ALBANY UNIFIED SCHOOL DISTRICT

OCEAN VIEW ELEMENTARY SCHOOL

COMPREHENSIVE SAFE SCHOOL PLAN
2015-2016

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School Contact Information

County: Alameda County
School District: Albany Unified School District
Address: 1051 Monroe, Albany, CA 94706, Telephone (510) 558-3766
School Site Name: Ocean View Elementary School
Address: 1000 Jackson Street, Albany, CA 94706
Telephone: 510-558-4800
Principal's Name: Terry Georgeson

Safe School Vision and Mission Statement

The mission of Ocean View Elementary School is to provide the highest quality education in a safe and caring environment. A community that values it's unique diversity, Ocean View is committed to empowering students and staff to achieve their fullest potential while creating learning opportunities in a collaborative environment.

School Profile

Ocean View Elementary School is one of three elementary schools in the Albany Unified School District, serving families from the local community as well, many from University of California at Berkeley Student Housing. Ocean View offers a learning environment with open space, a communal courtyard and large playing areas for students. Grade level communities are organized within the larger school, which provide a collaborative setting for leaning. We feature a large library and a Multi Purpose Room designed to support general school activities such as assemblies, lunch, and PTA events. The school also supports two school gardens nurtured by classrooms and staff.

Overall School Culture Goal

Ocean View School 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.

Action Steps for 2015-2016 to Reach School Culture Goal (Site Plan Action Steps)

- Ocean View School fosters an environment that is welcoming to all families and family structures. Through our ELAC and PTA, the parent community helps new families adjust to the school, it's procedures and traditions.
- Teachers and staff will utilize lessons and activities from the *Welcoming Schools* curriculum and other resources that offer an articulated means to discuss issues of inclusion, bullying and name-calling. These opportunities help students build empathy and pride in the similarities and differences that exist in our community.
- Ocean View facilitates the use of a common language through the BEST Program. The Three B's, Be safe, Be respectful, and Be Responsible are modeled and used when addressing conflicts. This school wide program helps assist students making positive behavioral choices.
- Ocean View and it's PTA offer parents opportunities to learn ways for supporting their children through Parent Education Nights, Parent–Teacher conferences and Student Success Teams' (SST)
- The school offers the Student Parent Handbook that includes: *Peaceful Playground Handbook*, emphasizing a school-wide emphasis on behavior and rules for the classroom and playground.
- Weekly Student Success Team meetings.
- Reading buddy program. Paring classrooms offering students an opportunity to mentor another student in a younger classroom.
- Home-school communication through teacher and principal's newsletters, and semi annual parent/teachers conferences.
- Ocean View School offers students opportunities to play games through noontime activities and field games.
- Students leadership opportunities are given through a Conflict Manager program, Student Council and classroom leadership jobs.

- **Assessment of School Crime**

a. Suspension and Expulsion Data
Fewer than 6 suspensions and no expulsions during the 2012-2013 school year.
Referrals to the office average less then seven weekly.

b. Annual CSSA Reports
Indicate monthly accounts of school vandalism and tagging of exterior building 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 supports 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 and Programs that Foster a High Level of School Safety

a. Community-Parent Partnerships
The school works closely with community support groups, such as: Ocean View PTA, SchoolCARE, Albany Education Foundation, Albany Music Fund, City of Albany, and Safe Routes to School.

b. Classroom teachers provide lessons from BEST BEHAVIOR PROGRAM or WELCOMING SCHOOLS CURRICULUM that provide students with constructive ways of conflict resolution and community building.

c. The school models and supports conflict resolution strategies. Teachers model and facilitate and teach students to use "I Messages" when in a conflict.

d. Conflict Managers are on duty during recesses to assist students with peer conflicts.

d. After-School Activity Programs
Before and after-school fee-based enrichment programs are available to students. Classes that are offered include a variety of language, art, science, 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), School Resource Officers, Child Protective Services report, vehicle/pedestrian traffic management, and crossing guards

f. Anger Management and Social Skills Groups
Staff and administration work with students to develop strategies for coping with anger and frustrations. Students are reminded to give "I messages" and use other positive alternatives when in a conflict. When available, counseling services, student support groups and consultation with specialists to help develop behavior plans as needed.

Policies and Procedures

There are policies and procedures at the school site to address each of the following situations. They consist of Board Policies (BPs), Administrative Regulations (ARs) and other district and school policies and procedures.

a. Child Abuse Reporting Procedures
Forms and procedures are available in the school office.

b. Disaster Procedures
Each school has a "Site Emergency Plan" includes planning for and responding to a variety of emergencies. These procedures correspond to the SEMS (Standardized Emergency Management System) model of disaster planning required by Federal and State agencies.

c. District and School Suspension, Expulsion and Mandatory Expulsion Guidelines AUSD Board Policy and AR.

d. Procedures to Notify Teachers of Dangerous Pupils (AUSD Board Policy & AR)

e. Sexual Harassment Policy (AUSD Board Policy & AR)

f. School-wide Dress Code Relating to Gang-related Apparel (AUSD Board Policy & AR)

g. Procedure for safe 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 playground are closed and locked during school hours. Safety procedures are in place for early pick up of students. Staff carry emergency badges which allow them pull the badge in case of a lockdown or other emergency situations. All staff members are alert to adults entering school grounds and to direct those without visitor passes to the office for needed clearance.

h. 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 Ocean View School:

- Weekly grade level and faculty meetings
- Conflict Manager Program
- Peaceful Playground Handbook
- School-wide focus on targeted life skills using BEST, Second Step and the Peaceful Playground Handbook
- Leadership opportunities for students through student council/ Conflict Manager program
- Consistently enforced rules for the classroom and playground
- Weekly Student Study Team (SST) meetings each Wednesday morning
- Class meetings to discuss student conflicts
- 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)
- Policies related to disciplinary action regarding special education students
- 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.

SCHOOL SAFETY STRATEGIES AND PROGRAMS

Component 1: Personal Characteristics of Students and Staff

The traits that students, teachers, administrators, and other personnel bring to the campus (ethnic/cultural diversity, various experiences) include the following:

Students, staff, community and other agencies are positive, constructive, willing and able to mutually cooperate in planning and implementation efforts.

Students, staff, families and community represent, contribute to and embrace a diverse spectrum of ethnic, cultural and language identification, experiences and understanding as well as experience and expertise directly related to safety and emergency preparation, etc.

Component 2: School's Physical Environment Component

The physical conditions in which education takes place

Examples of programs and practices in place:

- "Sign-in and sign-out " procedure for visitors and volunteers
- A uniform district policy for parent volunteers
- Monthly Tuesday guided tours for prospective parents
- Telephone/intercom system with fire alarm system in every classroom
- Fire drills (once per month), Earthquake drills (two times per year) and Safe Inside drills (two times per year)
- Walkie-talkies for Principal, Secretaries, Library, custodians, PE teacher and any classroom with direct need.
- Security cameras are installed at entries
- System for emergency water and food supply for student population can be found in classrooms
- Emergency backpacks and supplies in each classroom.

What we want to do next:
- Improve on our a regular practice to communicate emergency conditions to staff without alarming students through badges and intercom
- Improve on the lighting in the courtyard and around the school
- Review and develop a regular practice for communication amongst staff and district office in the event of an emergency
- Improve the emergency supply system for emergency teams and in classrooms
- Install window covering for classrooms

Component 3: School's Social Environment Component

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

Awareness Strategies:

- Early identification of young children (birth to age 3, linkage to early intervention programs, Albany Children's Center Pre-School)
- School rules on site and in each classroom.
- Counseling interns available
- Staff Training – Student Study Team, Section 504, Special Education referral processes
- Social skills instruction and guidance through Second Step program
- Direct communication with students and parents

- Annual articulation about student information from one year's teacher to the next including 5th to 6th grade. Specialists also pass on information about students with special needs.
- Parent training on education topics at events such as, Family Literacy Night, Korean and Spanish Parent Support Group meetings, Back to School Night, and the PTA Parent Education Program
- Communication/Sharing with the Police Dept., County Dept. of Health
- Regular PTA community building and social events
- ELAC and DELAC meetings
- School Site Council meetings

Intervention & Referral:

- Student Study Team (SST) – Weekly meetings with general ed. teacher, specialists, principal, school psychologist, and parents
- Assistance for students with learning/social/emotional problems
- Personnel – Principals, School Psychologist, Reading Specialists, ELD Teacher, Speech Therapist, Resource Teacher,
- Section 504 meetings and student plans for students with medical needs
- Regular grade level and leadership meetings
- Regularly scheduled Cross-site collaboration meetings
- Bi-Weekly elementary principal meetings
- Weekly administrative leadership team meetings
- Assessment planning meetings
- Identification of "at risk" students and provide interventions
- In class para-educator support or after school math intervention demonstrating below grade level skills
- Behavior intervention plans for specific students
- Behavioral Therapist consultation for Special Education students

What we want to do next:
- Continue to reach out to families who are not engaged with the school. Coordinate ELAC, Korean and Spanish Family groups, Albany Village and UC programs.
- Continue to utilize the counseling support for given to students through the counseling intern program

Component 4: School's Cultural Environment Component

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

Prevention Programs:

- Instruction of social decision making and development of problem solving skills
- Continue the implementation of *Welcoming Schools Curriculum*, which focuses on anti-bias, character development, and bullying prevention.
- In-class student support for special needs students

- Buddy Program between upper and lower grade classes. (Program pairs an older student with younger student through classroom reading buddy's)
- Continue Albany Mentor Program to tutor target group of students after school
- Small counseling groups for students coping with social skills and at home issues
- Assemblies and classroom activities that support student cultural/ethnic pride.
- Noontime activities & PE programs K-5th grades
- Music and Instrumental and vocal music for K-5th grades

Areas needing improvement or change:
- Continue to increase counseling support for students and families.

- Develop a comprehensive Kindergarten music program

- Enhance the 4-5th Science program

- Expand the Albany Mentor Program to include greater number of target students

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

- Continue to build programs that connect all students to the school community.

- Continue to identify and work with target students not meeting grade level standards and enhance/expand support systems for them.

- Develop a more comprehensive school wide student leadership program