

Orchard Elementary School
February 2013

**ORCHARD ELEMENTARY SCHOOL
COMPREHENSIVE SAFE SCHOOL PLAN**

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School Site Council Approval: February 28, 2013

**VACAVILLE UNIFIED SCHOOL DISTRICT
401 Nut Tree Road
Vacaville, CA 95688**

**Board Policies and Administrative Regulations referenced in this plan are available on
the Vacaville Unified School District website:**

<http://vacavilleusd.org>

COMPREHENSIVE SCHOOL SAFETY PLAN

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1-12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments and district attorneys' offices. For the purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of and education about potential incidents involving crime and violence on campus. The school site council at each district school shall develop a safety plan relevant to the needs and resources of that particular school. School Site Council Members will review and evaluate progress towards action plans on the regularly scheduled Site Council meetings.

PUBLIC ACCESS TO SAFETY PLAN

The School Site Council at each district school shall develop/revise a comprehensive school safety plan relevant to the needs and resources of that particular school. The council may delegate the responsibility for developing the plan to planning committees, review site funding sources, and/or apply for a Safety Grant from North Bay School Insurance. The Superintendent or designee shall ensure that an updated file of all safety related plans and materials are readily available for public access. (Education Code 32282). Portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. When reviewing the tactical response plan portion, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve tactical response plan is announced in open sessions. (Educational Code 32281)

MISSION STATEMENT

The mission of Orchard Elementary School is to create a safe and supportive environment that emphasizes self-esteem and the mastery of academic and life skills to help students become life-long learners. Goals include cultivating each child's intellectual capabilities, as well as their awareness of moral, cultural and human values. It is a strongly held belief by the Orchard School community that teaching and learning are the responsibilities of students, staff, and parents working collaboratively.

VISION STATEMENT

Orchard Elementary School offers a safe and attractive physical plant where students are accepting of one another's uniqueness, practice self-discipline for the safety of themselves and others, and achieve academic excellence. Staff members provide a positive and safe learning environment which helps to develop a strong sense of community with students, staff, and families. We believe that all children can learn. By providing a safe, supportive, and encouraging environment, we believe each child will be allowed to develop to his or her maximum potential academically, morally, socially, emotionally, and physically.

OVERVIEW

Demographics: Orchard Elementary School is located in the Vacaville Unified School District on the fringe of the city. The neighborhood is an older established neighborhood with many former students returning as parents. The current school population is 410 students. Approximately 33% of the students attend from outside the school attendance area. There are 12 general education classes and 3 Special Education classes. The school enrollment is made up of the following ethnic groups: .5% Native American; 1.2% Asian; 2.73% Pacific Islander; 14.64% Hispanic; 4.47% African American; 72.46% White; .25% Other.

Parent Involvement and Support: Parents at Orchard Elementary School have a long history of supporting students and staff through the Parent Teacher Club. PTC holds monthly board meetings which any parent may attend. Parents serve on the School Site Council, in the classrooms, fundraising committees, and in the library. Parents support classroom learning through a strong volunteer effort and collaboration with staff. PTC continues to support activities that support student learning and community involvement. Parent fundraising efforts support the instructional program through financial support of classroom materials, field trips, technology, and school-wide assemblies. Children benefit greatly from the efforts of all parent involvement.

Instructional Leadership: The curriculum at Orchard is aligned with the California Standards for the core subject areas. The Vacaville Unified School District Mission guides decisions. Literacy coaches provide support through district planning of Pacing Guides, benchmark assessments, reading assessments, and English Learners Plan. Teachers meet weekly to collaborate on planning with content standards, formative/summative assessment, and targeted intervention. Teachers have currently been analyzing classroom practice for student engagement through Learning Walks with a tool developed by teachers on site.

Student Support Services: Orchard offers the following services to support students at our site: Speech and Language, Resource Program, Psychologist, Nurse, Librarian, Occupational Therapist, Counseling Interns, and Health Clerks. Student Study Teams meet to provide assistance to the classroom teacher and parents when students do not show academic progress. MSAP Committee provides assistance for teachers to support students whose academic achievement is affected by attendance, health, or behavior. Programs that support student learning and engagement include Accelerated Reading, Gifted and Talented Education, English Language Development, Read Naturally, Soar to Success, and additional intervention in all grade levels in reading based on student/classroom needs.

Attendance: Orchard School averaged 96.4% attendance rate for 2011-2012 year. Truancy Rate (the number of students w/unexcused absence or greater than 30 min on three plus days) was 100/412 or 24.2%.

Class Size/Teaching Load: Class sizes in grades K-3 are staffed at a student to teacher ratio averaged 29:1. Grade 4-6 classes are staffed at a ration of 30:1. Class sizes may vary due to averaging of class size.

Classroom Discipline and Climate for Learning: Orchard School staff works together to provide a positive and disciplined learning environment for all students. The staff developed a discipline plan for the primary and upper grade playgrounds. Rules are posted in all classrooms for the playground and the cafeteria. Teachers have developed a discipline plan with an emphasis on rewards and consequences. The staff and noon supervisors reviewed the school rules and discipline procedures for further refinement at a staff meeting. A teacher created a new office referral which correlates with Building Effective Schools Together (BEST program) with student computer information program (AERIES) discipline code. School rules and appropriate consequences are presented in a power point at an assembly at the beginning of the school year for primary and upper grades. These rules are reviewed and reinforced after winter break. Teachers review rules and procedures periodically throughout the year to address new areas of concerns. The principal and noon supervisors also meet periodically to review rules and consequences. Monthly citizenship, achievement, and effort awards are presented at awards assembly. Perfect attendance awards are presented to 14 students at the end of each month and are supported by Orchard's PTC. STAR award presentations began this year to honor perfect math test; 500 Club for reading and math; and Band Jumpers (students who advanced a level in reading and/or math).

School Facilities and Safety: Orchard School was built during early 1980's. It has 9 original classrooms and 12 portable classrooms. We have a staff of one day custodian and one night custodian. Both have excellent work standards and high expectation of safety and cleanliness. A recent safety inspection cited minimum corrections which were a level 3 priority. Orchard went through the renovation process during the 2006-2007 school year. New carpet, paint, tile, and cabinets were installed. The health department awarded an excellent review for the cafeteria.

Safety concerns are addressed several ways. Routine safety checks of playground and facilities are conducted several times a year. Actions are taken to address each area that needs improvement, and a written report is sent to the agency conducting the inspection. The current head of maintenance walks the campus monthly with the principal and/or custodian for site needs. Emergency drills are conducted monthly; these drills include fire, hostile act, bomb, and earthquake. Fences and gates were installed on the perimeter to protect the safety of students on site and site facilities during the weekends and vacation times. The staff and students at Orchard participate in two district earthquake drills in the fall and spring of the year. Playground, cafeteria, and classroom rules are posted, reviewed and enforced. The custodian and principal collaborate to apply for the safety grant provided by the school district.

SECTION 2: ASSESSMENT OF CURRENT STATUS

The School Safety Plan for Orchard Elementary School was reviewed and revised by the School Site Council with staff and parent input.

The committee members followed the guidelines provided in the Safe School Planning Booklet and the Safe Schools: A Planning Guide for Action manual, as well as input from parents and staff to develop the Comprehensive School Safety Plan.

Needs Assessment: Orchard School’s need assessment included the following:

- 1) Reviewed the “Safe and Drug Free School and Community” monthly referral forms and the “California Safe Schools Assessment of School Crime” reporting forms to assess the existing number of school crimes. The committee found that Orchard School crime is virtually non-existent. Vandalism work orders are rare. Pupil suspensions during the beginning of 2011-2012 school year totaled 34: 14 related to inappropriate behavior; 12 related to caused or attempted to cause damage to school property or private property; 2 related to fighting; 1 related to stealing; 2 related to threats; three related to damage of property. There were no student expulsions.
- 2) As part of the new assessment requirements under the *No Child Left Behind Act (NCLB)* for Title IV Safe and Drug Free Schools and Communities, Orchard School administered the California Healthy Kids Survey in the spring of 2010. The target sample included 48 fifth grade students; the final sample (number of respondents) was 43 fifth grade students for a 90% response rate. 58% of respondents were female; 42% were male. The purpose of the confidential survey is to assess student health risks, assets and behaviors related to drug use, violence, crime and physical and mental health. The data provides teachers and staff information about youth issues for instructional purposes, as well as to develop better prevention and intervention programs for our students. A summary of the data is presented in the tables below:

Alcohol and Other Drug (AOD) Use	Total %
Alcohol, 1 or 2 sips	21
Alcohol, a full glass	0
Inhalants (to get high)	0
Marijuana	0
Perception (alcohol), very bad	67
Perception (marijuana), very bad	84

Tobacco Use	Total %
Ever smoked a cigarette	5
Ever chewed tobacco or snuff	0
Perception smoking is bad	88

Violence and Safety	Total %
Feel safe at school-all of the time	65
Been hit or pushed-some of the time	28
Been hit or pushed-most of the time	5
Been hit or pushed-all of the time	2
Brought weapon to school	2
Saw another kid with a weapon at school	30

Physical Health	Total %
Eat breakfast this morning	84
Exercise during the week-5 days	19
Exercise during the week-6-7 days	40
Body image-about right	77
Been teased about your body at school	33

3) The committee used input from parents and staff to identify existing concerns regarding school safety. The review targeted three areas of school safety: a) physical environment; b) campus supervision; c) social environment. Following is a summary of the review.

a.) Physical environment: The school building and grounds are attractive and well maintained for an older facility. Parent and staff meetings were held to review security measures and procedures in the case of intruders on campus. Past safety grant awards have improved the campus walking path and provided safety measures for exposed cords from tripping hazards.

b.) Campus Supervision: Parents and staff felt that student safety before and after school was a priority. Procedures were put into place for traffic patterns. Supervisors assist with the school’s parking lot and after school; three supervisors monitor student behavior and safety for the kindergarten, primary, and upper playgrounds before school. The principal is outside school at dismissal time to monitor student safety. There are six noon duty supervisors who oversee the playground and lunch room. The morning traffic flow is usually faster with people dropping off students and not having to wait. Signs have been posted to have only buses in the front parking lot during pick up/drop off times. Gates have been added to the front and back of the school to secure the perimeter of the school for student safety and maintain security for the facility during weekends and vacations. Past safety grant awards have provided walkie talkies for campus supervisors and classrooms paraprofessionals.

c.) Social environment: 28% percent of the fifth grade students reported being hit or pushed in last year’s Healthy Kids Survey; and 65% of students report feeling safe at school all of the time. Consistent enforcement of rules and problem solving for misbehavior will continue to be addressed by all staff.

- 4) The committee reviewed Orchard's discipline, intervention, recognition, and award programs and policies to ensure that they focus on positive prevention of violence, and foster the development of personal, social, and academic skills. API was 860; significant group was 878.
- 5) The committee reviewed the policies of the Vacaville Unified School District related to school safety. Where appropriate, the policies are referenced in this plan.

As a result of this needs assessment, the following areas of desired change were identified and prioritized:

1. Personal Characteristics of Students and Staff: Life Skill Character Traits
2. School's Physical Environment: Safe, orderly, and clean environment; review campus security procedures that will provide/maintain a high level of school safety for ingress and egress of pupils, parents, and school employees to and from school
3. School's Social Environment: Self discipline and support for MSAP; anti-bullying policy and enforcement; strategies to support diversity, character education, and conflict resolution
4. School's Culture: Increase/enhance reward system for positives in academics, citizenship, and attendance

GOALS, OBJECTIVES, AND IMPLEMENTATION STRATEGIES

In order to ensure school safety, the following procedures are followed:

A. Child Abuse Reporting Procedures

The Board recognizes that child abuse has severe consequences and the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. Child abuse reporting procedures used by mandated reporters are consistent with Vacaville Unified School District Board Policy 5141.4 and Administrative Regulation 5141.4. Every year child abuse reporting procedures are reviewed with the staff by a school nurse. These procedures (report by telephone immediately or as soon as possible to the Vacaville Police Department or Child Protective Services and file a written report within 36 hours) are strictly followed. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

B. Discipline Policies and Practices

School-site discipline rules and procedures are regularly reviewed to address student behavior problems and school safety. Behavior booklet provided at the beginning of the year reviews behaviors and appropriate consequences to be considered. Corrective measures encourage the use of alternative disciplinary measures that keep students in school during the school day. Strategies for identifying and preventing bullying behavior will be taught.

C. Policies Related to Suspension, Expulsion and Serious Acts Leading to Suspension or Expulsion

Any student who commits an act that will result in a possible suspension or expulsion is written up as a referral, which is delivered to the site administrator and district policies are followed. Every parent receives a copy of the district policies at the beginning of the school year or upon entering later in the year. A parent handbook is posted on Orchard's website. Both outline specific behaviors that may result in suspension or expulsion. Students are taught the school rules and expectations at the beginning of the year and are reinforced throughout the school year. If a student is suspended from school, the parents are notified by phone and letter. Students are provided due process, and discipline follow a progressive plan of consequences. If a student is recommended for expulsion, the student's rights will be addressed pursuant to Board Policy 5144 and Administrative Regulations 5144.1 and 5144.2.

D. Notification to Teachers ED (49079)

Individual teachers are informed of each student who has engaged in any of the acts described in EC 49070 (except tobacco/smoking) as outlined by Administrative Regulation 4112.9. This information is given to teachers in writing on a confidential basis. It is sent via email on a weekly basis and shows who has been suspended from school in the past three years.

E. Discrimination and Harassment Policy (EC 212.6b)

Harassment of any type is not tolerated in the VUSD. Orchard's response to claims of unlawful harassment is governed by Vacaville Unified School District Board policies 6145.3, 5145.9 and Administrative Regulations 1312.3, 4119.11, and 5145.7. These policies prohibit any harassment due to sex, sexual orientation, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision, or any other basis protected by Federal, State, or local law, ordinance or regulation. Recent legislation has broadened the range of harassing activities to include the following: A student can be suspended or put up for expulsion for bullying committed by means of an electronic act directed specifically toward a pupil or school personnel. School personnel receive a copy of this policy and it is reviewed annually. The staff provides student awareness, counseling, and disciplinary actions when necessary. Parents are informed when incidents occur.

G. Disaster Procedures

The district's Disaster Response Plan and the school's Emergency Response Plan govern Orchard's response to a disaster. Both plans address the orderly and safe procedures for dealing with a natural disaster or crisis. Each staff member is presented with an annual review of earthquake and fire evacuation procedures as outlined in *School Emergency Response Plan*. Flip-charts containing information that is specific to a disaster are located in every classroom. Information binders in the classroom contain site specific information to assist with drills. In cooperation with the Vacaville Fire Department, VUSD schedules and

practices monthly disasters drills and yearly drills on disaster preparedness for earthquakes. There are two district-wide drills that will involve the activation of the Standardized Emergency Management System. The drills involve the activation of Emergency Management System. Drills involve the activation of Emergency Response Teams, Command Center, and Radio Alert Teams. Drills scheduled for October 18, 2012 and March 21, 2013. Emergency backpacks are located in strategic areas. Earthquake evacuation maps and fire evacuation maps are posted in each classroom and in other location on campus. Orchard has a crisis team in the event of traumatic events: principal, school psychologist, nurse, counseling interns, and teacher in charge. Staff members are asked to identify skills and training that would be helpful in the event of a disaster or traumatic event on campus. This information is readily available and will be used as needed. Sites are prepared to be used in case of a disaster as shelter for the community.

H. School Wide Dress Code

Dress standards for students are distributed to parents and students at the beginning of each school year in the Parent Handbook and as part of the school rules given to students. The handbook states the following: Students are expected to dress neatly and appropriately for all school activities. As outlined in District Policy 5470 (appendix F), students are not allowed to wear anything that advertises alcohol, tobacco, or drugs. Make-up, short shorts, halter, backless and tube tops are NOT allowed. Spaghetti straps or mesh shirts may be worn only with a T-shirt underneath. Pants may NOT be worn low off the hips. Shirts must cover the waistline: no skin showing. Undergarments must not be visible. Closed-toes shoes with low heels must be worn. Sandals with out backs, flip-flops, and heelys are not safe foe elementary school activities and should not be worn to school. Hats and sweatshirt hoods may be worn outside only.

G. Safe Ingress and Egress of Pupils, Parents, and School Employees

The safety of students is a high priority. An objective in the Safe School Plan is to reinforce arrival/departure safety procedures with students, parents, and staff. School Rules and Procedures address safe ingress and egress, and students are routinely reminded about safety issues. With the cooperation of the City of Vacaville and the Vacaville Police Department, Orchard has a crossing guard who assists students and has developed safer traffic patterns. Students are taught and reminded to cross streets only at crosswalks and to obey the crossing guards at all times. Orchard collaborates with the Solano Transportation Authority. The STA presents the Safe Routes to School Program where students are taught procedures for safely coming and going from school. The Vacaville Police Department is sometimes called upon to reinforce vehicular laws relating to speed, proper direction, and legal parking places. Bike racks are provided near the front of campus. The District's mandatory "Sign In" procedure for all visitors is strictly enforced.

Component 1: Personal Characteristics of Students and Staff

Our school community takes great pride in academic achievement, improvement, and citizenship. There is a strong system of teamwork to support each other in the best interest of student academic, social, and emotional growth.

- A caring relationship exists between students, staff and parents.
- Staff works collaboratively to improve educational opportunities for students, pride of citizenship and accomplishment as well as safety for students.
- Adults who visit Orchard compliment the students for good behavior; students and teachers also receive positive reports from supervisory adults on field trips
- Students and staff are environmentally aware and adhere to recycling efforts.
- Strong and active participation and fundraising led by the Parent Teacher Club provides students with field trips, assemblies, and monetary resources for teachers to use in the classroom.
- Parents and staff collaborate to bring families together for special events.
- Students are honored with monthly awards in the classroom for academic achievement, academic improvement, citizenship, and perfect attendance.
- Honor roll recognition for 5th & 6th grades is presented at the end of each trimester.
- Thank you and acknowledgements begin each agenda for staff meetings.
- Staff has been trained with the Masonic Student Assistance Program (MSAP) which is a general education response to students with behavioral, attendance, academic or health concerns.
- Orchard has an experienced and effective Student Study Team.
- Students participate in service learning through student activities for canned food drive, Pennies for Patients, and coin collections for various causes.
- Students collect Box Tops bringing acknowledgement to Orchard for being one of the top schools in the area; also collect Labels for Education

Desired Change/Goal: Strategies and programs will be implemented to ensure relationships based on mutual respect and trust.

Objective #1: Students will demonstrate respectful and responsible behavior

Related Activities:

- Provide professional development for Life Skills: Tools for Citizenship & Life concepts to uniformly implement school-wide
- Provide training for noon duty supervisors.
- Life Skill posted throughout the school and reinforced.
- Using consistent consequences/reinforcement to change group/individual behavior.
- Provide character building assemblies; school-wide message.
- Consider purchase of new program through the district Safety Grant for character development or bully definitions and awareness of appropriate actions.
- Consider creating an Orchard School Pledge to reinforce positive actions.

Resources Needed

- Time to continue staff development and classroom to implement Life Skill strategies
- Funding for related assemblies for character development
- Funds for copying lessons, letters, etc.

Persons Responsible

- Orchard Staff, Noon Duty Supervisors, Student Council
- Orchard PTC
- Principal

Timeline

- During the 2012-2014 school years

Component 2: The School's Physical Environment

Orchard family takes pride in the well maintained and orderly school grounds. A staff of two full time custodians and the teamwork of staff and students are to be commended for their efforts. The campus provides a welcoming appeal and parents/visitors feel comfortable and appreciative of the park-like, quiet setting.

- The grounds are well maintained and clean.
- The perimeter of the field has been completely fenced to provide additional security. Front gate by the street remains locked during the school day.
- Classroom doors are locked.
- Primary students walk with partners to restroom/office.
- Safety drills are conducted monthly for fire, earthquake, hostile act, lock down..
- Safety concerns after inspections are addressed in a timely fashion.
- Reports from health inspections, fire inspections, and insurance inspectors are positive.
- Monthly office artwork by students are visually appealing.
- Third grade students created owl posters for the MP room that reflected a unit of water and resource conservation in spring 2012.
- Boy Scouts, Girl Scouts, and Eagle Projects have added to the physical environment through planting, refurbishing benches, extensive walking path, decorated tiles for the base of the benches, shed and planting boxes for the kindergarten area
- Head of maintenance and the principal worked with NASCAR for the donation of the row of trees at the front fence of the school.
- Sixth grade parents donated trees to the back of the school in 2012.
- PTC and volunteers cleared the containers in the front of the school. Sixth grade students planted trees and plants in the spring of 2010.

Desired Change/Goal: To have a campus that is safe and secure while maintaining that welcoming environment for parents and students.

Objective #1: Assess the school's environment to include risk management analysis and development of security and safety measures.

Related activities

- Provide meetings for parent and staff to share ideas of a safe campus
- Share these ideas district-wide
- Determine next steps for campus security and safety; example which doors, gates should be locked; gate keys given to each teacher; classroom doors with windows or peepholes.
- Continue to train staff in disaster and crisis response procedures; include updated information
- Practice simulated disasters and building evacuations
- District-wide practice hostile act drill; March 21, 2013
- Determine roles and responsibilities for crisis situations and crisis team
- Point of view of shooter presentation by Vacaville Police Department
- Collaboration of police department with safety plans and procedures
- Communication system in place with district, staff, and parents

Resources needed

- Flip chart for generic response to emergencies
- Maps for evacuation routes, walking routes for staff
- Review Site Information Binder for instructions/procedures specific to Orchard
- Collaboration of district staff, site staff, police department, parents

Person responsible

- Principal
- Secretary
- Staff/School crisis response committee
- Police and Traffic liaisons

Component 3: The School's Social Environment

Staff, parents, and students have high expectations of academic responsibility and personal accountability. In addition to the tenants of Second Step, staff encourages the personal standards from Guided Language Acquisition Development of 1) show respect 2) make good decisions, and 3) solve problems.

- Staff revised school rules; a teacher wrote a new office referral to match BEST (Building Effective Schools Together) and the district's program for student information.
- School/classroom rules are posted and reviewed periodically throughout the year.
- Noon supervisors attend district inservice at the beginning of the year.
- Monthly awards announcements for perfect attendance.
- Monthly award assemblies to honor achievement, effort, and citizenship
- Staff monitors student learning and holds students to high personal standards.
- Yearly carnival provides family involvement and a fundraising opportunity.
- End of the Year Field Day provides the opportunity for parent participation and healthy wellness activities
- Field Trips and assemblies provided by PTC provide additional learning activities and promote cohesiveness with students
- Buddy classes, Spirit Days promote school connectedness.

Desired Change/Goal: Implement programs and strategies to ensure students will not bully or disrespect other students.

Objective #1: Student will learn rules for self-discipline and peaceful resolution of disagreements; and establish consistent consequences.

Related Activities

- Staff participates in professional development to improve conflict resolution techniques and define bullying behavior for students.
- Hold “Rule Assembly” each year to reinforce expectations, consequences and rewards; powerpoint for teaches to reinforce in classroom..
- Post rules school-wide
- Students answer questions on school climate survey
- Students have opportunities to voice their concerns about school policies and share responsibility for solving problems affecting their school
- Expect students and/or staff to report incidents of bullying.
- Consider purchase of a program or training by applying for a district Safety Grant.
- Continue to document behavior on AERIES Discipline Page and inform parents.
- Enforce rules equitably and encourage students to cooperate in resolving disagreements in a respectful manner using Second Step problem solving techniques.
- Playground supervisors to attend a beginning of the year inservice with follow up meetings at the end of the first and second trimester with the principal.

Resources needed

- Elementary School Climate Survey
- Time for meetings
- Time to interact proactively with students
- Curriculum for character education and non violent conflict resolution; definition of bullying
- Teacher adjunct duty to provide student leadership

Person responsible

- Administrator; staff; playground supervisors

Timeline

- Ongoing with continued emphasis on beginning and middle of the school year

Objective #2: Provide support on a system level in collaboration with the district for attendance, behavior, academic, and health.

Related Activities

- Attend district sponsored MSAP reviews and AERIES training
- Review current procedures, forms, and timeline to implement support for MSAP.
- Schedule meetings during the school day with the use of subs to support more students
- Send home AERIES documented attendance letters; schedule subsequent parent meetings, refer cases to the nurse

- Refer students to receive counseling through the Police Department Interns

Resources Needed

- MSAP forms/binder; develop new forms as need arises
- Time for team and case meetings
- Grant to provide for counseling

Person Responsible

- Administration/Classroom teachers
- Trained MSAP Staff
- Police Department Counseling Intern Program
- Health Clerk

Timeline

- Present and ongoing

Component 4: The School's Culture

The students and staff of Orchard Elementary School feel a strong bond of family, caring, and pride in their affiliation with the school. Parents, students, and staff hold themselves to high academic, behavioral, and respectful standards. Parents and staff are to be commended for their high degree of involvement with school activities that promote school pride.

Areas of Pride:

There is a strong sense of pride in being an Orchard student.

- Past students frequently come back and talk about the positive experiences they shared here; operate a stand during the spring carnival as a rite of passage; organize One Jump Ahead; become counselors for 6th grade environmental school; and attend the Senior Night Dinner hosted by parents and staff.
- Orchard Owls are found in the library and throughout the school and are mascots for spirit days.
- Spirit Days include wearing Orchard shirts as well as a monthly themed dress up day; Crazy Sock Day, Wacky Tacky Day, Hawaiian Dress Day.
- Student awards and achievements are recognized monthly.
- Student projects and past achievements are displayed in the library and annex room.
- Staff, parents, and community members are recognized for their commitment to Orchard School through the monthly newsletter which is posted on our website by a volunteer.
- Classroom Buddy Program
- Chorus performed a winter assembly; Band students perform concerts during the year.
- Classroom plays and special projects for school presentations.
- PTC sponsors a Talent Night with Dinner with over 250 people in attendance.
- Students participate in district events: Punt, Pass, and Throw Contest; One Jump Ahead; Elk Hoop Shoot; Art Contests, Novel Knowledge.
- PTC fundraising efforts provide: assemblies each year; attendance awards; field trips for each class; monetary reimbursement for teachers to use in the classroom;

library special fund for purchases; special awards for principal's use with individuals; special school projects; playground equipment; marquee; computers and LCD projectors.

Objective #1: Encourage active participation in academic success

Related Activities

- Students will read and test for AR (Accelerated Reading)
- Individual and class rewards for the amount of words read will be posted in the library and honored at each trimester honor roll assembly
- Continue to sponsor Novel Knowledge for teams
- Share individual reports on STAR, benchmark assessment, and AR tests
- Honor Roll at each trimester
- Attendance recognition for perfect attendance; classroom flags, pencils, certificates, 4 \$10 gift certificates each month

Resources needed

- Funding to purchase computers, scanners, paper, ink to support the programs
- Funding to purchase books for the library
- Adjunct duty assignments for leadership of programs
- Funding to purchase trophies, ribbons, books and other materials to support programs

Persons Responsible for Implementation

- Administrator/Teachers/Librarian
- Adjunct duty assignments
- Technology coordinator

I. School Discipline Rules and Procedures

Parents and teachers work together as partners to help students develop character traits essential to becoming good citizens who act responsibly and give back to the community. VUSD prides itself in providing a positive and discipline learning environment for all students. A school-wide discipline plan reinforces school rules and behavioral expectations. Each classroom has an individualized discipline plan. A variety of positive reinforcement activities recognize and reward appropriate behavior. School expectations for student behavior are communicated to parents and students through a signed Behavior Contract that is part of the first day packet of information for parents.

Our Response to Instruction and Intervention utilizes a tiered learning support system to assist students in the areas of attendance, health, academics and behavior to support learning and remove barriers.

EVALUATION AND ONGOING PLAN REVISIONS

This plan will be reviewed annually and amended as needed by a subcommittee of the Orchard School Site Council. Copies will be available at the Vacaville Unified District office and at Orchard School for review by parents and other members of the community.

Orchard School Academic Expectations

- **Come to school every day ready to learn.**
- **Be on time.**
- **Pay attention and listen to your teacher.**
- **Raise your hand.**
- **Use your time wisely by working during instruction time.**
- **Ask questions when you do not understand.**
- **Work cooperatively in groups.**
- **Listen to your classmates during discussion time.**
- **Do your homework each night.**
- **It's OK to make mistakes.**
- **Correct mistakes and learn from your mistakes.**
- **Read every day.**
- **Keep trying and don't give up.**
- **Do your best.**

Orchard Owls Are Problem Solvers

Ways We Solve A Problem

- 1. Talk it over and listen to each other.**
- 2. Say, "I'm sorry."**
- 3. Share.**
- 4. Take turns.**
- 5. Walk away.**
- 6. Do something else.**
- 7. Ignore it.**
- 8. Ask for help.**

Orchard School Behavior Expectations

Area	Be Safe	Be Respectful	Be Responsible
All Common Areas	<ul style="list-style-type: none"> ▪ Keep hands, feet and objects to self ▪ Get adult help when necessary ▪ Use all equipment and materials appropriately 	<ul style="list-style-type: none"> ▪ Use kind and appropriate words, no put downs ▪ Wait for your turn ▪ Clean up after self ▪ Follow adult directions 	<ul style="list-style-type: none"> ▪ Follow “Ways to Solve a Problem” ▪ Follow school rules ▪ Be honest
Cafeteria	<ul style="list-style-type: none"> ▪ Always walk in the cafeteria ▪ Sit properly at the table ▪ Keep hands to self 	<ul style="list-style-type: none"> ▪ Allow anyone to sit next to you ▪ Use quiet voices ▪ Use good table manners 	<ul style="list-style-type: none"> ▪ Clean up your area ▪ Wait to be excused ▪ Exit through the playground door
Playground/Recess	<ul style="list-style-type: none"> ▪ Walk to and from the playground ▪ Stay within the boundaries ▪ No play fighting ▪ Do not throw anything except balls ▪ Use all playground equipment properly 	<ul style="list-style-type: none"> ▪ Play fairly ▪ Be a good sport ▪ Include everyone ▪ Follow adult directions 	<ul style="list-style-type: none"> ▪ Follow the game rules ▪ Use a pass to go to the office, library, and classroom ▪ Eat, then play ▪ Always use trash cans
Hallways	<ul style="list-style-type: none"> ▪ Classrooms walk in line ▪ Use peaceful hands and peaceful feet 	<ul style="list-style-type: none"> ▪ Hold the door open for the person behind you ▪ Use quiet voices ▪ Be considerate of other people’s property 	<ul style="list-style-type: none"> ▪ Use a pass ▪ Walk
Bathrooms	<ul style="list-style-type: none"> ▪ Keep feet on floor ▪ Keep water in the sink ▪ Wash hands ▪ Put towels in the garbage can 	<ul style="list-style-type: none"> ▪ Knock on stall door ▪ Give people privacy ▪ Use quiet voices 	<ul style="list-style-type: none"> ▪ Flush toilet once after use ▪ Return to classroom or playground promptly
Arrival and Dismissal Areas	<ul style="list-style-type: none"> ▪ Do not arrive before 8:15 am ▪ Use sidewalks and crosswalks ▪ Wait in designated areas 	<ul style="list-style-type: none"> ▪ Follow the directions of the Crossing Guard ▪ Stay at the front of the school while waiting for your ride 	<ul style="list-style-type: none"> ▪ Arrive on time for class ▪ Walk to line when bell rings ▪ Leave promptly after school
Bike Area	<ul style="list-style-type: none"> ▪ Use a bike helmet ▪ Lock your bike to the bike rack ▪ Never ride in parking lots or hallways 	<ul style="list-style-type: none"> ▪ Keep your hands to yourself and your belongings 	<ul style="list-style-type: none"> ▪ Walk your bike on school grounds ▪ Enter and exit through the path way on the playground
Assemblies	<ul style="list-style-type: none"> ▪ Wait quietly for the assembly to begin ▪ Wait for the dismissal signal from teacher 	<ul style="list-style-type: none"> ▪ Use audience manners ▪ Sit on bottom and face forward 	<ul style="list-style-type: none"> ▪ Follow directions ▪ Keep your hands and feet to yourself

Second Step Problem-Solving Steps



1. What is the problem?
2. What are some solutions?
3. For each solution, ask yourself:
 - ❖ Is it safe?
 - ❖ How might others feel?
 - ❖ Is it fair?
 - ❖ Will it work?
4. Choose a solution and use it.
5. Is it working?
6. If not, what can I do now?