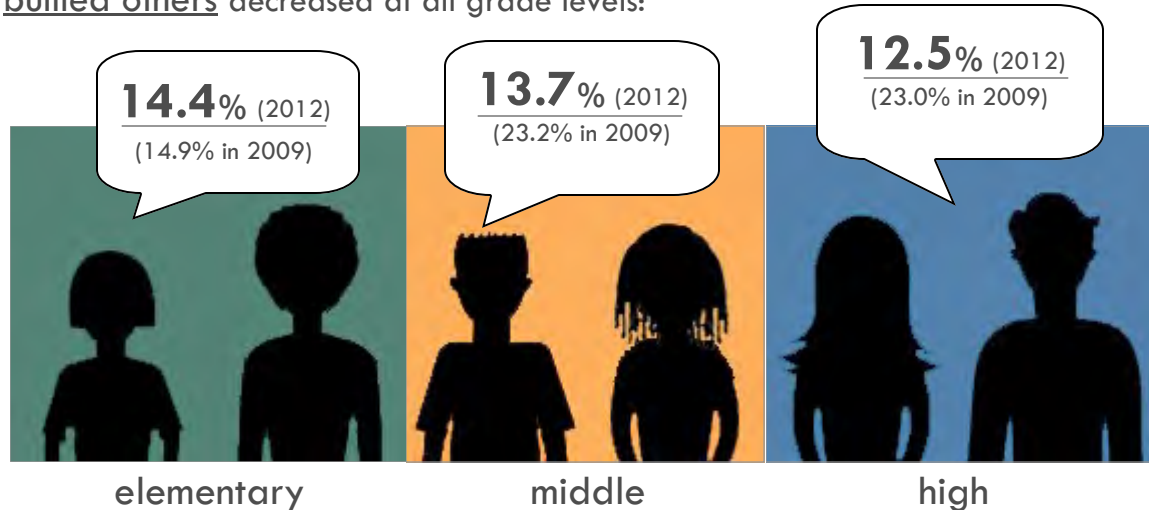
Reported Spring 2011-12: 9.2%

BULLYING PREVENTION SUCCESS

A collection of efforts and activities support the reductions in school violence and bullying. Schools have created student-led teams and their activities are providing grassroots support for positive behavior and relationships. During the current school year SS/HS provided [Olweus Bullying Prevention](#) program training to three additional schools and continued support services and guidance for schools that have Olweus Prevention committees in place. SS/HS Project Leaders provide support in situations ranging from individual interventions to parent and student presentations.

2012 School Climate Survey:

Between 2009 and 2012, the percentage of students reporting that they had bullied others decreased at all grade levels:



Implementation Summary

School Safety Supports (continued)

SS/HS staff provides school-year long activities and materials to reinforce anti-bullying messages and reduce bullying behavior. In October, SS/HS and both school systems kicked off the school year with strong anti-bullying messages that included:

- school-wide cyberbullying prevention presentations
- October “Bullying Prevention Month” activities
- school meetings to talk about bullying
- school pledges to stop bullying

In addition, staff provided information and support for other national observances that support positive behaviors and relationship development. These include “[Mix-It-Up-at-Lunch Day](#),” which builds community by asking students to get to know someone new during their lunch time.

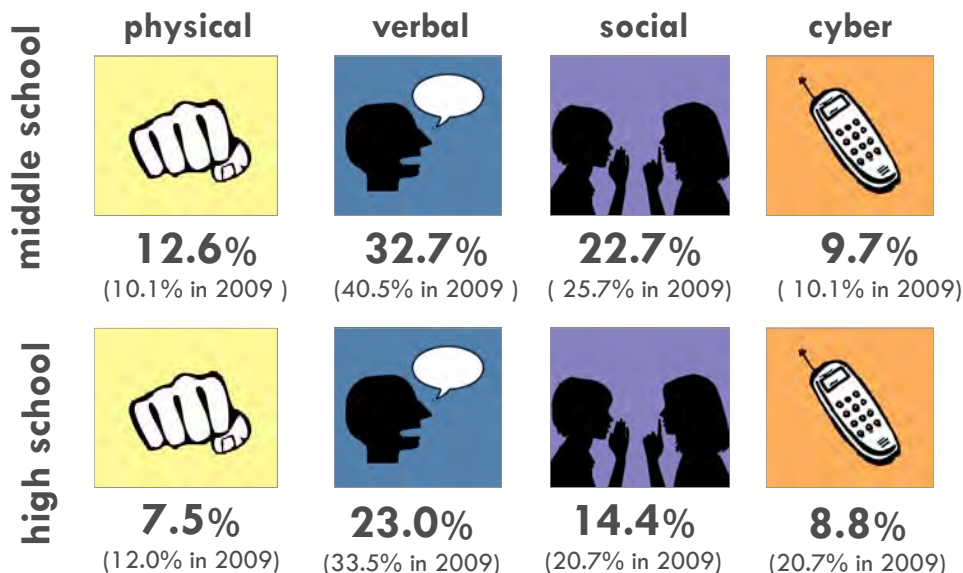


SS/HS staff used the [Safe Dates](#) curriculum in individual situations with teens working to correct violent/aggressive relationship behaviors. The Safe Dates curriculum will be offered to classrooms, small groups and larger audiences in the 2012-13 school year.

All of these efforts build support for behaviors and attitudes that encourage healthy relationships, not only with school peers, but in families, workplaces and throughout the community.

School Climate Survey 2012:

What does bullying look like in middle and high schools?



School Safety Supports (continued)

PEER SUPPORT SURVEY

Working with the University of Virginia, SS/HS formalized a process that allows students to submit names of students who may be victims of bullying. The reporting is anonymous and school counselors follow up on the names submitted to identify situations where intervention is necessary. SS/HS worked with the UVA Curry School to create a video that offers a standard definition of bullying and then offers examples of some of the different forms bullying behavior can take. The [Peer Support Survey](#) will be administered to students in grades 4-12 in both the ACPS and CCS systems during October of each year, ensuring that students who need help receive it early and throughout the school year.



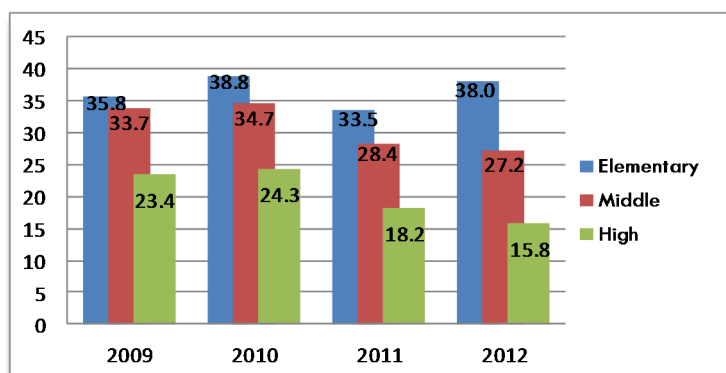
SPRING STUDENT SCHOOL CLIMATE SURVEY

Students in grades 3-12 take the [Spring School Climate Survey](#) each spring and this year, more than 11,200 students completed an online survey. Elementary, middle and high school level surveys ask age appropriate questions about safety, risk behaviors and school engagement.

What is gained in the process? First and foremost, the ability to measure and detect student needs and respond accordingly, both in the immediate sense and in the future. SS/HS has worked with building administrators to monitor school survey results and has used survey data to inform individual School Improvement Plans. Our Core Management Team reviews the survey content annually to ensure that it seeks information that is relevant and meets the changing needs of schools and students. In 2012, questions were added to gauge student engagement in school and, in response to local concerns and national trends, two questions about consumption of energy drinks and prescription drugs were added to the high school level survey. (See Substance Abuse Prevention pages 9-10).

The School Climate Survey is an annual, intentional process that allows our schools to reflect on the school community they are—and the school community they wish to build for the future. Full [survey results](#) can be found on our website.

School Climate Survey 2009—2012 Response Summary:
I have been bullied in the past thirty days



School Safety Supports (continued)

RESTORATIVE PRACTICES

Restorative Practices (RP) continue to be taught and utilized to strengthen relationships, improve communication and classroom behavior. RP methods will continue to be used during the coming school year to:

- work with students who are returning to the classroom after behavioral, disciplinary or other situations where conduct results in a student's removal from school,
- resolve conflicts between students or between students and school staff, and
- improve communication within classrooms and schools.

Charlottesville High School has continued to grow their use of RP with book club meetings and discussion groups. Albemarle County Public Schools' high school staff will receive RP training during the coming school year and begin collectively incorporating RP methods in their daily teaching routines. Information about RP can be found on the SS/HS website.

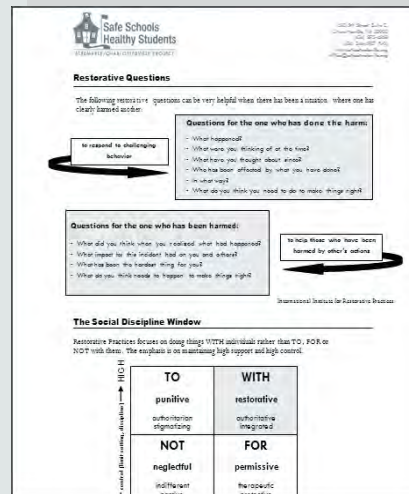
COMMUNITY GANG PREVENTION/INTERVENTION EFFORTS

In response to concerns about gang activity in the community, SS/HS drew a collection of partners together for a December 2011 forum discussion. The event included presentations from both police chiefs, additional law enforcement officers, school representatives and other community partners. With key partners at the table, a community prevention/intervention effort has re-formed to bring community energy and resources to this issue. A recording of the panel discussion can be found on our website.

Since this initial discussion:

- A gang steering committee is working to formalize preventions and interventions for youth who are at risk for involvement with gangs.
- SS/HS has gathered and created parent and teacher resources that identify warning signs of youth involvement with gangs.

RP At a Glance



What do the numbers say?

In a 2012 survey of staff trained in RP: **47.4%** of teachers reported that they used impromptu conferences to problem solve and address classroom issues or conflicts.

A Parent's Quick Reference Card

Recognizing and Preventing Gang Involvement

This quick reference guide provides common warning signs of gang involvement, but may not be all-encompassing. Parents should look for multiple signs to indicate possible gang involvement because some of these indicators alone, such as clothes or musical preferences, are also common among youth not involved in gangs. Parents are encouraged to familiarize themselves with local gang symbols, seek help early, and consider contacting school personnel, local law enforcement, faith leaders, and community organizations for additional assistance.

Warning Signs That Your Child May Be Involved with a Gang

- Admits to "hanging out" with kids in gangs
- Shows an unusual interest in one or two particular colors of clothing or a particular logo
- Has an unusual interest in gangster-influenced music, videos, movies, or websites.
- Carries a weapon
- Has been in trouble with the police
- Exhibits negative changes in behavior such as:
 - * Withdrawing from family
 - * Declining school

Substance Abuse: Prevention & Intervention

Performance Objectives

- I. Reduce the number of students (grades 6-12) who report using alcohol at least once during the past 30 days by 10% each grant year.

Reported Fall 2009 (grant baseline): 19.4%

Reported Spring 2009-10: 22.7%

Reported Spring 2010-11: 18.1%

Reported Spring 2011-12: 15.6%

- II. Reduce the number of students (grades 6-12) who report using marijuana at least once during the past 30 days by 10% by the end of the grant period.

Reported Fall 2009 (grant baseline): 12.9%

Reported Spring 2009-10: 15.9%

Reported Spring 2010-11: 12.9%

Reported Spring 2011-12: 9.8%

SUBSTANCE ABUSE PREVENTION EFFORTS

Since the inception of the Safe Schools/Healthy Students grant, persistent and targeted efforts have been made to reduce alcohol and other substance use by high school students. The first year of grant work saw alternative education sites implement [Project TND](#) and thereby increase at-risk students' knowledge about the risks and consequences of alcohol and tobacco use. [Social Norms Marketing \(SNM\)](#) is a larger strategy that was incorporated into SS/HS work during the following two years. SNM strategies aim to correct high school students' misperceptions about peer substance use, using climate survey data to illustrate that the number of students they perceive to be using alcohol is much higher than the actual number of students who report substance use. This mix of strategies has resulted in continued decreases in the number of students reporting substance use.

Implementation Summary

2012 High School Student Climate Survey Results:

I have used _____ at least once in the past 30 days:

alcohol



22.9%

(30.5% in 2009)

marijuana



15.2%

(20.9% in 2009)

cigarettes



8.9%

(16.8% in 2009)

energy
drinks



29.6%*

* Questions added in 2012

prescription
drugs *



6.6%*

Substance Abuse: Prevention & Intervention

In addition to evidence-based approaches that reduce substance use, SS/HS staff engages partner agencies working in the community to change teen substance use knowledge, perceptions and behaviors.

TOWN HALL EVENT

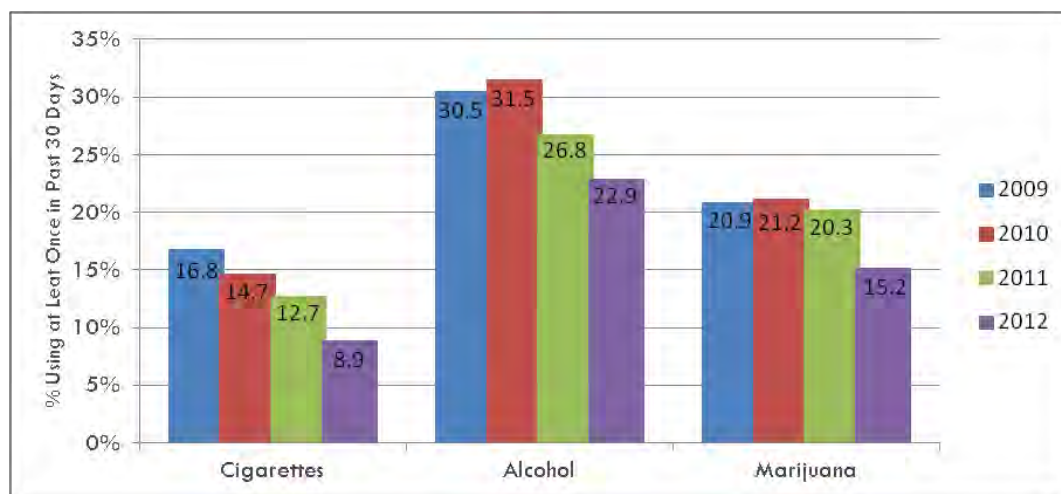
A Town Hall Meeting on Underage Drinking was held in April, 2012. Together with the UVA Teen Health Center and Region Ten, SS/HS used a grant from SAMHSA to host an evening of presentations from a school resource officer, UVA's Gordy Center for Substance Abuse Prevention, and the Charlottesville City Commonwealth's Attorney Office. Both students and parents took an interactive knowledge test about alcohol consumption (and were surprised by the results!) The Albemarle County Police Department also provided simulator goggles that demonstrated how vision and perception are affected by substances. Student and parent evaluations after the event enthusiastically supported continued education events in the future.



What's in the numbers?

In 2012 the percentage of high school students reporting one or more drink of alcohol in the last 30 days dropped **14.6%** when compared to 2011.

2009-2012: Drug, Cigarette and Alcohol Use Amongst High School Students
(I have used _____ at least once in the past 30 days.)



Student Behavior Supports

- I. Reduction of 25% from baseline, by the end of the grant period, in the number of behavioral referrals for students in grades K-5 participating in Responsive Classroom.

Reported Fall 2009 (grant baseline): 492

Reported Spring 2009-10: 484

Reported Spring 2010-11: 419

Reported Spring 2011-12: Not available at publication.

- II. Reduction of 25% from baseline, by the end of the grant period, in the number of behavioral referrals for students in grades 6-8 participating in Second Step.

Reported Fall 2009 (grant baseline): 802

Reported Spring 2009-10: 721

Reported Spring 2010-11: 637

Reported Spring 2011-12: Not available at publication.

SUPPORTIVE SCHOOL CLIMATES & STUDENT BEHAVIOR

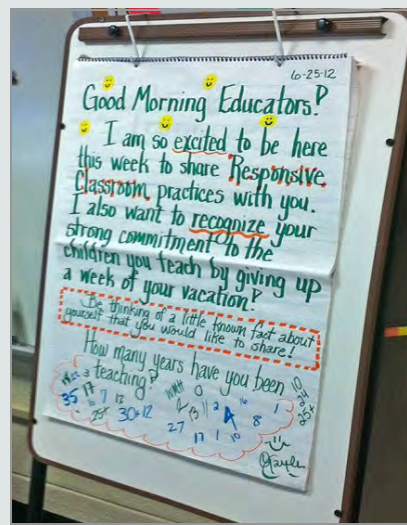
SS/HS student behavior supports provide focus on the social and emotional development of students—building overall classroom and school environments that protect students from a number of risk factors and behaviors. This year SS/HS continued to support Responsive Classroom (RC) training and took exploratory steps to learn more about a program that is a continuation of many of the practices of RC at the middle school level.

RESPONSIVE CLASSROOM

Responsive Classroom is an elementary school program that places equal emphasis on socio-emotional and academic learning. To be successful academically and socially, children need support for learning cooperation, empathy, and self-control. Responsive Classroom uses classroom routines, organization, management and discipline that nurture students' ability to reach their full potential.

Summer trainings in Responsive Classroom were held for both Charlottesville City and Albemarle County school staff in 2012. In June, 119 ACPS staff members spent part of their summer break at a week-long institute, and in August, 48 CCS staff members received the same RC training. Course instructors teach and model hands-on lessons and skills that can be put to use in the classroom immediately.

Teacher feedback continues to be overwhelmingly positive about the effect RC has on student behavior and its ability to strengthen relationships between teachers and students and between students and their classmates.



Student Behavior Supports (continued)

MIDDLE SCHOOL BEHAVIOR SUPPORTS

SECOND STEP is an evidence-based curriculum focused on teaching middle school students positive social and emotional skills. The program is specifically designed to reduce aggressive and impulsive behaviors and increase protective factors and social competence.

Seven community middle schools implemented Second Step school-wide during the 2011-12 school year.

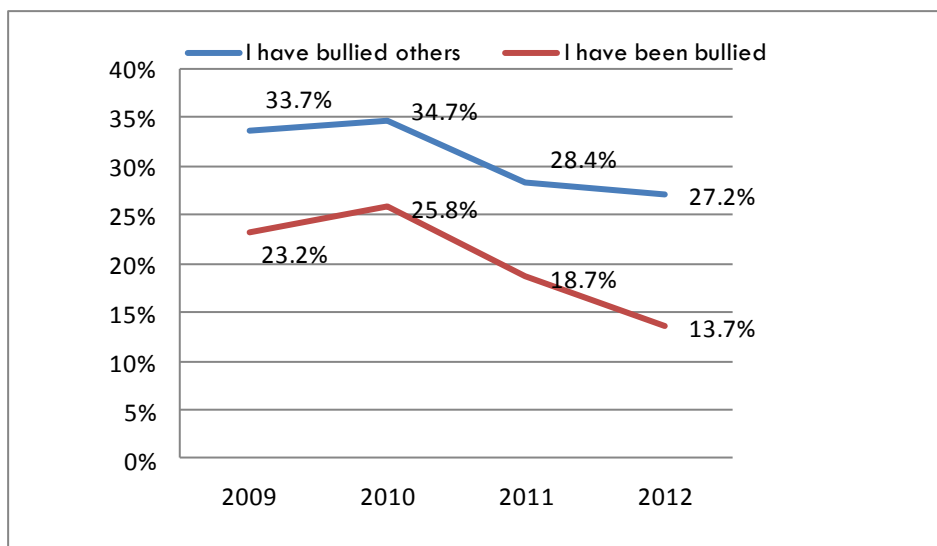
What's in the numbers?

Middle school student attitudes about bullying behavior are improving when compared to the baseline in 2009. In 2012, fewer students agreed:

- that bullying is fun to do (46.2% decline)
- that it is ok to hit someone (16.9% decline)
- that people will look up to you if you fight (19.4% decline)

2012 Middle School Spring Student Climate Survey Results

2009-12 Middle School Student Climate Survey Results: Bullying Behavior



DEVELOPMENTAL DESIGNS

In response to requests from middle school administrators, SS/HS used student behavior support funding to sponsor an introductory presentation from Developmental Designs (DD), an approach that adjusts many of the practices and methods of Responsive Classroom to be developmentally appropriate for middle school students. All middle schools in both the ACPS and CCS systems sent representatives to the half-day presentations.

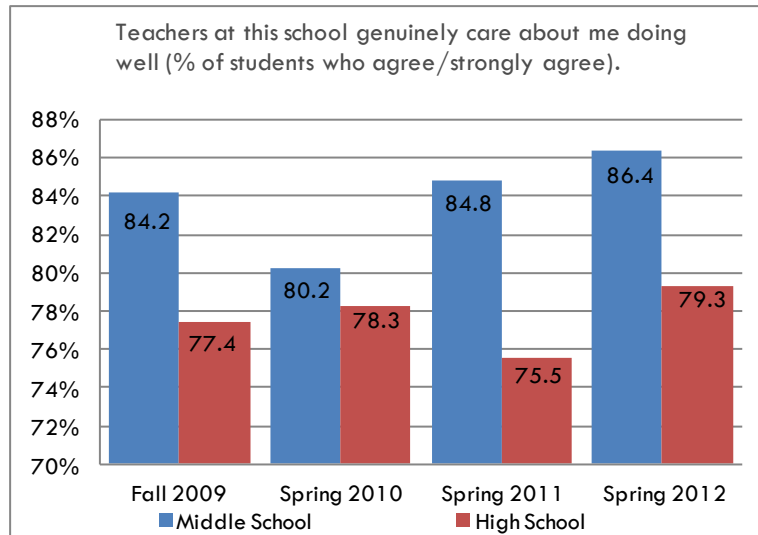
Why Developmental Designs?

Middle school administrators and teachers have repeatedly commented about the strong social-emotional skills and positive behaviors in students coming from elementary schools using Responsive Classroom. At their request, SS/HS researched a similar program for middle school students!

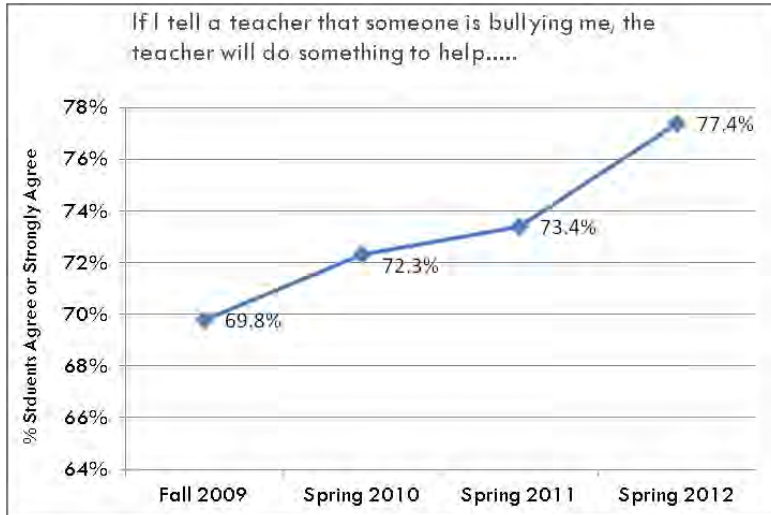
Positive School Climate

As SS/HS and both public school systems work jointly toward the goal of safer, healthier students, we are increasing the protective factors that not only benefit individual students, but whole school environments. This focus on school climate has emerged with the understanding that students' social and emotional development are critical components of academic success.

2009-12 Middle & High School Student Climate Survey Results:



2009-12 High School Student Climate Survey Results:



Much of the information and positive data in this report point to healthy, thriving school communities and climates. To expand upon this information, our Core Management Team added questions about students' engagement in school, their trust level with adults and overall feelings about school to the 2012 [Student School Climate Survey](#).

2012 Elementary School Climate Survey Responses

If I tell a teacher about bullying, that teacher will help.



88.4%

There is an adult at this school I can go to if I have a problem.



91.2%

Student Mental Health

- I. By the end of the grant period, increase of 33% from baseline in the number of students in grades 6-12 receiving school-based mental health services as measured by clinician records.

Grant Baseline 2009: **407** students received in-school mental health counseling services in the 2008-09 school year. (R10 PCE database measurement)

Reported Spring 2010: **522** students in grades 6-12 were provided school-based mental health services by SAPs and/or Safe Schools Counselors.

(*This number reflects 6 months of grant personnel work in schools.)

Reported Spring 2011: **996** students in grades 6-12 were provided school-based mental health services by SAPs and/or Safe Schools Counselors.

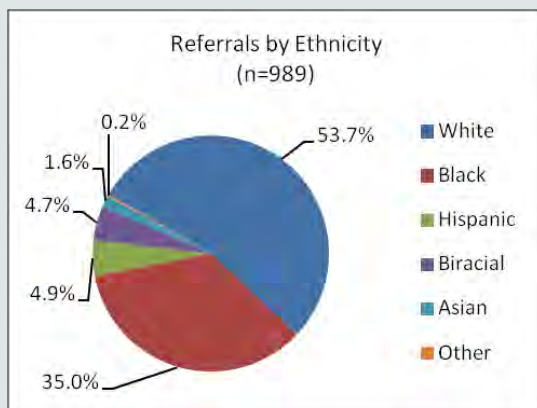
Reported Spring 2012: **977** students in grades 6-12 were provided school-based mental health services by SAPs and/or Safe Schools Counselors.

SAFE SCHOOLS and SAP COUNSELORS: IN-SCHOOL MENTAL HEALTH COUNSELING

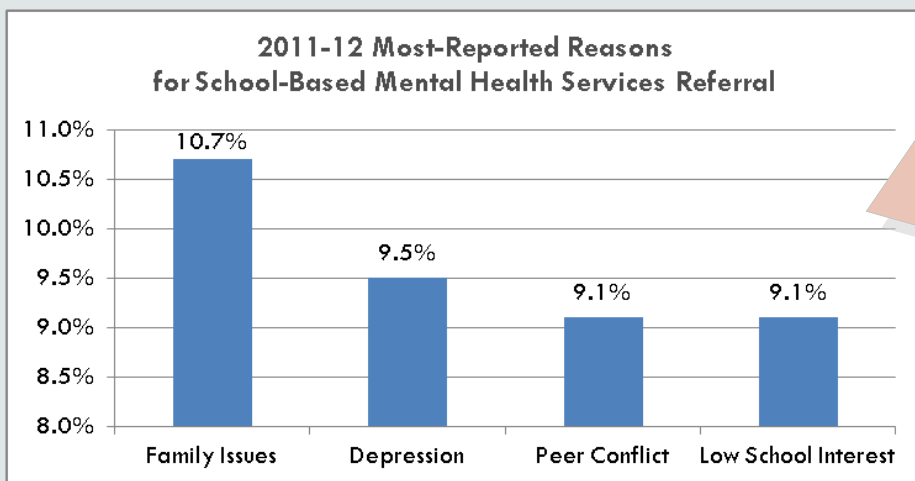
SS/HS makes mental health counseling services available and accessible by providing greater capacity for in-school services that are free-of-charge.

- Eight University of Virginia doctoral student interns ([Safe Schools counselors](#)) are working with students in a number of ACPS middle and high schools each year.
- [Student Assistance Program \(SAP\) counselors](#) from Region Ten are placed at Buford Middle School, Charlottesville High School and nine of the ACPS middle and high schools during the grant period. The SAP program is a collaborative model of prevention/intervention that coordinates support services for students experiencing problems that interfere with the learning process.
- A full-time mental health therapist is in place at Charlottesville High School.
- Students can be referred to these counselors by parents, teachers, administrators, school counselors or school psychologists, or they may refer themselves for services.
- SAP counselors and SS counselors combined provided more than **6000** hours of counseling services during the 2011-12 school year.

DEMOGRAPHICS OF 2011-12 MENTAL HEALTH SERVICE PROVISION



Student Mental Health (continued)



What's behind the numbers?

Among 6-12th graders, the percentage of school-based mental health referrals for aggressive, angry and bullying behaviors declined from **17.0%** in 2011 to **12.2%** in 2012.

DURING THE PAST 12 MONTHS, how many times did you
(number of students who reported "at least one time")

...feel so sad or helpless almost every day for two weeks or more that you stopped doing some usual activities?

Middle School

20.0%

(20.2% in 2009)

High School

22.0%

(27.2% in 2009)

...ever seriously consider attempting suicide?

Middle School

10.7%

(10.2% in 2009)

High School

11.0%

(13.6% in 2009)

INFORMATION PACKETS FOR SCHOOL COUNSELING STAFF

SS/HS receives a large volume of information and resources from federal agencies. To share the information with local schools, SS/HS staff created information packets that are a combination of federal resources and original materials created for our local community. 2011-12 school year topics included: suicide prevention, healthy teen relationships, students affected by grief and students affected by traumatic events.

"Collaborating with SS/HS has been a positive experience for me as a school counselor. The informative seminars and helpful resources provided by SS/HS have broadened my understanding of and ability to respond to various issues and thereby had a constructive impact on my work with middle school students."

Lisa Wright, ACPS Middle School Counselor

Early Childhood Education

SS/HS continues to support early childhood development through funding family support workers in both the CCS and ACPS systems. In addition, SS/HS funds a [HighScope](#) preschool classroom in the CCS system at Greenbrier Elementary School.

HIGHSCOPE PRESCHOOL CURRICULUM TRAINING: Preschool teachers have been unanimously positive about the benefits of the [HighScope](#) preschool curriculum. Available seats fill almost immediately when training dates are announced. Twenty-three CCS and ACPS teachers attended HighScope training in 2011-12.



EARLY CHILDHOOD EDUCATION COMMUNITY OF PRACTICE: To build on the enthusiastic response to training opportunities, SS/HS began a monthly “Community of Practice” meeting for pre-K teachers and instructional aides. More than 50 preschool staff have attended at least one of these sessions. These educators have welcomed the chance to develop skills, share resources and ideas and learn new classroom practices.

100th DAY of SCHOOL: To celebrate the 100th day of the school year, SS/HS created a celebratory crown “kit” for preschool and K-2nd grade classrooms to mark this school year milestone and explore a math exercise around the number “100”. Over 2500 students took part in the crown-making activity in more than 100 classrooms throughout the ACPS and CCS systems.



April is child abuse prevention month

prevent abuse

protect children

provide hope

To report abuse, protect a child and provide hope, Call:
1-800-552-7096

PREVENTION MONTH TIP: Discipline your child thoughtfully. Never discipline your child when you are upset. Give yourself a chance to calm down before disciplining your child.

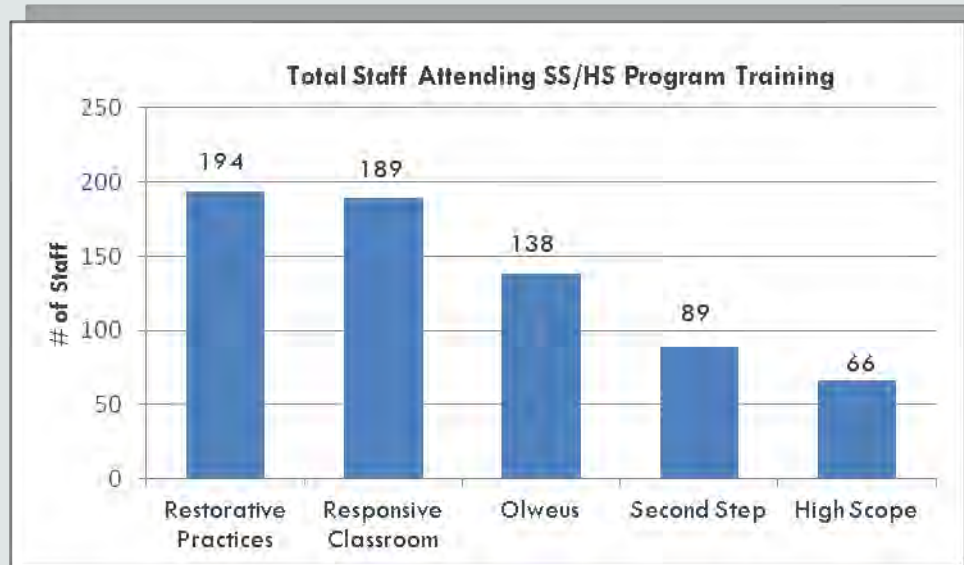
Logos: acdss, CASA, SARA, CYFS, Children, Youth & Family Services, Inc., Safe Schools Healthy Students

CHILD ABUSE PREVENTION MONTH: Staff worked with a large group of community partners to promote child abuse prevention awareness and education opportunities during April 2012. A calendar of community activities was hosted on the SS/HS website. Because the pinwheel is the symbol for child abuse prevention, a pinwheel making activity was created and distributed for preschool and kindergarten classrooms.

Staff Training & Professional Development

SCHOOL STAFF TRAININGS IN EVIDENCE-BASED PRACTICES

SS/HS funding provides training for school staff in each of the evidence-based classroom curricula prescribed by our logic model. SS/HS Project Leaders are certified trainers and lead school-based trainings in Restorative Practices, Second Step and Olweus Bullying Prevention Program. In addition, SS/HS funding has brought certified trainers from Responsive Classroom and HighScope to our community each summer to train school staff.



COMMUNITIES OF PRACTICE: NETWORKING AND SKILL DEVELOPMENT

SS/HS staff created these monthly networking sessions to provide support for staff incorporating programs into their classroom practices. These meetings have become a forum for ideas, problem solving, information and resources. During 2011-12, 122 teachers attended one or more networking sessions to learn about topics that included classroom arrangement, morning meetings, adult-child interactions, academic choice, teacher language and much more.

Community Involvement

FAMILY DINNER DAY: SS/HS worked with Kroger, Papa John's, Domino's Pizza and ALC copies to distribute fliers about this national event that draws attention to the importance of families sharing a meal together.



TENTH ANNIVERSARY OF 9/11: The anniversary of 9/11 was marked by many community events. SS/HS worked with the Paramount Theatre to offer a daytime student screening of "Project Rebirth," a documentary film about the aftermath of 9/11 and how five different lives were affected. The SS/HS website also offered resources to commemorate the anniversary of 9/11 for elementary, middle and high school students.

RACE TO NOWHERE SCREENING: Albemarle County Public Schools' Parent Council and the PTO at Western Albemarle High School invited the SS/HS project director and partners to participate in a panel discussion after a screening of "Race to Nowhere." The film looks at the stress, pressures and difficulties many students experience surrounding school and academics—and whether parents and/or educators are focused on the elements that support healthy youth development.

TEEN DATING VIOLENCE AWARENESS MONTH: In February SS/HS provided resources, materials and presentations about healthy teen relationships for middle and high school students.



PANEL DISCUSSIONS WITH PARTNER GROUPS & COMMUNITY EXPERTS: Throughout the school year, SS/HS received requests from schools and partners about different school and student-related topics. A number of short, afterschool panel discussions gave overviews of a number of different topics and offered access to individuals and organizations that offer more information and support. The discussion topics included underage drinking, gang awareness, working with students affected by traumatic events, working with students affected by grief and relational aggression in girls. Participants received resources on each topic and were given information about additional online resources.

SCHOOL CLIMATE PRESENTATIONS & RESOURCES: The SS/HS Project Director was invited to speak about positive school climate at a UVA symposium on school-based bullying in June. Her comments on bullying and school climate were also reported by local media outlets. Since that time, SS/HS has been sought out by local, state and nation-wide groups to present and/or share resources, including the Student Climate Survey. The project will continue to create and share school climate resources during the 2012-13 school year.



Acknowledgements

We are grateful for the ongoing support and collaboration of the Albemarle County and Charlottesville City Public Schools systems. In addition, our work would not be possible without the collaboration, experience and expertise that community partners bring to all we accomplish.

Albemarle County Commonwealth Attorney's Office	Habitat for Humanity/Southwood Community Center
Albemarle County Department of Social Services	Hospice of the Piedmont
Albemarle County Parent Council	Jefferson Area CHIP
Albemarle County Police Department	Juvenile Justice Advisory Committee
Albemarle County Schools	Kroger
ALC Copy Center	Music Resource Center
Arch's Frozen Yogurt	Papa John's Pizza
Barnes and Noble	Newcomer's Club of Charlottesville
Camp Holiday Trails	Park School
Central Virginia Boys and Girls Club	Piedmont YMCA
Charlottesville City Department of Social Services	Region Ten Community Services Board
Charlottesville City Police Department	ROSMY
Charlottesville City Schools	Sexual Assault Resource Agency
Charlottesville Rotary Club	Shelter for Help in Emergency
Charlottesville Sheriff's Office	Sixteenth District Court Services Unit
Children, Youth and Family Services	The University of Virginia
City of Charlottesville Commonwealth Attorney's Office	United Way
Community Attention	UVA Gordy Center for Substance Abuse Prevention
Crutchfield Corporation	UVA Teen Health Center
Denise Hall, Denise Training, Inc.	VA Attorney General's Gang Prevention Task Force
Fabio's Italian Restaurant	Virginia Department of Health
Department of Criminal Justice Services	Women United in Philanthropy
Foothills Child Advocacy Center	Whole Foods
Foods of All Nations	YOUTH-NEX

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www.safeschoolscville.org

Our Safe Schools/Healthy Students - Albemarle/Charlottesville Project is part of the Federal Safe Schools/Healthy Students Initiative, a collaboration of the U.S. Departments of Education, Health and Human Services, and Justice to address rising concerns about youth violence, substance abuse, and school safety through grants to local community partnerships throughout the country.

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