



2009-2010
Handbook for Parents

“It is not enough for the teacher to restrict herself to loving and understanding the child: she must first love and understand the universe.” *Maria Montessori*

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MONTESSORI MISSION STATEMENT

The program at North Shoreview Montessori School is guided by the following philosophy:

Each child has innate abilities which can be fully maximized by active participation in the learning process.

Our mission is that each Montessori child will:

- ◆ *develop an on-going enthusiasm for learning;*
- ◆ *respect living things and appreciate all cultures;*
- ◆ *develop self-discipline and independence;*
- ◆ *become cooperative, articulate, problem solvers.*

These goals will be accomplished by implementing the Montessori philosophy and curriculum, providing a prepared environment for the whole child, expecting excellence from our students and staff, and embracing the rich diversity of the community and the supportive involvement of our parents.

MONTESSORI PROGRAM

The key concept of the Montessori method is that students become actively involved in the education process. The philosophy focuses on the development of the total child through the use of specially designed sequential materials, a “prepared environment,” and a redefinition of the role of the teacher as a facilitator of each child’s learning. The program emphasizes the process involved in learning rather than just the product. The goal of self-discipline is not exclusively dependent on either a highly structured or a totally laissez-faire atmosphere. Rather, within the prepared environment, each student is allowed certain limited choices about curriculum and time management based on his or her motivation, potential, individual ability and need. Incorporated in the Montessori method is the belief that every student carries within, the person that he or she will become; and that every youngster is born with far greater ability than is usually developed. We are committed to nurturing that potential. At North Shoreview Montessori, the Montessori classes also incorporate all of the District’s goals as an integral part of our program. (The District’s Goals are found on page 38.)

Program Emphasis

Since we are a primary-grade school, our curricular emphases are on Language Arts, Math and Cultural Studies. In Language Arts, we emphasize all the critical components of reading, speaking, listening and writing in order to fully develop students’ key skills, with additional attention to handwriting and grammar. Cultural studies is comprised of a combination of history, geography, zoology and botany. Mathematics preparation includes understanding and communicating key concepts, development of problem-solving skills and introduction to geometry. In order to better serve the needs and abilities of children, many learners may work with more than one teacher. You will be notified if your child has movement between teachers.

MONTESSORI MUSIC AND ART PROGRAM

North Shoreview Montessori School has enhanced its long-standing Montessori curriculum by adding an emphasis in music and art. The addition of music and art to the educational program at North Shoreview enhances the rigorous Montessori instructional program and enables students to achieve high academic standards through the arts.

At North Shoreview Montessori, we recognize and appreciate that music and art activities foster the development of intense perceptions of life in all its dimensions. The arts also provide a unique vocabulary and syntax for communicating with others. The arts component also provides a vehicle for further understanding of the core-academic subjects.

The art program provides for a continuity and deepening of students' abilities to see, feel, organize and evaluate stimuli, and to express ideas and emotions. Through exposure to a wide variety of methods and materials in a total visual arts curriculum, students are able to develop a visual record of their intellectual and aesthetic growth, recognize their own unique perceptions, and give order and form to their thoughts in a non-verbal medium. The art program also allows students to recognize their own artistic possibilities, as well as those of the tools and materials with which art forms are created. The added music and art focus at North Shoreview Montessori enables students to achieve high academic standards through the arts.



Last year, the San Mateo Foster City Board of Trustees voted to extend classes at North Shoreview to include the middle school years. In the beginning of the 2008-2009 school year, sixth grade was added, and seventh and eighth will follow in the next two years.



NORTH SHOREVIEW MONTESSORI SCHOOL

STAFF LIST FOR 2009-2010

Principal	Phyllis Harrison		
Lead Teacher	Julie Mamis		
Kindergarten	Margo Neilson	Room 2	
Kindergarten	Jeanne Schwartz	Room 6	
Kindergarten/First	Tara Valentine	Room 7	
First	Gina Emmons	Room 3	
First/Second	Nancy Crawford	Room 4	
First/Second	Erica Chung	Room 10	
Second/Third	Tami Taylor	Room 11	
Second/Third	Terry Andrews	Room 15	
Second/Third	Susan McKenna	Room 19	
Third/Fourth	Liz Curry/Julie Abbker	Room 14	
Fourth/Fifth	Kelly Greenne	Room 9	
Fourth/Fifth	David Shilt	Room 13	
Fifth/Sixth	Bridget Fain	Room 18	
Sixth/Seventh	Julie Mamis	Room 17	
RSP	Debra Prinz	Room 8	
Speech	Deb Lowry	Speech Rom 5	
Psychologist	Linda Garcia-Shea		
Nurse	Mark Pascale, R.N. 312-7297 CELL: 444-4737		
Administrative Assistant	Carol Cocolos		
School Operations Team Leader	Fred Garrett		
Night Custodian	Jose Barrera	(Every other night)	
Para-educator I/Library Media Assistant	Vicki Benson	Library	
School Office Assistant	Vicki Benson		
Para-educator I - Exceptional Children	Isabelle Boyd	Room 8	
Para-educator I	Cindy Freshour		
Para-educator II/Exceptional Children	Carla Murphy		
Para-educator II-Computer	Melissa Spaizman		
Para-educator II-PE	Mario Casillas, Jr.		
Para-educator I/Student Supv Aides:	Cindy Freshour, Melissa Spaizman, Vicki Benson		
Preschool Teacher	Amy Juster	Room 20	638-7030
Preschool Teacher	Hiromi Mead	Room 20	638-7030
Food Service	Barbara Aguiar		
Lead Teacher-Annex/Para 2	Sabina Cerdana		312-7589
Para 1 – Annex	Alex Gomez		
	Deborah Heitzman		
	Anthony Moreci		
	Carla Murphy		
	Miroslava “Vanessa” Salmeron		

PTA EXECUTIVE BOARD

President:	Atticus Rotoli
Co-President:	Anne Oertli
Vice Presidents-Fundraising:	Stephanie Barea Sara Hubbard
Vice President-Membership:	Chasi Tonini
Vice President-Enrichment:	Kacy Tran
Treasurers:	Jamie Leong Leslie McMahon
Secretary:	Liz Magnee-Schalch
Historians:	Zohren Koshnevisan Barbara Solis
Auditor:	Karen Paganucci
Parliamentarian:	Monera Mason
Communications:	Mark Henderson Karen Smith
Principal:	Phyllis Harrison
Teacher Liaison:	Jeanne Schwartz



General Association meetings are held the first Wednesday of the month at 6:00 p.m. in the school library (exception: no meeting in December). Please see calendar.

SCHOOL SITE COUNCIL

The Site Council, also known as the School and Library Improvement Program (SLIP) Council, is composed of five parents, three teachers, a staff member and the school principal. This Council is intended to provide a forum in which the school community can work together to address key issues affecting the school. In this role, the Council provides input on many aspects of student learning, including budgeting for a classroom aide, a P.E. aide and a Computer Lab aide. The Council also drafts the "Single Plan for Student Achievement," a state-required annual plan of action to raise the academic performance of students and improve the school's educational program.

The Council meets at the school on the second Monday of each month from September to June, and meetings are open to everyone. Members are elected at the beginning of each school year. Please contact Ms. Harrison if you are interested in participating in the Site Council.

SLIP Members, 2009-2010

Phyllis Harrison (principal)	Julie Atkinson (parent ~co-chair)
David Shilt (teacher)	Emily Sena (parent ~co-chair)
Margo Neilson (teacher)	Jamie Tan (parent)
Terry Andrews (teacher)	Kristi Young (parent)
Cindy Freshour (staff)	Esther Garcia (parent)

2009-2010 INSTRUCTIONAL TIME SCHEDULE

KINDERGARTEN Starting Time: 8:15 a.m.
 Recess: 11:15 – 11:35 a.m.
 Dismissal: 12:30 p.m.

GRADES 1 - 5 Starting Time: 8:15 a.m.
 Recess: 10:45 a.m. – 11:05 a.m.
 Lunch: 12:10 p.m. – 1:10 p.m.
 Dismissal:
 Grades 1-3 2:34 p.m.
 Grades 4-5: 3:01 p.m.



GRADES 6-7 Starting Time: 8:15 a.m.
 Morning Recess: 11:15 – 11:35 a.m.
 Lunch Recess: 12:30 – 1:10 p.m.
 Dismissal: 3:01 p.m.



MINIMUM DAY SCHEDULE ~ GRADES 1-7

(Every Wednesday starting September 16)

8:15 a.m. – 12:17 p.m.

******* (Playground supervision on minimum day until 1:00 p.m.) *******

The playground is supervised before school from 8:00 – 8:15 a.m. *Children should not arrive before this time unless they are in the before-school care in the Annex.* There is NO after-school care other than the Annex. Please do not request that your child wait after school. There is no supervision for this. All children are to go home immediately upon dismissal. This is to insure their safety and so that parents know where their children are at all times. Again, the only exception to this are the children who are under the direct supervision of the after-school ANNEX program located on our campus.

YOU MAY USE THE 24 HOUR ATTENDANCE NUMBER TO REPORT YOUR CHILD'S ABSENCE: 312-7587, EXTENSION 3.

BUS RULES

The following bus transportation rules have been established by the district for the safety of our students. Parents are requested to review these rules with their children.

Citations will be issued by the bus driver for any violations listed below and a notice will be forwarded to you from school:

1. Any improper bus stop procedures (not lining up, rock throwing, playing in streets, any property damage at bus stop, etc.).
2. Using other than the student's regularly designated bus stop.
3. Fighting at bus stop or on bus.
4. Scuffling or excessive horseplay (hitting, poking, shoving, etc.) in or while loading or unloading the bus.
5. Using profane or obscene language or gestures.
6. Any movement from seats while bus is in motion.
7. Any seat saving or obstruction of aisles or any turning around in seats.
8. Unauthorized exits from emergency doors or windows.
9. Putting any part of body out of bus windows at any time
10. Throwing any object on, out of, or at bus.
11. Any damage or defacing of bus.
12. Unauthorized opening, closing, or tampering of any kind with bus controls, equipment, doors, windows or exits.
13. Creating excessive noise.
14. Eating, drinking or littering of any sort on the bus.
15. Lighting of matches, cigarettes or smoking on bus.
16. Transporting live animals, reptiles or insects on a school bus.
17. Disrespect or failure to obey bus driver.
18. Carrying any weapon or hazardous materials that may endanger lives.
19. Riding bus after receiving suspension of bus riding privilege.
20. Other unauthorized action.

Authority of Driver (Section 6-5CAC 14105 and 13-CAC 1217 (h) states: "Pupils transported in a school bus and/or SamTrans shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus. Bad conduct or refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. The driver of a school bus shall not eject any school pupil unless the pupil is given into the custody of a parent or any person designated by the parent or school."

Penalties for infractions of established rules are listed below:

- 1st citation - Warning of possible bus riding suspension.
- 2nd citation - One week bus riding suspension (5 school days)
- 3rd citation - One month bus riding suspension (20 school days)
- 4th citation - Balance-of-year bus riding suspension



Immediate suspension for the duration of the school year for threatened or actual bodily harm.

North Shoreview Montessori School

2009-2010 School Year Holiday/No School Days

First Day of School	August 31
Labor Day Holiday	September 7
No School Day	October 2
Veteran's Day Holiday	November 11
Thanksgiving Break	November 26-27
Winter Break	December 21, 2009 through January 1, 2010
Dr. Martin Luther King Jr. Day Holiday	January 18, 2010
No School Day	January 25, 2010
No School Day	February 12, 2010
President's Day Holiday	February 15, 2010
Spring Break	Apr. 5–Apr. 9, '10
Memorial Day Holiday	May 31, 2010
Last Day of School	June 11, 2009

GENERAL INFORMATION

ATTENDANCE

The importance of regular attendance cannot be over-emphasized. A child should be in school every day except when ill or for another valid excuse as listed below. **The State no longer reimburses the school for illness or doctor's appointments. A child must be physically in school for us to receive the allotted ADA. Please plan as many appointments and events as possible on school holidays, or on Wednesday afternoons (our minimum day). Thank you.**

ABSENCES

If your child is going to be absent or late to school, **PLEASE CALL OUR ATTENDANCE VOICE-MAIL 24 HOUR MESSAGE TAPE AT 312-7587 EXT. 3 by 9:30 a.m. ON THE MORNING OF THE ABSENCE.** If we do not hear from you, we will attempt to call your home or business to confirm the absence. If we cannot verify the absence by telephone, a written verification signed by the parent is necessary. We feel this procedure is very important for the safety of children as well as for our district and state accounting purposes. If we are not able to reach you in a reasonable amount of time, the absence will be coded as unexcused.



EXCUSED ABSENCES:

Excused absences include:

Disaster	Earthquake, Flood, etc.
Illness	<p>Fever of 99.6 or higher, severe cold with nasal congestion and coughing, ear ache, tooth ache, vomiting, inflamed (pink) eyes*, etc.</p> <p>If your child will be absent due to illness three or more days per incident, a doctor's note will be required. If a note is not received, the absences after the second day will be considered unexcused.</p> <p>*If your child has a contagious disease, you must bring a note from the doctor saying that he/she can return to school.</p>
Religious Holiday	Observance of a holiday or ceremony of his/her religion

Other Excused Absences include:

- a. Funeral services for a member of the immediate family – limit of one day within California, or three days out of state
- b. Professional appointments – doctors, dentists, professional counseling
- c. Medically required quarantine
- d. Immunization – limit of 5 days
- e. Justifiable personal or legal reasons such as an appearance in court, and attendance at a funeral, other than as specified above.

UNEXCUSED ABSENCES

If your child is absent without a valid excuse three times or more, a *truancy (first warning) letter will be sent home. If the child continues to be absent without a valid excuse, a second truancy letter will go home requesting that a meeting be set up with the principal and the parent. If unexcused absences continue, then a third letter will be sent home classifying the child as an habitual truant. After that, the child will be referred to SARB (School Attendance and Review Board) and will meet with not only school personnel but also district personnel and the truancy officer.

EARLY PICK-UP DURING THE SCHOOL DAY

The School District and the State have added two additional absence codes for when students leave early from school. These are called partial day absences (excused or unexcused). If you must pick up your child during the school day and he/she will not be returning that day and it is for a doctor, dentist, counseling, immigration or court appointment, you will need to request a note saying that your child needed to attend this appointment. You can request the note at the appointment and bring it to the school office the following day. Once the note is received, your child's attendance record will show an excused partial day absence (Code E). If the note is not received **within one week** of the appointment, the attendance record will show an unexcused partial day absence (Code L). The above-mentioned incidents are the only incidents that are considered excused partial day absences. In other words, any reason to pick up your child early other than the above-described appointments will be recorded on the attendance record as unexcused partial day absences (code L).

If you do need to pick your child up during the school day, you must first come to the office and sign him/her out. Office personnel will call the child from the classroom. The rule is most important in maintaining the safety of our children and minimizing disruptions of classroom activities.

ARRIVING LATE TO SCHOOL

It is a school expectation that students arrive on time. Our school day begins at 8:15 a.m. Students may arrive on campus at 8:00 a.m. (but no earlier). Tardiness is very detrimental to a child's success in school and has a negative effect on classroom performance. Frequent tardiness makes it more difficult for the student to perform class work satisfactorily. When children arrive late to school, they miss class instruction, it disrupts the teacher and other students and the child often feels tense and embarrassed. It is certainly not the best way to start the day. We realize how difficult it may be to get children ready in the morning. It often helps to set up a morning routine that would ensure that your child arrives at school on time.

Please note that if your child is arriving late to school due to an excused appointment as outlined above, you must provide the school office with a note from the doctor, dentist, etc. **within one week** of the appointment.

If your child is late (after 8:45 a.m.) three times or more without a valid excuse or receives three or more unexcused partial day absences, a truancy (first warning) letter will be sent home. If the child continues to arrive to school late, a second truancy letter will go home requesting that a meeting be set up with the principal and the parent. If this still does not resolve the late problem, then a third letter will be sent home classifying the child as an habitual truant. After that, the child will be referred to SARB (School Attendance and Review Board) and will meet with not only school personnel but also district personnel and the truancy officer.

Thank you for your cooperation in assisting us to keep accurate records for state reporting purposes

*Truancy Definition

Any pupil who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions during one school year, or any combination

thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district. (EC § 48260)

Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself/herself after the filing of either of the reports required by Section §48260 or Section § 48261. (EC §48262)

Extenuating circumstances may dictate that the days of truancy may be consecutive (i.e. student may have not returned to school) if every effort, to conference with the parent/student and provide support and interventions, has been made and documented per EC Section §48260 or EC Section §48261.



MESSAGES TO CHILDREN DURING SCHOOL HOURS

Personal messages to be delivered to children during the school day must be kept to a minimum. Each request becomes a classroom disruption and an interruption to the instructional program.

PARENT VISITATION

Parents wishing to visit the classrooms are more than welcome. However, for protection of your child's and teacher's instructional time, we request that you visit or observe by appointment only. We encourage parents to volunteer in the classrooms.

PERSONAL PROPERTY

Students **should not bring large sums of money or items of value to school.** The school cannot be responsible for damage or losses. All personal property should be identifiable. Please put your child's name on his/her jackets, backpack, lunch boxes, etc. A lost and found box is kept in the gym for items left on campus. Please check it for any missing items during the school year. Cell phones should not be brought to school; however if your child absolutely needs to bring it, it should be kept in his/her backpack.

CHILD NUTRITION DEPARTMENT

The San Mateo Foster City School District program includes planning, preparation and serving of nutritious food to students. Menus are posted for a month in advance so children and parents can decide on which days they would like to participate.

Children order their lunch at the beginning of the school day. K-5 classrooms will ask who is eating lunch, take a count and send it to the school administrative assistant with the attendance report. The lunch count is then called to the central kitchen. Students bringing a lunch from home may purchase milk separately.

Lunch cards are provided for all students. Cards are either distributed by the teacher in the classroom or kept on a card rack at the kitchen. Every school has a computerized point of sale. Lunch can be prepaid by obtaining a pre-payment envelope from the office or online at MySchoolbucks.com. This convenient online service allows parents to make payments to their child's meal account using Visa, MasterCard or a Debit card.

At the middle schools each student receives a PIN number. This number will be needed to make all food purchases. Pre-payment to student accounts is also encouraged.

Free or reduced price lunches are provided for children whose families qualify under the National School Lunch Program. There shall be no discrimination in the furnishing of free or reduced price meals because of race, religion, source of family income or any other reason. Applications for free or reduced price meals may be obtained from the school office.



LUNCH RULES

1. No food may be thrown at any time.
2. Children must sit at the table with classmates.
3. Students will finish eating, collect all trash – food trays, paper, aluminum foil, chip packages, etc. – raise hand to be dismissed, and go directly to garbage can to throw away items. At that point, students will go outside using the door near the stage.
4. Students will use soft voices while inside and be respectful at all times.

SCHOOL RULES

1. Be respectful of others and their property.
2. Be in the right place at the right time.
3. Show self control.
4. Students in corridors during recess or lunch time should have a pass from the teacher.
5. Keep hands, feet and other objects to yourself. Fighting may result in suspensions, whether you started it or not.
6. Gum chewing and karate are not allowed.
7. **Students may not rollerblade, ride skateboards, scooters or bikes on campus**



CONSEQUENCES

For those few students who choose not to follow school rules, here are some consequences, depending on the violation:

- Warning
- Campus clean up



- Phone call home and/or conference with parent/guardian
- Time out
- Suspension
- Payment for loss or damage
- Police report

CLASSROOM RULES

Every teacher at North Shoreview Montessori has developed a set of classroom rules for his/her classroom. These rules are posted, reviewed periodically with students, and are sent home at the beginning of each year.

MUSIC FOR MINORS



Parent Volunteers are trained in the highly regarded Music for Minors classroom program. This program develops musical sensitivity and literacy as well as enhances children's enjoyment and appreciation of music. To achieve this, students participate in singing, listening lessons, rhythm and movement, dancing and musical games.

STUDENT STORE

The Student Council sponsors a student store. Please bring either cash (exact amount) or check and submit it to the school office. The order will be filled within three business days. Order forms are available in the school office.

<u>Item</u>	<u>Price</u>	
School Wrist Pouch	\$.75	NSMS sweatshirts \$20.00
School Folders	1.50	Polo shirts 8.00
School pencil keeper	2.50	Adult Tshirts Sm & Med \$12.00
T-shirts (Youth)10.00		Adult Tshirts Lg & XL \$15.00



ADOPT-A-SCHOOL PROGRAM

The **SOROPTOMIST INTERNATIONAL** consists of professional women who support community awareness and service in the community. Soroptimists demonstrate their commitment of service by supporting various local, regional and national service projects. The Soroptimists International of Burlingame/San Mateo has adopted North Shoreview Montessori School. The partnership benefits both partners. Members offer both hands-on help with students and financial assistance.

PARENT-TEACHER ASSOCIATION (PTA)



North Shoreview Montessori School belongs to the PTA Council of San Mateo-Foster City. All parents, teachers, family members, friends and community members are encouraged to join this organization during the annual membership drive in September, although memberships are taken throughout the year. The PTA at North Shoreview is very active with many activities for students and families. Funds are raised to help the PTA purchase Montessori teaching materials, reimburse teachers for some of their out-of-pocket expenses during the year, purchase library materials, pay for partial salary of classroom and computer aides, pay for parent education programs, assist with costs for some field trips, and support numerous family fun events. The PTA is a non-profit organization and depends on the volunteer hours of its membership to help maintain this status. Additionally, it is required that all parents commit to participating in a minimum of 30 hours of parent participation per family during the school year. Please see the last page of this handbook to record your hours.

eSCRIP/Box Top & Soup Labels

The eScrip Program is a way for schools to earn extra money for themselves. If you already shop at Safeway, Trags, Draegers, Old Navy, Ducky's Car Wash, Round Table (Shoreview), Key Market, Mollie Stones, Payless Shoe Source, etc., you won't be spending any extra money by participating in the escrip program. For a complete list of services, grocers, restaurants, etc. please see Carol in the office. You may register on line at www.escrip.com. Of each dollar amount you spend at a participating merchant, a percentage of those dollars goes back to your school of choice and earns money for that school.

Re: Boxtops and Campbell's soup labels...Please save the "boxtops for education" labels and Campbell's soup labels and bring them to the office and place them in the collection boxes!! These labels result in cash for our school!! If you have any questions or need assistance with this program, please contact Michele Lobitz at michelemia64@yahoo.com. She can also help you go online to sign up your cards. Thank you so much for supporting this worthy program.

Wee Care

Re: Wee Care: Parents, please check at the office and on your children's classroom doors to see what we are collecting each month for our less fortunate friends and neighbors. Please bring any items in by the last Friday of each month and we will deliver it to the Samaritan House. If you have any further questions regarding Wee Care, please contact Carol in the school office @ 312-7588.

TRANSFERS

INTRADISTRICT TRANSFERS

Parents of a student in the District may request approval for a student to transfer to a school in the District but outside the student's school of assignment through the magnet school/intradistrict/overlapping transfer application process. Parents enrolling their children in one of these programs are responsible for the student's transportation.

Transfers will be granted only if there is room in the school and grade level requested after all neighborhood students are placed. Enrollment priority for those desiring transfers is done on a lottery basis after the February deadline, with waiting lists established.

If the transfer is approved and if space remains available, a transfer will remain in effect until the completion of the highest grade at the school except in the case of transfers approved for one year only. Once a student begins classes at a year-round school, that student relinquishes the opportunity to transfer to a traditional-calendar school for that year. Families who move into another attendance area during the school year will need a transfer to complete the school year if they want their children to continue in the same school.

The District reserves the right to administratively deny or revoke an intradistrict transfer based on insufficient space, a student's record of academic performance, attendance, behavior or any additional factors that would negatively affect or be disruptive to the instructional program at the receiving school.

Intradistrict transfer request forms can be obtained from the District's website (www.smfc.k12.ca.us), any school office, at the District Office, or by calling Student Services at 312-7345.

PROMOTION And RETENTION

If a student is achieving significantly below grade level, s/he may be retained to repeat a particular grade. Parents will be notified early in the school year if their child is at risk of retention. Identified "at risk"

students and retained students will receive targeted assistance during the year. Parents will be notified by the end of the year if their child is recommended for retention the following year. A recommendation for retention is subject to appeal.

GRADE LEVEL STANDARDS

Grade-level expectations have been established for all grades and subjects. In the areas of Language Arts and Mathematics, District Grade-Level Performance Standards and Advanced Level Performance Standards have been established. During the school year, all students take a variety of standardized and alternative assessments in these two areas. The data from these tests are used to guide daily instruction for the student and to judge where the student is performing. Each fall, parents are notified of the child's performance in relation to the Standards. Parents are encouraged to discuss these results with the student's teacher and to take an active part in planning and working for the student's continued academic improvement.

CHANNELING PARENTAL CONCERNS OR GRIEVANCES

1. Parental concerns or grievances regarding classroom or school activities or procedures should initially be directed to the classroom teacher or principal. Ordinarily, the classroom teacher is in the best position to provide information or to work directly with parents in order to resolve classroom problems and concerns.
2. If the parent elects to bring a grievance initially to the attention of the principal, the principal will ordinarily be expected to make the grievance known to the teacher and to encourage the parent and teacher to meet in order that the problem can be resolved. If the principal determines that this procedure will not result in an appropriate solution to the problem presented, s/he will make every effort personally to resolve the problem.
3. If the parent elects to bring a grievance directly to the Superintendent, the Superintendent will evaluate the problem and will ordinarily encourage the parent to utilize the procedures described above. S/he will also make every reasonable effort to resolve the problem. This will normally involve notification to any district personnel named or involved in a grievance.
5. If a parent elects to bring a grievance to a Board member or to the Board of Trustees as a whole, the parent will be encouraged to seek resolution of the problem through procedures described above whenever possible. The Board may also direct the Superintendent to resolve the problem.

Formal procedures for filing and resolving a complaint are set forth in Board Policy 2185 and can be obtained from the school or district office upon request.



HEALTH SERVICES

School nurses visit each school regularly. The nurse identifies health problems and confers with school staff and parents within the school. Hearing, vision, color vision, and scoliosis screening are done as mandated by the state. A nurse is available for consultation regarding health problems and in the case of emergencies. The school nurse meets with school staff and develops care for student in need of individualized education planning (IEP) as well as children with specialized health care needs (Special Education). The school nurse trains staff to meet each student's particular health care need.



FIRST AID

First aid must be given according to the Guidelines for School First Aid Procedure published by California School Nurses Organization. The District school nurse or designated school personnel are legally responsible for administering first aid whenever the occasion arises at school. **Every student must have an emergency card on file so that the parent or other responsible adult may be notified in case of accident or illness.**

Medication (including over-the-counter and prescription medications) may be brought to school only (in its original packaging) with a written permission from the medical provider and the parent to have medication at school (Education Code 49423). The Permission To Have Medication At School form is available at the school or on our website at www.smfcworld/forms/forms.html, look under Student Forms. Parents are responsible for providing ALL medications. The school district provides **no** medication.



DISTRICT-WIDE PROGRAMS

LIBRARY



Library Media Teachers are provided at each middle school. They instruct students in current library and information usage; that is, finding, evaluating and applying information. They also collaborate with classroom teachers. Trained Library Media Associates staff our elementary school libraries to assist our elementary students and their teachers. Through the use of the library, students acquire and strengthen their skills in reading, observing, listening, and communicating ideas. Library materials are purchased to support increased student achievement at all grade levels and to promote recreational reading. We also are committed to having multicultural reading and research materials that represent the diversity of our student population. All of our libraries are automated.

SCHOOL AND LIBRARY IMPROVEMENT PROGRAM (SLIP)

All of the District's schools receive SLIP funds to help them reach their goals, as indicated by their Single Plan For Student Achievement (SPSA). Each school has a Site Council composed of parents, teachers, classified staff, and the principal to oversee the allocation of SLIP funds and other funds supplied by the State and Federal government. It is the mandate of the Site Council to provide funding and then ensure that that the funds are used in the best way possible to raise achievement for all students while closing the achievement gap.

THE CHILDREN'S ANNEX BEFORE AND AFTER SCHOOL PROGRAM

The District offers the Children's Annex for elementary students and the Annex Clubhouse for middle school students. The Annexes provide a home away from home atmosphere, with educational and enrichment experiences. Highly trained, professional staff create interesting activities including art, sports, literature, music, nutrition, cooking, drama, dance, and science projects for their before and after school students. Annexes are conveniently located on school campuses.

Before care is available at all Annex sites with the exception of College Park. After school care for elementary students is located on the campuses of: Audubon, Baywood, Beresford, Brewer Island, College Park, Fiesta Gardens, Foster City, George Hall, Highlands, Horrall, Laurel, Meadow Heights, North Shoreview, Park, Parkside and Sunnybrae. Kindergarten through fifth grade programs run from 7:00 a.m. until the start of school, and again when school dismisses until 6:00 p.m., from Monday through Friday. Part time Kindergarten options until 3 p.m. are available at all Annexes on a space available basis.

Middle School Clubhouses are located on the Abbott, Borel, and Bowditch school campuses. They open when school dismisses in the afternoon. Students have many flexible schedule options.

ASES subsidies to help families in need are available at the following Annex locations –College Park, Fiesta Gardens, George Hall, Horrall, North Shoreview, and Sunnybrae. The ASES program operates at the Mid-Peninsula boys and Girls Club in San Mateo. For more information about ASES, call (650) 312-7205 or (650) 312-7206.

Homework time is a very important part of the Annex. Annex teachers network with classroom teachers and use a variety of strategies to motivate students. All Annexes are connected to the District's library Intranet.

In the summer, the Annex offers a **themed camp** for elementary students and middle school students. There are also **After Summer School Camps**; and **Spring and Winter Break Camps**. Theme based **Intersessions** for year round students incorporate guest speakers and scientists. These intersessions offer interesting field trips, and presentations, and tie in with curriculum standards. The Annex frequently partners with agencies such as NASA, Marine Science Institute, City Council, Coast Guard, Boats N Kids, Red Cross, Audubon Society, and local astronomers. We are thankful to all our partners who help make the Annex such an interesting place.

Monthly fees for the Annex are due in advance on the first of the month. For further information regarding the Children's Annex, call (650) 312-7203 or 312-7231.

PRESCHOOL PROGRAM

(Tuition-based Preschool Program)



The San Mateo-Foster City School District offers three unique preschool programs for three and four year old children. Any child who will be 3 years old by December 2nd is eligible to participate. These preschool classes are located at Park School, College Park and North Shoreview Montessori School. Class is held Monday through Friday. Parent participation is encouraged and welcomed.

Our *North Shoreview Montessori Preschool* is founded on the belief that a child learns best within a social environment that supports each child's unique development. The caring and nurturing Montessori teachers provide a high quality preschool program designed to help each child reach full potential in all areas of life. Activities promote the development of social skills, emotional growth, physical coordination, as well as cognitive skills. The holistic curriculum allows the child to experience the joy of learning while acquiring knowledge and skills. The multi-sensory and sequential Montessori materials

provide for independent and self-correcting learning. The preschool follows the traditional school calendar.

Our *Park Preschool* provides a quality preschool program designed to develop each child's cognitive, physical, social, and emotional skills. Our highly trained and caring teachers provide a stimulating and enriched environment that develops each child's love of learning, self-esteem, autonomy, and respect of self and others. Our curriculum is based on children's interests and proven child development practices that recognize play as the natural way through which children learn. Our children learn about the world around them through meaningful interactions with adults, children and materials. The development of the "whole child" is nurtured and valued. The preschool follows the traditional school calendar.

Our *College Park Mandarin Preschool* provides a high quality Mandarin immersion preschool program. Our curriculum is culturally and linguistically appropriate and is based on children's interests and proven child development practices. The children learn to speak Mandarin and are introduced to reading and writing traditional Chinese characters through music, art, math, science and literacy activities. Through meaningful and relevant content and engaging activities, children learn about Chinese culture, acquire Mandarin fluency and the disposition to be life-long learners. The preschool follows the year-round school calendar.

Our *Parkside Spanish Immersion Preschool* supports the acquisition of Spanish language and literacy skills through songs, poems, chants and stories. In addition, the children develop Spanish while exploring, observing and experimenting in science, math, and art. Through meaningful and relevant content and engaging activities, children learn about Latin culture, acquire Spanish fluency and the disposition to be life-long learners. The preschool follows the year-round calendar.

Monthly tuition is required for the *San Mateo Park, North Shoreview Montessori and College Park Mandarin* preschool programs. For further information regarding these preschool classes, please call 650-312-7343.

(The Early Learning Center and State Preschool Program)

The San Mateo-Foster City School District offers a half-day state subsidized preschool program for four-year-old children who live in the District. Any child who will be 4 years old by December 2nd may be eligible to participate. Children are enrolled based on family income. Younger children may also be eligible if there are insufficient four year olds to fill the available preschool classes.

Preschool classes are located at Turnbull Child Development Center, Horrall, Fiesta Gardens, George Hall and Parkside schools. The program includes an assessment to determine each child's needs, individualized educational experiences with emphasis on language development, socialization and school readiness skills. Parents have opportunities to observe their children in the classroom setting and to participate as volunteer classroom aides. Workshops for parents also include discussions of child rearing, health education, and other areas of mutual concern to the parents.

Parent participation is required for the classes at Horrall, George Hall, Fiesta Gardens and Turnbull Child Development Center. Parent participation is strongly encouraged at Parkside. Parent participation activities include helping in the classroom, home visits, and attending parent workshops. Workshops are held during the day and in the evening to accommodate working parents. Child care is provided.

The preschool program is available to children whose families qualify based on State income guidelines. Enrollment information for all preschool classes can be obtained from Turnbull Child Development Center, 312-7766.

(Child Development Program)

The San Mateo-Foster City School District provides a full day state subsidized pre-kindergarten program and a before and after school kindergarten program. The program includes an assessment to determine each child's needs, individualized educational experiences with emphasis on the cognitive, social and emotional development of the children. Parent participation is encouraged.

The Child Development Program is open to children who will be 3 years old by December 2 through Kindergarten and whose parents meet income eligibility guidelines. First preference is given to children referred from Children's Protective Services. There are no fees for CalWorks recipients, Child Protective Service referrals, and those from families with low incomes. For others, there is a sliding fee scale. The program is located at Turnbull Child Development Center, 715 Indian Avenue, San Mateo. For more information contact Turnbull Child Development Center at 312-7766.

COUNSELING AND GUIDANCE SERVICES

The middle schools provide counselors to help students become oriented to the school and to discuss personal or academic topics. Counseling services are also provided to a small portion of elementary students who are identified as "at-risk" based on predetermined selection criteria

School psychologists may provide support and consultation to teachers and parents of students experiencing learning and/or behavior problems.

GIFTED AND TALENTED EDUCATION (GATE)

The San Mateo-Foster City School District offers a wide range of options and structures for our gifted and talented students. Teachers differentiate the intellectual component to enrich the state content curriculum. Some sites offer intra-day regrouping and others use cluster grouping in heterogeneous classrooms.

In addition to the regular programs for students in our district, San Mateo-Foster City has seven elementary magnet schools that offer a variety of program options including Dual Language Immersion, Technology, Music and Art, Montessori, Science and Math, and an International Baccalaureate-style program. Bayside Middle School is a magnet school for the Arts and Creative Technology. You can learn more about our magnet programs on the district website: www.smfc.k12.ca.us. Gifted students can pursue special talents or interests at one of these magnet schools.

We also offer a fourth and fifth grade Special Day GATE program for selected highly gifted students. Participation is by invitation, and selection is based on multiple assessments and teacher recommendation. These classes are housed on the campus of College Park Elementary, and students participate fully in the elective program for enrichment that is part of that school's magnet grant. We hope to extend this program to the middle school in the 2008-2009 school year.

At all campuses, teachers participate in in-service focused on differentiated instruction and implement those strategies in order to meet the needs of all students. Training in differentiated instruction will continue through the 2008-2009 school year in a variety of formats. Each site will have a liaison for their GATE population that will meet to discuss strategies that meet the needs of gifted learners.

SPECIAL EDUCATION PROGRAMS

The San Mateo-Foster City School District offers Special Education programs for children who meet the eligibility requirements specified in Federal and State regulations. Special Education programs include:

1. Special Day Classes serve pupils with more intensive learning needs for the majority of the school day.

2. Resource Specialist Programs provide direct instruction to individuals and small groups for up to 49% of the school day.
3. Speech and Language services are provided to students with moderate to severe communication disorders and who meet the eligibility requirements specified in Federal and State regulations.
4. Related Services Students who are eligible for special education under eligibility requirements specified in Federal and State regulations may receive related services such as occupational therapy, audiology and adapted physical education.

ENGLISH/SPANISH DUAL IMMERSION PROGRAM

Abbott Middle School houses the middle school component of the English-Spanish Immersion Program which is an extension of the Fiesta Garden International school curriculum. Students will continue the development of their Spanish reading, writing and speaking skills. Abbott and Fiesta Gardens are year round schools.

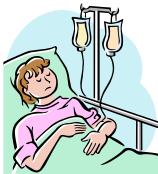
ENGLISH LEARNERS PROGRAM

About twenty-five percent of the students in our district are limited-or non-English-proficient, representing more than fifty different primary languages. Intensive instruction in English language development and access to the core curriculum are provided for these students at each of our elementary schools. English Learner programs have been established at each of the middle schools for 11-13 year olds from throughout the district who are non or limited English proficient. Newcomer Centers for non-English speakers are provided to fourth through eighth grade students. The centers provide intensive English instruction as well as providing instruction in reading, writing and the core curriculum. Call 312-7246 for more information.

SUPPLEMENTARY READING AND READINESS PROGRAMS

Six schools in the district - Fiesta Gardens, George Hall, Horrall, Sunnybrae, College Park, and Bayside - receive special funds to provide extra help for children who need to improve their core academic skills or academic readiness skills. Extra personnel, including both aides and teachers, have been hired to assist children needing help. Call 312-7239 for more information

Federal Title I funds are provided under the No Child Left Behind Act.



HOME/HOSPITAL TEACHING

Home/Hospital teaching is provided to any San Mateo-Foster City School District student who is confined to their home or the hospital due to a lengthy illness. Call 312-7783 for more information.

INDEPENDENT STUDY OPTION

The Board of Trustees of the District has taken action to allow independent study options for students in grades one through eight. Independent study is intended to provide an alternative to the regular program of study to meet unique educational needs of individual students, and is a voluntary program. Although

providing such options, the Board recognizes that the ideal situation for students is continued attendance at school so they can take advantage of systematic instruction and interaction with their peers, as well as discussions, hands-on math and science experiences, and other activities that extend far beyond that provided by the textbook. Research shows that the more time students spend under the direction of a teacher, the better they learn.

Independent Study may be granted under the following options:

1. Continuing independent study programs may extend to one period per day or equivalent time at middle school level, one-half per day per week or equivalent in grades 3-5, in order to:
 - Engage in advanced study in an academic area, fine arts, or physical education.
 - In grades 6 to 8, to participate in career exploration or pre-vocational activities.

2. Short-term independent study programs may extend for not less than 5 and not more than 10 consecutive school days once during the school year in grades 1 to 8 in order to:
 - conduct in depth research or field work in a specific area of interest;
 - carry out special study in connection with educational travel;
 - complete and submit for evaluation essential schoolwork during unavoidable absence from the classroom.

Short-term independent study programs will be approved no more than 3 times for a given student in grades 1-8. Students who are performing below grade-level standard are not eligible for an independent study contract. Special education students are eligible for an independent study contract if specified by their Individual Education Plan (I.E.P.)

Independent study may be initiated by parents or by the school. Parents who request this option should contact the school at least two weeks in advance, except in cases of emergency. Independent Study requests are subject to approval by the classroom teacher, principal and Assistant Superintendent, Educational Services, and may be denied based on the student's academic needs.

PARENT CONFERENCES

Communication among parents, teachers, and school personnel is essential to a successful educational program. The district and schools communicate student progress to parents through several means. Parent conferences are scheduled for all elementary grades each fall. You will be notified of conference dates. During conference days, school operates on a minimum day and parents are requested to arrive at scheduled appointment times after school is dismissed. Appointment blanks are sent home with the child. These are returned to the teacher, thus confirming your conference time.

Some elementary schools also schedule conferences in the spring. Middle schools provide opportunities for parents to meet briefly with teachers twice each year. Scheduled conference days are advertised in each school's newsletter.

The parent conference is of prime importance in communicating information about your child's progress during the school year, as it provides an opportunity for exchange of information between you and your child's teacher on his academic and emotional growth. In addition to regularly scheduled conferences, you may arrange a conference at any time by contacting the school office to set up an appointment with your child's teacher.

CONTACTING YOUR CHILD'S TEACHER

Parents often ask, "What is the best way for me to communicate with my child's teacher?" It is recommended that parents telephone the school office to make initial contact. When using the school automated phone directory, please listen carefully for the teacher extension. Voice mail messages will be returned as quickly as possible. Some teachers may provide a district e-mail address for parents to use; however, e-mail is not always an effective method of communication and should only be used with the teacher's permission.

REPORT CARDS

Middle school and Elementary school students receive report cards either three or four times each year, depending on whether the school is following a trimester or quarterly grading schedule.

SAN MATEO-FOSTER CITY SCHOOL DISTRICT DISASTER PREPAREDNESS INFORMATION FOR PARENTS

1. The District Basic Emergency Plan and the school Preparedness Plan are available through the office of the principal.
2. Make sure your child's emergency contacts are always current.
3. Please do not call the school after a disaster to check on your child. We understand your concern but school telephone lines must be kept clear.



In Event of a District Emergency...

In the event of an emergency disaster, our Emergency Operations Center will be activated. We will be linked to local fire, police and medical personnel. Because of the nature of some disasters, it is important that parents are aware of the following guidelines:

1. Do not call your child on a cell phone.
2. For information, call the District office at 650-312-7700. We will make every effort to have individuals available to answer your questions. In the event phones are not operating, information will be broadcasted through local radio and TV stations.
3. Information updates will be broadcasted at regular determined intervals not more than every three hours.
4. We will determine, with local emergencies agencies, the safest course of action for your child's well-being. Sometimes, it is not safe or feasible to pick up your child where you usually pick them up.
5. Please be aware that for the safety of your child, we will take precautions to make sure that your child is released with proper identification and documentation.
6. Please make sure to keep your child's emergency information up to date.

In case of emergency, civic disaster or natural event such as a power outage that might affect the operations of our schools, tune to the following radio and TV stations for the most current information:

Station	Phone	Fax
KCBS, 740 AM (San Francisco)	415-765-4112	415-765-4080

KGO, 810AM
(San Francisco) 415-954-8100 415-954-8686

KSOL 98.9 FM
(Spanish) 415-989-5765 415-733-5766

Pen TV, Cable Channel 26

District Education Services Center: 1170 Chess Drive, Foster City CA 94404

Phone: (650) 312-7700 FAX: (650) 312-7779

More information can be found on the District Website: www.smfc.k12.ca.us

The principal and/or District personnel will provide, information for radio, press, and television, in addition to taking any other steps deemed necessary to keep parents informed throughout the emergency situation. You can get an update of the situation by tuning into one of the following radio stations, KCB 740 AM, KGO 810AM, KSOL 98.9FM, Pen TV, Cable Channel 26. The district will be calling parents, with specific directions for parents.

The purpose of each school's plan is to outline activities, actions, and duties which the school staff and students may be called upon to execute in an emergency. The school plans detail all procedures that are unique to the particular school. The procedures have been developed based on the following:



- It shall be the practice of the San Mateo-Foster City School District to retain students until officially released to parents or authorized persons during a disaster situation.
- In the event of a disaster, the school campus will be secured so that all students can be accounted for and released to parents in the prescribed manner. If evacuation of buildings is necessary, all students and District personnel at each school will assemble in one predetermined area to be within visual and vocal contact of the site administrator.
- All San Mateo-Foster City School District personnel are expected to remain and fulfill their disaster responsibilities until such time as they are relieved.

The Basic Emergency Plan for the San Mateo-Foster City School District has been prepared in cooperation with State, County, City, and District officials. The plan includes specific courses of action to be taken in case of emergency. All employees of this District are familiar with this plan in order that they will be prepared to carry out their responsibilities in any emergency. The plan addresses the welfare and safety of children and employees, and addresses the use of District facilities as a community resource for the care of people under emergency conditions. The major objectives of emergency preparedness are to save lives and protect property in the event of an emergency.

All schools in the San Mateo-Foster city School District meet the Field Act regarding earthquake standards and regulations. Evacuation from the school site will be implemented upon direction and orders from disaster agencies and District administration.

Fire and Earthquake drills are conducted once each month.



DISCRIMINATION AND HARASSMENT

District Policy 4040 prohibits discrimination and harassment based on one's race, color, national origin, religion, or gender. Conduct by anyone from or in the school setting which constitutes harassment or discrimination is strictly prohibited. Actions that impair a student's ability to function or the emotional well-being of a student at school are unacceptable. Harassment or discrimination may include acts such as the following:

- Use of swearing, put-downs, or unwanted sexual advances, invitations or comments.
- Slurs of any kind (racial, ethnic, religious, sexual, etc.)
- Possession or display of derogatory posters, photographs, cartoons, or drawings.
- Physical conduct such as assault or unwanted touching, blocking normal movement, or interference with work or study directed at an individual because of the individual's sex, race, ethnicity, or religion.
- Threats and demands to submit to sexual requests for any purpose.
- Threatening or doing harm to someone who refuses to cooperate or who reports harassing behavior.
- Gestures that are in poor taste or indicate gang affiliation

Possible Actions To Be Taken

Possible consequences for harassment of any kind may include one or more of the following: Informal talk, counseling, parent conference, law enforcement agency. suspension, expulsion, or referral to the appropriate law enforcement agency.

Complaint Procedures

A student who believes s/he is being harassed or discriminated against at school or school activities because of his/her sex, race, ethnicity or religion should immediately bring it to the attention of any school staff member. District complaint procedures will be followed to resolve the issue.

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: Expulsion is required by law for any student who

- possesses a firearm*
- brandishes a knife*
- sells a controlled substance*
- commits or attempts to commit a criminal sexual assault*

- Possession of an explosive*

FIRST-OFFENSE EXPULSIONS: Expulsion may result on a first offense when a student

- seriously hurts or attempts to hurts someone else.*
- possesses or sells any knife, explosive, or other dangerous object.*
- possesses or sells 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.*
- robbery or extortion.*
- terrorist threats against school staff or property*
- Assault or battery upon a school employee*

OTHER POTENTIAL CAUSES FOR EXPULSION: Expulsion may result when a student has repeatedly committed any of the following:

- | | |
|---|---|
| - caused or tried to cause damage to school or private property | - disrupted school activities or defied school personnel. |
| - stole or tried to steal school or private property | - knowingly received stolen property |
| - possessed or used tobacco nicotine products | - made unwelcome sexual advances toward another or violated district's harassment and discrimination policy |
| - committed an obscene act or swore repeatedly | - committed an act of hate violence |
| - possessed or sold drug paraphernalia. | - intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils |
| - Hazing – any method that is likely to cause bodily harm, physical harm, personal degradation, or mental harm. | - Intimidation of a witness in a school disciplinary proceeding |
| - Cyber-bullying | - Offered or sold the prescription drug Soma. |

*Must be reported to the police.



ANNUAL SCHOOL EVENTS

All year long, North Shoreview Montessori School has regular monthly activities which you are invited to attend and to participate in. These monthly activities are:

- PTA Association meetings
- Site Council meetings
- San Mateo-Foster City School District Board meetings
- Community-building events throughout the year such as Movie Nights, Skate Night, Magic Night, Dinner out fundraiser (first Tuesday of the month)

Upcoming events are posted outside the school office, outside the gym and outside Room 1 and reminder flyers are sent home in weekly Thursday envelopes, via e-mail and posted on the school website www.nsmontessori.org. A monthly calendar will be sent home in the Thursday envelope. We encourage you to mark your personal calendars with these school activities as soon as they are announced so we can be sure to see you as often as possible.

We have separated our annual events by month so you can get an idea of what to expect during the year. Most of these activities need some kind of volunteer help and we always solicit help through our monthly newsletter or by flyers sent home on Thursdays. Please make a point to volunteer at some time during the year. If you're new to our school, this is the best way to meet new parents (besides attending monthly PTA meetings).

September

Autumn Equinox (Students)

This is a celebration of the end of summer/beginning of autumn. Each class prepares a poem, song, or something which is shared with the whole school during an assembly. The program begins with upper grade students demonstrating what happens when the equinox occurs.

Volunteer opportunity: None unless requested by individual teachers.

Back-to-School Night (Parents)

Our principal welcomes parents to school on this evening and invites them to visit their child's classroom and meet the teacher. In this setting, teachers inform parents of what students will be studying in the various subjects throughout the year, explain standards and give parents time to ask questions. This is a 'parents only' night; children should not attend.

Volunteer opportunity: Hospitality Committee will need help making coffee and setting up refreshments (cookies); Volunteer Committee will distribute classroom sign up sheets to each classroom and general volunteer sign up sheets in the gym. Membership Committee will have PTA envelopes available for parents to join the PTA.

School Pictures (Students)

Each classroom has its picture taken by a professional photographer. Individual student photos are taken also. Photograph orders are placed at the time photos are taken. Each classroom's photo will be in the school yearbook.

Volunteer opportunity: One or two parents are needed to help gather together the classrooms for their pictures.



October

Historical Timeline (Students)

This special event is an historical celebration. The students in grades 2-7 are asked to dress up as an historical figure, past or present. This is an opportunity for our children to develop role models based on actual people rather than on fantasy heroes. Information and some suggested historical figures are sent home by the teachers.

Volunteer opportunity: Set up historical timeline dates in the gym; place tape around gym floor for students to know where to stand; set up microphone; direct students where to enter/exit stage.

Parent-Teacher Conferences (Parents)

Conferences are scheduled by teachers with parents from their classroom. Conferences usually take place during the school day when minimum days are in effect. Contents of the report cards may be reviewed with the teacher during the 1st conference. Report cards are not given to the parent at this meeting. This is to acquaint the parent with the report card format so that parents will better understand when it comes home at the end of the 1st trimester. In addition, the conference provides opportunities for teachers and parents to share information regarding the student's strength, classroom routines, and expectations.



November

Scholastic Book Fair (Students & Parents)

A favorite fund raiser of all students that lasts approximately 5 days. Scholastic Books delivers book racks filled with books that are offered for sale to students during school hours. The book fair is open before school, at recess, during lunch, and during school hours when students visit with their classroom.

Volunteer opportunity: Book Fair Chairperson needs help setting up the book racks each day; at least 4 adults need to help monitor the fair when students are shopping (2 to receive money and 2 to mingle among the students); help dismantling the book racks.

Thanksgiving Celebrations (Students)

In the spirit of gratefulness, to celebrate Thanksgiving students create Birthday Bags for homeless children. The idea is to teach the importance of helping other children. Our students learn to be grateful for everyday items that they sometimes take for granted. Each bag contains: a pair of socks, a new toothbrush, some toiletries, a food treat, and a fun item. These bags will be decorated by our students on Tuesday, November 24th and presented to a staff member of Samaritan House at our Thanksgiving assembly on Wednesday, November 25th. Each classroom will have a sign up sheet where children and families are asked to contribute items toward their class' bags. Each class will create bags geared toward their age group. Classes will also perform skits, read poems, perform Native American dances, and sing songs of Thanksgiving.

Volunteer opportunity: Parents organize this 2-day event by assisting with the decorating of the bags and the accumulation of the contents for the bags. Also, they can create flyers to communicate the event, inform teachers to recruit parents to donate bag pieces and to make sure all classes have enough bag contents.

Magnet School Visitations (Parents) (Also December 4* 9. January 27 and February 5)

Prospective parents for the various school district magnet programs are offered the opportunity to visit these schools and observe classrooms.

Volunteer opportunity: Parent volunteers are needed to give classroom tours. Tour scripts are available for those parents who need the extra help.

December

Hanukkah, Christmas, Kwanzaa (Students)

There are many holiday celebrations during this month. Teachers appreciate having parents come into the classrooms and share knowledge about various holidays (games, foods, stories, crafts) as they are celebrated in different cultures.

Volunteer opportunity: Parents are invited to their children's classrooms (prearranged) to share their knowledge of any holidays.

Saint Nicholas Day (Students)

A European tradition (December 6) where children put out their shoes at night, filled with straw and carrots for St. Nicholas' horse, in anticipation of St. Nicholas' visit. St. Nicholas, along with his horse and Black Pete, come during the night to visit. If the children have been good, then St. Nicholas leaves behind a gold coin in each shoe; if any children have been bad, Black Pete leaves a piece of coal. At school, in the early grades leading up to this time, teachers will have the students make paper shoes as well as paper straw and carrots. On December 5 the students leave their "shoes" on their desks so when they arrive at school the following day, they'll find a "gold coin" left in exchange for the horse food.

Volunteer opportunity: None; either the teachers or PTA purchase the gold coins.

Santa Lucia Day (Students)

A Swedish holiday in which the oldest girl in each family serves her family a morning meal of cinnamon rolls and hot chocolate. She is traditionally dressed in a long white dress with a candle wreath on her head. At school, we ask the oldest girl and boy in each class to perform the duties of Santa Lucia by wearing ivy crowns and serving their classmates cinnamon rolls and juice at an assembly.

Volunteer opportunity: Arranged by classroom; some classes make cinnamon rolls from scratch, with the help of parents, and others ask their room parents to provide the rolls that morning.

January

January Magnet School Visitations (Parents) (January 27)

Prospective parents for the various school district magnet programs are offered the opportunity to visit these schools and observe classrooms.

Volunteer opportunity: Parent volunteers are needed to give classroom tours. Tour scripts are available for those parents who need the extra help.

February

January Magnet School Visitations (Parents) (February 5)

Prospective parents for the various school district magnet programs are offered the opportunity to visit these schools and observe classrooms.

Volunteer opportunity: Parent volunteers are needed to give classroom tours. Tour scripts are available for those parents who need the extra help.

Chinese New Year (Students)

An annual celebration coordinated by some teachers for his/her own classroom.

Volunteer opportunity: Parent participation is at the discretion of the teacher.

March

Literacy Week (Students)

North Shoreview has dedicated the week of March 15-March 19 2010 to the celebration of literacy. Each day of the week we will have a special literacy event. Events will include a school-wide Buddy Reading Day, school-wide read-in and guest readers from the community. We also plan to have an author visit our school to present several assemblies. On Friday evening, storyteller Walter the Giant will entertain North Shoreview families. In addition, all week we will have our Book Fair open,

and parents and students will be able to purchase books on Friday night as well as during the week. This should be a very exciting week!

Volunteer Opportunity: Volunteers should contact Stephanie Rodriguez or Chasi Tonini for opportunities.

Annual Around-The-World Dinner, Dance and Auction (Parents, School staff, Volunteers)

Our biggest single fund raiser of the year, the annual auction both raises money to help support the school's programs while providing a great night out for our parents and whole school community with food, a live band, and dancing. The Auction items are donated by the local business community as well as the school community.

Volunteer opportunity: Solicit donations; help with marketing; sell tickets; organize the party. For more information or to help, please send e-mail to: auction@nsmontessori.org

Scholastic Book Fair (Students & Parents)

Same as for Fall.

April

Earth Day/Spring Equinox (Students)

This is a celebration of the end of winter/beginning of spring with the focus being on students planting flowers around the school, performing poems, plays and songs during an assembly.

Volunteer opportunity: Help with any planned classroom activities your child's teacher may have planned.

Earth Day Walk (Parents, students and staff)

The Earth Day Event is focused on physical fitness and community responsibility while fundraising at the same time. While this event changes from year to year, it generally encompasses students and staff recruiting sponsors for a walk through the neighborhood collecting trash and recycling. This event promotes good health for our children as well as working to help save the planet! These messages also reinforce what is taught in a Montessori education.

Volunteer opportunity: Help put together and distribute pledge packets, help chaperone the children as they walk through the neighborhood collecting trash on the day of the event, sell food tickets and assist with serving food.

May

Staff Appreciation Day (Staff)

Although we appreciate the staff members of North Shoreview Montessori all year long, this is the one day where we demonstrate our appreciation with a luncheon, usually held on a Wednesday afternoon (minimum day). This is just for school staff members.

Volunteer opportunity: Parents are needed to prepare a variety of foods, set up the lunch room and clean up.

Science Fair (Students)

A whole-day affair where students are given the opportunity to demonstrate/display their science projects. For most classes, participation is optional but encouraged.

Volunteer opportunity: Parent volunteers are needed to monitor the students' projects during the day the Science Fair is in operation.

School Art Show (Students) See page 34 for a description of our Art in Action program. At the end of the year, each student will choose two pieces of artwork for display. Our gym will be

transformed into an amazing gallery.

Open House (Students & Parents)

Parents and students come to school in the evening to view classrooms and activities that have taken place over the school year. This is not the time for teacher/parent conferences.

Volunteer opportunity: Up to the individual teachers.

June

Student/Faculty Softball Game (Students/Staff)

Usually held during the last week of school. The fifth and sixth graders play softball against the staff while the rest of the school cheers on their favorite team.

Volunteer opportunity: None unless requested by individual teachers.

Variety Show (Students)

A chance for all students to perform their special talents in front of the whole school. Takes place during the school day. Parents are encouraged to attend.

Volunteer opportunity:

There are certain activities which take place all year long that need volunteers. None of them requires much time but each one is equally important.

Room Parents

Every classroom needs at least one parent who will volunteer to assist the teacher at various times during the year. It works best when there are two parents for each classroom. Duties can be almost anything – from arranging holiday parties or field trips to helping to stuff Thursday envelopes and coordinating the student work on the classroom quilt.

Classroom Volunteers

All classrooms need parent volunteers to help with various classroom activities. Each teacher has his or her own specific needs so be sure to check with your child's teacher for how you can be of help. Also, don't forget to check with your child's Room Parent for additional ways you can help.

Parent Resource Center

Once a week a group of parents gets together in the gym to make various classroom materials. What is to be made is determined by the teachers. There is a Parent Resource Center Coordinator who is in touch with the teachers, identifying what needs to be done.

Laminating

Teachers like to have many of their posters and paper teaching materials laminated. Volunteers are needed to go to the school district office and do this laminating; this can be done anytime from 12:30 p.m. to 4:30 p.m.

Library Volunteers

Volunteers are needed various times during the day to help keep the library open for the students. Training is available on how to check in and check out books.

eScrip Sales

Scrip certificates are sold by parent volunteers, managed by an eScrip Coordinator. Orders are taken at any time during the week and left in the school office for processing.

Greens & Grounds Days (Parents & Students)

An opportunity 4 or 5 times a year for all school families to contribute their skills to repairing

and improving school facilities and campus. Typical tasks involve rearranging furniture, painting, simple carpentry, gardening and cleaning. Teachers are encouraged to include classroom needs on the task list. Both parents and students are invited to these events, which are generally held on the Saturday mornings from 9 am - 12 noon. It is funded by the PTA. Also, the group will be hosting advertised, twice monthly, Sunday afternoon 'school and community service' opportunities from 1-4 p.m.. This will be an excellent way for students and parents alike to work with staff and parents to accomplish basic goals, in line with our mission to "clean-it, fix-it, and beautify-it" on our campus. Our kids will have a sense of pride in their work, and knowing that their ownership of campus improvements makes a positive difference. Volunteer hours will be recorded by coordinators, and submitted to the office for verification.

Volunteer Opportunity: G&G Day Facilitators work as individuals or a team to organize each event by 1) publicizing it, 2) determining the task list and requisitioning, borrowing and purchasing all tools and supplies needed. At each event they explain & assign the tasks to event attendees (parents and students), check task completion, set-up and and clean-up. Facilitators will meet together as often as needed, probably less than 4 times per school year.



Homework/Tutorial Center

The Homework/Tutorial Program is an academic assistance program for 1st – 7th grade students. Students are given opportunities for assistance in literacy, greater mathematical understanding, and homework after their regular day. Homework may include math language, spelling or reading. However, the tutorial program mainly focuses on literacy. Teachers, parents, high school students, and community members all help to make after school learning meaningful for approximately 40 students. Snacks are provided for all students in the program.

Sixty percent of the funding comes from the San Mateo County Supervisors and additional funding is through State Funding. The center provides an excellent opportunity for parents to volunteer on a consistent basis. Children who have participated in the program have made significant gains in their academic performance. More importantly, the child's self esteem improves greatly.

Computer Lab

Melissa Spaizman, one of our instructional assistants runs the Computer Lab. It is our desire for the students to become curious about using the computer as an exciting tool for learning. A tool used for research, writing assignments, basic skills practice, multi-media presentations and creative expression. We want the students to become competent, and confident users. Technology has now become a necessary part of everyday life and we must teach our students to embrace it and expand on it. Each student in grades 1-7 will receive weekly instruction in our lab.



Art in Action (10th Year)

Art in Action is a discipline based art program that teaches art history, art skills and art appreciation. The lessons include a discussion about a major work of art and an art activity that relates to the masterpiece.

Art in Action gives students skills to create art for personal enjoyment and school projects. Each grade level program includes portraits, landscapes, still life and abstract art. Students gain experience with tempera, watercolor, oil pastels, chalk pastels, clay, printmaking and collage. Students learn drawing skills and basic art concepts through age appropriate activities. Skills are developed sequentially lesson by lesson, year by year.

Classes begin in September and once a month each month afterwards; children have an opportunity to create their own masterpieces.

Please contact the AIA coordinator Susan Kling Freeman, susiehistory@earthlink.net or (650) 548-2498 if you are interested in volunteering. Thank you!



After School Sports

Open to 4th, 5th, 6th, and 7th graders, the middle school program at North Shoreview Montessori is currently developing a sports program in partnership with the Small School Intermediate League. The league's focus is on the developmental needs of students in these crucial years, when so many quit sports. Above all, the program strives to balance traditional and non-traditional sports; competition and teamwork; and skill building and skill use. In keeping with our commitment for inclusion and participation in competitive sports, the North Shoreview Montessori After School Sports Program is open to any student who commits to playing. We have no tryouts or cuts. Because this program is not funded by the NSM PTA or the San Mateo-Foster City School District, all participating families will be required to share with program costs and fundraising activities.

Program Committee:

- Bev Brock-Alexander, Chair
- Cindy Freshour, Co-chair and Head Cross Country Coach
- Bridget Fain, Co-Cross Country Coach
- Fred Garrett, Head Basketball Coach
- Charlie Dreschler, Head Soccer Coach



DISTRICT'S MISSION STATEMENT

The San Mateo-Foster City School District, working with our parents and community, will educate all students to high, challenging academic standards and prepare them to be socially responsible, contributing members of our community.

GOALS

- We will prepare all students for success using a rigorous, stimulating, standards-based curriculum in an engaging learning environment.
- We will attract, develop, support, and retain a qualified, motivated and highly-skilled staff.
- We will pursue appropriate resources to ensure efficient and successful accomplishment of the District's mission in a fiscally responsible manner.
- We will prepare our students to make positive contributions to their local community and the world.
- We will actively involve all students' families and all segments of our community.

STRATEGIES

- We will raise the achievement of all students while Closing the Achievement Gap:
- We will optimize fiscal practices, maximize funding resources, develop additional funding sources, and continue to work toward aligning revenues and expenditures to address and balance short and long term fiscal needs and obligations.
- We will foster Student Social Responsibility through youth development and prevention programs which focus, support and evaluate efforts to enhance social responsibility among students and to improve the social climate of their schools.
- We will engage the entire school community in developing a comprehensive plan to recruit and retain quality personnel.
- We will communicate effectively with our parents, staff, and community.
- We will assess the facility needs of the District, and implement appropriate plans.
- We will ensure the efficient operation of Purchasing, Child Nutrition Services, Technology, Maintenance, Operations and Transportation and other support functions.

BOARD OF TRUSTEES

Mr. Jack E. Coyne, Jr.
Mr. Mark D. Hudak
Mrs. Lory Lorimer Lawson
Mrs. Cathy Rincon
Mrs. Colleen Sullivan



School Board meetings are held every first and third Thursday of each month, beginning at 7:00 p.m., in the Board Room, 1170 Chess Drive, Foster City. The public is encouraged to attend.

SUPERINTENDENT OF SCHOOLS

Pendery A. Clark

Superintendent's Staff

Molly Barton	Assistant Superintendent Student Services
Debbie Blackburn	Coordinator of Human Resources
Rick Edson	Director of Technology
Amber Farinha	Coordinator of Community Services
Stephanie Fraumeni	Coordinator of Children's Annex
Diane Kizler	Director of BTSA
Steve Mak	Director of Fiscal Services
Micaela Ochoa	Chief Business Official
Carlos Ortiz	Director of Maintenance, Operations and Transportation
Toni-Sue Passantino	Associate Superintendent Education and Student Services
Irving Phillips	Director of Magnet Programs
Joan Rosas	Assistant Superintendent Human Resources
Al Solis	Director of Facilities and Construction Projects
Terrance Tibbetts	Director of Special Education
Susan Totaro	Director of Curriculum and Instruction