



**GLENVIEW
ELEMENTARY
SCHOOL**

Glenview Elementary Family Handbook 2025-26

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A Message from the Principal

Welcome to Glenview Elementary!

I have the honor of serving as Glenview's new principal for the 25-26 school year, after ten years of teaching in Glenview classrooms as a first, fourth, and fifth grade teacher. I am looking forward to the opportunity to get to know the school community in this new role, and continuing to build momentum for the future in a place that I consider "home."

Glenview's mascot is the Griffin, and I think it perfectly embodies the values of the "Glenview Way." Griffins are mythical creatures, part lion and part eagle. Glenview students support one another like lions look after their pride, with strength, heart, and conviction, and we soar like eagles, with keen awareness and curiosity. Put those traits together, and you have Oakland students who are creative, skeptical, driven, and truly mythical!

I'm excited to see where the Glenview Way takes us this school year. Go Griffins!

Matt Takimoto
Principal

Glenview Vision & Mission

Glenview Elementary is a TK–5 public school enrolling about 450 students in the Oakland Unified School District (OUSD) of California. At Glenview, we pride ourselves on our diverse families, parent involvement, administrative leadership, and outstanding teachers and support staff. We foster a whole-learning focus, and our robust events calendar is filled with community-building opportunities for the entire family.

In partnership with our families, our mission is to provide children with educational opportunities that meet them at their points of need, enable them to make academic gains, and help them develop into healthy adolescents. Students will become creative critical thinkers who have the academic and social-emotional skills to be caring community members and compassionate global citizens.

We continuously strive to meet our mission by:

- Ensuring equitable access to educational programs like music, art, technology, and PE to foster academic achievement, a lifelong love for learning, and a passion for cross-curricular expression
- Promoting cross-cultural understanding, interaction, and appreciation by building empathy for all and learning about the current and historical experiences of others
- Offering professional development opportunities that support research-based instructional practices and promote the growth of our instructional and support staff
- Explicitly teaching and supporting children in developing social-emotional skills through the use of Positive Behavior Intervention and Support (PBIS), Caring School Communities curriculum, and the [Toolbox Project](#)

Calendars & Schedules

School Calendars

The 2025-26 [Glenview school calendar](#) contains all OUSD holidays and minimum days. You can find the most up-to-date calendar of Glenview events on our website.

Daily Schedule

Monday, Tuesday, Thursday, Friday: 8:30am–2:45pm

Wednesday (“Minimum Day”): 8:30am–1:15pm

For daily schedules, including recess and lunch for each grade, please check out the full 2024–25 [Bell Schedule](#).

Drop-off & Pick Up Procedures

For maps, see also: [Glenview drop-off and pick up slideshow](#)

Traffic during drop-off and pickup can be stressful, so we developed these helpful procedures with school staff, city officials, the Glenview Safety Committee, and neighbors. Expect delays the first week of school as everyone learns the drop-off and pick up routines.

Morning Drop-Off

Campus opens at 8:15am. Students not enrolled in before-school care cannot be dropped off earlier than 8:15am, as there is no staff to supervise them.

Students can enter from: 1) the kindergarten gate on Hampel, or 2) the back gate on Glenfield. Upon entry, students go to the back playground. Parents may come to the playground with their children but may not enter the building when school starts. **Students should NOT be inside the building before 8:30am unless they are enrolled in before-school care.** At 8:30am, students will line up at designated spots for their classroom and walk in with their class. If you arrive after 8:35am, come to the front door, ring the bell to get buzzed in, and go directly to the office to sign in.

Our priority is the safety of kids trying to get to school, so we ask for your cooperation and awareness, particularly with cars, bikes, and pets:

Drivers: You may drop off your child in the marked lane on Hampel Street and have them walk into the gates on their own, or you can park legally and walk your child in either entrance. We're lucky to have lots of legal parking within a block or so of campus. Please be aware that the back gate on Glenfield is *not* a car drop-off zone. The street is narrow and traffic cannot pass, so blocking this street is upsetting for other drivers. Go to the Hampel rolling drop-off zone, or park legally and walk your child in.

Bicyclists: There are bike racks at the front of the school, on La Cresta, at the top of the ADA ramp. Students who ride bikes home should park them here. If you are not parking a bike for a student and would prefer to come up the back driveway on Glenfield, you can walk your bike up the driveway and leave it near the gate for a few minutes. Please don't ride bicycles on the sidewalk or up the driveway.

Dog walkers: Please note that, per California education code, dogs are not allowed on the Glenview campus. If you walk your dog to drop off, do not bring it onto school grounds. Please also be aware that not all of our students are comfortable with dogs, and yours should be well-behaved and out of the way of kids who need to pass.

Dismissal Times and Procedures

- **Regular Dismissal:** School ends at **2:45 PM** on regular days.
- On minimum days, school ends at **1:15 PM**.

All students exit the campus through the front of the school. Please note that the Glenfield back gate is not open after school hours. We request that families create a pickup plan and ensure your child is familiar with it.

The student-led Glenview Safety Patrol manages the crosswalks at La Cresta and Hampel during drop-off and pickup. Expect delays at this intersection and drive safely, treating our students and staff with respect.

Early Pickup:

If you need to pick up your child early, please park legally, come into the office, and sign your child out with our front office staff.

Late Pickup:

If you anticipate being late to pick up your child, please inform our office. We **do not** provide drop-in after-school care. In the event of a late pickup, teachers will accompany your child to the main office, where they can make a phone call home.

Student Release Locations

- **TK and SDC K-2:** Released to parents or designated adults at the TK door, located at the top of the ADA ramp.
- **Kindergarten:** Released at classroom doors in the “kinder alley” next to the portico. The alley gate will remain locked until dismissal.
- **1st Grade:** Released at the upper picnic table area.
- **2nd–5th Grades:** Released to meet caretakers on the La Cresta sidewalk, or they may walk home if prearranged with their parent/guardian and teacher.
- **SDC 3-5:** Walked to meet caretakers on the La Cresta sidewalk.
- **SDC student bus riders:** Escorted to the bus stop on La Cresta.

Car Pickup

Students being picked up by car will wait along the wall on Hampel. You must use the rolling pickup lane on Hampel Street. If your child is not ready when you arrive, you will be asked to circle the block.

It is important to always make full stops at stop signs at all times. Remember that many students are dismissed from aftercare until 6pm.

Drop Off & Pickup Safety Rules

If you cannot drop off or pick up your child quickly, please circle the block or park in a nearby legal parking spot and walk to school.

- Always follow the instructions from our Safety Patrol students and teachers.
- **Do not** jaywalk or ask your child to jaywalk.
- Avoid double parking, idling, honking your horn, or making U-turns.
- **Do not** park in red zones, neighbors' driveways, the school driveway, handicap spaces, or the yellow bus area on La Cresta between the driveway and Hampel.
- **Do not** move cones to create a parking spot. Cones blocking the red zones ensure all students can cross the street safely.
- Parking in neighbors' driveways, even briefly, is prohibited as it can obstruct them from leaving for work.

Classes & Programs

Glenview has one TK class; three kindergarten classes; three classes each for 1st, 2nd, and 3rd grades; two full 4th-grade classes; two full 5th-grade classes; and one split 4th/5th-grade class. We also have K–2 and a 3–5 Special Day classes.

Math: Our math program is [Eureka Math](#).

English Language Arts (ELA): Our ELA program is [EL Education](#).

Science: Our science program is Full Option Science System ([FOSS](#)), a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, UC Berkeley.

Makerspace: Makerspace is a weekly arts class for all grades focused on building and creating with unusual supplies and imaginative thinking.

Physical Education (PE): PE is a weekly class for all grades.

Library: This year we have a part-time school librarian, Leigh Carroll, who is supported by parent volunteers. Children make weekly visits with their classes to explore and check out books.

Music: Music is a weekly class for all grades. For TK, kinder, and 1st grade, music instruction is provided by a third-party program. Music for 2nd and 3rd graders is provided by [Living Jazz](#), with half the year focusing on percussion and the other half choral music. Music for 4th and 5th graders is instrument instruction provided by an OUSD teacher.

Digital Literacy: We use digital citizenship lesson plans developed by Common Sense Media to address timely topics and prepare students to take ownership of their digital lives.

Reading Intervention: To ensure all students are reading at grade level, teachers refer students to work one-on-one or in small groups with instructors as needed.

Additional Programs & Support

The journey to support services usually starts with a Student Support Team (SST) meeting with the teacher and family. We follow a Response-to-Intervention model where we monitor interventions and progress to decide whether assessment for Special Education or a 504 plan is appropriate.

IEP/504: Individual Education Plans (IEPs) are made for students who meet the criteria for having a learning disability. Students with IEPs may be in a general education classroom and get Resource or Inclusion services from Special Education staff, or they may be assigned to a Self-Contained Program.

Push-in Support: This program is designed to serve students with IEPs whose least restrictive environment is a general education classroom. The Resource Specialist and/or Instructional Aide provide support and appropriate academic interventions so that these students may find academic success in the general education program.

Speech Services: Please share any speech concerns you have with your child's teacher, who can refer a child for next steps. Qualifying students receive therapy to address speech-language disorders.

Mental Health Support: Students use Sown to Grow to check in with their mental health and social-emotional development, communicating to their teachers about how they are feeling, and any specific struggles they may be having. If a student is expressing struggles with their mental health, or with a traumatic event, Glenview works with families to provide resources and support, including mental health counseling when appropriate.

Attendance

Students are expected to be at school each school day unless ill or faced with an unseen family emergency. We discourage students from missing school whenever possible. Even if a child is not in danger of falling behind, absences may impact the child, particularly if there is a special event or project being completed that day. This also can impact the teacher and class.

If there is no alternative, your student will be marked unexcused. School funding is based on daily attendance rates; see [here](#) for more information from OUSD about attendance.

Tardiness & Absence Procedures

Tardies: Students are expected to be at school on time each school day. If your child is late, go to the front entrance, ring the bell to get buzzed in, and bring them directly to the office to sign them in.

1 or 2 absences: If your child is going to be absent, please call or email [Miss Jackie \(attendance specialist\)](#), who will “verify” the absence. Alternatively, reply to the ParentSquare message you will receive after the absence. Regardless of the reason for the absence, school staff **need to verify absences** with families. There are only a few reasons an absence can be “excused.” Staff verification does not automatically make it excused.

3 or more absences: If a student needs to miss 3–14 days and can do school work while out, parents can request an **Independent Study:**

- Requests must be made at least **5 school days** prior and **approved** by the principal.
- An Independent Study contract has to be signed by a parent/guardian and students. If the Independent Study is not signed, the days are converted to unexcused absences. (They have 10 days from the time the Independent Study starts to sign it.)
- Independent Study is a minimum of 3 and maximum of 14 days per school year.

The days don't have to be all at once, and are **not** allowed the first or last week of school.

- Students have 1 week from the day they return to school to turn in the completed work **to Miss Jackie (attendance specialist)**. If work is not turned in on time, the days are converted to unexcused absences.

OUSD Policy: Chronic Absences & Tardies

Chronic tardiness: Being late can result in significant loss of instructional time. For example, coming to school just 10 minutes late per day for 20 days equals 200 minutes of missed instruction. OUSD will formally follow up with families of students who are chronically tardy.

Chronic absence: OUSD defines chronic absence as missing 10% of school at any given point in the school year, including both excused and unexcused absences. For example, if a student misses 2 days of school out of 20 total school days, or 4 days out of 40 total school days, or 18 days out of the entire school year, the student is considered chronically absent.

Truancy: In any school year, a student is truant if they are

- 1) absent more than three (3) days with unexcused absences,
- 2) tardy for 3 days by more than 30 minutes,
- 3) any combination of the two at any point during the school year.

If your child is identified as chronically tardy, chronically absent, or truant, you will be notified by the district attendance office and may be asked to attend a School Attendance Review Team (SART) meeting. See [here](#) for more information from OUSD about attendance

Classroom Assignments

Your student's class assignment will be available to you on the Aeries Parent Portal a few days before school starts. After that, you may join your classroom on Konstella to see who else is in the class and start making connections.

1st–5th Graders

We have 70–90 students per grade level, and every student's needs are considered when we build out new cohorts. Current teachers work on the class lists for the following year, and we initially make those lists without considering who the new teacher will be. We start with students who have special needs, grouping those with similar service needs to assist support staff scheduling. We then consider student dynamics in the current school year and, if we've observed kids who do not bring out the best in each other, we try to separate them. Then we look at academics and behavior, and try to have an equal amount of high academic and behavioral success in every classroom. After the balanced cohorts are complete, those cohorts are assigned to a teacher.

This policy is based on the belief that all of our teachers have gifts and talents, and they work together to meet the needs of our students. Ultimately, we believe our children are adaptable and will make friends wherever they are placed.

Office staff, administration, and teachers will not accept any parent requests for specific teachers before or after placement. Also, it is important to note that once school has started, student assignments may shift if the school is overenrolled in specific grade levels, and all assignments are considered tentative.

Kindergarteners

For our kindergarteners, we start the school year with temporary cohorts. For the first week of school, kinder students rotate between teachers and learn the schoolwide and classroom routines. After getting to know the students, the kinder teachers make permanent cohorts following the same guidelines as the 1st- through 5th-grade classes.

Report Cards & Parent-Teacher Conferences

Report cards provide parents with a periodic assessment of how students are doing in school, as well as information about intervention strategies and retention if needed. Elementary school students receive three report cards a year. Teachers make every effort to schedule a report card conference with each family by the end of the first and second report card period. Parents/guardians are encouraged to talk to their child's teacher about questions or concerns about their child's progress and can request a conference at any time during the year.

Dress Code & Personal Property

Dress Code

- In accordance with OUSD policy, clothing should cover the torso, midriff, and upper thighs, and should not expose undergarments. Shorts, skirts, and dresses should be fingertip length or longer when arms are relaxed at the sides.
- We have recess every day, so students must wear closed-toed shoes that are safe for outside play. That means no flip-flops, shoes that light up, heels, “heelies,” shoes with wheels, or any shoes that will not stay on when running.
- Clothing should not promote violence, drugs, alcohol, or other inappropriate content.
- Hats and hoods may be worn as long as they don’t interfere with students’ focus.
- Glenview’s school colors are blue and gold. You can purchase Glenview T-shirts and other merchandise at our [Glenview Gear shop](#).

Cell Phones & Electronics

If your child will bring a cell phone to school, complete a cell phone permission form. Students may not use cell phones on campus at any time. If you need to reach your child, do not text or call them during the school day; call the office, and we will relay your message. If your child needs to call you, they can get permission from their teacher to call from the office phone. Personal electronic devices such as iPads, MP3 players, video game systems, and others are not allowed and will be confiscated if they are discovered at school. Violation policy:

- 1st time: returned to the student at the end of the school day
- 2nd time: returned to a parent/guardian after school
- 3rd time: returned to the student at the end of the school year

Toys & Balls

Students should not bring toys and balls from home, including tennis balls, collectible cards, small toys, and stuffed animals. The school provides balls and other play equipment for students during recess. Bringing items from home to a school with over 450 students is hard for young children and is difficult for staff to monitor. These items are also a distraction in the classroom.

Emergency Preparedness Plan

Emergency Contacts

Each year, a parent or guardian must complete an Emergency Contact Form for each student in the Aeries Parent Portal. It is essential that this contact information be complete and accurate. Please notify Glenview's office staff in writing if any of the information reflected on these forms needs to be updated after school starts.

Preparedness Plan

Glenview has a plan in place to ensure that there is water, food, and first aid available for students and staff for multiple days. *The school conducts earthquake, fire, and lockdown drills on a regular basis.* We explain the reason for our safety drills in developmentally appropriate language. You are encouraged to talk to your child about your family plan to help your child and you feel more secure about your plans to stay safe:

- Who would pick them up in an emergency?
- Where will you meet as a family?

Lockdowns

If there is police activity in the neighborhood, local law enforcement can ask the school to call a "lockdown." Glenview has a clear process in place to secure the perimeter of the building and the classrooms. Communication via ParentSquare will be provided to parents as soon as possible during these instances to keep you up-to-date on the status of the students.

If you are on campus when a lockdown is called, please go into the nearest classroom and support the adults on campus until an "all clear" signal is given. If you are off-campus and you hear that Glenview is on lockdown, *do not come to the school.* The building and gates will be locked, and school staff will not be able to allow you to enter.

After-School & Before-School Care

On Campus

Glenview's onsite before-school and after-school programs are provided by Safe Passages. This program is not run by Glenview staff but does take place on the school campus. To apply please email glenviewasp@safepassages.org

Off-Site Aftercare Options

These programs pick up children at Glenview and walk or drive them to their facility.

Dimond Rec: This program is at the nearby Dimond Park Recreation Center. Parents can register through Oakland Park & Rec's site, [Perfect Mind](#).

East Bay Dance Center: Located on Glenfield Avenue (steps from the school back gate), this program includes jazz, hip-hop, tap, ballet, art, games, snack, and learning time. Visit their [website](#) for more information and to register.

Lakeshore Children's Center: Lakeshore drives kids to their facility at 3540 Lakeshore Avenue. Please [contact them](#) for more info.

Club Keshet: Starting this school year, [Temple Sinai](#) has an after-school program for K-5th graders and will pick up at Glenview. For information, email clubkeshet@oaklandsinai.org.

Homework

Glenview's Homework Policy

Through a reasonable amount of homework, our students take responsibility for their own learning. Homework is:

- Used to help students learn to manage their time, practice what they have learned in class, and develop their reading skills
- An opportunity for students to build independence and problem-solve on their own
- An opportunity for parents and caregivers to track their student's learning, and to observe where a student is struggling and where they are thriving

Homework should be provided to reinforce skills that students have been taught in school, not to frontload future work. In addition, no homework will be given over weekends or holidays with the exception of long-term projects or homework given on a weekly basis that families can opt to do over the weekend.

Consequences for Not Completing Homework

The primary consequences for not completing homework are that the student does not receive the extra skill and reading reinforcement, and the parents are not able to monitor student academic needs. Students who do not complete homework may be offered support from the teacher to complete homework during recess in the classroom for up to 50% of their recess time or during non-academic instruction in the classroom.

Social-Emotional Learning & Behavior Expectations

An important part of growing up is developing social-emotional tools to manage and communicate feelings, express needs, and solve problems. These life skills are also directly correlated to academic achievement. To teach and model these tools and skills, the adults at Glenview use Positive Behavior Intervention Support (PBIS), Caring School Communities SEL curriculum, Restorative Justice (RJ), and the [12 tools](#) from the Toolbox Project.

Positive Behavior Intervention Support

Glenview utilizes a Positive Behavior Intervention Support (PBIS) approach. PBIS helps staff and students learn the desired behaviors in the school setting through explicit instruction and positive reinforcement.

The school-wide expectations are identified as the 4 Be's:

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind

Students are expected to use the 4 Be's during any school-related activity, including walking to or from school, going on field trips, and any interactions on or off campus. Adults are expected to teach children the 4 Be's throughout the year and to model them for our kids.

The Toolbox

To help us implement the 4 Be's, teachers and staff teach students these 12 tools throughout the year along with hand motions for each one. They call upon these tools when resolving conflict and in other situations.

THE TOOLBOX PROJECT
The 12 Tools
Tools for Learning • Tools for Life

- Breathing Tool**
I calm myself and check-in. (Icon: a hand holding a small square object)
- Quiet/Safe Place Tool**
I remember my quiet/safe place. (Icon: a pair of headphones)
- Listening Tool**
I listen with my ears, eyes, and heart. (Icon: a hand holding a small square object)
- Empathy Tool**
I care for others. I care for myself. (Icon: a level)
- Personal Space Tool**
I have a right to my space and so do you. (Icon: a ball of yarn)
- Using Our Words Tool**
I use the "right" words in the "right" way. (Icon: a pencil)
- Garbage Can Tool**
I let the little things go. (Icon: a trash can)
- Taking Time Tool**
I take time-in and time-away. (Icon: a wristwatch)
- Please & Thank You Tool**
I treat others with kindness and appreciation. (Icon: a key)
- Apology & Forgiveness Tool**
I admit my mistakes and work to forgive yours. (Icon: a bottle of liquid)
- Patience Tool**
I am strong enough to wait. (Icon: a hand holding a small square object)
- Courage Tool**
I have the courage to do the "right" thing. (Icon: a pair of glasses)

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Restorative Justice

Restorative Justice (RJ) is used at Glenview, following Oakland Unified School District guidelines, to address student misconduct. RJ aims to repair harm and restore relationships, helping to reduce suspensions and expulsions. It promotes a positive school climate and works towards eliminating racially-disproportionate discipline practices.

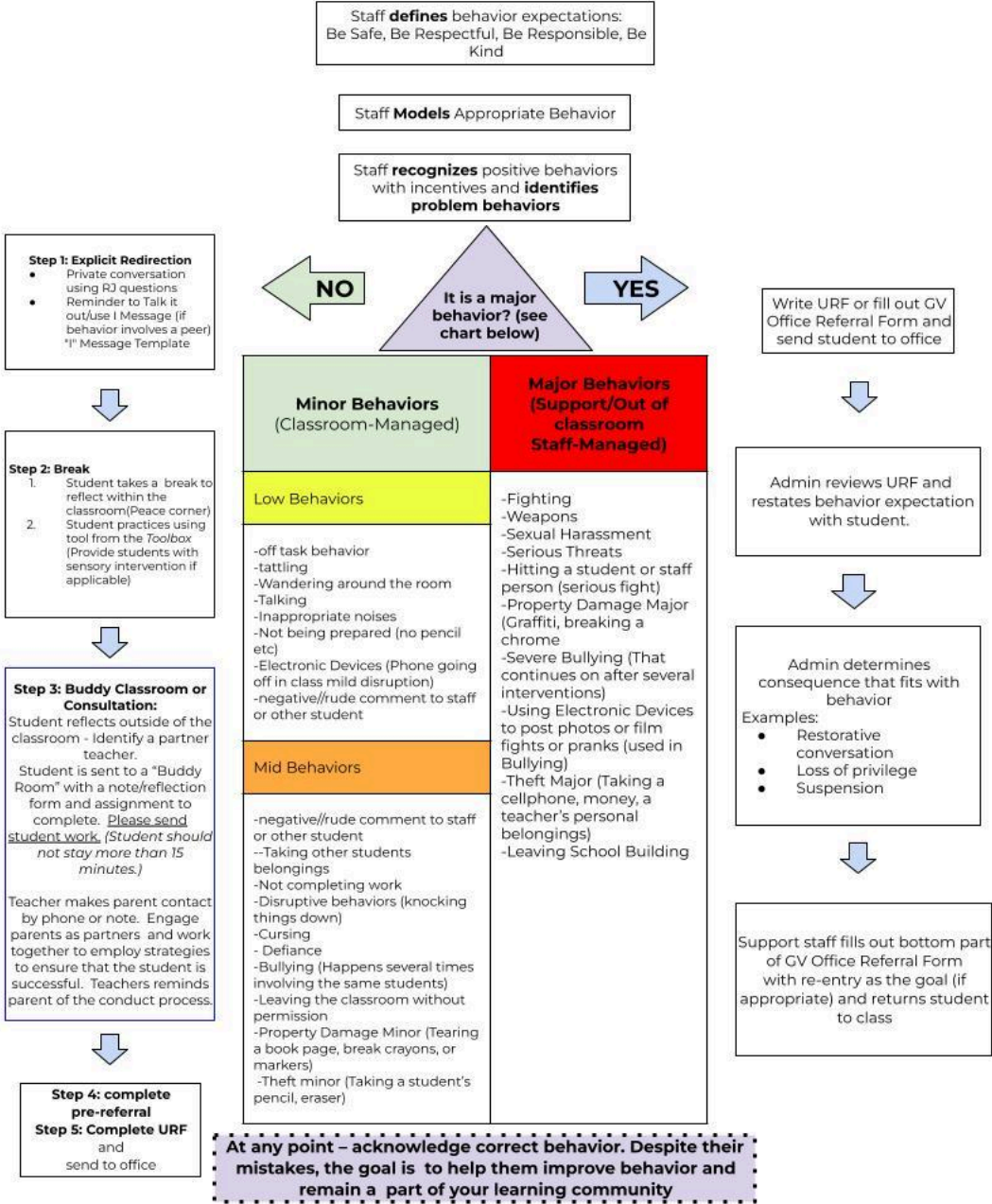
Per OUSD; RJ allows affected parties the opportunity to collectively define the impact and determine steps to make things as right as possible for everyone—the person(s) harmed, the person(s) who harmed others, and the broader community. Restorative justice takes incidents that might otherwise result in punishment and finds opportunities for students to recognize the impact of their behavior, understand their obligation to take responsibility for their actions, and take steps towards making things right.

Involving those affected is a cornerstone of restorative justice: restorative questions cannot be adequately answered without the involvement of those who have been most affected. Through this process, students learn how to manage their relationships with adults and peers and become better equipped to understand how their behavior impacts others. This encourages accountability, improves school safety, and helps students to develop skills so the school community can succeed.

Consequences

Progressive discipline: Each grade level follows a developmentally-appropriate progressive discipline policy. The first step in every grade level is a reminder of our expectations.

Glenview Discipline Flowchart



Loss of privilege: While not our first consequence, students may lose privileges - such as recess, in-class choice time, or participating in field trips or buddy class activities - if their behavior has resulted in unsafe actions. Teachers, administrators, and parents/guardians work together to develop natural and developmentally appropriate consequences that are not overly punitive.

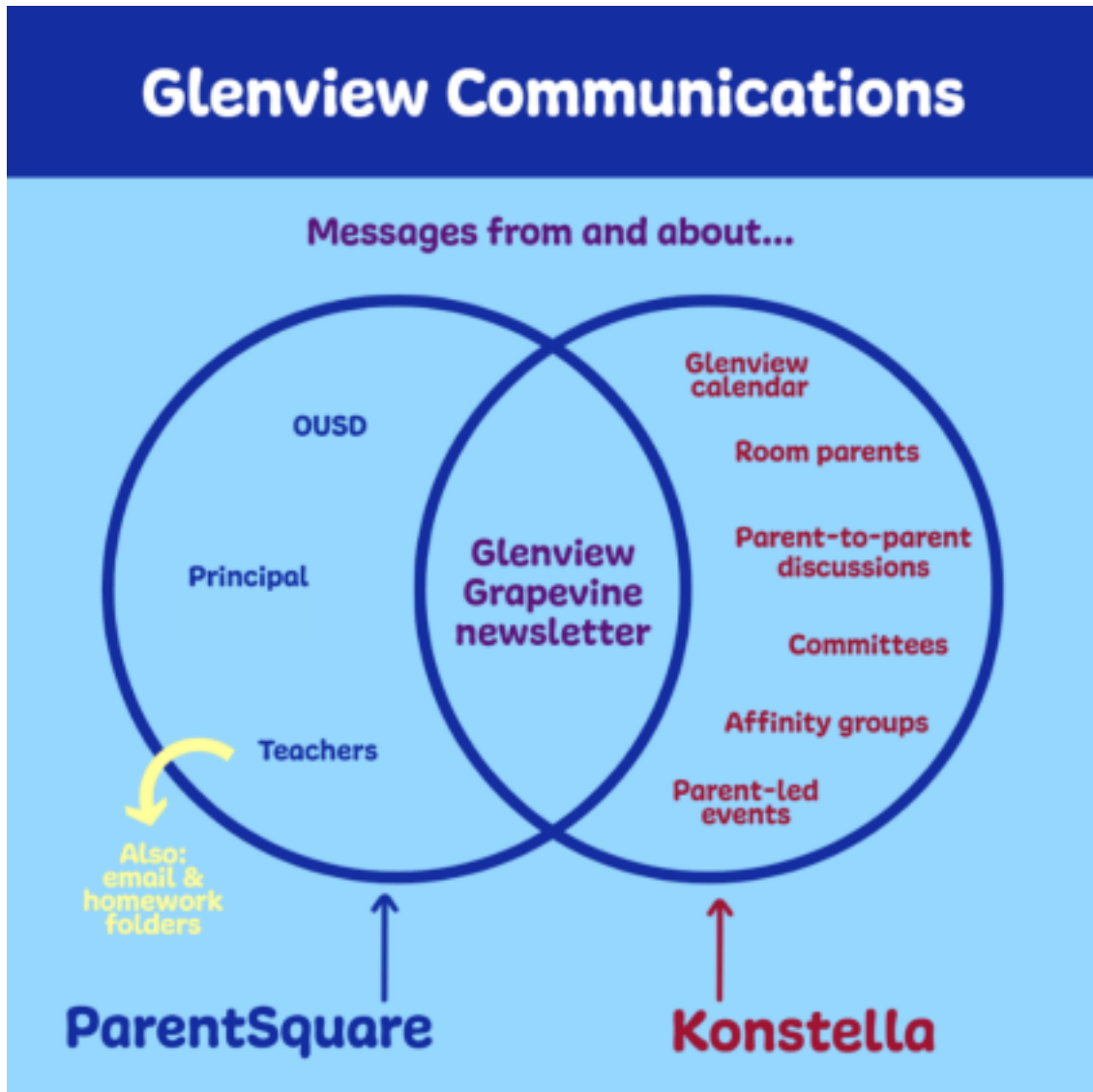
Behaviors referred to Principal Takimoto or the office: Children are referred to the office if behaviors are serious or repeated. When children are seen in the office for behavioral reasons, the principal or teacher will notify a parent or guardian. The principal or office staff will identify next steps based on the history and severity of the behavior.

Suspension: There is very little research to support suspension as an effective intervention to change negative student behaviors, and time out of school leads to decreased achievement. Because of this, OUSD and Glenview seek alternatives to suspension whenever possible. Certain behaviors generally mandate in-school or out-of-school suspension, as well as immediate referral to an interventions team and a parent conference.

Student Behavior & Confidentiality

Although school staff are always available to discuss concerns you may have about your own child, they are legally unable to share details about other children with you. This includes information about the disciplinary consequences of a child who may have been involved in an incident with your child.

School & Parent Communication



Communicating with Your Teacher: ParentSquare

At Oakland Unified School District (OUSD) and Glenview, we are dedicated to keeping our community informed and connected. To achieve this, we utilize ParentSquare as our primary means of communication. This platform facilitates seamless and efficient exchanges of information between the school and families.

Glenview teachers and staff, along with parents, actively use ParentSquare to communicate important updates, events, and information. The platform is designed to foster a collaborative environment where school and home can interact effortlessly.

Key Features of ParentSquare

- District and School wide announcements:
- Class announcement from your student's teacher
- Private messaging: communicate with teacher, attendance, leadership
- Automatic multi-language translation
- Event Calendar: View and sync Glenview events directly to your calendar.
- Integrated Accounts: Each family's account includes all OUSD students in the household, making it easy to stay informed about each child's school activities and announcements.
- Individual Accounts: Every parent or guardian can create a personal account, which allows for tailored communication preferences.
- Flexibility in Communication: Choose how you receive messages—via email, text, or directly in the app. Customize the frequency of notifications to either receive them instantly or as a daily digest.

We encourage all parents to sign up and download the app on your phone.

Communicating with Other Parents: Konstella

Our parent community uses [Konstella](#). On Konstella, you can talk with other parents in your student's class, as well as in the General Forum and social groups and committees. Many events at Glenview are organized by parents, and the relevant info goes out via Konstella.

Weekly News: The Grapevine

Every Monday, the *Grapevine* newsletter is sent out to parents via Konstella and ParentSquare. It includes upcoming events, a note from the principal, and other relevant information. If you would like to add something to the *Grapevine*, email glenviewcommunications@gmail.com.

Fun & Community: Social Media

Glenview uses Instagram to celebrate our school and share important updates. Our parent community also runs Instagram and Facebook accounts to build and celebrate our community.

Social Media Guidelines:

- All families are welcome to follow and participate.
- Do not post photos of other children without parental permission.
- Our team respects the wishes of parents who opt out of social media.

For more details and opt-out instructions, visit our website's social media page.

Glenview Annual Events

Here is a general timeframe for our annual events. Most are organized by parent volunteers. If you'd like to get involved, please join the relevant committee on Konstella.

Fall	Back to School Night	To kick off the school year, this event features a talk from our principal, meeting teachers, and touring classrooms.
	Fundraiser: Griffin Fund	Raises money for important programs like music, PE, makerspace, and more. We'll kick this off with one of our favorite new traditions: the Multicultural Potluck.
	Family Pride	Celebrates our rich diversity of loving families, especially those in the LGBTQ+ community.
	Fall Carnival	Features the famous Haunted House! Kids and adults dress up, play creepy games, win prizes, and eat churros.
	Walk and Roll to School Day	Walk, bike, or scooter to school with a walking school bus group or bike train.

Winter	Martin Luther King, Jr. Oratorical Fest	Classes and individual students compete in the district-wide oratorical competition, starting at the school-wide level.
	Black History Month Celebration	Features a month-long celebration of Black history filled with learning and excitement! Each week, students can participate in school-wide questions centered around Black history for a chance to win prizes. Students also work on class projects highlighting (cont.)

		African-American achievements, culminating in a showcase at month's end. Families are invited to attend and enjoy this vibrant display of talent and knowledge.
	Fundraiser: Read-a-Thon	Students read as much as they can and ask family, neighbors, and friends to donate to support them. Ends with a schoolwide Day of Reading.

Spring	Science Fair	Students and classes create experiments and document their findings. Culminates in an awards ceremony.
	Ability Awareness Day	Speakers come in and share their stories, we read books, and we often have a schoolwide assembly or performance.
	Neurodiversity Celebration Week	Classes celebrate all types of learning styles by learning about different types of neurodiversity, and celebrating what makes us unique, including dressing up in sensory-friendly clothes throughout the week.
	Open House	This is a chance for your child to show off all the work they put in over the school year, and for you to visit the classroom and teacher.
	Teacher Appreciation Week	Parents cater a weeklong potluck for teachers and staff.
	5th-Grade Promotion	Teachers usually host a promotion ceremony on the last day of school, and parents plan a celebration afterward.

Get Involved

Glenview is a special community that relies on family involvement. You're encouraged to volunteer for tasks and activities in any capacity that matches your skills, interests, and schedule. Some ways you can get involved:

- Speak with your child's teacher about volunteering in the classroom.
- Volunteer to be a room parent (info below!).
- Sign up for committees and social groups on Konstella that interest you.
- Join the PTA and attend meetings to learn more about volunteer needs.
- Check Konstella and the Grapevine regularly for specific volunteering requests.
- Join Building Bridges, our family-supported collaboration with Glenview's Culture & Climate Committee

Volunteer Registration

To work with children, including chaperoning field trips, volunteers are **required** to be screened by the [Oakland Public Education Fund](#).

These are the steps:

1. [Register](#) as an Oakland Schools Volunteer on the The Oakland Public Education Fund.
2. Complete OUSD's mandated reporter training.

Secure Entry and Sign-In Procedure

Ensuring a safe and secure environment at Glenview is of utmost importance. To maintain this, we have implemented a thorough entry and sign-in procedure for all visitors and volunteers. Here is what you need to know:

Check-In Process

Every visitor or volunteer who enters the school building or is on the school grounds while school is in session is required to check in at the office.

Glenview utilizes the Navigate 360 system for managing visitor check-ins. This advanced system plays a crucial role in maintaining a safe and organized environment.

Upon arrival, please note the following:

- All visitors/volunteers are required to sign in using a government-issued state ID upon arrival for check-in. This helps us maintain accurate records and verify the identity of everyone entering the school.
- Wear a Name Tag: Ensure you are wearing the provided name tag at all times while on campus during school hours.
- Sign Out: Remember to sign out at the office when you leave the premises.

Navigate 360 allows us to efficiently track the presence of visitors and volunteers, ensuring that all individuals on campus are accounted for and have the appropriate clearance.

Secure Door Entry System

- Locked Gates and Doors: All gates and doors, including the kindergarten alley and the back school gate, are locked between 8:35 AM and 8:40 AM. This measure helps manage access to school premises effectively.
- Front Door Access: If you arrive after 8:35 AM, please use the doorbell with a camera located at the front door. This system allows our office staff to monitor and verify the identity of individuals entering the building. After ringing the doorbell, kindly wait to be buzzed in by the office staff.
- ADA Access: For individuals requiring ADA access, there is a second doorbell near the Transitional Kindergarten (TK) entrance. This doorbell is exclusively for those who need to use the elevator. Please note that the ADA ramp leading to the lobby does not have a doorbell.

If you have any questions or need further assistance, please do not hesitate to contact the Community Schools Manager.

Room Parents

Room parents play an important role by coordinating with teachers and building community in the class. This job can be shared between two parents, and the PTA also provides support. Many room parent duties can be performed from home, so it can be a great choice for those who can't be in the classroom. If interested, reach out to the VP of Volunteers. Some things a room parent does:

- Support the teacher: attend, help, or organize class parties and enrichment opportunities as requested.
- Communicate regularly with class parents: Send out reminders about upcoming events, meetings, field trips, and needs for donations or volunteers.

The Glenview PTA

The Glenview Elementary PTA is an active volunteer organization committed to supporting students and teachers by enriching our academics and welcoming all families in the school community. Our PTA is governed by the rules and protocols set by the [PTA of California](#).

A major function of our PTA is funding staff and programs not covered by our school district.

We actively pursue diversity, equity, and inclusion in all of our work, including budgeting and use of funds, community-building events, and the recruitment of PTA Board members.

Everyone is welcome at all PTA-sponsored activities, and we encourage all families to [join the PTA](#). Dues are just \$10 per family per year!

PTA Meetings

PTA General Meetings are held quarterly from 6–7:30pm in the multipurpose room. Dinner and childcare are provided for every meeting, and all families are welcome. Every March, members elect the next year’s PTA Board. The Board meets monthly, and oversees and implements all programs and events the PTA sponsors. [Check our website for the complete list of 2025–26 Board members.](#)

PTA Fundraisers

The PTA hosts two major fundraisers each year, to pay for important programs such as PE, music, makerspace, and literacy support, as well as field trips and classroom supplies.

Fall Giving Campaign: Glenview’s fall fundraising campaign features a letter outlining the programs we need to fund to maintain our high level of academic excellence. There is a suggested donation, but we encourage families to participate and donate at a level that is comfortable.

Read-a-Thon (Winter): Read-a-Thon is a Glenview tradition where students read daily, track their minutes on a reading log, and collect donations from community members who want to further foster that love of reading. The event ends with a schoolwide Day of Reading, where local authors and community members read to students in their classrooms.

Glenview FAQs

School is about to start. What do I need to do?

Families need to complete the back-to-school forms through the [Aeries parent portal](#), as well as provide any immunization records and other documents requested by the OUSD Admissions Office. You'll receive a message from OUSD about this. Glenview will also have in-person registration days for those who are not able to register online.

What should I do if my child is sick or late for school?

If your child is sick, please call the office or send an email to Semhar Tewolde (CSM) Sosan.tewolde@ousd.org and Ms Jackie (attendance specialist) Jacqueline.aguilar@ousd.org
If your child is late, walk them to the office to sign them in and receive a tardy slip.

How do I know what's happening at school?

Glenview families use two communication platforms:

1. **ParentSquare** is the OUSD-supported communication platform and is synced to Aeries. Communications from the teacher, the principal, CSM, attendance team and OUSD will come through ParentSquare. As a rule, if you need to communicate with staff, use ParentSquare, **not** Konstella.
2. **Konstella** is a PTA-managed platform for parent-to-parent communication. You can ask questions of other parents in your classroom or the General Forum.

In addition, our weekly newsletter, **the Grapevine**, sums up events and information. It is sent to Konstella and ParentSquare every Monday.

Are meals provided at school?

Free snack/breakfast and lunch are served at Glenview for any student who wants it. There is no paperwork for students to receive free meals. For more information please see Nutrition Services on the OUSD website.

Is there a Lost & Found?

There is a Lost & Found rack outside the multipurpose room, and you can check it at drop-off or pickup. Encourage older children to check it often, and please look through the racks on behalf of younger children. Items left at the Lost & Found will be donated on a quarterly basis. Notifications of donation deadlines will be sent through Konstella.

How much activity do students get?

TK–3rd grade have morning and afternoon recesses, lunch recess, as well as PE once a week. The 4th and 5th grades have morning recess, lunch recess, and PE with the PE teacher once a week. Classroom teachers provide another 50 minutes of PE per week for their classes.

How much Chromebook/iPad use is there in class?

Starting in kindergarten, students use computing devices in class for independent learning. For example, our youngest students may have a station where they read books on our leveled reading app Raz Kids. The district uses iReady Reading and Math to supplement instruction and suggests 30 minutes twice a week on that platform. Older students will use Google Docs to type essays, create slides, or do peer reviews. We currently have an almost 1:1 ratio of devices to students in school, and devices are set with controls to block inappropriate content.

What is the procedure for visiting the school?

You may come to the main office to pick up or drop off your child, ask questions, or sign in to volunteer. Any other visits must be prearranged with your child's teacher, and you must sign in at the office. Every visitor or volunteer who enters the school building or who is on the school grounds while school is in session *must* check in at the office. Sign in at the office when you arrive and wear a name tag while you are on campus during school hours. Please also remember to sign out when you leave.

What if I have additional questions or concerns about school policies or programs?

Your student's teacher is accessible via ParentSquare, or a note in your student's homework folder. Our Principal, Matt Takimoto, and our Community Schools Manager (CSM) Semhar Tewolde are available by email ([Matt](#), [Semhar](#)), phone (during school hours), or ParentSquare. Issues that may arise involving questions about your student's education, social interactions, or other personal issues are worthy of attention. As a community, we urge you to contact your child's classroom teacher or the CSM. If your question is about PTA or PTA-organized events, email glenviewelementarypta@gmail.com or message your room parent via Konstella.

