

North Hillsborough School
Parent Handbook
2016-2017



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Bell Schedule

Regular Day (Monday, Tuesday, Wednesday, and Friday)

Grade	Warning Bell	Start	AM Recess	Eat Lunch	Lunch Recess	PM Recess	Dismissal
Early TK	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
Late TK	N/A	10:00	N/A	12:00-12:20	12:20-12:40	1:45-2:00	2:45
Early Start K	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
Late Start K	N/A	10:00	N/A	12:00-12:20	12:20-12:40	1:45-2:00	2:45
1	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	1:45-2:00	2:50
2	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	1:45-2:00	2:50
Grade	Warning Bell	Start	AM Recess	Lunch Recess	Eat Lunch	PM Recess	Dismissal
3	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	1:45-2:00	3:00
4	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	3:00
5	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	3:00

Minimum Day (Thursdays and Parent Conferences)

Grade	Warning Bell	Start	AM Recess	Eat Lunch	Lunch Recess	PM Recess	Dismissal
Early Start TK	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
Late Start TK	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
Early Start K	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
Late Start K	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
1	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
2	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:15
Grade	Warning Bell	Start	AM Recess	Lunch Recess	Eat Lunch	PM Recess	Dismissal
3	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:30
4	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:30
5	8:25	8:30	9:45-10:00	12:00-12:20	12:20-12:40	N/A	1:30

Preschool and Pre-K

North Hillsborough	Days	Start	Dismissal
Preschool	M, T, W, Th, F	8:30	11:00
Pre-Kindergarten	M, T, W, Th, F	11:45	3:15

MORNING ARRIVAL

Students should arrive at school **no earlier than 8:10 a.m.** Please use the lower school circle drive for drop-off. Supervision is **not** available before 8:10 a.m. Parents may only supervise their own children if arriving before school supervision begins. There is a warning bell that rings at 8:25 a.m. Students should be in their classrooms by 8:30 a.m.

AFTERNOON DISMISSAL

Students should be picked up **promptly** upon their dismissal from class. All K-2 students should be picked up at 1:15 p.m. on Thursdays; all grade 3-5 students should be picked up at 1:30 p.m. on Thursdays. **Please note: Crocker students do not make their way down to North until 3:30pm and North students MUST be picked up by 3:15pm.**

EARLY START AND LATE START ASSIGNMENTS

There is an early start and late start schedule for Kindergarten students at North, so that the students are able to have some valuable small group instructional time with the teacher. Kindergarten students are assessed in literacy and math in August before school starts. Sign-up information for these assessments will be available after Kindergarten Roundup in May. The Kindergarten teachers use the results of the assessments to help them balance the students in classes. Families may request a particular start time, however the top priority is to create balanced classes in order to create a good learning environment for all students. Each year there are more requests for a particular time slot than there are slots available, so we apologize in advance if we are unable to accommodate a request. Start times are finalized just before school starts and families are notified by email with their child's start time.

North Staff Directory

Role	Name	Outside #	Email
Principal	Mrs. Aleyda Barrera	347-4175	abarrera@hcsd.k12.ca.us
Secretary	Mrs. Stacy Ratekin	347-4175	sratekin@hcsd.k12.ca.us
Custodian	Mr. Hector Cabrera	347-4175	hcabrera@hcsd.k12.ca.us
Learning Center	Ms. Alice Bliquez	548-4346	abliquez@hcsd.k12.ca.us
Kindergarten	Mrs. Danielle Raffo	548-4323	draffo@hcsd.k12.ca.us
Kindergarten	Ms. Rosemary Varlese	548-4324	rvarlese@hcsd.k12.ca.us
Grade 1	Ms. Quinn Devine	548-4343	qdevine@hcsd.k12.ca.us
Grade 1	Mrs. Elana Romero	548-4328	eromero@hcsd.k12.ca.us
Grade 1	Mrs. Stephanie Taheri	548-4326	staheri@hcsd.k12.ca.us
Grade 2	Ms. Christina Alonso	548-4339	calonso@hcsd.k12.ca.us
Grade 2	Mrs. Carol Gutierrez	548-4327	cgutierrez@hcsd.k12.ca.us
Grade 2	Ms. Naomi Miluski	548-4337	nmiluski@hcsd.k12.ca.us
Grade 3	Mrs. Tori Kaufman	548-4336	tkaufman@hcsd.k12.ca.us
Grade 3	Mrs. Robin Burns	548-4345	rburns@hcsd.k12.ca.us
Grade 3	Ms. Katie Jones	548-4338	kjones@hcsd.k12.ca.us
Grade 4	Ms. Leilani Dowd	548-4329	ldowd@hcsd.k12.ca.us
Grades 4/5	Ms. Adrienne Hwee	548-4348	ahwee@hcsd.k12.ca.us
Grade 4	Ms. Jessica Quan	548-4330	jquan@hcsd.k12.ca.us
Grade 5	Ms. Olivia Taylor	548-4353	otaylor@hcsd.k12.ca.us
Grade 5	Ms. Michelle Alich	548-4340	malich@hcsd.k12.ca.us
Counselor	Ms. Elizabeth Miller	548-4322	emiller@hcsd.k12.ca.us
Psychologist	Mrs. Amanda Terpstra	548-4344	aterpstra@hcsd.k12.ca.us
Instrumental Music	Mr. Chris Werner	548-4332	@hcsd.k12.ca.us
Librarian	Ms. Sue Morgan	548-4331	smorgan@hcsd.k12.ca.us
Math/Sci Enrichment	Mr. Bradley Chamblin	548-4335	bchamblin@hcsd.k12.ca.us
Physical Education	Ms. Shannon Devine	548-4342	sdevine@hcsd.k12.ca.us
Spanish	Ms. Sarah Norris	548-4351	snorris@hcsd.k12.ca.us
Preschool/Pre-K	Mrs. Marcia True	548-4582	mtrue@hcsd.k12.ca.us
Reading Teacher	Mrs. Christina Spicker	548-4350	cspicker@hcsd.k12.ca.us
Resource Specialist	Mrs. Li Moon	548-4334	lmoon@hcsd.k12.ca.us us
Speech Pathologist	Ms. Kirsteen Keller	548-4341	kkeller@hcsd.k12.ca.us
Vocal Music	Mrs. Beth Miller	548-4349	bdmiller@hcsd.k12.ca.us
Occupational Therapist	Mr. Wendy Nicklaus	548-4346	wnicklaus@hcsd.k12.ca.us
Preschool Asst Teacher	Ms. Claire Sanborn		
Instructional Aides -	Mrs. Debbie Murray, Mrs. Jeralyn Schoenherr		
Instructional Aides - SPED	Ms. Carol Malinski, Mr. Ryan Murray, Mrs. Bonnie Hepps, Ms. Joanne Sarris		
Instructional Aides - LC	Mrs. Pamela Bakar, Mrs. Benjakanlayanee Noonrawd, Ms. Melissa De Simone		
Night Custodian	Mrs. Martha Cabrera and her crew		

North Hillsborough School
 545 Eucalyptus Avenue
 Hillsborough, CA 94010
 (650) 347-4175

8/3/16

Emergency Shed

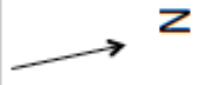


Evening Parking

MPR		
Staff Room	Stor.	Stage
		Instrumental Music
		Cust. Bath.
		Bath.
		Kitch.



Grade 3	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
25	26	27	25	26	27	25
Katie Jones	Christina Alonso	Robin Blums	Katie Jones	Christina Alonso	Robin Blums	Katie Jones



Grade 2	Grade 1	Grade 5
19	20	21
Carol Gutierrez	Elena Romero	Michelle Alch

Preschool	I-Lab	Grade 4
16	17	18
Marcia True	Bradley Chamblin	Megan Knudson

PG shed

Boys	Girls	Grade 1	Grade 1	K
Cust. Stor.	Reading	13	14	15
Christina Spicer	Stephanie Taheri	Quinn Devine	OT: Wendy Nicklaus	

K	10	11	12
Danielle Ruffo	Rosemary Varfese	Alice Bliguez	

Office	Workroom
Stacy Rubakhin	
Princ. Coun. Stor.	Bath.
**	Kirsteen Keller

Conf. Rm.	Library	Cust. Office
SGI	Library Media Center	Bath.
Special Offices:	Sue Morgan	Storage
	Computer Lab	PE Stor.

PE: Shannon Devine
 Psych.: Amanda Terpinis
 Spanish: Sarah Norris

Vocal Music
9
Beth Miller / Ch. Wickelkop



School Awards

2015

San Mateo County School Boards Association J. Russell Kent Award for the North School “Student Engagement and Applied Leadership (SEAL)” program recognizing the 5th grade student leadership program

2014

California Distinguished School Award

California Distinguished School Award Exemplary Physical Activity and Nutrition Award

Granted a facility dog for the North Stars Learning Center program from Canine Companions

California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

2013

Li Moon, North School Resource Specialist Teacher: Community Care Award Recipient
Presented by the Associated Parents’ Group of Hillsborough Schools

San Mateo County School Boards Association J. Russell Kent Award for the North School “Lunch Electives” recognizing the large variety of lunchtime activities for all students

California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

2012

Alice Bliquez, North School Teacher: National Board Certification – Exceptional Students

California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

2011

California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

2010

California Distinguished School Award

California Business for Education and Excellence – Honor Roll Recognition for outstanding academic achievements and proven student success

2009

Kendra Kasten, North School Reading Teacher: Community Care Award Recipient
Presented by the Associated Parents' Group of Hillsborough Schools

Katie Jones, North School Teacher: National Board Certification – Middle Childhood Generalist

California Business for Education and Excellence – Honor Roll Recognition for outstanding
academic achievements and proven student success

2008

Kay Bush, PE Specialist, recognized by the Hillsborough Board of Trustees as the T*O*N*Y
(Teacher of Nurturing Youth) Recipient

California Distinguished School - Honorable Mention

California Business for Education and Excellence – Honor Roll Recognition for outstanding
academic achievements and proven student success

2007

California Business for Education and Excellence – Honor Roll Recognition for outstanding
academic achievements and proven student success

2006

California Business for Education and Excellence - Honor Roll Recognition for outstanding
academic achievements and proven student success

2005

Rick Birkett, North School Teacher: Community Care Award Recipient
Presented by the Associated Parents' Group of Hillsborough Schools

2004

California Distinguished School Award

Robin Burns, North School 2nd Grade Teacher, recognized by the Hillsborough Board of
Trustees as the T*O*N*Y (Teacher of Nurturing Youth) Recipient

2003

Marcia True, North School Preschool Teacher: Community Care Award Recipient Presented by
the Associated Parents' Group of Hillsborough Schools

2002

Academic Performance Index (API) Award

Torchbearer: Bay Area School Reform Collaborative: Change Agent

2001

Blue Ribbon School Nominee

Li Moon, North School Resource Specialist Teacher, recognized by the Hillsborough Board of Trustees as the T*O*N*Y (Teacher of Nurturing Youth) Recipient

2000

California Distinguished School Award

Academic Performance Index (API) Award

San Mateo County School Boards Association J. Russell Kent Award for “A Strong Bridge” recognizing the strong partnership between the Bridge School and North Hillsborough School

San Mateo County School Boards Association J. Russell Kent Award for “Partners in Literacy” acknowledging the inequities between the rich and poor

School Site Council

The basic principle underlying the establishment of the SSC is that those individuals who are most affected by operation of their school should have a major role in the decisions regarding how the school functions. The primary task of the School Site Council (SSC) is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. The Site Council is charged with the task of developing the Single Plan for Student Achievement for using supplemental funding resources provided in the School and Library Improvement Program (SLIP). The school plan should increase student understanding and success in learning the core curriculum. Making effective decisions on the use of supplemental funding resources requires a thorough understanding of both the core curriculum and the reasons that students are or are not succeeding in learning it. Site Council meets once a month throughout the year, and meetings are open to the North School community. The Council is composed of the principal, four staff members, and five parents. Parent members serve two-year terms, with (usually) two or three of the positions becoming vacant at the end of the school year. The SSC and the North Parent Group work closely together to ensure that these supplemental funds are coordinated in their allocation to school improvements.

Members

2016-2017

Parents

Sheila Higgins Druskin (Chairperson)

Amy Jasmer (Secretary)

Nancy Kedzierski

Roberta Jurash

Zara Fritts

Staff

Aleyda Barrera, Principal

Christina Alonso, Teacher

Adrienne Hwee, Teacher

Sue Morgan, Teacher

Tori Kaufman, Teacher



North School Healthy Food List

Our goal at North School is to consider wellness when planning celebrations and activities and to help parents and teachers create a healthier learning environment for all our children making it easier for children to make healthy choices for themselves.

We would like class celebrations to include a '**RAINBOW**' of food choices, which would include at least one item from each of the food groups listed below. By providing a variety of choices there will always be something for everyone! We have put together a combined list of **GO FOODS** (those that can be eaten almost anytime) and **SLOW FOODS** (those that should be eaten sometimes) for classroom celebrations.

FRUITS: All fresh and frozen assorted fruits, dried fruits, 100% fruit leathers/roll-ups, raisins, canned fruits packed in 100% juice or light syrup, 100% juice, frozen 100% juice bars, 100% fruit jelly or jam, and lemonade.

VEGETABLES: All fresh vegetables, dried seaweed, dried kale chips, baked veggie chips, oven baked sweet potato fries.

WHOLE GRAINS: Breads, bagels, pitas, tortilla chips, pizza, crackers, unsweetened cereal, granola, pretzels, popcorn, graham crackers, baked gold fish, baked potato chips, muffins, rice, rice cakes, animal crackers, cereal/breakfast bars.

DAIRY PRODUCTS: Plain white milk, yogurt, yogurt dips, unprocessed cheese or cheese sticks, cottage cheese, frozen yogurt, real whipped cream, cream cheese.

MEATS/PROTEINS: Whole nuts, seeds, beans, soybeans, peanut butter, almond butter, hummus, tofu, quinoa, bean dips, deli meats, jerky, chicken/turkey/tofu hot dogs, hardboiled eggs, seafood and fish.

The following foods will be considered **WHOA FOODS** (those that should be eaten rarely) and the students may have **ONE** of the following items **served** to them at a class party: cupcake, cookie, chocolate, donut, ice cream, piece of candy, slice of cake or pie, popsicle, sweetened breakfast cereal, soda, hot chocolate, and flavored milk.

We fully respect that parents have their own standard for their child's nutrition, including dietary goals and restrictions, and of course, parents may send whatever snacks and lunch is appropriate for their child's needs, including **GO**, **SLOW** and **WHOA** foods!

Mission Statement and Essential Outcomes

The mission of the Hillsborough City School District is to work in partnership with students, parents, and other community members to educate the whole child in a nurturing environment and to empower each student to become a contributing and responsible participant in our changing world. We seek to engage all students in rigorous and powerful learning to achieve the following Essential Outcomes:

With the support of the whole school community, students will work towards becoming...

People of good character who are...

- ethical, trustworthy, responsible, fair, and respectful
- empathetic, caring, kind, and positively intentioned
- invested in making a positive impact on their family, community, and world
- self-reliant, self-directed, and demonstrate positive self-advocacy

Innovators and problem solvers who are...

- critical, innovative, and creative contributors
- collaborative, constructive, and dependable group members and leaders
- flexible, adaptable, and reflective
- risk takers who understand that failure is temporary
- resilient, perseverant, and show grit

Effective communicators who...

- listen to and think deeply about multiple perspectives
- are clear, persuasive, and can articulate complex ideas
- utilize a variety of communication modes, including writing
- speak with confidence
- ask questions to enhance their understanding

Global citizens who...

- embrace other cultures, communities, and people of all abilities
- have an understanding of other languages, religions, cultures, and lifestyles
- see themselves as part of an interconnected, interdependent world

Lifelong learners who...

- pursue and contribute to their passions
- have strong content knowledge that is broad, deep, and continues to grow
- demonstrate initiative, are organized, and plan ahead
- have follow-through, show diligence, and maintain focus
- are curious and pursue learning for its own sake

Effective users of information, media, and technology who...

- can access, analyze, and synthesize information
- distinguish between reliable and unreliable information
- can use technology to research, create, communicate, and express ideas
- demonstrate positive and appropriate digital citizenship

HCSD Forward Initiatives

World Language/World Culture

- Students in our district will develop a perspective and appreciation of multiple world cultures and will engage with multiple world languages led by high-quality, well-trained staff members.
- Students will learn *how* to approach multiple cultures and languages, and develop an understanding and appreciation of the fact that we live in an interconnected global village.
- As they progress in our system, students will select one world language to learn more deeply, with an option for students who choose a rigorous course of instruction to move towards fluency.

Technology

- Students and staff will utilize technology to enhance learning, to find and assimilate information, to create content, to demonstrate learning, to practice skills, to express ideas, and to build solutions.
- Students and staff will create, explore, curate, publish, write, present, edit, film, and engage with others while effectively utilizing a myriad of different tools, and exhibiting digital citizenship.
- Our district will continuously invest resources to adapt to new technologies that can contribute to learning and teaching and provide the infrastructure, training, and support necessary to ensure success.

Meeting Specific Needs of Students

- Identify and nurture the talents and needs of all students (the gifted, those that have specific needs, those with various learning styles, etc. Different strategies may need to be employed for different groups)

Professional Growth

- Create a district wide culture of professional growth and collaboration by implementing a well-resourced system that leads to improved teaching and learning, spurs innovation, and encourages life-long learning for all staff members.

HCSD Culture

- Build and encourage a culture of creativity, nimbleness, reasoned experimentation, and real-world application to prepare learners, both students and adults, for today and the future.

Attendance

ABSENCES

If your child is going to be absent for any reason, please **email Stacy Ratekin (sratekin@hcsd.k12.ca.us) and the classroom teacher by 8:30 a.m.** and indicate the reason. If your child is not feeling well, please keep him/her at home until symptoms have disappeared and he/she has been fever-free for 24 hours. The following reasons are considered acceptable reasons to be absent or tardy:

1. Illness - verified by phone, email, or parent note
2. Professional appointments - doctors, dentists, professional counseling
3. Quarantine
4. Immunization
5. Appearance in court
6. Observance of a holiday or ceremony of his or her religion
7. Funeral services for a member of the immediate family
 - Limit of one day within California or three days out of state
 - Immediate family includes mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student

ILLNESS

Since school attendance is the key to academic success, it is important for your child to stay at home if he/she may be contagious. If your child has any of these symptoms, please keep him/her at home, or make appropriate child care arrangements:

1. **Appearance, Behavior** – unusually tired, pale, lack of appetite, difficult to wake, confused, irritable. This is sufficient reason to exclude a child from school
2. **Eyes** – thick mucus or pus draining from the eye and “pink eye” (conjunctivitis)
3. **Fever** – temperature of 99 degrees Fahrenheit or higher
4. **Greenish nose discharge, and/or chronic cough** – should be seen by a health care provider. These conditions may be contagious and require treatment.
5. **Sore Throat** – especially with fever or swollen glands in the neck
6. **Diarrhea** – 3 or more watery stools in a 24-hour period especially if the child acts or looks ill. If this is an on-going condition, see a health care provider.
7. **Vomiting** – vomiting 2 or more times within the past 24 hours
8. **Rash** – body rash, especially with fever or itching. Diaper rashes, heat rashes and allergic reactions are not contagious
9. **Ear Infections without fever** – do not need to be excluded, but the child needs to get medical treatment and follow up. Untreated ear infections can cause permanent hearing loss
10. **Lice** – children may not return to school until they have been treated and are free of lice and nits (eggs).
11. **Scabies** - Children with scabies can be admitted after treatment.

If your child shows any of the above symptoms at school, it will be necessary to pick him/her up right away. **Please note: If you bring your child to school with any of the above symptoms, it puts other children and staff (especially pregnant staff) at great risk.** Remember hand washing is still the number one way to prevent the spread of germs. If all parents keep sick students at home, we will have a stronger, healthier, and happier school.

EXTENDED ABSENCES

If your child is ill or away from school for any reason, it is expected that the missed work be made up. When a student is absent for more than two days, the parent may request the homework assignment by calling the school office. The secretary will inform the teacher of the request. Please allow 24 hours to prepare the assignment.

LEAVING SCHOOL EARLY

If you must pick up your child before the end of the school day, please inform the child's teacher in advance. Please come to the office to sign out your child, and we will call for your child to come down to the office. **Please do not go to the classroom.** This will interrupt instruction for all of the students.

TARDIES

The basic philosophy of North School embraces the importance of student-teacher contact time. Five minutes of tardiness each day adds up to nearly one half hour per week. After a one-month period, this totals nearly two hours. Student tardiness means teacher repetition of directions, lessons, and information, causing lost time for the entire class. To help our students clearly see the importance of morning promptness at school, please be aware of the following guidelines:

- When the 8:25 a.m. warning bell rings, all children should be on their way to their classrooms. School begins at 8:30 a.m.
- Arriving after 8:30 a.m., the child needs to report to the office to receive a tardy slip from the school secretary.
- The state attendance policy requires an adult to sign in a student who is late before the child may enter his/her class.

General School Information

AFTER SCHOOL PROGRAMS

If your child has an onsite after school activity or if your child is going home with a friend, you must notify the classroom teacher. **This is very important for student safety.** Please note that unless your child is remaining for one of the purposes above, he/she must be picked up on time. **This includes timely pick-up on Thursdays, when the children in K-2nd grades are dismissed at 1:15 p.m. and students in 3rd-5th grades are dismissed at 1:30p.m.** The school staff is not available after dismissal time to supervise your child.

Recreation Department

The Hillsborough Recreation department offers a before school program and after school program called Workshop Education (<http://www.workshopeducation.org/>) at North from 1:15-6:00pm. There are numerous offerings in physical fitness and the arts too. For more information, please visit the recreation website at <http://www.hillsboroughrecreation.com> or contact Tony Giacomazzi, the Director of Recreation, or Nancy Farrell, the Recreation Secretary, at 342-5439. The Recreation Office is located in the portable building beside the Crocker gym.

BIRTHDAYS

Invitations to parties (e.g. birthdays) may not be distributed at school unless all of the children in the class have been included. If your child is in a grade level where there is a combination class, the North Stars Learning Center, or students from the Bridge School, please remember to include those children as well. Please help us to see that no child's feelings are hurt.

CHANGE OF EMERGENCY CONTACT INFORMATION

Please notify the school secretary of any changes in your email, address, home, or work telephone number, place of business or emergency contacts (including nannies and babysitters). **It is extremely important that the school can contact you in the event of an emergency or illness.** If your email, name, address and/or telephone number are incorrectly written in the directory, please notify the school office immediately.

CLASS ASSIGNMENT PROCEDURE

In the spring of each year, the teaching staff, in collaboration with the principal, assigns students to classes for the following year. Every attempt is made to place each student in the classroom situation that will be the most beneficial. Placement is based on many factors including academic achievement, learning style, gender, ethnicity, special needs, peer relationships, and student behavior. Information from parents is always considered, however parent requests cannot always be honored. If a parent wishes to share information regarding their child's placement, this may be done in writing using a "Parent Input" letter in the spring. Determination of placement will be driven by the need to generate balanced classes. The principal makes final class placements.

COMMUNICATING WITH TEACHERS

We encourage parents to contact their child's teacher with any concerns or questions they might have. There are two regularly scheduled parent-teacher conferences each year, one in the fall and one in the spring. These provide an opportunity to discuss your child's progress. In addition, each teacher has a classroom telephone number and an e-mail address so they can be contacted directly. Teachers are not available to come to the phone or check email during most of the school day, so if there is an urgent message, please contact the office. If it is not time sensitive, then please send an e-mail or leave a voicemail (with a best time to call and phone number) and your call will be returned. Teachers will not always be available to meet with parents who drop in without an arranged appointment. It is important to respect teacher preparation time for the beginning of the day and their duties and responsibilities for student safety at dismissal times.

FIELD TRIPS

Occasional well-planned field trips are an important aspect of our student learning and are curriculum-based. Students are required to return a written permission slip for each trip. Buses will be used for all field trips. Change of transportation for an individual child must be submitted in writing prior to the field trip. Parent volunteers are needed and appreciated for field trips. If space permits, parents may ride the bus on the field trip. Siblings are not allowed on field trips. Parents need their full attention for the safety and learning of the students. We ask for voluntary donations to cover the cost of each field trip. Your donation is not required to ensure that your child may take part in this activity. **Please note: Student scholarships are available by contacting the school principal.**

HEALTHY FOOD POLICY

Our current healthy food policy came from parent feedback on the amount of junk food their children were receiving from school personnel and other parents via classroom events at school. Research tells us that a healthy diet can improve one's performance in school's social, physical and mental arenas and it shows that eating healthy can improve the memory, problem solving and concentration skills. In order to excel academically, children must be physically able to attend class, collaborate with their peers, and focus on the tasks at hand. Proper nutrition is essential for the brain to perform at its peak and eating healthy is one of the easiest ways to improve performance in school.

Parent-Provided Recess Snacks and Lunch

Research also tells that students who do not eat breakfast or who do not take in enough calories early in the morning often do not have enough energy to make it through the morning without brain fatigue. **We encourage you to send in a healthy snack for the morning and afternoon recesses for your child.** We fully respect that you have your own standard for your child's nutrition, including dietary goals and restrictions, and we would love to have you send in snacks and lunches for your child that reflect your values.

Class Parties

The classrooms will have 4 class parties each year before the school year ends. These will include one in the fall, winter, spring, summer, which will likely turn out to be for Halloween, Winter, Valentine's, and End of the Year, but it will be up to the classroom teachers. Family Heritage Day and Semester at Sea will have food and use the healthy food list as their guide. **Please note: Food brought into a classroom for any reason except the above reason will not be accepted and will not be served to the students.**

Celebrations Not Involving Food

There are so many ways to honor and celebrate a child that do not involve serving food. All of the following activities are celebrated in a way that the classroom teacher chooses without food: **Birthdays, Star of the Week, Class Auctions, Individual Rewards/Incentives** (Students will be able to earn points for parents to give a special item at home), and **Field trips** (Each parent should provide food for his/her own child depending on the needs of the field trip.)

HOMEWORK GUIDELINES

Homework is an integral part of the school program in the Hillsborough City School District. It can serve the following purposes:

- Provide essential practice in needed skills
- Enrich and extend school learning experiences
- Provide independent practice of proper study habits learned in school
- Afford the opportunity to increase self-direction and responsibility

The time to be spent on assigned homework is determined by the following factors:

- Ability of a learner
- Maturity of a learner
- Effective use of study time
- Nature of subject matter

Parents are encouraged to do the following:

- Provide positive support/encouragement to their children
- Help their children establish a regular time, place, and quiet atmosphere for study
- Provide necessary equipment (e.g. notebooks, dictionary, ruler)
- Allow children to do their own work. Assist when asked specific questions
- Notify the teacher if their children are unable to complete assignments within a reasonable length of time
- Ask their children to share some of their completed assignments
- Read regularly to/with children and listen to children read
- Recognize that children need to be more independent in completing homework as they mature

The following grade-level homework guidelines have been established:

As a rule of thumb, teachers assign approximately 10 minutes of homework per grade level. Also, all students may be assigned to read an additional 30 minutes per night.

Grades K – 2

Homework is intended to develop responsibility and therefore emphasizes informal activities, such as collecting materials or information, short structured assignments, such as reading a story to significant adults, and practicing skills.

Grades 3 - 4

Homework assignments become more structured. Skill practice, projects, and extended reading may require additional time.

Grade 5

Homework assignments increase further. Skill practice, projects, and extended reading may require additional time. At this grade level, weekend time may be used to complete long-range assignments such as papers, reports, and supplementary reading. Students may also choose to follow-up classroom experiences on their own initiative.

LIBRARY BOOKS

In order for the librarian to keep account of North's collection of books, and to enable all children to have access to it, students must account for all overdue books each trimester. Please see the librarian or classroom teacher for questions or concerns. All library books must be returned the Tuesday after Memorial Day or the student will not receive his/her yearbook until the account is settled.

LOST AND FOUND

Small items, such as watches and keys, are kept in the office. Other items, such as lunch boxes and jackets, are kept in the Lost and Found bin outside the school office. **We advise parents to label clothing and other belongings to minimize loss.** At the end of the each trimester, unclaimed items are donated to local charities.

LUNCH

Students eat lunch in the Multi-purpose room. They can either bring their lunch from home or participate in the volunteer run school lunch program. Each child is responsible for cleaning up his/her eating area and throwing away his/her own trash. Fifth grade students help all students with the responsibility of recycling. **Please note: If your child has a severe allergy to foods (i.e., peanuts), please notify the school immediately to discuss necessary safety steps in the lunchroom.**

From Home

If you need to bring your child a lunch after the instructional day has started, please label the lunch and bring the lunch to the office. **Please do not interrupt instruction for all of the students in the class.** Please note that we are unable to heat any foods in a microwave.

School Lunch

The Hillsborough City School District uses Choice Lunch as the school lunch provider. Please visit the Choice Lunch website at www.choicelunch.com to find out more.

OFFICE HOURS

The office will be open from 7:30 a.m. - 4:00 p.m. on school days. If there are any changes to this (meetings or trainings), there will be a note on the door.

PERSONAL ITEMS FROM HOME

We encourage children at North to use the equipment available at school. Electronics, toys, balls, etc. should not be brought to school. Please do not send your child to school with valuable items. **They should not carry more than \$5.00 in cash to school.** Please send all money for fundraising, photos, school events, etc. in an envelope marked clearly with the child's name, room number, and intended use of the money. Children **are** allowed to bring cell phones to school in case of emergency and cell phones are for use before or after school. Cell phones need to be turned off during school hours. Please note: Items that might be hazardous, such as camping knives, cap guns, matches, lighters, etc., are **never** allowed at school and will be confiscated if brought to school. In addition, parents will be contacted for an immediate conference and possible school suspension per California Ed. Code.

PRESCHOOL/PRE-K

The Hillsborough Recreation Board sponsors a program at North School for Preschool from 8:30 a.m. – 11:00 a.m. and for Pre-Kindergarten from 11:45 a.m. – 3:15 p.m. Monday through Friday. All of the programs require tuition fees. For more information, please call the Preschool at 342-1478 or the Hillsborough Recreation Department at 342-5439.

STUDENT RECOGNITION

At North School we encourage students to become leaders and go above and beyond to help make their school a better place. We recognize all students for Perfect Attendance (no tardies and no absences) and Outstanding Attendance (fewer than 3 combined tardies and absences) and participation in leadership and/or club roles including Character Team, Student Council, Library Monitors, 5th Grade Leadership, Tech Challenge Teams, Junior Fire Marshals, etc.

TECHNOLOGY USE

Technology is integrated into every area of the curriculum at North School. Technology resources provided by the district are to be used in a responsible and proper manner in support of the instructional program and for the advancement of student learning. Students use the internet both in the classrooms and in the computer lab. Each student and his/her parent or guardian must sign an Acceptable Use Agreement specifying use obligations and responsibilities prior to using the district's on-line resources.

TELEPHONES

All play date and pick up arrangements need to be arranged before children leave home in the morning. If a message needs to be delivered to a child during school hours, please call the school office to ensure delivery of the message.

TRANSFERS OUT, MOVING WITHIN THE DISTRICT and MOVING OUT OF THE AREA

We like to have an opportunity to say "good-bye" to students who are leaving North School. Please inform the teacher and the school office at least one week in advance if you are moving outside of the North School attendance area. Please give the office your residence address and the name and address of the new school. Cumulative records are sent after an official request is received from the new school. Please notify the HCSD district office with any changes of address or when you are moving out of the district. Inter and Intra district transfer policies can be found at the district office. Inter and Intra district transfer requests and/or questions should be directed to the district office.

VISITING NORTH SCHOOL

All visitors must report to the office upon arrival. Once in the office, the visitor needs to sign in and obtain a visitor's badge. If a visitor is on campus visiting and he/she is not wearing a visitor's badge, staff members will ask the person to go to the office to sign in and obtain a badge. Students may not bring friends or relatives to school to "shadow" or to spend the day with them at North. If a parent or guardian would like to observe classroom instruction, he/she should contact the principal directly.

VOLUNTEERING AT SCHOOL

Parents and guardians are welcome to volunteer at North School. **All volunteers must sign in and wear a volunteer lanyard while on campus.** The sign in sheets and lanyards are located both **in the office or in each classroom.** **Volunteers may go directly to the classroom and sign in and obtain a lanyard there.** Volunteering in the classroom should be arranged directly with the classroom teacher.

WALKING TO AND FROM SCHOOL

Children should be in at least **third grade** before walking to and from school without an adult. Parent permission is required for this. If you would like to give your child permission to walk, please come into the office to get a "walker pass". This "walker pass" needs to be attached to the student backpack. If you have a unique request to allow a

younger sibling to walk home with a fifth grade sibling, please contact the principal. **Please note: The “walker pass” is to authorize the student to leave campus to walk home immediately following dismissal. It does not give permission for the student to hang out on campus unsupervised or to walk to the front North Hillsborough sign to wait to be picked up there.**

Student Safety

BICYCLES

Children should be in the **third grade** before riding a bicycle to and from school unaccompanied. Bicycle riders should wear approved safety helmets and have a sturdy lock. Upon reaching the school grounds, riders should dismount and walk their bicycles to the bicycle racks. Bicycles should be locked during the school day. Students who ride their bikes with parent permission to school will receive a “biker pass” to attach to their backpack. **Please note: Scooters, rollerblades, skateboards, shoes with wheels, and other toy vehicles are not allowed.**

COMMUNICABLE DISEASES / HEAD LICE

Communicable Diseases

If your child has any communicable disease, such as H1N1 flu, fifth disease (slap-cheek), chicken pox, measles, etc., please notify the school office at once. A notice will be sent home to parents of other children in the class and/or grade level alerting them that their child has been exposed. When your child returns to school, it is necessary to send a note from your family physician that your child is no longer contagious.

Head Lice

The school **must** be notified if your child has head lice (or nits). A notification will be sent to parents of other children in the class/grade level alerting them that their child has been exposed. **Please note: Students must be treated and checked in the office upon return to school to ensure students are LICE AND NIT free.** If nits (dead or alive) are detected, the student will be sent back home to have the nits removed.

DISASTER PREPAREDNESS

The Hillsborough City School District has a disaster plan in effect for all four schools. This includes supplemental water, food, and first aid equipment. Each child has an emergency card on file that is generated from the InfoSnap registration that is done each summer. **If you change your address, or phone number, or nanny, please call the office to make sure your emergency card is up to date.** In the event of a major earthquake, children will evacuate to the field and they will remain there with their teacher until a parent or other authorized adult on the emergency card signs the child out. Please do not remove any child from the grounds without following this procedure. This has been established for everyone’s protection and peace of mind.

DOGS ON CAMPUS

Dogs are not permitted on the North campus (including the field) on school days from 8:00am-3:30pm.

Dogs are only permitted at other times if they are on a leash. This is to ensure that everyone picks up after their dog and that our students do not run through dog feces during Physical Education or lunch recess. This is a town ordinance, so if you see anyone not following this, please inform the authorities. Service animals are permitted.

DRILLS

We have three kinds of emergency drills that we practice throughout the year: fire, earthquake, and lock down drills. Fire and earthquake drills are conducted with the assistance of the Central County Fire Department and lock down drills are conducted with the assistance of the Hillsborough Police Department. We practice fire drills once a month, and earthquake and lock down drills two times during the year. Lock-down drills are an important part of our safety preparedness plan. A lock down may be required if there is an intruder on campus, a wild animal, medical emergency, or a chemical spill.

IMMUNIZATIONS

The State of California requires that all school children have up-to-date inoculations in order to attend classes. Unless these requirements are met, a child will not be allowed to attend school.

MEDICATIONS

School personnel are not permitted to administer any medication to students without a written order from a doctor. If you indicate an allergy on your emergency card, your classroom teacher will contact you to find out the specifics and severity of the allergy. If you indicate that your child has asthma, **we require at least one inhaler** in the office. If your child has a risk for anaphylaxis, **we require at least one Epi-pen** at school and possibly more depending on the severity of the case. **California Ed. Code does not permit students to carry ANY medicine**

(except an inhaler) in their backpack. Any other medicine **MUST** be located in the office. For long-term medication to be dispensed at school, a specific form, which is available in the office, must be filled out and signed by both the parent and the doctor. Prescription medications must be sent in their original containers and stored in the office.

STUDENT DROP-OFF

Families with students at North only must drop their children off in front of North. Every morning there are parent volunteers to assist with vehicle drop off. These people are volunteering their time to make sure that all North children are safe. Please be polite and follow their directions. **Please note: There is no drop off in the roundabout near the MPR. If a North family has a child at Crocker and North, it is possible to drop the North child beside the 5th grade portables (rooms 28 and 29) and then proceed in the Crocker traffic line to drop the Crocker child.**

Drop-off Procedures

1. Pull all the way up in the North traffic circle.
2. Stay in your car and curbside volunteers will help get your child(ren) out of the car.
3. Please do not pull around other cars or back-up while in the traffic circle.
4. Drop off at yellow curb only. Do not drop off at the red curb.
5. Please have your child ready to get out of the car (kisses, lunches, backpacks).
6. If your children need extra time at drop off, arrive early at 8:10. There are fewer cars then.
7. Make sure your child exits the car on the curb side only.

STUDENT PICK-UP

When students are dismissed from their classes, they will walk to the lower playground to the “**Student Pick-up Zone**” to be seated and wait for someone to pick them up. Staff members and volunteers will be on duty to assist the students and families. If a staff member (or volunteer) has a megaphone in his/her hand, his/her primary duty is to assist with dismissal. Please respect that they are busy and working to ensure the safety of the North students.

Walking Pick-up Procedures

1. Please pick up your child on the **playground side** of the “Student Pick-up Zone”. Please use the gate near Kindergarten classrooms to enter the lower playground. If you arrive a few minutes before your student is dismissed from class, we ask that you **wait for the students in the middle of the lower playground**. Please stand back from the K and 1st grade classrooms as it distracts the students.
2. There will be a staff member holding a megaphone at the entrance to the “Student Pick-up Zone”. Please tell this person who you would like to pick up and then stand back to make room for others. The staff member will call your child(ren) with a megaphone. **Please note: We cannot have walking pick-ups on the curbside because we need to keep the area clear so we may safely and quickly load students into waiting cars.**
3. If you see your child heading to the “Student Pick-up Zone” and you would like to take him/her before he/she goes in – great! Just have the child give the teacher a signal.
4. Please do not enter the “Student Pick-up Zone”.
5. Please tell anyone who is picking up your kids these procedures.
6. Once students leave the “Student Pick-up Zone”, we will consider them under your care and they will need to be supervised by you.
7. If it rains, students will be located in the library (if available). Please pick up your child(ren) at the library door near the stairs.

Vehicle Pick-up Procedures

1. Each family is given two placards with their children’s names on it at the beginning of the year. This placard should be attached (using rubber bands) to the visor of the vehicle(s) that will be used to pick up your child. Displaying the placard assists the staff and volunteers to identify your child(ren) faster and guide them to your vehicle for pick-up.

2. There is a designated "Student Pick-up Zone" located beside room 9 on the lower playground near the traffic circle. At dismissal time, all students waiting to be picked up will be seated and waiting there. The children will be supervised by staff for 15 minutes after their dismissal time and then they will be taken to the school office.
3. Pull your car forward and just as you reach the yellow curb area, stop your car, and tell the person with the megaphone who you are picking up.
4. The person with the megaphone will tell you and the students to go to one of the five numbered green balls
5. Once the students reach the designated ball, we will have staff members available to help to put students in cars.
6. As in previous years, there is no waiting or parking in the loop just before or during dismissal. If your child is not available for pick-up as you pass through the traffic circle, **you will have to circle around again**. Slowly circle around the island outside of North School, return to the parking lot entrance and re-enter the North School loop and again drive up to the traffic circle.
7. Please drive very slowly and cautiously. Please do not text, talk on your cell phone, or let anything else distract you. As always, children will only be allowed to enter your car on the curb side.
8. **Please do not reverse or pull around other cars in the traffic circle. Please wait for the other cars to leave before you pull forward.**
9. If you have children with different dismissal times, please come during the later dismissal time to pick up both. Your younger child will be supervised in the "Student Pick-up Zone" while waiting for you. If you pick up your younger child first, you may park your car and walk up to meet your older child, or exit the parking lot, slowly circle around the island, and re-enter the parking lot again.
10. For early start Kindergarten pick-up at 1:15pm on M, T, W, and F, please remain in your car if you would like your child to be loaded into your car. If you would like to park and walk up to greet your Kindergarten student, please use an official parking space. If your child is not out when you drive around the traffic circle, you will be asked to circle until he/she arrives for loading. This allows us to keep the traffic moving and prevents the North driveway from becoming blocked.
11. Crocker students are dismissed later and do not arrive down at North until 3:25pm. **Please note: you need to pick up your North students first before 3:15pm** on regular length days (i.e., M, T, W, & F). At 3:15pm, all remaining North students will be moved to the office and parents will be called.
12. If it rains, students we will follow the same procedure as above, but students will be located in the library (if available). Someone will greet your vehicle and call for the students by walkie talkie or cell phone. Then your child will be escorted to your car under an umbrella.

Thank you in advance for your cooperation and understanding. Thank you for your help in keeping our kids safe!

Student Behavior

BEHAVIORAL NORMS

Producing ethical citizens and caring individuals is a top priority at North School and is an important part of the Hillsborough Essential Outcomes. All students are taught the 3 North School Norms: Show respect, Make good decisions, and Solve your problems. These social norms foster high expectations for behavior and encourage students to use good character and practice their life skills.

NORTH SCHOOL NORMS

- ❖ Show respect
- ❖ Make good decisions
- ❖ Solve your problems

CHARACTER EDUCATION

Each year the staff chooses a theme and this year we will focus our Character Education program on the book Have You Filled a Bucket Today? by Carol McCloud in order to build a strong school community and use our life skills.

THE LIFE SKILLS ARE...

Integrity: To act according to a sense of what is right and wrong

Initiative: To do something, of one's own free will because it needs to be done

Flexibility: The willingness to alter plans when necessary

Perseverance: To keep at it

Organization: To plan, arrange, and implement in an orderly way

Sense of Humor: To laugh and be playful without harming others

Effort: To try your hardest

Common Sense: To use good judgment

Problem Solving: To create solutions to difficult situations and everyday problems

Responsibility: To be accountable for your actions

Patience: To wait calmly for someone or something

Friendship: To make and keep a friend through mutual trust and caring

Curiosity: A desire to investigate and seek understanding of one's world

Cooperation: To work together toward a common goal or purpose

Caring: To feel and show concern for others

Pride: Satisfaction from doing one's personal best

Resourcefulness: To respond to challenges and opportunities in innovative and creative ways

Courage - To act according to one's beliefs despite fear of adverse consequences

CLASSROOM PROCEDURES

Teachers individually establish and enforce a set of classroom rules and procedures consistent with District policies and procedures. Teachers work with students consistently on classroom policies and procedures, and communicate these to parents as well. Parents should clarify these with the individual teacher as questions arise.

DRESS CODE

The District Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Hats should be removed and hoods should be lowered upon entering any building (unless it is due to medical necessity). Flip flops are not recommended and **tennis shoes must be worn during P.E. for safety.**

ALCOHOL AND OTHER DRUGS POLICY

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

SCHOOL RULES AND PROCEDURES

Playground rules are established to support safety, game inclusion, and great physical activity. Students should follow these rules and parents should reinforce these rules under their supervision after school.

GLOBAL RULES

1. All procedures should be reviewed in the classroom at the beginning of each trimester.
2. Keep hands and feet to self (no rough housing, tackling, tripping, wrestling, pushing, footsies, or other rough behavior).
3. Use good sportsmanship at all times. No closed games or exclusion of any type.
4. Supervision must be present before use of any area. Never go inside a classroom without an adult present.
5. Play equipment shall not be brought from home to use on the school playground during school hours.
6. Do not pick flowers or leaves off of plants or trees.
7. No one is allowed on the roof at any time.
8. Children who are not enrolled in North or Bridge School (i.e., younger siblings, or preschool residents) should not be on the playground when school is in session

BEFORE SCHOOL

Students should arrive at school **no earlier than 8:10 a.m.** unless he/she is going to the Before School Recreation program. Supervision on the playground is **not** available before 8:10 a.m. Any students arriving before 8:10am must report to the office for safety. Parents may only supervise their own children if arriving before school supervision begins. There is a warning bell that rings at 8:25 a.m. Students should be in their classrooms by 8:30 a.m.

LOWER PLAYGROUND

Boundaries

- Blacktop, rubberized surface, and jungle
- Do not go past the gate by room 10 unless going to the office.
- Do not go past the breezeway by reading room unless going to the bathroom
- Stay out of hallways on the hillside of the classrooms
- No climbing on room 9 ramp or bars, no sitting underneath ramp, no tying objects to the ramp, no touching fan.
- Students must get an adult to help if a ball goes over the fence.

Jungle

- Only open with supervision present
- No picking up rocks or sticks
- **Log cabin** - no climbing on top of it; no jumping off of it; blocking entrance, no pushing people in or out

Rubberized Surface

- **Tag** - is only allowed on the green rubber
- **Starburst climber** – climbing only, no jumping off
- **Playground structure**
 - Enter monkey bars from main platform side
 - No jumping off any part of structure. Go in one direction only on the bars and rings, go down the slide only, sitting, feet first.
 - Spinners – one person at a time for 20 seconds only
- **Sand** – stays in sand area, no throwing sand
- **Swings** – Yellow safety bars must be locked in place, No twisting or swinging sideways; no jumping off swings, no flips in air and no walking/running on the beige rubber underneath swings; only one person at a time on a swing; count to 120 to take turns

Blacktop

- Jump ropes are only used for jump roping; no tug of war or tying ropes to anything. No helicopter.

Restroom Use

- Students should walk directly to the restroom and return immediately to the playground. No playing or hanging out in the bathroom. No standing alone or playing in the hallway on the way there or back.

Handball

- Designated wall: Room 9 during the 3rd grade lunch only. No kicking handballs against walls. Only use handballs provided by the school and follow school rules. School handball rules must be followed during school hours.

UPPER PLAYGROUND

Boundaries

- If ball goes over the fence student should tell an adult and walk down the stairs to retrieve the ball (not climb over fence).
 - Do not go behind 5th grade portables.
 - Do not go in hallway between MPR and classrooms.
 - Do not run, walk or climb through any landscaping/planter boxes.
 - Stay off wall outside of staff room end of MPR.

Swings

- No twisting or swinging sideways; no jumping off swings, no flips in air and no running underneath or in between swings or standing/walking behind swings; only one person at a time on a swing; count to 120 to take turns; stand next to pole by the swing you are waiting for when waiting for a turn.

Monkey Bar Area

- No touching or pulling on people from underneath the bars; go in one direction only; no standing or sitting on top (includes single pull up bar).
- No playing "Knock out" on the rubberized play area.

Zipline

- Only one person at a time; no touching people or pulling people down.

Handball Courts

- Courts are designated for grades; 2 for 4th grade; 2 for 5th grade; Room 21 and Room 27 are used for 3rd grade

Playing Chase/Tag

- Do not run through handball courts or kickball/football games when games are in session
- No playing tag or running on the ramp or on the stairs

When Bell Rings at recess

- FREEZE and hold equipment
- Stop swings immediately (do not jump off); get off and freeze
- Climb down equipment then freeze
- Walk back to class when the whistle is blown

Upper Blacktop (Crocker basketball courts)

- We will not use the upper blacktop at 1:50 recess
- We will have students use the 3 basketball hoops closest to the portables
- When North students are at recess Crocker students are not to be on North's courts

Field

- Students will wait for a North School employee (not a Recess Pal/parent) at the apple tree before entering the field

- When walking to the field students must walk down the stairs not on the preschool side of school. Students must return to class the same way

HALLWAYS/RAMPS/STAIRS

- Students must WALK in all hallways, on stairs and on ramps
- Hold all playground balls in hallways
- Students will walk quietly. No screaming.
- Keep to the right side of the stairwell going up and down

LUNCH ROOM

1. Focus on eating, limit conversation and keep noise level to a minimum
2. 4 students to a bench
3. Remove all garbage from table and floor after eating
4. RECYCLE☺.

K-2:

- Students should be seated in the MPR by 12:00 sharp.
- The last 5 minutes of K-2 is quiet eating time.
- If students need to finish eating after the end bell rings they will move to the table nearest to the exit door and finish their lunch.
- We will dismiss students by 2nd, 1st, and then K from the lunch room.
- Students will be escorted to the playground by an adult.

3-5:

- 3rd graders should be seated in the MPR by 12:20; 4th & 5th graders will be entering the MPR at 12:20.
- 3rd-5th graders who need extra time to eat on a consistent basis will be handled individually.

AFTER SCHOOL

- Classes will arrive to the "Student Pick-Up Zone" promptly at 2:45pm, 2:50pm, and 3:00pm respectively
- Students who are waiting for their parents should be seated and follow instructions by school staff
- Once a parent picks up his/her child, they must remain in sight of their parent and continue to follow school rules

CONSEQUENCES

If students break any of the above rules, recess and/or lunch play may be taken away. Students may be removed from playing for a short period of time, be sent to the office, or be sent home if the inappropriate behavior continues after multiple offences. Students may also be assigned campus beautification.

NONDISCRIMINATION

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

SUSPENSION AND EXPULSIONS

While suspensions and expulsions are infrequent in the HCSD, they do occur. Please contact the District Office for information about district board policies. The following link gives details information regarding California Education Code: 48900-48927 and describes those activities that can result in suspensions and expulsions:

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48900-48927>

EXPULSION

The term “expulsion” refers to a decision by the Board of Trustees to expel a student from attending school in the district for an extended period of time for committing a serious infraction of the established rules.

MANDATORY EXPULSIONS: Per California Education Code, section 48915(c),

For these behaviors, expulsion is required by law and **must be reported to the police:**

- 1) Possessing, selling, or furnishing a firearm. **(Please note: This includes a BB gun, pellet gun, air gun, etc.)**
- 2) Brandishing a knife at another person. **(Please note: This includes ANY pocket knife, Exacto knife, etc.)**
- 3) Selling a controlled substance.
- 4) Committing or attempting to commit sexual assault or committing sexual battery.
- 5) Possession of an explosive.

DEFINITE SUSPENSIONS and POSSIBLE EXPULSIONS: Per California Education Code, section 48915(a),

For these behaviors, expulsion may result on a first offense and **must be reported to the police:**

- 1) Causing serious physical injury to another person, except in self-defense
- 2) Possession of any knife or other dangerous object
- 3) Possession of an alcoholic beverage or controlled substance, is under the influence of such substance, or pretends to sell or give such a substance to someone else
- 4) Robbery or extortion
- 5) Assault or battery upon any school employee
- 6) Terroristic threats [48900.7]

SUSPENSION

The term “suspension” refers a disciplinary action whereby a student must remain away from school or school-related activities for a short period of time. **Please take extra time reviewing bolded items with your children.**

SUSPENSIONS will occur for the following behaviors and expulsion may result when a student has:

- a) **Caused, attempted, or threatened to cause physical injury, except in self-defense [48900(a)]**
- b) **Possessed, sold, or otherwise furnished a firearm, knife, or other dangerous object [48900(b)]**
- c) Possessed, sold, or being under the influence of drugs or alcohol [48900(c)]
- d) Offered, arranged, or negotiated to sell drugs or alcohol [48900(d)]
- e) Committed or attempted to commit robbery or extortion [48900(e)]
- f) **Caused or attempted to damage school or private property [48900(f)]**
- g) **Stole or attempted to steal school or private property [48900(g)]**
- h) Possessed or used tobacco, or products containing tobacco or nicotine products [48900(h)]
- i) Committed an obscene act or **engaged in habitual profanity** or vulgarity [48900(i)]
- j) Unlawfully possessed, offered, arranged or negotiated to sell drug paraphernalia [48900(j)]
- k) **Disrupted school activities or otherwise willfully defied valid authority [48900(k)]**
- l) Knowingly received stolen school or private property [48900(l)]
- m) Possessed an imitation firearm [48900(m)]
- n) Committed or attempted to commit a sexual assault or sexual battery [48900(n)]
- o) Harassed, threatened, or intimidated a student who is a complaining witness in a school disciplinary proceeding or retaliating against the student for being a witness [48900(o)]
- p) Offered, arranged to sell, or sold the prescription drug Soma [48900(p)]
- q) Engaged in, or attempted to engage in, hazing. [48900(q)]
- r) Engaged in an act of “bullying” – defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act that has or can be reasonably predicted to have an effect on one or more of the following: [48900(r)]

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- b. Causing a reasonable pupil to experience a substantially detrimental effect on his/her physical or mental health.
- c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Students in 4th-5th grades may also be suspended and/or expelled for the following behaviors:

- 1) **Sexual Harassment [48900.2]**
- 2) Hate violence [48900.3]
- 3) **Harassment, threats, or intimidation [48900.4]**

SEXUAL HARASSMENT (BP5145.7; AR5145.7) [48900.2]

The Governing Board recognizes that sexual harassment causes embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness.

To promote an environment free of sexual harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing student in-service or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them they need not endure any form of sexual harassment.

The Board shall not tolerate the sexual harassment of any student by any other student or any district employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

The Board encourages students or staff to immediately report any incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the alleged offending person.

Pursuant to law, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature constitutes sexual harassment when: (Education Code 212.5):

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress; or
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual; or
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational environment; or Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

- 1) Unwelcome sexual flirtations or propositions
- 2) Verbal abuse of a sexual nature
- 3) Graphic verbal comments about an individual's body
- 4) Sexually degrading words used to describe an individual
- 5) Display of sexually suggestive objects or pictures in the educational environment that are not related to the instructional program
- 6) Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint

Instructional Program

METHODOLOGY

Our instructional method focuses on individual differences, capabilities, and needs of all children. Our strategy is the continuous diagnosis, assessment, and evaluation of students in order to maintain a very high level of performance. Teachers differentiate their instruction using a variety of strategies and tools to address the academic and social/emotional needs of each individual student.

CALIFORNIA COMMON CORE STATE STANDARDS (CA CCSS)

English Language Arts & Literacy in History/Social Studies, Science, and Technical Studies

The Common Core State Standards for ELA/Literacy (CA CCSS) are divided into 4 strands: Reading, Writing, Speaking and Listening, and Language. They were designed with an expectation that the development of every student's literacy skills should be an integrated model of literacy across all subject areas. The CA CCSS emphasize having students closely and attentively read and analyze critical works of literature and an array of nonfiction text. Comprehension activities focus on depth and complexity, use of technology, and evidence-based analysis of text. Students use research and technology to sift through the staggering amount of digital information available and engage in collaborative conversations, sharing and forming viewpoints through a variety of written and speaking applications. Learning is interactive, and teachers facilitate deep understanding as students discuss and analyze information together. To learn more about the CA CCSS for English Language Arts & Literacy, please visit:

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Mathematics

The California Common Core State Standards for Mathematics (CA CCSSM) reflect the importance of three guiding principles: focus, coherence, and rigor. The principle of "focus" means that the instruction needs to focus deeply on the standards that are emphasized so students can gain a strong foundation for conceptual learning, a high degree of procedural skills and fluency, and the ability to apply what they learn to solve mathematical problems anywhere. The principle of "coherence" arises from mathematical connections. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. The principle of rigor requires that conceptual understanding, procedural skill and fluency, and application be approached with equal intensity. The CA CCSSM consists of two types of standards: Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (different for each grade level). Together they focus on learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. A number of California-specific additions to the standards were incorporated in an effort to retain the consistency of past standards. Students in K-5 use the program Math Expressions as the core instructional program to address the CA CCSS. To learn more about the CA CCSS for Mathematics, please visit:

<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandaug2013.pdf>

LIBRARY

The North School Library Media Center is an essential part of the school program that provides curriculum support and offers a variety of information resources and learning experiences as well as literature appreciation to the students, faculty, and staff of the North School community. To maintain the excellence of the collection, North parents support an Adopt-a-Book Club. Students are encouraged to adopt a book that they may select from a wide range of possibilities. A bookplate recognizing the donation is placed permanently in each book. To learn more about the California Model School Library standards, please visit:

<http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>

SCIENCE

Because of the continuing explosion in scientific and technological knowledge, emphasis in this area of education is changing from the application of science, to the nature of science and the process by which knowledge is gained. Science is taught through a balance of hands-on activities and textbooks. Students in grades K-5 use the hands-on Full Option Science System (FOSS) program. Throughout all grades, each student is exposed to life, earth, and physical science. We urge parents who work in science-related fields, or who know of those who do, to contact us if you are willing to share your expertise with the children. In order to view the California Science Content Standards, please visit:

<http://www.cde.ca.gov/be/st/ss/documents/sciencestd.pdf>

SOCIAL STUDIES

Using the basic purpose of the social studies program is to focus on increasing each student's interest, knowledge, and understanding of human behavior and social interaction. The social studies program is enhanced at all grade levels with field trips, docent visits, projects, artifacts, and children's literature.

Goals of the program include the following: 1) acquisition of basic knowledge, 2) understanding of concepts from the various social sciences (geography, history, economics, sociology, and political science), 3) development of investigative and process skills, and 4) knowledge of multicultural education. In order to view the California Social Studies Content Standards, please visit: <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

MATH AND SCIENCE ENRICHMENT PROGRAM (aka I-LAB)

This math and science enrichment program is based on local standards, which are the Hillsborough Essential Outcomes, and grade level state standards. All students in grades 3-5 visit the Innovation Lab (I-Lab) where they are provided instruction in how to become critical, creative reflective thinkers; problem solvers; collaborative contributors; intelligent innovators; effective communicators; ethical citizens; and self-directed, enthusiastic, caring individuals using math and science as the conduit. This dedicated Innovation Lab (I-Lab) time gives students time to work on projects that require depth and complexity and expand on higher order thinking skills of analysis, synthesis, and evaluation.

TECHNOLOGY

North School has a computer lab, multiple laptop carts, I-Pads, and computers in the classroom.

In the Classroom

Each classroom has at least 3 computers, a printer, a document camera, and a SMART Board. Students in 2nd-5th grades also have class sets of SMART interactive response systems to measure student achievement in real time. Students use the internet both in the classroom and in the computer lab. Students also visit pre-screened websites via the County Web Portal (aka EdStop1). The Web Portal can be found at:

<http://ed1stop.org/render.userLayoutRootNode.uP> and passwords are available through your classroom teacher.

This is also a great tool for students to access at home.

In the Computer Lab

The computer lab curriculum is integrated with the school curriculum in language arts, math, social studies, and science. Students in 3rd-5th grades practice keyboarding one time per week. To improve writing skills, students from Kindergarten through fifth grade learn word processing. By the end of the fifth grade, each student will have used various forms of technology to access, process, analyze, and communicate information.

PHYSICAL EDUCATION

The elementary physical education program at North is founded on the California Physical Education and Health Content Standards. The philosophy of this program is that each child will be provided the opportunity to develop efficient movement skills and be physically active in a cooperative learning environment that fosters individual growth and teamwork. The focus is not to create professional athletes, but rather help students' develop fundamental and advanced motor skills, improve their self-confidence and provide opportunities for increased levels of physical fitness. Health-related physical fitness is a vital component of this physical education program and includes; muscular strength and endurance, flexibility, body composition, and aerobic endurance. Students begin fitness in TK and continue throughout the fifth grade. Each student participates in curl-ups, push-ups, stretching, and various locomotor activities. State law requires that fifth graders throughout California take the Fitnessgram which includes curl-ups, sit and reach, push-ups, and the PACER test. In order to view the California Model Content Standards for Physical Education, please visit:

<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

VISUAL AND PERFORMING ARTS

All K-5 students express themselves through a variety of art media with their individual teachers and in the Parent Group-funded "Art in Action" program. Art experiences are drawn from other curriculum areas (i.e. reading, social studies, language, and music), with ample opportunity for the development of skills in handling tools and materials. The focus is upon creative endeavor and satisfying experiences, rather than on artistic perfection. In addition, the North Parent Group provides funding for school assemblies presented by dancers, musicians, actors, storytellers, or poets throughout the year. In order to view the California Visual and Performing Arts Content Standards, please visit: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

INSTRUMENTAL MUSIC

Instrumental music lessons are offered to 4th and 5th grade students. Students may choose from a variety of woodwind instruments or brass instruments. One group lesson is taught per week. In order to view the California Visual and Performing Arts Content Standards, please visit: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

VOCAL MUSIC

All K-5 students receive formal vocal music instruction where they learn about pitch, notation, rhythm, and movement. Orff-Schulwerk instruments, as well as non-pitched instruments, are an integral part of grade level instruction reinforcing all musical elements. All children participate in a musical program at least once during the school year. In order to view the California Visual and Performing Arts Content Standards, please visit: <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

HEALTH EDUCATION

All K-5th grade students receive health education instruction from various instructors including the classroom teacher, the PE teacher, and the school counselor. Content is grade level specific and includes areas such as nutrition and physical activity (K,2,4,5), growth and development (K,1,3,5), sexual health (5), injury prevention and safety (K,1,4), alcohol, tobacco and drugs awareness (K,2,4), mental and social health (K,2,3), and personal and community health (K,1,3,5). For more information on the health standards at a particular grade level please visit: <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

SPANISH LANGUAGE

All 4th and 5th graders receive Spanish language instruction for one hour each week, which is supplemented by an online program called Middlebury that students have access to at school and at home. They learn to communicate in Spanish with greetings, introductions, classroom directions, things pertaining to the classroom, and the weather. The study of Spanish-speaking cultures is also integrated into the lessons. The program is based off of the *Realidades* textbook and curriculum that is used in the Spanish middle school program. To learn more about the California World Language Content standards and language acquisition please visit: <http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

GIFTEDNESS

The Hillsborough City School District (HCSD) has a district-wide giftedness identification system this year using a group ability test called the OLSAT-8 (Otis-Lennon School Ability Test). While there is no formal gifted program, teachers provide differentiation in the classroom for these students based on their needs. In subsequent years, the OLSAT-8 will only be given to students in Kindergarten, second grade, or any students new to the district.

ENGLISH LEARNERS

The district screens students new to North who speak a primary language other than English in the home. Children who are admitted to the English Learner program receive individual or small group instruction called English Language Development by their classroom teacher and the school's English Language Development Specialist in order to help them learn English speaking, reading, and writing skills. In order to learn more about the English Language Development Content Standards, please visit: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

COUNSELING PROGRAM

North School has a full-time counselor on site every day of the week. The counselor is available to confer with students, parents, and staff. The counselor proactively meets with whole classes, groups, individuals on many social and emotional wellness topics.

RESOURCE SPECIALIST PROGRAM (RSP)

Upon referral by the Child Support Team (CST), the Resource Specialist provides assessment for children who appear to have special educational needs. Children who are admitted to the RSP receive individual or small group instruction.

SPEECH AND LANGUAGE

North School has a full-time Speech and Language pathologist onsite. Parents and teachers may refer children with suspected speech or language difficulties to the Speech pathologist for screening. Upon entrance into the program, students receive speech therapy from the Speech and Language pathologist.

RELATED SERVICES

North School offers related services such as Occupational Therapy and Adapted Physical Education for students who are eligible.

Student Assessment

STATE-MANDATED ASSESSMENTS

ACCOUNTABILITY PROGRESS REPORTING (APR)

The APR is California's integrated accountability system that reports both the state Academic Performance Index (API), and the federal Adequate Yearly (AYP). The system has been put on hold while the state implements the new CAASPP testing system. To see APR reporting from 2014 or earlier, please visit:

<http://www.cde.ca.gov/ta/ac/ar/aprfaq.asp>

Academic Performance Index (API)

The Academic Performance Index (API) is the state's measurement system for academic progress in its public schools. The API is calculated by measuring the academic **GROWTH** of students from one year to the next. The API was a numeric index (or scale) that ranges from a low of 200 to a high of 1000. The statewide API performance target for all schools has been always been 800. A school's growth is measured by how well it is moving students from lower proficiency levels to higher ones. A school's API Base (from the spring) is subtracted from its API Growth (in the fall) to determine how much the school improved in a year. The 2014 Growth API, 2014 Base API, and the 2015 Growth API were not calculated due to the changes in the state-wide assessment system and there will no longer be a Statewide and Similar schools ranking reported. **North's last reported rank was a 10/10 for Statewide Rank and 10/10 for Similar Schools Rank in California.** Since there was no API score for 2013-2014 or 2014-2015, the state used a 3-year average to calculate the API in 2014-2015. **North School's 3-year average API was 985!!** The 2015 Base API calculation is expected in spring 2016 and then a Growth target will be developed from that number. To view API reports, please visit: <http://www.cde.ca.gov/ta/ac/ap/apireports.asp>

Adequate Yearly Progress (AYP)

Adequate Yearly Progress is the federal measurement system of public schools. The No Child Left Behind (NCLB) Act of 2001 established a definition of Adequate Yearly Progress (AYP) for all schools and the target increases every year. All schools are required to meet all AYP criteria in order to meet federal NCLB accountability requirements. In 2013, all schools were expected to have 89.2% of students scoring at the Proficient or Advanced level on the English Language Arts CST, and 89.5% of the students scoring Proficient or Advanced on the Math CST. **Our last scores available were in 2013 and that year North had 94.1% of its students scoring Proficient or Advanced on the English Language Arts CST and 97.3% of its students scoring Proficient or Advanced on the Math CST.** To view previous AYP reports, please visit: <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The CAASPP system (which recently replaced the STAR assessment system) encompasses the following required assessments:

Smarter Balanced Assessments

Smarter Balanced assessments consist of both performance tasks and summative assessments on the computer. All 3rd-5th grade students take the Smarter Balanced summative assessments and performance tasks in English Language Arts and Mathematics in the spring. Students receive **an overall score for both ELA and math**, ranging from 2000 to 3000. Overall scores will be reported within one of four levels: **Standard Not Met (1), Standard Nearly Met (2), Standard Met (3), and Standard Exceeded (4)**. Specific scale score ranges by content areas and grade can be found at <http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>

These reports will also highlight students' strengths in key areas for both ELA and math. ELA results will include information about the students' performance in the areas of reading, writing, listening, and research. Reports of math results will include information about student's performance in problem solving, using concepts and procedures, and in communicating mathematical reasoning. The student's performance in these key areas for each subject will be reported using the following indicators: Below Standard, At or Near Standard, and Above Standard. To learn more about the reporting, please visit: <http://caaspp.cde.ca.gov/sb2015/UnderstandingCAASPPReports#c>

Smarter Balanced has a **practice test** in order for parents to experience the features of online testing and gain insight into how Smarter Balanced assesses students' mastery of the Common Core. Please visit <http://www.cde.ca.gov/ta/tg/sa/practicetest.asp> and click on **Take the Practice Test** to learn more.

The **summative assessment** is done on the computer and it goes beyond multiple-choice questions to include extended response and technology enhanced items. The summative assessment will be administered in the spring. The summative assessment uses Computer Adaptive Testing (CAT). This means that based on student responses, the computer program adjusts the difficulty of questions throughout the assessment. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have mastered. This approach should provide more accurate scores for all students across the full range of the achievement continuum.

The **performance tasks** allow students to demonstrate critical-thinking and problem-solving skills. The performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks are taken on a computer (but will not utilize CAT) and also have a classroom lesson component.

Content Standards Test (CST)

All 5th grade students, who do not qualify for the CMA or CAPA, must take the California Content Science test in the spring. Scores are reported in 5 levels of proficiency: Far Below Basic (FBB), Below Basic (BB), Basic (B), Proficient (P), and Advanced (A). In California, only Proficient and Advanced levels are considered a passing grade. Results of these tests are mailed to parents and are placed in the cumulative files. Teachers review individual and class results in order to plan effective instruction.

Physical Fitness Test

All 5th grade students are required to take the Physical Fitness Test called the FITNESSGRAM. This test consists of the following six fitness areas: aerobic capacity; abdominal strength and endurance; upper body strength and endurance; body composition; trunk extensor and flexibility; and flexibility. This test is conducted in the spring.

California English Language Development Test (CELDT)

This test assesses the listening, speaking, reading and writing development of students who speak another language in their home. Scores are reported as CELDT Levels 1-5 with levels 4 and 5 being considered proficient. This test is given in September through October every year.

DISTRICT-MANDATED TESTS

The Hillsborough City School District conducts its own set of tests:

DISTRICT ASSESSMENTS

All students in K-5 are given district-mandated assessments three times a year to measure progress towards the standards. These tests are administered during a specific set of days called a screening “window”. The district literacy and math assessments were designed and/or selected by district teachers, district data advisors, and district administrators to address the specific skills that we want to assess. These assessments are consistent district-wide, and are used throughout the year for diagnostic purposes to allow teachers to identify individual strengths and weaknesses. They provide immediate feedback on student progress toward meeting the end-of-the-year grade level standards, which helps shape subsequent instruction.

DISTRICT LITERACY ASSESSMENTS

- Naming Upper Case Letters and Naming Lower Case Letters are individually administered tests where a child identifies as many letters as he/she can. (Kindergarten only)
- Letter Sounds (Vowels and Consonants) is an individually administered test where students are shown individual letters and must demonstrate their knowledge of the sounds the letters represent. (Kindergarten only)
- Rhyming Words is an individually administered test where each child is given a pair of words and he/she is to indicate if the words rhyme. (Kindergarten only)
- DIBELS First Sound Fluency is an individually administered test where students are told words and asked to identify the initial sound. (Kindergarten only)

- Sight and Decodable Words is an individually administered test where students are shown a list of words and asked to try reading them. The sight words do not follow sound/spelling rules, but the decodable words do follow the rules. (Kindergarten only)
- DIBELS Phoneme Segmentation Fluency is an individually administered test where a child is given a word and he/she needs to say each distinct sound in the word one sound at a time. (Kindergarten and first grade)
- Test of Auditory Analysis Skills (TAAS) is an individually administered test where a child is given a word and asked to leave out a sound or a syllable. (Kindergarten and first grade)
- DIBELS Nonsense Words Fluency is an individually administered test where each child is given a list of nonsense (“made-up”) words and asked to sound out the words. (Kindergarten and first grade)
- High Frequency Words is an individually administered test where students are shown a list of words and asked to try reading them. The sight words do not follow sound/spelling rules, but the decodable words do follow the rules. (first grade only)
- First Grade Decodable Words is an individually administered assessment in which students read words that follow the sound/spelling rules. It is used to determine automaticity in blending. (first grade only)
- Decoding Nonsense Words is an individually administered assessment used to determine fluency and automaticity in decoding. (grades 1-3)
- DIBELS Oral Reading Fluency is an individually administered test where the student reads a story for a set amount of time. The child’s score is based on the number of correct words read per minute. (grades 1-5)
- Comprehensive Assessment of Reading Strategies (CARS) is administered to the entire class. Students read passages and answer questions to assess twelve specific reading comprehension sub skills. The passages vary in type and include articles, journal entries, myths, and letters. (grades 2-5)

DISTRICT WRITING ASSESSMENTS

District writing assessments are given to all 2nd through 5th grade students two times a year, once during the first week of school to establish a baseline, and once in the spring to measure growth. All children at a given grade level respond to the same prompt, and take the test on the same day. The tests are scored by two separate readers using a common rubric. The student’s total is located on the Student Profile Sheet along with the benchmark set for the grade level. It is important to note that the fall writing assessments are scored against the expectations for the end of the year, so far fewer students meet benchmarks in the fall than will in the spring.

DISTRICT MATH ASSESSMENTS

District wide math assessments are based on the standards and skills taught in each specific trimester. Please note that the number of questions is not the same at each grade level. Also, tests for second trimester are not necessarily based on the same number of questions as first trimester, so they cannot be compared directly. What is important to note is whether your child falls at, above, or below the particular benchmark set for the trimester. The benchmark is set at a level indicating a sound understanding of the material for the trimester. It is not a percentage score.

CLASSROOM ASSESSMENTS

In addition to the district-wide assessments, a student’s progress is measured in a variety of ways on a continuing basis as part of regular classroom instruction. This can take many forms such as end of unit tests, special projects, presentations, collaborative work, writing, process observation, and direct questioning. North School also has additional assessments that we use on a regular basis to gather data about student progress such as the Development Reading Assessment (DRA) and other literacy measures.

GRADE LEVEL BENCHMARKS

A benchmark is a district performance expectation and it is usually what most of the students can do on that skill at that point in time. The benchmark helps us identify those students most in need of extra support. The benchmarks are set by examining and analyzing several years of test data. The benchmark is usually set at the point where 75-85% of the students are able to do the work well. This is not an absolute, however, since tests have varying difficulty and tests with fewer questions are harder to calibrate. Tests are recalibrated every three to five years or as the tests change.

PARENT - TEACHER CONFERENCES

Conferences allow parents and teachers to work together to shape the educational focus for a child. We urge parents to make conferences a high priority and encourage both parents to attend. Conferences are held several weeks before report cards, rather than after, so that progress along the way can be measured, and “adjustments” can be made before the end of the trimester. Both the Student Profile Sheet and the PEP are integral parts of the first conference of the year. The Student Profile sheet helps provide information for setting the PEP goals, and a summary of the goals is provided to parents along with information from the student data sheet. Parents may request updated PEPs or Student Profile Sheets throughout the year when goals have been completed or new goals are set. Although there are only two formal conference times during the year, communication between teachers and parents should take place when needed and parents may request conferences with teachers at any time during the school year. **Please note: All children will attend school on a minimum-day schedule for the entire week.**

Student Profile Sheet

This document is designed to give teachers and parents a quick look at all state and district assessment data available on a student for a given year. It includes district math and literacy assessments for grades K-5 and writing sample results for grades 2-5. Teachers will review the Student Profile sheets with parents at conference time, and information will be updated after each new set of assessments is added.

Personalized Education Plan (PEP)

A Personalized Education Plan (PEP) contains annual goals set for individual students based on data, observation, and need. The PEP goals can be academic or social/emotional, and are created by teachers in conjunction with parents and often the students themselves. These goals are concrete, have clearly stated outcomes, and have a timeline for completion. Students, teachers, and parents all have a role in ensuring the accomplishment of the goals. As goals are met, new ones can be established. A summary of the PEP goals and plans will be shared with parents and students after the initial conference.

REPORT CARDS

North is arranged on a trimester schedule. Report cards are issued shortly after the completion of each trimester. Please see the school calendar for the dates of the end of each trimester. **The primary purpose of the report card is to communicate student progress toward academic and social goals and standards.** The specific parts of the report card are listed below.

Essential Outcomes

The District’s Essential Outcomes are a very important part of the HCSD educational system. It is our strong belief that although high academic achievement is our first and foremost goal, it is not the only goal. It is imperative that our students also become people of good character, innovators and problem solvers, effective communicators, global citizens, lifelong learners, and effective users of technology. The Essential Outcomes are on the report card so that we can formally address these goals, and engage students, parents and teachers in a dialogue about the best way to work together to accomplish them. The scores indicate to what degree the student is exhibiting the characteristics described.

Work Habits, Study Skills, and Behavior

How a student approaches his or her work often has a great impact on the ability to master the content. This section breaks the requisite skills for learning into three components: classwork, homework, and behavior. Each of those sections is broken down further into groups of related skills or behaviors. This allows the teacher to more specifically let the student and parent know to what degree the student is applying those skills that help facilitate learning.

Measuring Progress

California has a very rigorous set of academic standards, and our report cards are tied directly to them. Each trimester students are evaluated on their progress toward meeting the standards that have been taught during that particular time period. If a student has met the district’s expectations for that trimester regarding a specific standard, he or she will receive a “3” which means he or she is meeting district expectations. Meeting expectations indicates that a student knows and is correctly able to apply the standard to a high degree that is appropriate to the grade and the time of year; it does not indicate minimum competency. The bar is high, not low. The majority of students should receive a “3” on most standards, since our students work hard with their teachers and parents to be successful. Meeting the standards is the expectation at the end of the school year for all students.

A student will be given a “2” if he or she is approaching the expected level, but not quite there. A “2” indicates that the student is clearly working on the standard, but still needs to improve either the depth or consistency of their performance, or falls slightly below the expectation for the class and needs some guidance to achieve success. In a few cases a student will be given a “1” if their performance or understanding is lagging well below the expected level.

The “4” for exceeds district expectations does not apply to all standards, since most are clear cut and are either met or not met, and it is reserved for when student performance goes beyond what is usual and expected in a very noticeable way. It often reflects a level of understanding that is more complex than the expectation for the grade, combined with a proactive investigation of the subject. It is not meant to be applied just for high scores alone, because that is the standard expectation in this district.

Effort Rating

The law requires that a grade or rating that indicates a student has met the required standards be based solely on the demonstration of content knowledge and the application of skills, not on the effort that was shown or not shown. In other words, while effort can impact what is learned, it cannot be factored into the question about whether or not a student actually meets the standard. For that reason we have added a way to indicate the level of effort in order to give a more complete picture. Most students work hard most of the time and learn the material as expected. Therefore a typical student might receive a “3” in meeting academic standards and a “3” in effort (both indicate meeting our high expectations). However, it is entirely possible that a student could work very hard, do extra work, and still not master the skills. In that case the student might receive a “2” in academic standards, since expectations have not been met for understanding, but be given a “4” in effort to acknowledge the extra effort that was exhibited. It is equally as likely that a student who comes “naturally” to a particular subject area might receive a “4” for exceptional academic achievement, but a “2” or a “1” in effort indicating either an inconsistent or indifferent approach to work, or insufficient initiative to learn beyond what is required.

Comments Section

The comments section enables teachers to provide comments that are specific to the child. The comments section allows the teachers to expand on the scores that have been given. The comments are intended to point out areas of relative strength and weakness, to indicate progress toward a goal, to provide helpful suggestions for the upcoming trimester, or to clarify what is expected. You are always welcome to ask for further clarifications if needed.

School Events

ASSEMBLIES

There are many assemblies scheduled for the students throughout the year. Here are the assemblies typically found in an average school year: Welcome (1x/year), Character education (1x/month), Student Council (1), Fire safety (1x/year), HPD (1x/year), Author (2x/year), Cultural (funded by Parent Group - 3x/year), Dress rehearsals for the musicals (3x/year), Spelling Bee (1x/year), and Student Recognition (1x/year).

BOOK FAIR

The North Parent Group (NPG) hosts a Book Fair every year, giving students and parents the opportunity to purchase books. Proceeds directly benefit the library. One evening is set aside for a Family Book Fair night families may attend together.

DAD'S DAY

The NPG holds "Dad's Day" every year at North. All dads are invited to North School for the day to serve the school in some way. Dads participate in service projects around the school and get to help in their child's classroom on this special day. The day started over a decade ago as a way for dads to get to know one another and it has grown into a larger than life day and extremely well-attended event.

FAMILY HERITAGE DAY

The NPG sponsors a Family Heritage Day every spring. Parents, with heritage ties to many regions around the globe, gather in the MPR for a morning of learning and cultural experiences. Parents may choose to bring a display to teach the students about a culture they just learned about, or about a culture they associate with. The students enjoy going around to each display booth to learn about the various cultures. This is a popular event with the parents and children alike. The event is meant to be a way for families to share their heritages, and it is not meant to be an instructional tool for broad multicultural understanding.

FIELD DAY

The last week of school, the PE teacher holds a field day for all of the students on the North field. The fifth grade students are trained to lead a variety of outdoor physical activity stations. Students in K-4th grade rotate through the stations as a class team to complete each physical challenge.

5TH GRADE TECH CHALLENGE

Every year, all 5th grade students participate in a small group, year-long, Design Thinking challenge in the I-Lab. The challenge is always modeled after the San Jose Tech Museum Design Thinking challenge and the students practice with a real practice "rig" to prepare. There are judges from the community who watch the event and speak with each team following their challenge. All parents are invited to watch.

HALLOWEEN BINGO

The NPG hosts a fun family-friendly bingo night every year just before Halloween. Parents and children dress up for the event. Dinner is served and prizes are given to bingo winners.

HALLOWEEN PARADE

Every year, on Halloween (or the closest school day to it), the students put on a Halloween parade on the lower playground so the students can see one another in the elaborate and creative costumes they wear that day. Children do not wear their costumes to school but change into them prior to the parade. Parents are invited and this is a very well attended event each year.

HSF PLEDGE DAY

The Hillsborough Schools Foundation (HSF) holds HSF Pledge Day every fall and they ask that everyone wear green on this very special day in support of the schools.

MOVIE NIGHT

The NPG hosts a Family Movie Night every year in September as a welcome back to school event. Dinner is usually available for purchase. Family members bring lawn chairs and blankets to the North lawn and when it becomes dark, a family movie is played on a giant screen.

MUSICALS

The vocal music teacher prepares the students to perform in a musical each year. The musicals are arranged into K/1, 2/3 and 4/5 groupings. These musicals are usually a culmination of a trimester of hard work that the students and music teacher all share together.

NORTH'S GOT TALENT SHOW

The NPG hosts an awe-inspiring student talent show every year in winter. Children perform solo and group acts. The event is a wonderful way for children to show off talents in areas that are often not visible in the daily school environment. There is a concession selling snacks and the proceeds support this amazing event.

OPEN HOUSE AND ART SHOW

North School holds an Open House one evening each spring for students to show off their work. Student work is on display in each classroom and art from the Art in Action program is on display in the MPR. This is the culmination event of the year, so please plan on attending.

PICTURE DAYS

School pictures are taken each year by a professional photography company. Student photos are done outdoors and there are both individual photos and class photos taken. The photos are available for purchase shortly after.

READ ALL DAY (RAD Day)

Every spring North School lets students read all day. Children often wear pajamas and bring props like sleeping bags to enhance the special feel that day. Children read in all of their settings and often guest readers appear too.

STEAM FAIR

North students have a chance every year to be scientists and conduct an experiment of their own. Students may work in groups or solo to conduct an experiment and then display their results for all to see

SPIRIT DAYS

During the course of the school year, the Student Council periodically arranges "Spirit Days", when all students are encouraged to participate in an activity that shows their school spirit, such as dressing in pajamas, or wearing "silly hair." Also, children may participate in school spirit days by wearing their "North Stars" T-shirts or sweatshirts; or our school colors (blue and white) in lieu of dressing up.

STAFF APPRECIATION LUNCHEON

In the spring, the NPG hosts a fabulous themed luncheon to celebrate and acknowledge our Staff. The event takes place on campus and parents are invited to attend.

SUMMER READING PARTY

The NPG hosts a Summer Reading party every year in September to celebrate all participants who complete the Burlingame Library Summer Reading program.

VOLUNTEER APPRECIATION TEA

Every June, the staff put on a Volunteer Appreciation Tea to show their appreciation for all of the time and energy the North volunteers put into making North the best it can be. Light snacks are served and the students perform a song to show their appreciation.

WHAT-TO-EXPECT NIGHT

At the very start of the school year, teachers present the curriculum and expectations for the new grade level to parents. Very important information about the school year is shared and this is an event not to miss. It is highly recommended that all parents in the family come to this event. This is a parent only event and childcare should be arranged.

Communication

Keeping our families informed is a top priority at North School and we communicate using the following methods:

BLACKBOARD CONNECT MESSAGES

Blackboard Connect is a web-based program that the **principal** uses to send out messages containing school messages in between newsletters, emergency information, and time-sensitive information. These are not very frequent and it usually contains important information

E-BLASTS

E-Blasts are sent out from the same system as the North News and these contain reminders mostly from school partners such as **North Parent Group (NPG)**, **Hillsborough Schools Foundation (HSF)**, and **Recreation** about school, district, and HSF events. Please read these to stay abreast of date changes and reminders.

NORTH NEWS

The North News is sent to families twice a month and it contains a principal newsletter, a letter from the Parent Group president, upcoming calendar dates or changes, and updates from various school partners. Please read these very carefully.

CLASSROOM TEACHER EMAILS

Teachers will email parents from time to time to inform parents about things that are relevant to the classroom. Please pay close attention to these as they often include information about homework, important dates, and classroom projects.

READER BOARD

North School has a reader board that has the school's weekly events listed and this list is updated every Friday. The reader board is located in the front of the school so please read it upon entering the North traffic circle.

SHUTTERFLY ROOM PARENT SITES

At the beginning of each year room parents in each classroom offer an opt-in Shutterfly website for information specific to the classroom. Room parents use this site for photos and reminders about classroom and school events. These have many reminder options and families are able to set their preferred reminders under the Settings tab.