



## CHABOT ELEMENTARY SCHOOL HANDBOOK - 2019-20

Policies, Procedures & Expectations

### **VISION:**

Through meaningful relationships, intentional inclusivity, and responsive instruction Chabot Elementary interrupts inequitable practices and challenges biases. We uncover and remove the predictability of success and failure that correlates to any social or cultural factor. As a community, we discover and cultivate the unique gifts, talents, and interests of every human being.

### **Mission:**

Chabot students are valued and empowered so that they are able to take academic risks, problem solve, make connections, and use evidence to think critically. Students develop empathy, awareness, and perspective-taking in order to support each other, celebrate differences, and be agents of change.

***Our school strives to be a welcoming environment for all students, families, and community members. Please read all content and review the following policies with your child(ren): Academic Learning - Student Responsibilities (p.2); Bullying - Expectations for Students, (p.4); School Yard (p.5); Before & After School Procedures (p.10)***

### **ACADEMIC LEARNING**

School Responsibilities - Chabot Elementary School will:

- Build community and provide a safe, trusting learning environment that encourages each child to reach their full academic and social emotional potential.
- Ensure that adult supervision and support for students are available at all times.
- Implement a Positive Behavior Interventions and Support System / Restorative Justice approach to support learning and the emotional and social growth of your child.
- Provide high-quality curriculum and instruction that is differentiated, culturally relevant, and aligned to the Common Core Standards
- Provide differentiated scaffolding, teaching strategies and materials to meet the needs of your child.
- Encourage the use of active engagement strategies and academic risk-taking
- Implement learning cycles that promote inquiry and influence professional learning
- Collect student data to inform instruction, monitor growth, identify learning goals, and design small group and personal interventions to support mastery of curriculum/tasks for each child regardless of their individual circumstances.
- Communicate with parents and families about their children's academic and social-emotional progress through twice a year conferences, report cards, and student work; Results of SBAC, CELDT and other state tests will be mailed or sent to the parents as results are received.
- Allow families reasonable access to staff. Parents may call the school for appointments with their child's teachers or arrange directly by email. Please see below for more information.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents are encouraged to volunteer in their child's classroom and may arrange this directly with the teacher or through the Teacher Support Team coordinator. Please see Visitor/Volunteer protocol below.

Parent/Caregiver Responsibilities - Parents/Caregivers will support our children's learning by:

- Monitoring attendance and punctuality
- Making sure homework is completed
- Reading with children or have children read for at least 20-30 minutes every day (depending on grade)
- Attending to children's wellness so that they come to school ready to learn
- Collaborating with teachers and school staff around the learning and behavior of students
- Modeling inclusive and welcoming behavior through interactions with other adults at Chabot

Student Responsibilities - Students will share the responsibility to improve their academic achievement and meet the Common Core academic standards in the following ways:

- Come to school on time and ready to learn
- Complete schoolwork and homework
- Read for at least 20-30 minutes every day outside of school (depending on age)
- Ask for help when needed and apply appropriate learning strategies
- Attend academic interventions and programming when recommended by teacher
- Follow the school code of conduct and rules, always show respect and be responsible for own behavior.

### **BEHAVIOR & Chabot's Discipline Policy**

Students will be taught expected behavior, rules, and discipline procedures at the beginning and throughout the school year with SCHOOL WIDE common language and a positive behavior interventions and support systems approach (PBIS). Our students learn that they are expected to demonstrate CARING FOR OURSELVES, CARING FOR EACH OTHER, and CARING FOR THE COMMUNITY. If expectations for behavior are creating challenges for a student the following procedure will take place:

MINOR BEHAVIORS will be addressed by an adult at the time of occurrence. **Before a child is sent to the office, teachers/staff should have tried at least 3 in class interventions to modify behavior.** These behaviors include

- Defiance/ non-compliance (General off-task, not listening, interrupting X1)
- Disruptive talk (Talking-Stops after a warning)
- Excessive Movement (Tap, fidgets, roll around, rocking, wading, etc.)
- Inappropriate physical contact (Horseplay, "playing" too much, light pushing)
- Inappropriate language (context and judgement X1)
- Silliness and other off task behavior (Stops after warning)
- One time name-calling *depending on context and severity*
- Misuse of property
- One time unsafe behavior in playground *depending on context and severity*

All classes have their own progressive discipline policy which will be explained in detail to children and families.

Possible In-class Interventions for **Minor Behaviors** include:

- Redirect with Positive Reinforcement Strategies (5-1)
- Personal Check-in with adult-Restorative Conversation and/or Circle
- Opportunity to review/ reteach desired behavior (Explicitly teach and model)
- Written Reflection
- Prompting Desired Behaviors
- One-on-one Problem Solving Conference as necessary (one-on-ones should always be private).
- Behavior Contract
- Seat Change
- Time-out for reflection (can take place in another class "Buddy Room" and can be of varying length depending on the severity or frequency). Office will be notified of room changes.
- Loss of privilege
- Phone call home if this behavior happens consistently

**MORE SERIOUS BEHAVIOR CONCERNS:** An office referral is necessary **when classroom interventions do not produce a desired change or for behaviors which jeopardize the well being of students or staff:**

- **Continuous minor behavior problems** (student does not seem able to redirect himself after various conversations and phone call home). It is important for the office to know that this is occurring with no change. **Parent contact and Two Other In-Class Interventions required before referral is made.**
- Serious verbal abuse – discrimination, bullying, offensive personal comments, shaming, intimidation, threats, more serious name-calling, constant name-calling, cursing at a person (If it appears minor, but the receiver of the abuse is upset, this should also be referred to the office)
- Unwanted intentional physical contact – pushing, hitting, kicking, throwing things at, any playful behavior that can and will obviously lead to injury, pulling hair, pushing into or towards dangerous situations, using anything as a weapon
- Alcohol, drug, or cigarette use, purchase, supply, ownership on or off campus
- Possession of a weapon
- Sexual harassment or abuse – unwanted touching, sexual innuendos and comments spoken, **electronic or on paper** or electronically, sexual motions
- Inappropriate touching, inappropriate language spoken or on paper

All of these behaviors require greater intervention. Children are referred to the office at this juncture because we want to ensure consistency of message and the communication of the severity of these behaviors. Possible interventions include:

- Phone call home – Parent conference arranged
- Conflict Mediation-Restorative Justice
- Community Service Project - Reflection Exercise
- Explicitly teach & model rules and expectations
- Recommendation to interventions team - Student Success Team Meeting
- Implementation of Behavior Contract
- OUSD Behavioral Support
- Increased adult supervision-Check-In systems, Mentoring
- Classroom/ Yard restriction - loss of privilege
- In-school or out-of-school suspension

#### INFORMATION ABOUT OFFICE REFERRALS

If a student must be sent to the office for behavior issues in the classroom a Student Referral Form will be filled out by both the teacher and Office Discipline Team. An office referral is necessary when inappropriate, unsafe behavior continues to occur and compromises the student's as well as the class' learning consistently and/or without change and the in-class interventions listed above have been tried. On occasion, students may be sent to the office for Conflict Resolution if there is an ongoing peer disagreement. Students may also be sent to the office without prior intervention in the case of severe unsafe behavior. Teacher and/or Office Administrator will call or email the student's home to report the behavior that evening.

Most often, in the office students involved in conflict will participate in a Restorative Justice/Conflict Mediation Process. We want to address the specific problem a child or group of children are having with a restorative, problem solving approach. The Office Discipline Team will use Restorative Conversations and Circles to listen to all perspectives, address the specific problem(s) and get to the root (function) of the behavior(s). This powerful process invites students into the conversation and encourages them to be more reflective. Students are encouraged to take an active role in the process in order to understand the impact of their behavior, accept accountability, and give everyone involved an opportunity to heal and learn.

## **BULLYING/ CYBER-BULLYING**

Bullying is defined in Education Code 48900(r) as any **severe or pervasive** physical or verbal act(s) or conduct, including electronic communications, that has, or can be reasonably predicted to have, the effect of one or more of the following:

- (1) Reasonable fear of harm to person or property.
- (2) Substantially detrimental effect on physical or mental health.
- (3) Substantial interference with academic performance.
- (4) Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

No child should ever be subjected to bullying and we take all complaints very seriously. If a child or family member feels that bullying is occurring, **please let school personnel know as soon as possible so we can take immediate action to investigate and resolve the problem.**

We believe that everyone should enjoy our school equally, and feel safe, secure and accepted. We actively celebrate our community's diversity in terms of race, ethnic identity, nationality, sexual orientation, family structure, gender, gender identity, special needs, popularity, economic status, athletic ability, intelligence, and religion. Our goal is to have a truly safe school where every member of our community feels included, welcomed and valued for her/his unique gifts and talents.

Chabot Bobcats include all students and treat everyone with respect. It is never OK to tease, call names, pick on, make fun of, laugh at, make inappropriate gestures, or exclude students. These behaviors cause pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization.

We want our students to develop self advocacy skills and to try to solve "child-size" problems themselves by ignoring others who bug them and asking other students to stop troubling behavior. However, if a problem persists, staff is available and committed to helping students resolve conflict. Students are encouraged to let their teachers or Yard Staff know if there is a problem.

### **Expectations for Parents:**

1. Keep my child(ren) and ourselves informed and aware of school behavioral expectations.
2. Work in partnership with the school to encourage positive behavior, value differences and promote sensitivity to others.
3. Discuss school rules and expectations with my child(ren).
4. Regularly talk with my child(ren) about his/her feelings about school, friendships and relationships.
5. Inform Chabot staff of changes in my child's behavior or circumstances at home that may change his/her behavior at school.
6. Alert Chabot staff of any ongoing breach in this contract or serious incident which is impacting your Child.
7. Participate fully and contribute to making Chabot a truly inclusive and welcoming school.

### **Expectations for Students:**

1. Actively stamp out teasing of all forms at school. Avoid put downs and inappropriate language
2. Participate in lessons and assemblies around community building and inclusivity
3. Use Restorative Justice and other problem solving techniques to peacefully resolve conflicts.
4. Treat others as I want to be treated.
5. If you see something, say something - the adults are here to help you, but we need to know when there is a problem.

## **SCHOOL YARD**

Our Chabot playground is used by our students during school hours. We try to allow our students plenty of exercise and fresh air. Our students will have recess and outdoor activity in all but the worst weather. Please send your child to school with weather appropriate clothing such as rain gear, coats or jackets. Our staff is responsible for Chabot students during school hours; The Oakland Unified School District policy does not allow us to be responsible for students who have already been picked up by their families who are lingering in the school yard or campus or for siblings who do not attend Chabot. Please supervise children who you accompany to the school.

### **YARD EXPECTATION/RULES:**

- TREAT OTHERS THE WAY YOU WANT TO BE TREATED!
- Follow directions of all adults
- Use kind language- No shaming, teasing or put downs
- Keep your hands, feet, objects and food to yourself (Play fighting or horseplay is not safe on yard)
- All tag games must be supervised
- Walk between areas on the yard
- All yard equipment will be provided
- Chabot rules must be followed when playing 4-square, 2-square, basketball, or any other organized sport
- Gum and glass bottles are not safe on yard
- Clean up your trash-. Recycle It! Compost It! Or Landfill It!
- When the bell rings: STOP what you are doing, TAKE a knee, WAIT for the whistle, WALK to your class line.
- NEVER open the gate during school or afterschool programs
- Stay within eyesight of adults; tell someone if you are leaving for any reason
- No toys or balls from home

### **PLAY STRUCTURE EXPECTATIONS/ RULES:**

- Walk around and up and down the play structure
- Keep your hands, feet, objects and food to yourself (Play fighting or horseplay is not safe on yard)
- Down only on the slide-One person at a time
- One way on the monkey bars
- Use stairs and handrails appropriately-(Climbing onto the top of the play structure or rails is not safe)
- When the bell rings, come off the play structure safely and take a knee
- No sitting or standing on Monkey Bars

### **FOUR SQUARE RULES**

#### **OUTS:**

- Hitting the ball on an INSIDE line (the plus sign on the inside of the court)
- Hitting the ball out of bounds (outside of the outer lines)
  - A ball that touches an outside line is IN
- Failing to hit the ball into another square
- Allowing the ball to bounce more than once in their own square (double)
- Hitting the ball before it has bounced in their own square
- Hitting the ball incorrectly, such as holding, catching or carrying (holdie)
- Hitting the ball with a part of the body that are not hands
- Hitting the ball out of turn

**\*\*No teaming up, 4-square is an individual sport**

**\*\*All players are responsible for watching the game closely and making sure that the rules are followed consistently.**

**\*\*When there is a dispute about who is out, students will use "Ro Sham Bo" to determine who stays in.**

## **HALLWAY EXPECTATIONS**

Hallway expectations are designed to maintain the quiet and orderly atmosphere necessary to facilitate learning. Students are expected to follow these procedures at all times when going from place to place in the hallway:

1. Walk
2. Keep hands and feet to yourself.
3. Remain quiet/calm and alert.
4. Be aware of your surroundings
5. Face Forward.
6. Take one step at a time on the stairs and stay on the right.
7. Stay in a single-file line.
8. Enter the classroom ready to be a Chabot Scholar.

## **DRESS CODE**

At Chabot we strive to balance children's self expression with maintaining an appropriate learning environment. We remind our students that there is a difference between how one dresses for school (or work) and how one dresses for play or weekends. Specifically, we ask that all shorts, skirts and dresses reach midway between the knee and thigh. We also ask that all shirts cover the midriff. Clothes with offensive or inappropriate slogans, pictures, or messages are not allowed.

If a staff member feels that a student's clothing violates this dress code, staff will speak quietly to student and try to arrange for a change of clothing. Families will be called.

## **FAMILY INVOLVEMENT**

### VISITING THE CLASSROOMS

The participation of the parents at Chabot Elementary School is one of the many things that make this such a good school. The best way to visit your child's classroom is to volunteer or participate in an activity arranged by the teacher. If this is not possible, please follow these protocols to support an uninterrupted learning environment for all students:

- Arrange a convenient time beforehand with teacher and/or principal - In order to maintain our learning environment, "Drop In" visits to classrooms are NOT allowed!!!
- Sign-in at the office and receive a visitor's badge.
- Please limit your visits to 30-60 minutes or less - no more than once a week

*Please respect that it is not an appropriate time to talk to teachers about your child's progress as they are teaching.*

### VOLUNTEERING IN THE CLASSROOM

We appreciate parent/caregiver support and volunteers! In order to be an ongoing classroom volunteer at Chabot we ask that you do the following:

- Fill out the OUSD volunteer application located at [www.ousd.org](http://www.ousd.org)
- <https://www.oaklandfund.org/parent-volunteers/>
- Upload updated negative TB test results (good for 3 years) to your Volunteer account
- Review and sign the [Chabot Volunteer Agreement](#)
- MAKE SURE YOU SIGN IN AND GET A NAME TAG EVERY TIME YOU ARE ON CAMPUS (in the office)
- We thank you for taking the time and effort to support our students!

## FOOD AT SCHOOL AND BIRTHDAY CELEBRATIONS

We are working hard to teach our students to make healthy food choices. We are also a **Nut Aware school**. This means that certain classrooms, due to severe student allergies to nuts, must remain Nut Free. Class parties are always conducted by our Room parents and/or classroom teacher. We ask that food goods not be sent to school unless parents have first checked with the Room Parents or the classroom teacher and understand the status of bringing nuts into the classroom. Children sometimes bring a treat to share with their classmates on their birthdays. However, check with the classroom teacher first. We ask that any treats brought include healthy options. Also, if a student wishes to have a birthday party at home, please deliver the invitations by mail. Students may not understand why they are not all invited.

## FIELD TRIPS

There are many opportunities for our students to learn from the world around them. We encourage parents/caregivers to attend our field trips as chaperones. This is a very important role. It should be noted that parents and caregivers who chaperone are working to support student safety must care for the students in a responsible manner. All Chaperones must sign the Chabot Field Trip Agreement and follow the rules set by the teacher and the school. All overnight Field Trip Chaperones must have completed the Volunteer process **including fingerprinting** as well. Please note - some field trips have limited chaperone opportunities. In trying to be as fair as possible to all parents, teachers may set deadlines for parents to apply for field trips; please read the correspondence from your teachers and Room Parents so you do not miss an opportunity. Sometimes, there are limited chaperone slots, and chaperones may be selected by lottery.

## COMMUNICATION

### OFFICE

The office is open daily from 8:00 am - 4:00 pm. Please try to be respectful of the Office staff's time. Parents/guardians are asked to limit telephone messages to their children for emergencies only. Lunches, clothing and messages brought to school for students during school hours should be left in the school office for delivery to the classroom. Every effort will be made to answer all phone calls during school office hours. In the event that the call goes to voicemail, voicemail will be checked once in the morning and once in the afternoon. If something is urgent, it is best to call back than to leave a message. Emails are the preferred way of communication with our office staff: Margaret.Thorp@ousd.org, and Pricilla.Wilson@ousd.org. For ALL ATTENDANCE related matters please use the following email address: ATTENDANCE@CHABOTELEMENTARY.ORG.

### **CHECK IN AT THE OFFICE FIRST!**

All visitors must sign-in at the office before visiting the campus. This includes volunteers unless arrangements have been made with classroom teacher to notify the office in advance.

### COMMUNICATION WITH ADMINISTRATION

Families are welcome to email either the principal, [Jessica.Cannon@ousd.org](mailto:Jessica.Cannon@ousd.org) or our TSA, [Celia.Bermeo@ousd.org](mailto:Celia.Bermeo@ousd.org) You can also reach us by phone through the main number or schedule an appointment to meet with us through the Main Office. We will respond to all contacts within 2 business days.

### COMMUNICATION WITH TEACHERS

Each teacher will share her/his preferred methods of communication; please follow her/his individual guidelines. All OUSD personnel can be reached by OUSD email: [firstname.lastname@ousd.org](mailto:firstname.lastname@ousd.org). Teachers are not able to receive incoming phone calls in their classrooms. You may leave a message in the office. It is our policy that teachers will respond to any emails or phone calls within 3 business days. ***Please remember that teachers do not usually have access to phones or email during the school day as they are teaching.***

## OTHER IMPORTANT COMMUNICATION

CHABOT BROADCAST - This weekly email is sent out to subscribers in the Chabot community and includes both a PTA and a community section. In it you will find information on everything that is happening in our community. ***It is strongly recommended that all families subscribe to this service by going to the Chabot Website at [chabotelementary.org](http://chabotelementary.org), and entering your email in the space provided on the right.***

WEBSITE - Log on to [www.chabotelementary.org](http://www.chabotelementary.org) . You will be amazed at the wealth of information you'll find. Everything you need to know about Chabot can be found here...from calendar information, PTA information, information about teachers, classrooms and Principal Cannon. Info changes weekly so check back often.

CLASSROOM COMMUNICATION - All classrooms will have an email list or group for communication either run by the teacher or Room Parent. Please do check these emails as they contain VERY important information. *Please remember that there are limitations to email, particularly group emails. Room Parent class email threads should be used to disseminate information; they should not be used to debate topics or critique any aspect of the school program; refer concerns to teacher or Administration*

FLYERS - Chabot regularly sends home important flyers and updates via your students' backpacks. It is a good idea to check these regularly. Flyers will also be posted around campus for your reference.

PARENT-TEACHER CONFERENCES: All teachers hold twice yearly Parent-Teacher Conferences (October and March). We hope all parents/guardians will take advantage of this opportunity to learn about your child's progress. Every family is guaranteed two conferences/year; we ask that two household families make every effort to attend the same single conference. Other family meetings may be initiated by the school when extra support is needed. Parents may request to meet with teachers if there is a situation which can not be addressed via email or phone call. In order to respect teacher time, face to face teacher meetings (including Conferences, SSTs, 504s, and IEPs) should not exceed one meeting/ month/family, unless there is an emergency. Additionally, we ask that, if any family requires more than one or two meetings/year outside of conferences, those meetings are scheduled through the office so appropriate compensation can be offered to teachers. Please remember that all of our teachers have between 24 and 31 students and are only contracted to work between 8 and 3.

### RESOLVING CONCERNS:

If you have a concern or complaint, please follow the steps below:

1. First talk with your child's teacher. If that doesn't resolve the issue...
2. Next, request a meeting with your child's teacher and Celia Bermeo, our "Teacher on Special Assignment".
3. If necessary, request a conference with Principal Cannon.
4. If you cannot resolve the concern at that level, contact the Network Partner responsible for Chabot:  
Tamara.Dujes@ousd.org

You may also refer to the "Uniform Complaint Procedures" located in the Parent's Guide to Oakland Public Schools, which provides additional information regarding specific types of complaints. ***It is never appropriate for a parent to "discipline" another person's child; if you have concerns about a child's behavior, please notify school staff.***

**ATTENDANCE** *Did you know that there is no greater indicator of your child's academic performance than the actual amount of time s/he spends at school?* While we do understand that emergencies and illnesses arise, we also want to encourage all of you to make every effort to have your scholar at school, on time, every day, ready to learn. No make-up work can replace the quality of instruction that your child misses when s/he is absent.

ABSENCES - If your child is absent, please directly EMAIL , our attendance specialist, Pricilla Wilson, at [ATTENDANCE@CHABOTELEMENTARY.ORG](mailto:ATTENDANCE@CHABOTELEMENTARY.ORG) OR call the school office at (510) 654-4884 as soon as you can to report absence(s). Call after 8:00 a.m.) with your child's name, the teacher's name, and the reason for the absence.. If your child has been absent for more than a day, please contact your teacher for make-up work. Absences from school are excused only in cases of illness (more than 3 days requires a doctor's note), quarantine, medical appointments, religious holidays, funeral services, and personal emergencies as approved by the principal. More info is in the OUSD Guide; you can find a link to this Handbook on our web site.

EXTENDED ABSENCES AND INDEPENDENT STUDY - Please make every effort to schedule your family travel during the school vacations. Independent Study packets are available for absences of 5-15 days. However, it is important to recognize that, not only do vacations during the school year give the message that school is not "that" important, they also create a lot of work for our office staff and teachers. Under new state guidelines, the average Independent Study packet takes about an hour of clerical time and another hour of teacher time. Most importantly, they are never a replacement for the actual instructional time. If you are going to be requesting an independent studies packet, please make sure to check in with the Attendance Clerk in person in the main office so you can fill out the proper OUSD paperwork and guidelines. All independent studies packets must be SUBMITTED at least 5 days before your departure. Independent studies are approved on a case by case basis and must be submitted and approved by Ms. Cannon before class work packets can be prepared by the teacher.

TARDY - After 8:35, students are marked tardy. After 8:45 students need to check in at the office, on our computer, to get a late slip to class. Students who are more than 10 minutes tardy will not be admitted to class without a late slip.

LEAVING EARLY - If your child needs to leave early, he or she must have a "Permit to Leave School". This form needs to be obtained from the main office by the parent/guardian prior to the student leaving campus. If someone other than the parent/guardian is picking up the student, the office needs written permission (unless the person has been listed on the emergency card). Anyone picking up the student should have a photo ID for proper identification.

### **ILLNESS AND MEDICATION**

INJURY- In case of injury, school personnel can provide basic first aid treatment only (soap and water, band-aids, and ice packs). If more care is needed, a parent/guardian will be called to pick up their child. In case of an emergency, or when a parent/guardian cannot be located, 911 will be called.

MEDICATION- School personnel may not administer prescription or OTC medication without an "Authorization For Medication" form signed by the doctor, the parent/guardian and the nurse. Forms are available in the main office. If medication is to be administered at school, it is to be brought to the office, in its original container. Students are not to have medication of any kind in their possession during school hours unless they have a Permission to Self-Carry form filled out by the doctor and parent.

ILLNESS- Children should not come to school if they are ill; they run the risk of spreading their illness to others. You know your child better than anyone. If you feel that they are not 100%, please keep them home! Children need to be fever free, with no vomiting or diarrhea for 24 hours without medication, before returning to school. If your child becomes ill while at school with a temperature of 100.0 or higher, a parent/guardian will be notified and asked to come pick them up. Students who become ill need to be picked up within an hour. They may not wait in either the main office or the nurse's office until the end of the day. Please make plans for this kind of emergency in your family. Please consult your child's provider and follow instructions of care if he/she develops Pink Eye, Chicken Pox, Strep Throat, or other contagious disease.

### **BEFORE & AFTER SCHOOL PROCEDURES**

Chabot's school day begins at 8:30 and ends at 2:50 (1:50 on Wednesdays). We do not have supervision for children before or after these hours. **STUDENTS WHO ARE ON CAMPUS BEFORE OR AFTER THESE HOURS MUST BE SUPERVISED BY A PARENT OR FAMILY MEMBER OR ENROLLED IN ONE OF OUR EXTENDED DAY PROGRAMS.** We are legally responsible for students on campus, and do not have adequate supervision to ensure safety of students who are not enrolled in a program. Ten minutes after dismissal, we will "sweep" the campus, anyone who is not enrolled in a formal program will be brought to the Main Office and we will make every effort to contact an adult from their Emergency Card.

PLEASE INSTRUCT YOUR CHILD TO GO TO THE OFFICE AND NOTIFY US IF THEIR PICK UP IS NOT AT THE USUAL PLACE ON TIME - we do not want children "hanging out" on the yard waiting for rides. Because it is a matter of safety, if we can not reach an adult and/or no one can pick up the student within 30 minutes of his or her dismissal we may call OUSD Police Services and the student will be taken to a safe location to await pick up. Police services phone # is 510-974-7777.

DROPPING OFF IN THE MORNING - Making sure that over 570 students enter the campus safely is all of our responsibilities. In order to keep our students safe, please arrive with enough time to follow these guidelines:

**USE THE DROP-OFF ZONE-** The Drop-Off Zone runs daily from 8:15-8:35. You may drop off your children on Chabot Road in front of the school office entrance each morning. Orange cones mark the zone. Pull forward at the curb inside of the cones so that eastbound traffic on Chabot Road can pass on the outside. Parent volunteers will help unload your children safely and will make sure they get into the school gates. Do not get out of your car -- it isn't safe on the traffic side -- the parent volunteers will help you. Please say your goodbyes and give last-minute instructions before getting to the top of the queue. Have backpacks in the car, not in the trunk. Do not allow your children to retrieve things from the trunk as they are standing in the street and you have the engine running. Be careful pulling out of the zone as Chabot Road is busy.

- **DO NOT DOUBLE PARK, BLOCK A DRIVEWAY OR STOP IN RED ZONE-** The Drop Off Zone is really the only safe and appropriate place to drop off your child unless you want to come early and find a legal parking space in the neighborhood. Be mindful of others in our community!
- **ONLY DO U -TURNS AT THE TOP OF THE UPPER YARD** at the large, three-way stop sign intersection of Chabot Road and Roanoke
- **CROSS THE STREET ONLY AT THE CROSSWALK** - Please do not endanger our students by modeling illegal and unsafe behavior by crossing in the middle of the street to save a minute or two
- **DRIVE PREDICTABLY** and obey traffic laws and signs. Follow the directions of the School Safety Patrol members. When the whistle blows and the hand-held stop signs come out, STOP!
- **FOLLOW THE INSTRUCTIONS OF OUR DROP OFF ZONE VOLUNTEERS** wearing orange vests.

