

ORCUTT UNION SCHOOL DISTRICT
Special Curriculum Meeting of the Board of Trustees
Wednesday, February 27, 2013
Public Session – 6:00 P.M.
Closed Session to Follow
District Office Board Room
500 Dyer Street, Orcutt, CA 93455

CALL TO ORDER 6:00 P.M.

PUBLIC COMMENT ANNOUNCEMENT

The Board of Trustees welcomes comments about items appearing or not appearing on tonight's agenda. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a Public Comment Form from the Superintendent's secretary and submit it prior to the time the presiding officer calls for Public Comment.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the board on any items within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

- A. Pledge of Allegiance
- B. Superintendent's Report
An opportunity for the Superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities such as curriculum/instructional updates, timely events/information, and district activities.
 - 1. Safe School Plans
- C. Public Comment
An opportunity for the public to provide input to the Board of Trustees. Those wishing to speak about a specific agenda item may do so during the Public Comment segment or when the item is being considered. Any request to speak must be submitted on a **Request for Public Comment Form** which can be obtained from the Superintendent's secretary and submitted prior to the presiding officer addressing the item. If you choose to speak when an item is before the Board, your name will be called prior to board consideration. An item not on the agenda must be addressed during the Public Comment segment of the agenda.
- D. Written Communication
Documents addressed to or by board members as communications during a Board of Education meeting are defined as letters from parents or community members regarding issues within the jurisdiction of authority of the Board of Education; information or reports from professional organizations, i.e., CSBA, SBCSBA, etc.; letters or reports from other public agencies; letters or reports from legislators; or letters or reports from district schools or staff.
- E. Public Hearing - None

ITEMS SCHEDULED FOR ACTION

A. CURRICULUM

1. Safe School Plans

It is recommended that the Board of Trustees approve the Safe School Plans for Ralph Dunlap, Pine Grove, Patterson Road, Joe Nightingale, Alice Shaw, Olga Reed, Lakeview Jr. High and Orcutt Jr. High schools, as submitted. Copies of the Safe School Plans are available for review at the District Office, 500 Dyer Street, Orcutt, CA. M-F from 7:30 a.m. to 4:30 p.m. or on the district website at www.orcutt-schools.net, under School Board, Meeting Schedules & Agendas, February 27, 2013.

Moved _____

Second _____

Vote _____

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

1. Items from the Board

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next Regular Board Meeting is scheduled for Wednesday, March 13, 2013, beginning with Closed Session beginning at 6:45 p.m., Public Session at 7:15 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA

ADJOURN TO CLOSED SESSION

Adjourn to Closed Session for the purpose of discussing matters expressly authorized by Government Code Section 3549.1, 54956.95, 54957, and 54957.6.

1. Public Employment per Personnel Report.
2. Public Employee Employment/Discipline/Dismissal/Release.
3. Conference with labor negotiator Robert Bush, Superintendent and/or Don Nicholson.
 - a. OEA
 - b. CSEA
4. Conference with labor negotiators for unrepresented employees:
 - a. Certificated and Classified Management, and Confidential.
Agency representative – Superintendent.
 - b. Superintendent. Agency representative – Board of Trustees
5. Student disciplinary/expulsion matters.

RECONVENE TO PUBLIC SESSION

- A. Report on Action Taken in Closed Session

ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.

All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA.



Educational Services

Holly Edds - Assistant Superintendent, Educational Services
hedds@orcutt-schools.net

To: Bob Bush, Superintendent

From: Holly Edds, Assistant Superintendent, Educational Services

Board Meeting Date: February 27, 2012

Board Agenda Item: Safe Schools Plans for Ralph Dunlap, Pine Grove, Patterson Road, Joe Nightingale, Alice Shaw, Lakeview Junior High, Orcutt Junior High, and Olga Reed schools.

Background: California public schools are required to comply with California Education Code, Section 35294, dealing with the preparation of "safe school plans". These plans address violence prevention, emergency preparedness, traffic safety, and crisis intervention.

Recommendation: This evening the School Safety Plans for each of the schools in the Orcutt Union School District are submitted for board approval as required in California statute. Staff recommends these be approved as submitted.



Ralph Dunlap Elementary School

Safe Schools Plan

Orcutt Union Elementary School District

2012-2013 School Year

Address: 1220 Oak Knoll Road
Phone: (805) 938-8500

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School Safety Committee
Safe Schools Mission and Vision Statement
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School Safety Committee

Member Name	Position
Liz Herbstreith	Principal
Carol Sutton	Office Manager
Robyn Turner	District Nurse
Lee Berry	Custodian
Julie Jorge	Noon Duty
Jim McManus	Teacher
Dee Ann Clopton	Teacher
David Amenta	Parent
Minh-Lan Antillon	Parent
Lori Bormes	Parent
Brandi Glynn	Parent
Audrey Totorica	Parent

Mission Statement

Ralph Dunlap School has a rich tradition of outstanding student achievement. To continue this practice of excellence, we will maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learnings that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and fosters positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

Ralph Dunlap School seeks to provide for all students:

- Safety arriving to and departing from school
- Safety in the classroom
- Safety on the playground
- Safety in the hallways
- Safety in the cafeteria/multi-use room
- Safety from bullying, harassment, prejudice

The Safe School Committee shares a common feeling with our students, parents, and staff in that Ralph Dunlap School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Ralph Dunlap's Students and Staff, (2) Ralph Dunlap School's Physical Environment, (3) Ralph Dunlap School's Social Environment, and (4) Ralph Dunlap School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Vision Statement

Ralph Dunlap Elementary School's vision is a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

Students and their families are honored at monthly Character Development celebrations.

Our Kiwanis Kids (K-kids) provides leadership opportunities for students and is responsible for service learning activities and school spirit days.

Leadership and mentoring skills are fostered via the Technology Team, Big Buddies and K-kids.

Movement Education in grades kindergarten through second and a developmental physical education program in grades three through six promote physical fitness.

Drama and music arts programs provide opportunities for instruction and practice for all students in kindergarten through 6th grade.

A pre-algebra readiness (PAR) enrichment program has been established to serve the needs of advanced 6th graders.

Compass Learning, a computer based program, is utilized to provide intervention and enrichment opportunities for kindergarten thru 6th grade students in Reading, Language Arts and Math.

Our English Language Acquisition Program serves to support teaching and instruction for bilingual students.

Support service providers are in place for our students (i.e. Resource, Speech, Genspan and Foster Grandparent).

Counseling services from Santa Maria Youth & Family Center are available to the school, and students are served weekly.

The mainstreaming of Deaf and Hard of Hearing (DHOH) students into regular education classes has been a positive experience for all.

Health and well-being issues are taught during Growth and Development, Child Safe, Too Good for Drugs, Fighting Back Santa Maria Valley Alcohol and Drug Awareness (5th graders) and DARE instruction.

Hearing and vision screening each fall is provided for our students by the District nurse, health assistants and parent volunteers.

A well defined Child Care Program meets the before and after school needs of our students.

Staff development topics address the whole child, not just academics. Topics have included anti-bullying, social skills, and non-violent crisis intervention.

Staff has the opportunity to review data from the California Healthy Kids Survey.

Staff was provided with two staff development days on the topic of Professional Learning Communities. Efforts continue to provide weekly collaboration time for teachers during the school day.

PTA sponsored Red Ribbon Week activities promote awareness of the negative use of drugs, alcohol, and tobacco and provide refusal strategies for all students.

PTA sponsored activities and "family nights" promote a strong connection between home and school.

Areas of Concern:

Character Development

Action Plan:

1. Support staff as we maintain a Character Education program with "focus" words (characteristics).
2. Work with staff and parent volunteers to develop a plan to organize a Noon Sports League for 3rd-6th graders with parent volunteers.
3. Brainstorm with staff ways to bring back the Safe School Ambassador program.
4. Explore further opportunities to develop school spirit (i.e. Spirit Days on Fridays, wearing school mascot spirit wear, etc.).

5. Continue to explore additional community service activities such as collection drives for the Good Samaritan Homeless Shelter, Santa Barbara County Animal Shelter and Military Troops.
6. Investigate "Watch DOGS" (Dads of Great Students) program currently implemented at Joe Nightingale and Patterson Road schools.

The School's Physical Environment

Areas of Pride and Strength:

School buildings and classrooms are well maintained and painted.

Monthly playground safety checks are completed and filed with the Maintenance and Operations Department in the district.

The principal and teachers provide for supervision as students arrive in the morning and depart after school.

The staff maintains an updated Emergency Response Plan. Evacuation, lock down, fire and earthquake drills are called on a regular basis.

Exit plans are posted in each classroom. In addition, every classroom/building has an emergency binder and a backpack filled with supplies.

The principal maintains vandalism logs, truancy logs and suspension/expulsion logs.

A Bicycle Rodeo and Walk to School Day are organized by the PTA during the school year to encourage bicycle and pedestrian safety.

Playground sandboxes and playground equipment are monitored regularly for safety.

Student and staff restrooms are monitored regularly for cleaning and repair.

A covered eating area on the upper playground is monitored and tables cleaned on a daily basis.

Students are taught about environmental education, and recycling is practiced school-wide.

Gates on the school's perimeter are locked during school hours.

The alarm system can be heard from all areas of the school campus.

Locks have been replaced allowing teachers and staff to lock classrooms from the inside.

Teachers have access to phones in their classrooms.

A kindergarten before-school recess is monitored by a school employee.

A garden statue honoring Dunlap's retired office manager is located near the office.

Playground surfaces have been replaced and restriped.

Classrooms are cleaned and vacuumed on a regular basis.

The administration wing and staff lounge is cleaned and vacuumed on a regular basis.

Areas of Concern:

Campus Safety

Action Plan:

1. Cover embankments and open areas with mulch to prevent erosion and to help deter weed growth.
2. Maintain lawn areas and keep holes filled.
3. Maintain school garden area with classroom involvement and community support.
4. All volunteers and visitors required to "check in" with the office and receive badge/sticker before entering the campus.
5. Investigate options for improving campus security after dark and on weekends to prevent vandalism and graffiti (i.e. video cameras, motion sensor lights, etc.).

6. Keep all campus gates locked during the school day.
7. Investigate Watch DOGS program to enhance adult presence on campus.

The School's Social Environment

Areas of Pride and Strength:

The principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.

On a regular basis, the principal greets students and their families as they enter the school grounds in the morning and depart in the afternoon.

The Character Development Program and "words of the month" contributes positively to the overall school environment.

Expectations for student behavior are clearly communicated in the Parent Handbook.

The principal gives every grade level a "School Rules Talk" at least once a year.

Students are updated on school happenings, rules and expectations during monthly noon-time talks.

Teachers establish firm and fair classroom rules and consequences.

A new parent orientation, in August of each school year, welcomes Kindergarten families and other new families to Ralph Dunlap School.

Sixth grade parents also are invited to attend a Jr. High orientation every May for their transitioning student.

Fall and Winter conferences promote shared goal setting between teachers and parents.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet.

Teamwork is practiced during Physical Education sessions, district-wide Flag Football leagues, lunch time Noon Leagues and Dunlap Track events.

Students are able to compete in academic and enrichment endeavors (i.e. Lego League, Spelling Bees, Battle of the Books, Author go Round, California Reads program, Math Super Bowl, and PTA Reflections).

All grade levels, Kindergarten through 6th grade, participate in "theme based" activities to provide hands-on learning, thus supporting the learning process.

PTA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.

Students have opportunities to hold leadership roles in the school through membership in K-Kids, Recycling Program, Technology Team, and Big Buddies.

Theme days are planned by K-kids to promote school spirit.

Assemblies, field trips, "Walk through..." programs, 6th grade Outdoor School and the Science Fair are outstanding ways we give our students "hands on" learning experiences.

Regularly scheduled PTA activities bring parents, students and staff together for "Family Fun nights" and other social activities.

The PTA and business sponsors provide financial support to school academic programs, field trips and special projects.

The school is open after hours and weekends for use by many community organizations, i.e. Flag Football league, soccer and basketball teams, boy and girl scout groups, 4-H groups, etc.

Areas of Concern:

School "Connectedness"

Action Plan:

1. The principal will make regularly scheduled visits to classrooms to "drop in" and also discuss student behavior when necessary.
2. School staff will monitor "hot spots" in the hallways and on the playground for inappropriate behavior.
3. Counseling will be utilized by a trained counselor to teach coping and social skills to identified students.
4. Student anger issues will be addressed through counseling services and the site Psychologist.

5. Staff will continue to investigate and implement programs which will foster personal and social skill development.
6. Mindfulness assemblies will take place for all Dunlap students, Kindergarten through 6th grade.
7. A Mindfulness Parent Education night will be offered.
8. The principal and district transportation personnel will plan regular instruction for bus students in bus rules, expectations and emergency procedures.
9. The principal will continue to hold safety and disaster preparedness activities and drills for staff and students.
10. Continued efforts will be made to minimize classroom disruptions; instructional time will be maximized.

The School's Culture

Areas of Pride and Strength:

The motto at Ralph Dunlap is "Everybody is Somebody" – this motto promotes a sense of connectedness, belonging and community.

Parents and students report they feel involved with and connected to the school and parent involvement is highly encouraged and supported.

The principal is visible and approachable.

Staff possesses high standards and expectations for all students.

Staff at Ralph Dunlap strongly feel that every child on campus is "their" child and their responsibility.

Teachers participated in a 2-day professional development training on the power of Professional Learning Communities and Response to Intervention (RTI) practices.

Teachers meet weekly during the school day in grade level Professional Learning Communities to discuss standards, student learning, and RTI.

There is a strong partnership between staff and all stakeholders.

Gen-Span and Foster Grandparent volunteers, who are retired community members, tutor students during the school day.

A "New Parent Orientation" is held prior to the opening of the school year.

The office staff creates a "welcoming" and friendly atmosphere.

There is a close rapport among staff members.

Student Success Team meetings bring staff and parents together to discuss how to assist struggling students.

Compass Learning, an on-line computer program, provides regularly scheduled intervention and enrichment support (during the school day) for all students in kindergarten through 6th grade.

Several staff members are trained in Crisis Prevention and Intervention (CPI).

Student award programs recognize students for outstanding character development and are scheduled on a monthly basis.

Upper grade students mentor primary grade students via a "Little Buddies" tradition.

The PTA supports classroom instruction, provides field trips, schedules and finances assemblies and provides resources for student enrichment and campus beautification.

School-home communication takes many forms: Friday folders, weekly school on-line newsletter, classroom newsletters, parent-teacher conferences, phone calls, email, etc.

Aeries (student information system) will offer parents the ability to view student progress (grades) from home in the future.

Areas of Concern:

Educational Culture

Action Plan:

1. Staff will work in conjunction with PTA to discuss ideas about how best to welcome new students and their families to Ralph Dunlap School.
2. Continue to work with the PTA on family oriented events and parent education topics.
3. Staff will promote social growth and positive character development through classroom and Student of the Month recognition, and Positive Referrals to the principal.
4. The staff will continue to develop its awareness of and proficiency with content and performance standards to focus instruction and assess student work and utilize NWEA data to do so.

5. The principal will provide teachers with CST and NWEA assessment data to help them analyze student performance and to plan instruction based on such analysis.
6. Teachers will meet in Professional Learning Communities on a weekly basis to collaborate and focus on student learning and student results.
7. Teachers will begin the process of aligning grade level "essential standards" with California's Common Core State Standards.

Appendix

Board Policy and Administrative Regulation

- a. BP 0450 (a)- Comprehensive Safety Plan
- b. BP 5131.2 - Bullying
- c. BP 5141.4 - Child Abuse/Neglect and Reporting Requirements and Procedures
- c. BP 5144.1 - Suspension and Expulsion/Due Process
- d. AR 5144.1 - Suspension and Expulsion/Due Process
- e. AR 5144.2 - Suspension and Expulsion/Due Process

Safe Ingress/Egress

- a. Evacuation Map
- b. Disaster Drill Schedule
- c. Emergency Team Duties
- d. Disaster Duties and Responsibilities
- e. Disaster Procedures
- f. Procedures for Lock down/Shelter Evacuation

Discipline Procedures

- a. Student Handbook
- b. 2012 Discipline Summary
- c. 2012 Attendance Summary
- d. Notifying Teachers of Dangerous Pupils
- e. Discrimination and Harassment Policy

School Information

- a. 2011-2012 School Accountability Report Card
- b. Safe School Questionnaire
- c. Safe Schools Planning Checklist
- d. Electronic Network User Agreements (Students and Staff)
- e. California Healthy Kids Survey



Pine Grove Elementary School

Safe Schools Plan

Orcutt Union Elementary School District

2012-2013 School Year

Address: 1050 Rice Ranch Road
Phone: (805) 938-8800

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School Safety Committee

Member Name	Position
Don Hart	Principal
Robyn Turner	District Nurse
John Purdum	Head Custodian
Karen Hettinga	Office Manager
Susan Fife	Teacher
Roberta Hough	Teacher
Barbara Schnorf	Teacher
Traci Cortez	Parent
Corey Triplett	Parent
Melissa Hartwell	Parent
Erika Gutierrez	Parent

Mission Statement

At Pine Grove school, our staff, both certificated and classified, strives to create successful learning opportunities for ALL students. We are committed in working diligently to maintain a school wide focus of a standards-based education and do so with very caring and nurturing attitudes. Our mission is to foster a secure and supportive learning environment that provides academic excellence, character development and enrichment for all. Students will experience quality curriculum and instruction, utilize technology, and reach increasing levels of achievement as demonstrated in a standards-based educational system.

Pine Grove staff, parents and students work together to create a safe and positive learning environment on our campus. We recognize student success which support academic, attendance and character traits through monthly student recognition assemblies, teacher awards and classroom celebrations. Character Life Skill words reinforce the respect and sense of responsibility that we want our student to exemplify.

Pine Grove parent volunteers are a wonderful component to our classroom learning environments. Together, with our staff, we work to achieve a balance between appropriate behaviors and academic success. This active participation throughout the grade levels builds a cohesive force that permeates the atmosphere of our school and reinforces to our students that parents are an important partnership in the educational process.

Vision Statement

Pine Grove School seeks to provide for all students:

- Safety arriving to and departing from school
- Safety in the classroom
- Safety on the playground
- Safety in the cafeteria/multi-use room
- Safety in the hallways, on the stairs, on the ramps
- Safety from bullying, harassment, and prejudice

The Safe Schools Committee shares a common feeling with our students, parents, and staff in that Pine Grove School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan, the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Pine Grove's Students and Staff, (2) Pine Grove School's Physical Environment, (3) Pine Grove School's Social Environment, and (4) Pine Grove School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

Students are accustomed to working with peers of varying abilities, temperaments, cultures, and learning styles.

The Campus Connection childcare program meets the before- and after- school needs of approximately 80 students.

A physical education program promotes physical fitness among all students.

Health screenings are provided students each fall by the district nurse, health assistants, and parent volunteers.

The English Learners' Program supports language acquisition and academic success among English Learners.

Students are honored for character traits at monthly Student of the Month recognition ceremonies attended by parents and family members; individual students are recognized at periodic Pizza Chat lunches with staff.

Response To Intervention programs in grades K-6 provide early support and remediation in reading and other content areas utilizing Compass Learning.

Staff also incorporates strategies learned from attending the Mike Mattos- Response to Intervention inservice for supporting both remediation and enrichment learning for all students.

The Student Council provides leadership opportunities for students and is responsible for campus beautification, service learning, and school spirit days.

PTA sponsored Red Ribbon Week activities provide a venue for students to celebrate a drug-free lifestyle.

Counseling services through the Santa Maria Youth & Family Center are available to students.

The "Check Connect & Respect" program from Fighting Back Santa Maria Valley provides coaching to identified students.

The Santa Barbara County Sheriff's Department provides a Drug Abuse Resistance Education (DARE) program to sixth graders.

Staff wear ID badges to differentiate them from visitors to the campus.

Areas of Concern:

Communication among all constituents.

Support students with emotional needs.

Ensure the safety of students walking and riding bicycles to and from school.

Action Plan:

1. Cultural Diversity

School publications, announcements, and newsletters, including communication from the PTA, will be sent out weekly and on as needed basis.

2. Staff Expertise/Diversity

Discussions and training will continue in the area of helping students with anger and handling outbursts of anger. Counseling services will be available throughout school year.

3. Physical/Health Concerns
Crossing guard provided before and after school.

The School's Physical Environment

Areas of Pride and Strength:

The school buildings and classrooms are well maintained and painted.

The PTA schedules School Beautification Days. On these days, parents, staff members, and students work to improve the look of the school.

Monthly playground safety checks are completed and filed with the Maintenance and Operations Department of the district.

The staff maintains an updated School Emergency Plan. Evacuation, lockdown, fire, and earthquake drills are run on a regular basis.

The principal and office manager maintain vandalism logs, truancy logs, and suspension/expulsion logs.

Fencing has been installed and is monitored for repair and replacement.

Student and staff restrooms have been modernized and are monitored regularly for cleaning and repair.

The alarm system has been upgraded and can be heard from all areas of the school campus.

Video cameras have been installed at strategic locations around campus.

The PTA provides a crossing guard to help regulate the intersection of Rice Ranch and Bradley roads before and after school.

Areas of Concern:

Parking lot- drop off/pick up

School grounds maintained for student play

Assign new teachers/staff classrooms to accommodate growth of student population

Action Plan:

1. Traffic

In conjunction with the California Highway Patrol, the county, and the district, staff will continue to maintain a plan for parking and traffic for the 2012-2013 school year.

2. School Grounds

Embankments need to be monitored for erosion and kept free of debris and weeds

Abatement of ground squirrels needs to be on ongoing priority.

Squirrel holes on playing fields need to be repaired for student safety.

3. **School Buildings and Classrooms**

To accommodate growth in 2012-2013, the school has developed a master plan for use of all classrooms and available facilities.

4. **Playground surfaces repaired and resurfaced during the summer of 2012. New striping and equipment installed for student use.**

The School's Social Environment

Areas of Pride and Strength:

The school principal is actively involved in all school matters, and is available and accessible to all members of the school community.

The character education "Word of the Month" program contributes positively to the overall school environment.

Student Council members in grades 4-6 provide leadership for the student body.

After-school programs in flag football and track and field provide an outlet for team building and school spirit.

Fall parent-teacher conferences facilitate shared goal setting between teachers and parents.

The PTA and business sponsors provide financial support to school academic programs, field trips, and special projects.

An e-mail school newsletter is distributed to parents weekly.

The school is open after hours and weekends for use by many community organizations, i.e., soccer and basketball teams, scouting groups, 4-H, and more.

Areas of Concern:

Ensuring that students feel connected to the school and that all behavioral issues are dealt with in a timely manner. Minimize disruptions to the classroom.

Action Plan:

1. School Site Management

A discipline referral form is utilized to streamline communication between teachers and the principal and/or teacher-in-charge.

2. School Communication

The "Morning Message" on the intercom, daily sign-in sheets, and staff memos through email will be utilized to improve communication and minimize interruptions to classroom learning.

The principal and staff will continue to develop the school's website on district server.

3. Discipline and Consequences

The principal will review with students, staff, and parents the school rules through reminders on the morning announcements and in the weekly newsletter.

The school rules will be used as a reference point for disciplinary interactions with students.

4. Participation and Involvement in school wide endeavors

Staff will use grant money to regularly involve students with the school garden that has been established through the 2012/2013 school year. Vegetables grown in the garden are incorporated into the salad bar for students to choose during lunch in our cafeteria..

The School's Culture

Areas of Pride and Strength:

Parents and students regularly report that they feel "connected" to the school.

Adults at Pine Grove possess high standards and expectations for all students.

Adults at Pine Grove strongly feel that every child on campus is "their" child and their responsibility.

Every Friday is "Spirit Day". Students and staff wear a variety of Pine Grove logo shirts and school colors to express a spirit of togetherness.

The PTA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for student enrichment and school beautification.

Student attendance awards are presented every trimester and a PANDA (Perfect Attendance No Days Absent) award is presented annually.

Areas of Concern:

Creating meaningful opportunities for students to build connections with each other, their teachers, and school.

Action Plan:

1. Affiliation and Bonding
Connect students to the school through positive means ie: Principal Recesses, Student Recognition Assemblies and PTA Family Fun Nights.
2. Connect intermediate classrooms with primary classrooms in a "Classroom Buddy" program.
3. Teachers will promote social growth and positive character development through classroom, Student of the Month, and Pizza Chat recognition.
4. Utilizing the RTI process, teachers share students in grade levels providing appropriate instruction to meet each student's needs. Classrooms rotate to each teacher in the grade level for a variety of instructional purposes based on district assessments. ELD students are pulled to work with ELD teacher to assist in learning English in a small group setting.

Appendix

Board Policy and Administrative Regulation

- a. BP 0450 (a)- Comprehensive Safety Plan
- b. BP 5141.4 - Child Abuse/Neglect and Reporting Requirements and Procedures
- c. AR 5144.2 - Suspension and Expulsion/Due Process

Safe Ingress/Egress

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- d. Electronic Network User Agreements (Students and Staff)
- e. California Healthy Kids Survey



Patterson Road Elementary School

Safe Schools Plan

Orcutt Union Elementary School District

2012-2013 School Year

Address: 400 Patterson Road
Phone: (805) 938-8750

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School Safety Committee

Member Name	Position
Kate McInerney	Principal
Robyn Turner	School Nurse
Jorge Rubalcava	Head Custodian
Janinne Salinas	Teacher
Stacy Riezebos	Teacher
Julie Saleen	Teacher
Arlene Torbert	Teacher
Lisa Dominguez	Parent
Tracy Dugan	Parent
Elvia Soto	Parent
Teresa Davis	Parent
Frank Mejia	Parent

Mission Statement

Mission:

To serve the unique academic, physical, social, and emotional needs of students in order to provide each student with the highest quality education and create a passion for learning.

Vision Statement

Vision

At Patterson Road School we believe there are no limits to the academic potential of our students, and there are no excuses for not maximizing this potential for success. As staff members of Patterson Road, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of being academically proficient in reading, writing, and mathematics. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice consistent instruction leading to student success. We will address challenges through candid collaboration as a team. This commitment to collaboration, through exceptional participation by our principal and teachers, will generate real, measurable growth in academic achievement. Students are recognized for their character, academic achievement and attendance. Active parent participation throughout the grades is encouraged to reinforce the home school partnership.

Patterson Road School seeks to provide a safe environment for all students:

- Safety on the playground
- Safety in the classroom
- Safety from harassment
- Safety from prejudice
- Safety arriving to and departing from school
- Safety in before-school and after-school district sponsored programs

The Safe School Committee shares a common feeling with our students, parents, and staff in that Patterson Road School is a safe, supportive, nurturing place for children. This "safe school" perspective comes from a deep commitment of cooperation from parents, community members, staff district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, *Safe Schools: A Planning Guide for Action*. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff, (2) The School's Physical Environment, (3) The School's Social Environment, and (4) The School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

We have a dedicated community of district/site staff and parents who desire the best safety practices and provisions for students.

With two Special Day classes on campus, students are accustomed to working with peers of varying abilities.

Our breakfast and lunch program serves hundreds of students daily.

A well-defined Child Care Program meets the before and after school needs of over 100 of our students.

A developmental physical education program in grades K through six promotes physical fitness.

Health screening each fall is provided to our students by the district nurse and speech therapist.

Students share their talents at assemblies, and an evening talent show.

All teachers have been trained in ESL teaching techniques.

Student attendance is monitored daily. Phone calls are made for every student absent. We work with the District Truancy Intervention Program to insure students are in school.

Areas of Concern:

Communication among all stakeholders.

Action Plan:

1. Cultural Diversity
 - School publications, announcements, and newsletters are published in English. Spanish translation is available upon request.

2.

The School's Physical Environment

Areas of Pride and Strength:

The school buildings and classrooms are well maintained.

Monthly playground safety checks are completed and filed with the Maintenance and Operations Department of the district.

The principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.

Two classroom are designated as computer labs. A double-wide classroom serves as a fine arts room.

A library is available to students four days a week.

We have a multi-use room that has a stage, presentation technology, sound and lighting systems.

The staff maintains an updated School Disaster Plan. Fire, disaster and intruder drills are conducted on a regular basis.

The district maintains vandalism logs.

The principal maintains truancy logs and suspension/expulsion logs.

The parking lot has set traffic patterns in place for drop-off and pick-up for student safety.

Fencing around the school is monitored for repair and replacement.

Playground sandboxes and playground equipment are inspected and repaired on a regular basis for safety.

Student and staff restrooms are regularly inspected for cleaning and needed repairs.

The alarm system can be heard from all areas of the school campus.

All teachers have access to phones in their classrooms.

A student phone is available in the school office so that students can contact parents when necessary.

Survival kits have been placed in classrooms, offices, library, child care room and the multi-use room.

Sites utilize regular communication with stakeholders, including law enforcement.

Classrooms can be locked from the inside.

Visitors must check into the office and wear a visitor badge.

Employees report strangers on campus.

Emergency bells and alarms are checked on a routine basis.

Areas of Concern:

Maintaining a safe environment

Action Plan:

1. Safety
 - Staff will discuss supervision and specified jobs in the case of an emergency.
 - Staff Emergency binders will be updated.

2. Buildings and Classrooms
 - Additional custodial services will be requested as district budgets allow

3. District is researching an automated phone calling system

The School's Social Environment

Areas of Pride and Strength:

The principal, staff and parents will continue to work together to maintain high expectations for student behavior. Consequences will be delivered appropriately and on an individual basis.

The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.

On a regular basis, the principal greets students as they enter school in the morning and depart in the afternoon.

The school's Character Development Program contributes positively to the overall school environment. The staff works to acknowledge positive social characteristics in all students. Student Council members feature the focused character trait in the morning message each day.

"Patterson Pride" drawings are held every week. Staff members give tickets to students they catch doing something good.

Our student recognition program includes a monthly Student of the Month assembly with students and parents.

Student Council members are elected by 4th—6th graders twice a year.

Battle of the Books, Masonic Spelling Bee, Author Go Round, and Math Bowl, Tech Team, Yearbook Team, Playground Coach, and fifth grade Flag Essay Contest are extra academic enrichment activities offered to students.

Fall and Winter Conferences promote shared goal-setting and evaluation of student progress opportunities between teachers and parents.

PTA provides financial support for school academic programs, field trips, special projects and coordinates the Watch Dog dad volunteer program.

Family Fun Nights including BINGO, Fall Festival and the PTA Auction bring parents, students, and staff together for social activities.

The school is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, little league, basketball, etc.

PTA and Student Council sponsor Red Ribbon Week activities to promote drug, alcohol, and tobacco awareness and refusal skills for all students.

The Santa Maria Rape Crisis Center presents Child SAFE information to first and fourth grade students annually.

DARE is available to sixth graders each year.

Fight Back Santa Maria offers their "Check, Connect, Respect" program for referred students.

Several classes participate in big buddy/little buddy partnership activities.

Sixth graders go to Outdoor School annually.

Community Service Opportunities such as "Pennies for Patients" and Thanksgiving baskets are presented to students each year.

The principal meets with grade level groups at least twice a year to review school rules and behavior expectations.

District transportation personnel will conduct instruction for bus students in bus rules, expectations, and emergency procedures. All students will participate in the annual school evacuation and bus evacuation drills.

Areas of Concern:

Maintain current safety procedures and practices

Action Plan:

1. School-Site Management
 - The principal will continue to provide safety and disaster preparedness activities and drills.

2. Participation and Involvement

- When new students come to our school, buddies are assigned to show them around campus and to be a first friend.

The School's Culture

Areas of Pride and Strength:

Parents and students regularly report that they feel "connected" to the school.

Adults at Patterson Road School possess high standards and expectations for all students.

Students and staff wear Patterson Road logo shirts and hats with school colors on Friday "Spirit Days" to express a spirit of togetherness.

The PTA provides funding for PE which supports classroom instruction by allowing smaller class sizes. PTA also provides educationally enriching family activities including a "Star Gazing Night" with volunteers from Cal Poly bringing docents and telescopes.

Many parents volunteer by providing clerical assistance, working with small groups of students and participating in various programs and school activities.

Perfect attendance awards are presented at the end of the year.

Students are invited to participate in the PTA Reflections program.

Band instruction is offered to fifth and sixth grade students.

Art From Scrap (Recycling) and Composting presentations are shared with students each year.

OCAF provides artists-in-residence to teach dance, drama, and visual arts to all students on a rotating basis every three years.

"Santa's Workshop," organized by one teacher, provides students opportunities to shop and purchase inexpensive items for family members.

The principal sends weekly parent e-mails to update families about school news and current events.

Several teachers send home regular newsletters.

Sixth grade teachers inform parents about student progress on an Internet based grade program.

Areas of Concern:

Maintain a welcoming environment.

To continue high academic expectations

Action Plan:

1. Affiliation and Bonding
 - New students are welcomed to Patterson Road School by staff and escorted to their class by the principal.
2. Academic Expectations
 - The staff will continue to develop its awareness of, and proficiency with, using content and performance standards to derive instruction and assess student work.
 - The administrator will provide teachers with appropriate assessment and data to help them analyze student performance and to write improvement plans based on such analysis.
 - The Compass Learning program provides individualized practice for students in all grades based on the students' NWEA test results.
 - Fourth, fifth and sixth grade students will be recognized for earning "Merit Roll" by having a 3.0-3.4 grade point average.
 - Fourth, fifth and sixth grade students will be recognized for earning "Honor Roll" by having a 3.5 grade point average or above.
 - Fourth, fifth and sixth grade students will be recognized for earning a 4.0 grade point average.

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Board Policy and Administrative Regulation

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Joe Nightingale Elementary School

Safe Schools Plan

Orcutt Union Elementary School District

Address: 255 Winter Road
Phone: (805) 938-8650

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School Safety Committee

Member Name	Position
Don Nicholson	Principal
Julie Kozel	Vice Principal
Terry Garnica	Office Manager
Robyn Turner	School Nurse
Bret Cupp	Head Custodian
Bill Devereaux	Teacher
Jody Coffey	Teacher
Diane Owen	Teacher
Suzanne Rhyne	Parent
Amy Otremba	Parent
Nikki Uvalle	Instructional Assistant

Mission Statement

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

It is Joe Nightingale Elementary School's goal to create a physically, socially and emotionally safe learning environment for all students and staff.

Vision Statement

Joe Nightingale School community shares a common belief that our school is a safe, supportive, nurturing place for children. We will maintain this environment while implementing practices to improve safety on the playground, in the classroom, from harassment, from prejudice, and while arriving to and departing from school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

With a Full Inclusion program for our students with disabilities, students are accustomed to working with peers of varying abilities.

Our breakfast and lunch program serves hundreds of students daily.

A well defined Child Care Program meets the before and after school needs of over 180 of our students.

A developmental physical education program in all grades, TK through six, and a PTA sponsored Jog-a-Thon promote physical fitness.

Health screening is provided our students by the Orcutt Lions Club, parent volunteers and the school nurse.

Our English Language Development Program serves to support teaching and instruction for bilingual students.

Our Safe School Mediator Program trains fifth and sixth grade students to mediate conflicts on our lower grade playgrounds.

All of our full-time credentialed teachers are CLAD/BCLAD certified.

Differentiated Instruction and online Computer Aided Instruction have been established to serve the needs of students needing/wanting intervention or extension.

Our Student Council provides leadership opportunities for students.

PTA sponsored Red Ribbon Week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.

Areas of Concern:

Joe Nightingale School will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Cultural Diversity
 - School publications, announcements, and newsletters are or will be published in both English and Spanish.

2. Staff Expertise/Diversity
 - Discussions and training will continue in the area of conflict management.

3. Physical/Health Concerns
 - Bicycle safety programs will be presented to third through sixth grade students.

The School's Physical Environment

Areas of Pride and Strength:

The school buildings and classrooms are well maintained and painted.

The PTA regularly schedules School Beautification Days. On these days, parents, staff members, and students work to make the school look better and to add art to our campus.

Monthly playground safety checks are completed and filed with the Maintenance and Operations Department of the district.

The principal, assistant principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.

The staff maintains an updated School Disaster Plan. Evacuation drills are called on a regular basis.

Our sixth grade class operates an aluminum can recycling program and a paper recycling program.

The assistant principal maintains vandalism logs, truancy logs, and suspension/expulsion logs.

In the parking lot parents are regularly reminded of our concern for student safety.

Fencing has been improved and is constantly being monitored for repair and replacement. Gates are locked during the school day to minimize foot traffic through the campus.

Playground sandboxes and playground equipment have been replaced/upgraded and are monitored regularly for safety.

Student and staff restrooms have been modernized and are monitored regularly for cleaning and repair.

The alarm system has been upgraded and can be heard from all areas of the school campus.

Our phone system has been upgraded and teachers have access to phones in their classrooms.

Locks have been replaced allowing teachers and staff to lock rooms from the inside.

Survival kits have been placed in classrooms, offices, hallways, arts room, library, child care rooms, and multiuse room.

Areas of Concern:

Joe Nightingale School community will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. School Buildings and Classrooms
 - Continued deferred maintenance on buildings and classrooms to ensure safety.
2. School Buildings and Classrooms
 - Locks on Computer Labs and Fine Arts will be changed so that staff can lock.
3. School Buildings and Classrooms
 - Staff will mark arrows on doors showing the correct direction to lock.
4. School Buildings and Classrooms
 - All gates will be locked during school hours to direct visitors through the main hallway, past the office for monitoring.

The School's Social Environment

Areas of Pride and Strength:

The school principal and assistant principal are actively involved in curricular matters, are readily available to all members of the school community and are visible on campus and in classrooms.

On a regular basis, the principal and/or assistant principal greet students as they enter the school in the morning and depart in the afternoon.

Enrichment classes/activities give students positive activities after school.

Our noon sports league program and recreational programs during lunchtime recess provide opportunities for students to grow and socialize with peers.

Our Safe School Mediators Program teaches students leadership and peer mediation skills and provides them with the necessary supports to have a positive peer influence.

Fall and Winter Conferences promote shared goal setting between teachers and parents.

PTA and Business Sponsors provide financial support to school academic programs, field trips, and special projects.

Regularly scheduled activities bring parents, students, and staff together for social activities.

The school is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, 4H, little league, etc.

We use technology on a regular basis such as e-mail, Teacher-Ease, school and classroom web pages to communicate with parents and community members.

Areas of Concern:

The Joe Nightingale School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. School-Site Management
 - The site administrators will continue to provide for safety and disaster preparedness activities and drills.
 - Visitor access and protocols will be tightened.
 - All staff and visitors will wear identification badges.

2. Classroom Organization and structure
 - Staff will continue to investigate and implement programs which foster personal and social skill development.
 - Continued efforts will be made to minimize classroom disruptions; instructional time will be maximized.

3. Discipline and Consequences
 - Administrators will make regularly scheduled visits with students to review school rules and expectations for behavior.
 - Administrators and district transportation personnel will plan regular instruction for bus students in bus rules, expectations, and emergency procedures.

4. Participation and Involvement
 - Noontime intramural activities, games, and art activities will continue to be provided.

The School's Culture

Areas of Pride and Strength:

Parents and students regularly report that they feel "connected" to the school.

Adults at Joe Nightingale possess high standards and expectations for all students.

Adults at Joe Nightingale strongly feel that every child on campus is "their" child.

Every Friday is "Spirit Day." Students and staff wear Joe Nightingale logo shirt and school colors to express a spirit of togetherness.

The PTA supports classroom instruction, provides field trips, schedules and finances assemblies, provides funds for technology, provides for our music program, and provides resources for school beautification.

Students are recognized monthly for their hard work and accomplishments with celebrations in the classrooms and assemblies.

Areas of Concern:

The Joe Nightingale School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. Affiliation and Bonding
 - New students are welcomed to Joe Nightingale School by staff and are escorted to their class by the principal and/or assistant principal. They are provided with a peer "buddy" to accompany them on their first day to acclimate them to our school.
2. Behavioral Expectations
 - Rules assemblies are held for students to review school rules and expectations for student behavior.
3. Academic Expectations
 - The staff will continue to develop its awareness of, and proficiency with, using content and performance standards to derive instruction and assess student work.
 - The administrator will provide teachers with appropriate assessment data to help them analyze student performance and to write improvement plans based on such analysis.
4. Support and Recognition
 - Teachers will promote social growth through classroom and school-wide student recognition program.
 - Staff will discuss ways to recognize and reward students who demonstrate the desirable characteristics of non-violence, peacemaking, and problem solving.

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Alice Shaw



Alice Shaw School

Safe Schools Plan

Orcutt Union Elementary School District

Address: 759 Dahlia Place
Phone: (805) 938-8850

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School Safety Committee

Member Name	Position
J.J. Francoisse, Ed.D.	Principal
Rita Jermyn	Director MOT
Rudy Gaitan	Custodian
Robyn Turner	District Nurse
Natalie Ortega	Office Manager
Deanne Johnson	Teacher
David Greenelsh	Teacher
Valerie Trenev	Teacher
Linda Carlson	Parent
Laurie Graack	Parent
Debbie Oliphant	Parent
David Maquinalez	Parent
Joy Joseph	Parent

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

Alice Shaw School seeks to provide a safe environment for all students:

- Students will be safe on all areas of the school campus.
- Students will be safe coming to and going from school.
- Students will not bully or be bullied.
- Students will not harass or be harassed.
- Students will not incite or feel prejudice.

The staff shares a common feeling with students and parents that Alice Shaw School is a safe, supportive, and nurturing place for children. This "safe school" perspective comes from a deep commitment of cooperation from parents, community members, staff, district personnel, students, and law enforcement. We will focus on the following four components: (1) Personal Characteristics of Students and Staff, (2) The School's Physical Environment, (3) The School's Social Environment, and (4) The School's Culture. This plan provides a template for maintenance of current practices and development of new practices to provide for and enhance the safety of our school for our children.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

All certificated staff members are trained in English Learner instruction.

All staff members are mandated Child Abuse/Neglect Reporters and have been informed of reporting requirements.

The Rape Crisis Center shares the "Child Safe" program with all first and fourth grade students, unless parents request their child does not participate.

With one District Special Day Class, a Santa Barbara County Special Day Class, and students in the Special Education Resource and Speech Programs on campus, students are accustomed to interacting with peers of varying abilities at school.

Our lunch program serves hundreds of students daily. It includes a healthy salad bar! We also offer breakfast to students daily.

At noon recess, students in grades 3-6 have the opportunity to participate in an organized sports league

Health screenings (dental, vision, and hearing) are provided to our students each fall.

All staff members have TB tests as required by law.

Our English Language Acquisition Program serves to support teaching and instruction for bilingual students (Spanish speaking liaison, English Learner Facilitator, Parent/ELF meetings).

"Class Meetings" are conducted in many classrooms to promote peaceful problem solving.

The PTA Reflections program and school sponsored Talent Show offer students opportunities to share their creativity in a variety of ways.

A gifted learner program has been established to serve the needs of identified students in third—sixth grades.

Red Ribbon Week promotes discussion on topics including drug, alcohol and tobacco awareness and refusal skills for all students.

DARE is provided for 6th grade students in coordination with the County Sheriff.

Student attendance is monitored daily. Phone calls are made for every student absence. Truancy is closely monitored. We work within the District Truancy Intervention Program.

Perfect attendance awards are presented annually.

The district will continue to pilot a Saturday School Program for attendance at Alice Shaw School.

L1 and L2 English Learners receive additional instructional support during the school day.

Staff members are invited to participate in health screening activities through SISC.

Leadership and mentoring skills are fostered via Student Council, Noon Leagues, and Big Buddies.

A Campus Connection childcare program serves students both before and after school.

We have an outstanding team of support service providers for our students (i.e. Resource, Speech, and other services).

Counseling services from Santa Maria Youth & Family Center are available to the school.

PTA sponsored activities and "family nights" promote a strong connection between home and school.

Health and well-being issues are taught during Growth and Development, Child Safe, and Too Good for Drugs instruction.

Maintaining quality physical education and fine arts instruction are priorities at Alice Shaw.

Areas of Concern:

Alice Shaw staff recognizes the growing trend of bullying, and cyberbullying in particular.

Action Plan:

1. For the 2012-2013 school year, Alice Shaw plan to continue a school-wide character education program by the principal highlighting a positive trait each month.
2. Continue to explore opportunities to develop school spirit (i.e. Spirit Days on Fridays).
3. Bullying issues continue to be addressed with anti-bullying assemblies, counseling regarding use of electronic means of communication through the DARE program, schoolwide assemblies, and internet use training.
4. Build a strong citizenship program through the development of our Student Site Council, responsible leadership, and big buddies activities to enhance collaboration between primary and intermediate students.
5. Per the Healthy Kids Survey responses in elementary schools in 2011, 67 percent of fifth graders state they follow rules at recess and lunch at Shaw Elementary vs. 55 percent in all elementary schools in the Orcutt Union. Noon supervisors and staff will continue to define and implement clear expectations for our students.

The School's Physical Environment

Areas of Pride and Strength:

The staff maintains an updated School Disaster Plan. Fire and earthquake drills are conducted monthly. An intruder drill is conducted annually. A school-wide evacuation drill occurs annually where students are bussed off campus. Upon return, a bus evacuation drill is conducted. A log of emergency drills is maintained for inspection by the fire department and district personnel.

The school has a detailed emergency response plan. Exit plans are posted in each classroom. In addition, every classroom/building has an emergency binder and a backpack filled with supplies.

The facilities have been remodeled and are in good repair. Each classroom has a telephone and a door that is able to be locked from within.

Staff and volunteers wear ID badges.

The PTA schedules School Beautification Days. On these days, parents/staff members, and students work to make the school grounds look nice.

We have a school garden. Teachers are invited to have their students work in the garden. One teacher oversees garden maintenance and activities. Vegetables are contributed to the cafeteria for the salad bar as available. Monthly playground safety checks are completed and filed with the Maintenance and Operations Department of the district.

The principal and teachers provide supervision for students as they arrive in the morning and depart in the afternoon.

A crossing guard assists students in crossing Hillview and Dahlia before school and after school.

One classroom of students gathers and disposes of recyclable products throughout the school weekly.

Aluminum cans and paper products are recycled in the staff room.

One fifth grade class teaches other students about the importance of recycling, including a tour through the Health & Sanitation Services "Box."

One class holds an aluminum can recycling program for a period of time in the spring to promote recycling awareness.

A solar panel, provided through a grant by PG & E, contributes to our electrical grid. The amount of electricity produced can be monitored on the Internet.

The PTA has provided an outdoor eating area/plaza at the front of the school.

The principal/office staff maintains vandalism logs, truancy logs, and suspension/expulsion logs.

Playground sandboxes and playground equipment are monitored regularly for safety.

Through recent modernization, student and staff restrooms have been modernized and are scheduled to be cleaned daily.

Through recent modernization, the alarm system has been upgraded and can be heard from all areas of the school campus.

All classrooms have telephones, and the doors may be locked from the inside.

A professional arborist visits and directs tree trimming/removal for student safety as needed.

Holes in grass area on primary playground are reported to the district and are regularly repaired.

The middle of the parking lot provides a marked crossing area. Additional markings were added to highlight no parking areas and safe passageways.

Pest control personnel visits site and investigates insect concerns.

Walkie talkies are provided for communication between the office and the custodial staff.

Safety information is included in our school newsletter as reminders to students, parents and staff members.

Utility location maps will be displayed in all buildings and included in all staff safety binders.

An attractive school marquee provides schedule/event reminders.

Parents are reminded not to bring dogs on campus.

Areas of Concern:

Safety on campus is a critical. Communication between staff, parents, and students must be strengthened to allow for appropriate responses in the event of emergencies.

Action Plan:

1. In 2012-13, additional two-way radios have been purchased to improve supervision and communication. Kinder grade teachers will be provided with a radio for use in the event the office cannot be reached.
2. In 2012-13, all staff members will continue to stress that volunteers and visitors check in with the office before entering the campus.
3. PTA/Student Council will investigate purchasing tables for the upper grade snack area and northerly classroom wing.
4. Staff members will be surveyed regarding custodial cleaning of classrooms.
5. Emergency information will be disseminated to parents during Back to School Night and Open House
6. Classes will be encouraged to continue campus beautification activities.

The School's Social Environment

Areas of Pride and Strength:

The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms. Expectations for student behavior are clearly communicated.

The school principal uses the morning message as a platform to commend students' behavior and/or address any areas in need of improvement.

The school's Character Development Program, focusing on the book, *Inch and Miles: the Journey to Success*, contributes positively to the overall school environment.

Teachers establish firm and fair classroom rules and consequences.

The principal, teachers, and parents work together to maintain high expectations for student behavior.

A Crisis Intervention Team is maintained. The principal and a group of teachers are trained in Nonviolent Crisis Intervention Techniques and are called to action if needed.

Fight Back Santa Maria's "Check, Connect and Respect" Program is implemented to help make selected students more connected to school.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet.

Teamwork is practiced during organized Noontime Sports, Alice Shaw Track events, and district-wide Flag Football leagues.

Students are able to compete in academic endeavors (i.e. Spelling Bees, Battle of the Books, Math Super Bowl, and PTA Reflections).

DARE is implemented in sixth grade.

A parent education night focusing on drug use through Fight Back Santa Maria is regularly scheduled in the district.

A collaboration between school staff and law enforcement exists to provide a safe campus for students.

PTA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.

Theme days are planned by students to nurture school spirit.

Assemblies, field trips, "Walk through the Revolution" program, Outdoor School, and the Science Fair are outstanding ways we give our students "hands on" learning.

Professional Learning Communities within grade levels are conducted to create opportunities for teachers to collaborate about student performance and effective teaching strategies. The staff analyzes student performance to design instruction.

The administrator will provide teachers with appropriate assessment data to help them analyze student performance and to write improvement plans based on such analysis.

Fall and winter conferences promote collaboration between teachers and parents.

PTA and Business Sponsors provide financial support to school academic programs, field trips, and special projects.

An art room is available for teachers to bring students to participate in organized art lessons.

The school is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer teams, etc.

Areas of Concern:

Alice Shaw staff strives to make our school a welcoming learning where students feel connected with their teachers, their peers, and the other adults. Special care must be given to identify students who feel disconnected, and continue to address the development of the whole child.

Action Plan:

1. In the 2012-2013 school year, our staff will strive to implement a "Sign Out" and "Hall Pass" expectation for students leaving the classroom.
2. All teachers will have a "time-out" partner classroom for students needing to refocus.
3. Continued efforts will be made to minimize classroom disruptions; instructional time will be maximized.
4. Staff will investigate programs which foster personal and social skill development, including anti-bullying strategies.
5. School will foster collaboration with social groups in our community.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership between Alice Shaw staff and stakeholders.

Staff at Alice Shaw possess high standards and expectations for all students. Results of student performance are analyzed and staff collaboration occurs to discuss effective teaching strategies and to design instruction.

Adults at Alice Shaw strongly feel that every student on campus is "unique and special".

All staff members are teachers and supervisors of all children.

PTA provides opportunities for "fun nights" to enable parents, students, and staff members to feel "connected" to the school (i.e., fall carnival, movie night, BINGO, spaghetti dinner).

Gen-Span volunteers, retired community members, tutor Shaw students during the school day.

The office staff creates a "welcoming" and friendly atmosphere.

Communication home comes in many forms - Dunlap Duster, Dunlap Update e-mail, PTA Newsletter, and classroom newsletters.

Parent involvement is highly encouraged.

There is a close rapport among staff members.

The principal is approachable and willing to discuss parents' concerns/issues.

Student Success Team meetings bring staff and parents together to help referred students. Staff and parents can make referrals.

If needed, several staff members are trained in Crisis Prevention and Intervention (CPI).

Student award programs recognize students for academics, citizenship, effort, and cooperation.

Upper grade students mentor primary grade students via a "Little Buddies" tradition which creates a special bond between older and younger students.

Several service learning and community service projects are conducted each year (food baskets for holidays, environmental causes, etc.).

Law enforcement is consulted as necessary.

The PTA supports classroom instruction, provides field trips, finances assemblies, and provides resources for school beautification.

Shaw Bucks/Eagle Village (currency/student store) provide students opportunities to focus on responsibility and good behavior throughout the school year.

A Student Award Celebration is scheduled first in the classroom for all students and then in the cafeteria for selected students to acknowledge students exhibiting positive character traits as identified in Inch and Miles. All students have the opportunity to earn "Personal Best" awards during the school year. Additional student recognition ("Muffin Day" and "Pizza Day") as well as a variety of classroom recognition opportunities allow students to celebrate positive qualities and characteristics. Students in fourth—sixth grades are recognized for exemplary academic achievement through an Honor Roll. Special privileges and activities are planned each trimester for students achieving Honor Roll.

Local law enforcement officers are regularly present on campus and play a supportive role with students.

Areas of Concern:

Communication between parents and staff regarding issues and concerns must be enhanced to establish clear expectations from our students.

Action Plan:

1. In the 2012-2013 school year, the school principal will use the morning message to regularly remind students of the elements of positive character traits.

2. Student and staff logo apparel will be available for purchase, and will be encouraged to be worn on Fridays as a means to express a spirit of togetherness.
3. The Leadership Team has updated dress code. The new code is being enforced.
4. Opportunities for students to participate in service learning/donation projects will continue.

5. Teachers will continue to promote social growth through classroom and school recognition opportunities.

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Olga L. Reed Elementary School

Safe Schools Plan

Orcutt Union School District

2012-2013 School Year

Address: 480 Centennial Street, Los Alamos, CA 93440
Phone: (805) 344-2401

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Member Name	Position
Joe Dana	Principal
Ron Maderas	Dean of Students; Teacher
Janice Chaves	ASES Program Director; Media Specialist
Paula Rowley	Office Manager
Steve Borjas	Custodian
Lisa Wilkanoski	Teacher
Kathy Dantzer	Parent
Brenda Galvez	Parent
Stephanie Rieben	Parent
Nakoamie Saldivar	Parent

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

While maintaining its current positive practices, Olga Reed School will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

The size of our staff and student body promotes an environment where each child's needs are understood and met by all staff members, and at the same time, students feel comfortable seeking help from all staff members.

To support student achievement, English Language Development (ELD) and academic Intervention are a fully integrated part of each school day. Migrant Education students receive supplemental support after school during the After School Education and Safety (ASES) Program.

ASB membership is available to students in grades 4-8. Classroom elections are held to identify class representatives. A school-wide election identifies students to serve in executive positions. The ASB promotes school spirit through the integral role it plays in Student Recognition Assemblies, and by planning school-wide "spirit days."

To provide our students opportunities to grow outside the academic curriculum, we now offer two P.E. periods each week per student, as well as Band, instruction in Dance, and an after-school Choir..

Community service is an expectation for 8th grade students, who must earn 8 hours for graduation.

A Parent Teacher Student Association (PTSA) has been established at the school. The organization organizes school events and raises funds to support the wide array of school activities.

The After School Education and Safety (ASES) Program provides the great majority of our students an extended day with homework reinforcement and other organized activities.

Areas of Concern:

1. Although the school's enrollment has grown from 2011-2012, continued enrollment growth is essential.
2. The PTSA needs to be viewed by staff, parents, and students as a venue in which all stakeholders can unite in support of the school.
3. The school has the opportunity to make its new school garden a place of learning, school unity, and community support.

Action Plan:

1. The school principal will continue to work with the district on ideas for raising enrollment and maximizing use of school facilities at Olga Reed.
2. The PTSA will work to organize events that build its brand and unite staff and families at the school. These events will include large events such as the Harvest Festival and the Cinco de Mayo celebration, and smaller events such as Lunch on the Lawn.

-
-
3. The school garden installation day will include students, parents, staff, and community members. The school's Garden Education Manager (Jennifer Scarano) will work with staff to schedule regular opportunities in which students can grow, tend, and harvest vegetables, fruit, and flowers in the school garden.

The School's Physical Environment

Areas of Pride and Strength:

The facilities are in good repair. Our campus has a mix of old and new, including a state-of-the-art computer lab that offers a wide range of programs (CompassLearning, SkillsTutor, Larson's Math, Imagine Learning, Lexia, Keyboarding, etc.) to reinforce classroom instruction.

Our school boasts the most modern and visually appealing library facility in our district. In addition to rows of shelves stocked with books to meet the reading levels of all our students, the library has a separate reading room and ample space to also serve as an ideal location for staff meetings, training, PTSA meetings, etc.

The district devoted considerable resources in 2011-2012 to install new overhead lighting in our gymnasium. Despite the age of this facility, it serves a multitude of functions: as a central location for school assemblies and parent meetings/performances, an alternate location for P.E. instruction, an indoor recess area for our students on rainy days, and of course, as home to both our boys and girls junior high basketball teams.

Ample real estate exists on our campus to meet the physical needs of staff and students. In addition to a playground area that consists of multiple basketball courts, a tennis court, swingsets, and two playground structures, we have a full-size soccer field and track used to support P.E. instruction. Additionally, a large baseball field containing two diamonds (presently unused) sits at the western edge of our campus.

Fire drill and evacuation patterns have been established. A school-wide bus evacuation drill was conducted in the fall of this school year. A detailed emergency response plan has been completed.

The school has a new telephone system, which includes "all call" intercom capability.

Areas of Concern:

1. The school needs to monitor more closely those who visit the campus during the school day.
2. The school needs to continue its work on emergency preparation, including regular drills for a range of emergency scenarios.
3. Visual aesthetics at the school can be improved.
4. The gymnasium will continue to require district attention due to the age of the facility.
5. Some of the vegetation on campus is overgrown and in need of pruning, trimming, and/or removal.
6. Some neighbors of the school have expressed concerns about litter, lighting, and weekend/after-hours mischief.
7. The school does not have an alarm system for buildings other than the computer and library.
8. The school has suffered problems with bee swarming.
9. Classrooms, restrooms, and facilities need to be regularly cleaned while also allowing for the presence of a custodian during after-school events.

Action Plan:

1. The school will redouble its efforts to have parents and all other visitors check in with the office when visiting during a school day. The community will be asked in a community mailing to refrain from walking through the campus when children are present during school days (7:30 a.m. to 6:00 p.m.). Staff will be required to wear staff ID badges.
2. In addition to regular fire and earthquake drills, the school will hold lockdown and intruder drills. Staff will continue dialogue on emergency preparation.
3. Continue to explore opportunities to improve the visual aesthetics of our school. An important project is the PTSA's effort to purchase and install a new marquee in the area of the front parking lot. This marquee can be used to announce key school events.
4. Roof repairs for the gym tentatively are scheduled for Summer 2013.
5. The day custodian will allot time in his daily schedule to keep up with the extensive vegetation on our campus. As needed, the district grounds crew will be assigned to Olga Reed. In addition, the PTSA will consider planning a "Bronco Pride" school beautification day that brings parents, students, and other volunteers to campus for a day of beautification work.
6. The school will continue to be solicitous of input from neighbors on after-hours and weekend issues at Olga Reed. As it can, the school will continue to be responsive to its neighbors. In addition, the school will look into forming a "School Watch" group of neighbors who can monitor the campus after hours and on weekends.
7. The district is aware of the school's needs for an alarm system. This will continue to be a priority.
8. The district has retained a consultant on bees for advice on handling bee swarming. At this point, it appears that the bee issues are transitory.
9. The work schedules for the school's three custodians will be coordinated to (1) maximize the custodians' ability to clean classrooms, restrooms, etc.; (2) allow for in-person communication between custodians as they end and begin work shifts; and (3) provide for the presence of a custodian on campus from 6:30 a.m. through 7:00 p.m. (and 9:00 p.m. for after-school events such as home basketball games).

The School's Social Environment

Areas of Pride and Strength:

Expectations for student behavior are clearly communicated in a Parent/Student Handbook. In addition, the school principal visited each classroom at the start of the year to make clear student rules for behavior. The dean of students reinforces these rules and expectations on a daily basis, and addresses improper behavior with appropriate consequences. Staff are continuing a notification system in which parents receive, and are asked to sign, slips communicating homework and/or behavioral issues.

Teachers assume responsibility for establishing firm and fair classroom rules and consequences. As a result, there are few instances of students referred to the school office for administrative attention.

Students have opportunities to be active participants in the social fabric of our school in a variety of ways: through both ASB and PTSA planned activities, through community service, and through the ability to compete in athletic (basketball and track) and academic endeavors.

Sixth grade students have the unique opportunity to extend their instruction in social studies and science through their attendance in Outdoor School at the Catalina Island Marine Institute.

A cross-section of our student body walked in the Los Alamos Old Days Parade in September of this school year, carrying a school banner and serving as proud ambassadors to our local community.

The school was involved in the Los Alamos Chair Faire in July, raffling off chairs that had been painted by students last spring.

The school has capitalized on the Tall Ship Program of the Santa Barbara Maritime Museum for special learning experiences for students, including an overnight field trip for fifth graders.

Areas of Concern:

1. The school needs to expand communication to the community about school events and school programs.
2. Financing Outdoor School for sixth graders has been a concern in the past, and continues to be a concern.

Action Plan:

1. The school principal will work on a community mailer (entitled "Bronco Pride") that provides information about Olga Reed, school events, and school programs. The mailer also will include enrollment information. In addition, the school will purchase a marquee that can publicly display dates, events, and other information about the school.
2. The school will continue fund-raising efforts in support of the sixth-grade trip to the Catalina Island Marine Institute.

The School's Culture

Areas of Pride and Strength:

There is a strong partnership among students, staff, and our parent community. The parents have a vested and active interest in wanting our school to be a place where their children come to learn in a comfortable, non-threatening environment.

The school's after-school program (ASES) contributes immeasurably to this sense of well-being by being available to students in grades 1-8 for four hours each day.

The PTSA and School Site Council provide parents the opportunity, and responsibility, to become actively involved and have a voice in the direction of our school.

Student Success Team (SST) meetings bring staff and parents together to address the needs of referred students.

Monthly recognition assemblies involve the entire student body and staff, providing an opportunity to boost school spirit and generate enthusiasm amongst the entire school community.

The school's principal prepares a weekly E-mail to parents, highlighting staff members and providing parents a closer look at significant school activities as they take place. The school calendar is highlighted in this forum as well. This is augmented by a written school newsletter that goes home in both English and Spanish.

Areas of Concern:

1. The school has a new County Special Education Program this school year. The program serves students in grades 6-8 who have severe disabilities. Staff want to make sure this class is fully assimilated into the school culture.
2. Some at the school have expressed concerns about divisions between English- and non-English-speaking families.

Action Plan:

1. Staff and students from the County Special Education Program will be fully included in all school events, from the First Day of School assembly onward. The County Special Education teacher will be invited to all staff meetings.
2. The school's community liaison will continue to facilitate communication to and from non-English-speaking families. The school principal will make an effort to host large school events in both English and Spanish.

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Lakeview Junior High School - 2012-13

Safe Schools Plan

Orcutt Union Elementary School District

Address: 3700 Orcutt Road
Phone: (805) 938-8600

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School Safety Committee

Member Name	Position
Alan Majewski	Principal
Cody Dugan	Student
Sierra Troup	Student
Elaine Furst	Special Education Teacher
Simon Griffin	Teacher
Patty Manfredi	Parent
Keri Kirkland	Teacher
Laura Payne	Parent
Tracy Dugan	Parent
Laurie Graack	Parent

Mission Statement

To cooperatively build a foundation of excellence for our students.

Vision Statement

Our VISION is that all students at Lakeview Junior High School will experience equal access to a well-balanced, challenging education designed to prepare them to think, communicate and achieve to their fullest potential academically, socially, and personally.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- The staff is well qualified, cohesive, innovative, and flexible.
- The principal and assistant principal are very supportive.
- The students are proud and cooperative.
- The community, parents and PTSA are very active and involved.
- The special education program is both inclusion and pull out. Special education students receive as many of their services within the general education classroom, along side their peers, as appropriate.
- Daily morning announcements are given by students and followed by a principal's announcement when necessary and which always end in a motivational/inspirational thought for the day.
- Before school activities include band, drama practice, Geometry and Associated Student Body (ASB) meetings.
- Numerous lunchtime activities (pep rallies, music, tutoring, spirit competitions, noon league intramurals, etc.) are available for all students.
- A wide variety of elective courses are offered to infuse learning with technology, visual and performing arts, and career/real-world connections.
- After school activities include cheerleading, a homework center, academic tutoring by AVID trained college students and after school sports are available for all students.
- 100% of the full time teachers have obtained SB 395, SB 1969, CTEL, CLAD or BCLAD certification.
- New staff members are paired with an onsite veteran teacher, in their curricular area, to facilitate transition to their new work environment. Teachers new to the District participate in the BTSA program along with an onsite mentor.
- New students are welcomed by the office staff and principal and are then paired with an ASB student officer and are given a tour of the school including a walk-through of their classrooms.
- Lakeview School has a website and staff homework websites for Home/School Communication and an electronic weekly parent/staff newsletter is sent home by the principal.
- Phones in every classroom allow for voice mail capabilities.
- Parent nights at Lakeview (Back-to-School, Open House, Parenting Education Sessions, Teacher/Parent Conferences, Seventh Grade Orientation, etc.) are very well attended.
- Utilizing a Lakeview Student Handbook (developed by Lakeview staff) and a "Student Rights and Responsibilities" Handbook (developed by district personnel), students and parents are made aware of all school rules within the first two weeks of school (attendance, suspension and/ or expulsion policies, dress code, discipline procedures, sexual harassment, etc.).
- Child Safe workshops over a three-day period are conducted yearly for seventh grade students and parents.
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.
- The district and school have addressed the heavy backpack issue by purchasing and sending home with every student a set of classroom books.
- An on-campus suspension program was implemented as an option to off-campus suspension.

Areas of Concern:

Continue to develop and maintain a family feeling on our campus. We need to create an environment in which our students feel comfortable, cared for, and challenged to do their best. The culture of our school needs to be that ours is the school that cares about each other. We must continue to find ways to meet the social, developmental, emotional, and athletic needs of each of our students.

Action Plan:

1. Explore ways to improve meaningful participation for all students (40 Developmental Assets).
2. Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. Continue to explore ways to meet the needs of those students who are not yet proficient.
4. Improve communication with staff regarding incoming students. Is there a suspension background, a pattern of violent behavior? Administration needs to do a better job of getting this information

The School's Physical Environment

Areas of Pride and Strength:

- School buildings and classrooms are well maintained and attractive (especially considering the age of the school).
- Staff members annually review and update the School Disaster Plan.
- The campus is partially fenced (i.e. unwanted visitors are observed and dealt with).
- The school is located in an area that is easily observed by passing motorists on a local freeway and surface street.
- A central Quad area allows our students to socialize in a confined area easily monitored by staff.
- The gym and fitness area are a source of school and community pride. The gym is not only used for junior high activities, but also by our district for district wide events such as "The Celebration of Our Arts", local youth sport groups and by the Santa Maria Parks and Recreation Department for Special Olympics in October. School and field facilities are shared by other schools and community programs.
- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the School and District Disaster Plans. A schoolwide evacuation drill is held yearly and is coordinated with the district.
- A duty schedule is posted weekly. Teachers are on duty before, during and after school for student safety.
- Softball fields are continually used by the community and the school.
- The district worked with the school to construct a walkway on the south side of campus so the students could bypass an unsafe hill which created a traffic blind spot on an adjacent street (Harsin Street).
- The PTSA and school worked together to provide a covered outdoor lunch area to provide students another place to eat on campus.
- The PA system has been upgraded and can be heard from all areas of the school campus.
- Locks have been replaced allowing teachers and staff to lock classrooms from the inside.
- There are two marquees in the front of the school which have information for parents and students about school events and is updated weekly by ASB students.
- Survival kits have been placed in classrooms, gym, fitness center and multi-use room. Each teacher also has an emergency bag filled with supplies and emergency binder.

Areas of Concern:

An area of concern is to upgrade the eating area for our students. Additional tables, trees, and landscaping for students will enhance the beauty of our campus. We also need to upgrade the furniture at our school in all classrooms. We also must concentrate on how we deliver technology in our classes. Examine safety aspects of our campus and explore possible improvements.

Action Plan:

1. Administrators, with help from the California Highway Patrol and the Santa Barbara County Planning Department, will investigate long term solutions to heavy traffic problems in the school parking lot and frontage road before and after school.
2. The ASB will develop a campus litter prevention/clean up rewards program. ASB is also looking into a recycle program that will work for our school.
3. The school and ASB will continue to search for ways to improve student pride so that acts of vandalism are reduced and reported in a timely manner.

4. Continue to work with the Orcutt Youth Softball Association (OYSA) to maintain the softball fields and the adjacent parking areas.
5. Examine safety issues on campus related to our Intruder drills at all times during the day. Including nutrition break, lunch, and passing times.
6. Conduct regular staff discussions regarding our reactions to crisis events. This would include all disaster and safety drills.

The School's Social Environment

Areas of Pride and Strength:

- Active and innovative administrators who are skilled in participatory management.
- Lakeview Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- Parent Education Workshops are being held on a regular basis to deal with many problems or issues facing parents today, such as the social networking web sites, drug use, truancy, homework, student apathy, etc.
- The weekly electronic newsletter written by the principal contains parenting and student tips.
- Lakeview holds high expectations for our students and provides numerous opportunities for each student to succeed. Teachers are available before and after school. Two days a week, AVID trained high school and/or college tutors are on campus for one hour to help students with their homework at the Homework Center.
- ASB sponsored activities give students positive activities during the lunch hour.
- Various school teams and before and after school activities are available to all students, including basketball, track, volleyball, cheerleading, drama, etc.
- The PTSA and the School Site Council are very active parent/student/teacher organizations on campus.
- Numerous school and/or PTSA sponsored activities are offered on a regular basis (assemblies, night dances, parent education workshops, spirit weeks, etc.).
- 3-day student trips (Monterey and Los Angeles) are offered to the top 40 qualified students in each grade level.
- The school has a flexible schedule. Three days of the week are devoted to a regular schedule. Two days a week are Block schedule in order to facilitate labs and extended learning activities.
- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is nine weeks in length. Progress reports are issued at least mid-quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at Parent/Teacher/Student Conferences held in the gym at the end of quarters one, two and three.
- Professional Learning Community (PLC) days have been built into the schedule to give teachers time to meet and collaborate on curriculum and assessment. Late Start days once a month are also used for PLC collaboration.
- The ASB has a program called COTY (Class of the Year) to foster team building, cohesiveness and overall school spirit.
- A character building program is announced daily to all students by an ASB officer.

Areas of Concern:

To continue to address the social environment we create for our students at Lakeview. Find ways to enhance the presence and leadership of our ASB. Continue to develop our school trips and field trips, and explore additional ways to keep our school vibrant and exciting for our students.

Action Plan:

1. Develop a committee to assess the possibility of introducing new programs to address student needs (peer counseling, student mediation, etc.).
2. Use the Healthy Kids Survey to assess areas of concern from the students' point of view.
3. Improve the use of identification badges by all staff members
4. Review all counseling services for our at-risk students

5. Examine the anti-bullying programs and assemblies available to schools. Talk about bullying with our staff and students more often.
6. Improve and expand our character education practices on campus.

The School's Culture

Areas of Pride and Strength:

- There is a rigorous program for all students with high expectations and the opportunity for all students to succeed.
- Consistent behavioral expectations are in place.
- There is a very active ASB and Student Body involvement in Community Service projects, such as Toys for Tots, Reflections writing project, food drives, Pennies for Patients, etc.
- The ASB sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- A Lakeview Newsletter is published weekly by the principal and sent electronically to over 600 parents.
- A community liason will be available this year for one half a day per week to help communicate with our Spanish speaking parents and members of the community.
- A Community Interview Day is offered during the year to develop a link to the community.
- An SST/ATC process is in place to ensure identification of at-risk students' needs and to foster collaboration to assist student learning.
- Student recognition (Student of the Quarter, Honor Roll and improved GPA) programs, with parent involvement, recognize students for improvement and success.
- Students are recognized quarterly for perfect attendance.
- The Student Body (ASB) officer reads the "Words of Wisdom" daily during announcements. The "Words of Wisdom" promote good citizenship and character.

Areas of Concern:

- . We need more students involved in our school wide activities.
- . Continue the words of wisdom and other character building activities on our campus

Action Plan:

1. Development and enforcement of clearer expectations for appropriate dress and behavior.
2. Development of strategies to build a sense of family within the school (i.e. every child can succeed and every child is important).
3. Explore practices to involve more students in our ASB activities
4. Continue character education building activities. Explore activities, other activities that will help us. Assemblies for our students.

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Orcutt Junior High School

Safe Schools Plan

Orcutt Union Elementary School District

Address: 608 Pinal Street
Phone: (805) 938-8700

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Member Name	Position
Susan Salucci	Principal
Kelly Osborne	Vice Principal
Stephen Hall	Student Council President
Zack Ayers	Student Council Vice President
Irelyn Davis	Student Council Secretary
Robyn Turner	School Nurse
Joseph Moreno	Head Custodian
Anna Zucker	Teacher
Dave Rapson	Teacher
Steve Harris	Parent/School Site Council
Chris Schmidt	Parent/School Site Council
Kathleen Stevenson	PTSA President

Mission Statement

The mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower students to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Vision Statement

We envision an Orcutt Junior High School where

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

The Safe School Committee shares a common feeling with our students, parents, and staff in that Orcutt Junior High School is a safe, supportive, nurturing place for children. This "safe school" perspective comes from a deep commitment of cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, *Safe Schools: A Planning Guide for Action*. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff, (2) The School's Physical Environment, (3) The School's Social Environment, and (4) The School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- With a severely handicapped class and a County hard of hearing class, students are accustomed to working with peers of varying abilities.
- A supportive, caring, and involved staff.
- Classrooms open before school, at lunch, and after school for additional help.
- Careful and complete at-risk student identification process.
- Positive communication with feeder schools regarding students.
- Intervention programs for students with special needs or attention.
- A comprehensive Physical Education/ Health program offered to all students.
- Proud and Cooperative students.
- Involved parents, PTSA, and community.
- Elective elections within student schedules.
- ASB activities, fundraisers, fun days, and assemblies.
- School dances three times a year.
- Afternoon intervention classes for reading and mathematics.
- Staff has incorporated academic language as a part of daily instruction. (The vocabulary words are the 12 most commonly missed words on standardized tests).
- Full inclusion special education program.
- Morning video announcements by the Journalism class.
- After school activities include cheerleading, academic intervention classes, enrichment activity classes, and after school sports are available to all students.
- 100% of the full time staff members have obtained SB395, SB1969, CLAD or BCLAD certification.
- ASB provides leadership opportunities for students.
- The breakfast and lunch program feeds hundreds of students daily.
- We provide a healthy snacks nutrition break every day.
- Health, dental, vision, and scoliosis screening take place every year.
- New students are welcomed by the office staff and principal and are then paired with an Orcutt student and are given a tour of the school.
- Orcutt Junior High website and staff homework websites for Home/School Communication are updated regularly.
- Phones in each classroom allow for voice mail capabilities.
- PTSA sponsored Red Ribbon Week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.
- Child abuse workshops over a three day period are conducted yearly for seventh grade students and parents.
- Utilizing an Orcutt Junior High School Student Handbook (developed by the school staff) and a "Student Rights and Responsibilities" Handbook (developed by District personnel), students and parents are made aware of all school rules within the first week of school (suspension and/ or expulsion policies, dress code, discipline procedures, sexual harassment, etc.).

Areas of Concern:

School Culture and prior year discipline rates (specifically disruptive behavior) for classroom as well as throughout the campus

Action Plan:

1. • Continue to develop staff professional growth opportunities.
2. • Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. • Constantly review dress code policy for students
4. • Anti-bullying curriculum and focus in PE and 7th grade Health classes.
5. • Upgrade and improve the overall facility.
6. • Explore new technology in the classroom.
7. • Explore ways to improve meaningful participation for all students.
8. • Incorporate various Response to Intervention strategies as outlined by the Mike Mattos professional development training.

The School's Physical Environment

Areas of Pride and Strength:

- The school buildings and classrooms are well maintained and painted.
- We hold regular School Beautification Days with PTSA and parent involvement.
- The principal, vice principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The campus is secured by an alert staff (we have no fences on the school perimeter) unwanted visitors are quickly observed and confronted.
- The staff maintains an updated School Disaster Plan. Evacuation drills are called on a regular basis.
- The parking lot has been redesigned and traffic patterns modified to improve on student safety needs.
- The Principal maintains vandalism logs, truancy logs, and suspension/expulsion logs.
- Student and staff restrooms have been modernized and are monitored regularly for cleaning and repair.
- Locks have been replaced allowing teachers and staff to lock rooms from the inside.
- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the school and district disaster plans. A school wide evacuation drill is held yearly and is coordinated with the district.
- The alarm system has been upgraded and can be heard from all areas of the school campus.
- Our gym and fitness lab are a source of school and community pride. The gym is not only used for junior high activities, but also by local youth sport groups and by the Santa Maria Parks and Recreation Department.
- The school is viewed by the community as their park.

Areas of Concern:

A student friendly campus to facilitate school spirit, and connectivity.

Action Plan:

1. • Add additional school spirit/logo signs throughout the campus.
2. • Painting of trim/railings throughout the school.
3. • Durable, numbered signs that represent classroom numbers have been posted on back fence for drills and emergencies.
4. Emergency Management Guides have been created and given to all site employees.

The School's Social Environment

Areas of Pride and Strength:

- Orcutt Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- Orcutt holds high expectations for our students and provides numerous opportunities for each student to succeed. Teachers are available before and after school. Classrooms are open before school, at lunch and after school. The library is also open at lunchtime for students.
- ASB sponsored activities give students positive activities during the lunch hour. Classrooms and the library are also open during lunchtime.
- Various school teams and before and after school activities (basketball, track, volleyball, cheerleading, etc.)
- The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.
- On a daily basis, the principal greets students as they enter the school in the morning and depart in the afternoon.
- Parent-Teacher Conferences held three times during the school year in the gymnasium promote shared goal setting between teachers and parents.
- Regularly scheduled activities bring parents, students, and staff together for social activities.
- The PTSA and the School Site Council are active parent/student/teacher organizations on campus.
- Student trips are offered to high achieving students in both seventh and eighth grade.
- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is nine weeks in length. Progress reports are issued mid-quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at the Parent/Teacher conferences held in the gymnasium or they are mailed home.
- Two counselors are provided through a grant awarded to Fighting Back Santa Maria. One of the counselors works with 6 students over 16 weeks. The counselor works with the staff and parents of these students as well as referring these clients to outside support services. The remaining counselor is available once a week and has a referred caseload of 8-10 students.
- Professional Learning Community (PLC) days have been built into the schedule this year to give teachers time to meet and collaborate on curriculum and assessment.
- The seventh grade science department maintains a recycle program at the school which also helps promote a clean campus.
- Resolving Conflicts Creatively is a program provided to the school through Fighting Back Santa Maria. In this program, students are taught how to resolve conflicts in a productive manner. This program is delivered in the 7th grade health classes.

Areas of Concern:

Student activities designed to make kids feel safe and connected at school thus decreasing truancy rates in both grade levels.

Action Plan:

1. • Use the Healthy Kids Survey to assess areas of concern from the students point of view. As a school goal resource we must regularly revisit this survey. More surveys during the year should be added.
2. • School site management will continue to provide for safety and disaster preparedness activities and drills
3. • Continued efforts will be made to minimize classroom disruptions; instructional time will be maximized.
4. • Administrator will continue twice a year to visit classrooms and discuss school rules, policies, and expectations.

5. • Continue the social dance lessons presented in the PE seventh grade curriculum.
6. Institute anti-bullying reporting program through website and other social media
7. Active participation in the district attorney's truancy program for Santa Barbara County

The School's Culture

Areas of Pride and Strength:

- There is a rigorous program for all students with high expectations and the opportunity for all students to succeed.
- Parents and students regularly report that they feel "connected" to the school.
- The PTSA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for school beautification.
- Consistent behavioral expectations are in place.
- A strong, consistent dress code policy is enforced.
- There is a very active ASB and Student Body involvement in Community Service projects.
- The ASB sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- School principal sends out a Bi-monthly bulletin to parents for purpose of keeping parents up to date on school activities.
- An Orcutt "Mustang Madness" newsletter is published by students every month.
- A Community Interview Day is offered during the year to develop a link to the community.
- After school intervention and enrichment classes are offered for identified students and students wishing to expand their educational experiences.
- Our morning video announcements set the tone for the day with spirited students giving daily update performances.
- Our PE program has fitness programs and activities designed for all students.
- Our cafeteria provides lunches and nutrition snacks that please all our students.
- Teachers take a serious interest in the lives of their students.
- Student recognition programs take place regularly such as Student of the Month, Honor Roll, Pizza List, and others.
- An SST program is in place to ensure early identification of and collaboration to assist learning needs.
- Students help maintain a clean and orderly campus.
- Teachers and Parents maintain high standards and expectations for all students.
- A mass text message list has been generated through the school's email program to inform parents of upcoming dates and events such as progress reports, parent conferences, back to school night, etc.

Areas of Concern:

Communication among all stakeholders to enhance and improve school culture

Action Plan:

1. • Continue to improve communication with parents.
2. • Continue to improve the grounds, landscaping, and beautification of the school.
3. • Review regularly the rules regarding dress code, discipline, and attendance.
4. • Improve communication with our feeder schools and incoming students.
5. • Allow PLC's to continue to improve within our school and with other schools.
6. • Continue professional growth opportunities for staff members.

7. • Continue to make parents feel a part of the school events.

Appendix

Board Policy and Administrative Regulation

- a. BP 0450 (a)- Comprehensive Safety Plan
- b. BP 5141.4 - Child Abuse/Neglect and Reporting Requirements and Procedures
- c. AR 5144.2 - Suspension and Expulsion/Due Process

Safe Ingress/Egress

- a. Evacuation Map
- b. Disaster Drill Schedule
- c. Emergency Team Duties
- d. Disaster Duties and Responsibilities
- e. Disaster Procedures
- f. Procedures for Lock down/Shelter Evacuation

Discipline Procedures

- a. Student Handbook
- b. 2011 Discipline Summary
- c. 2011 Attendance Summary
- d. Notifying Teachers of Dangerous Pupils
- e. Discrimination and Harassment Policy

School Information

- a. 2010 School Accountability Report Card
- b. Safe School Questionnaire
- c. Safe Schools Planning Checklist
- d. Electronic Network User Agreements (Students and Staff)
- e. California Healthy Kids Survey