

Meadows School

Handbook

2012-2013

Susan Condio-Hernandez, Principal

1101 Helen Drive

Millbrae, CA 94030

(650) 583-7590 office

Welcome to Meadows School

Dear Parents/Guardians,

On behalf of the Meadows staff, I would like to extend our wishes for all new and returning families to have a wonderful year filled with academic rigor for our children to attain 21st century skills in our competitive world. We consider it a privilege to be a staff member, student, and/or parent/guardian at this excellent high achieving elementary school.

This school year promises to be student-centered with a focus on the academic, social, emotional, and physical needs of your child. As educational partners, we will make a positive contribution toward the success of each Meadow's students. Always remember that our goal is to keep the well-being of our students in the forefront of our minds. With our eyes on them, together we will always make the best choices and decisions for their continued success.

This handbook is designed to provide information about our school regarding policies and procedures. It is by no means a complete rather a work in progress to guide our families.

If you have a question, please first check the "Table of Contents" for a helpful category. If you cannot find the answer to your questions, don't hesitate to contact the appropriate person to help you. Please see the section on "Communication" for support in best seeking guidance at school.

I look forward to this year and to meeting all of you. Please look for me on campus and if you have any concerns, questions, or things to share, please feel free to bring them to my attention. In addition to face-to-face communication, I am also available by email at scondio-hernandez@mesd.k12.ca.us. It is my sincere goal for the Meadows School experience to be positive, safe, and rewarding. I am confident that this will be a fantastic year for all of us.

Respectfully yours,

Susan Condio-Hernandez

Principal

This handbook is provided to all Meadows Families. School information in this handbook is subject to changes that may be needed to ensure continued compliance with federal, state, or local regulations and are subject to review and alteration as becomes necessary for the routine operation of the school. Not all rules, regulations, and information can be written and inserted in this handbook.

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Attendance

Parents instinctively know and understand that strong student attendance is important. School is your child's job, and timely attendance is his/her first work skill. In addition to the practice of being physically present for school each day, the importance of not missing direct instruction from teachers is critical. Paralleling the educational need for students to be in class every day, the economy of the District is at stake. The entire basis for state funding is based upon the number of students that come to school each day. This is referred to as ADA or Average Daily Attendance.

Here Is What You Can Do To Help:

- Make good attendance a top priority. Attending school every day makes learning easier and helps build and maintains friendships with other children.
- Always try to make your child's appointments (e.g., Doctor or dentist) before or after school.
- Take family vacations during the summer or school holidays.

However, do not send your child to school if:

- He/She is too sick to go to school.
- He/She has been injured.
- He/She has to go to a special religious ceremony.
- He/She has an infectious illness (e.g., chickenpox, mumps, and measles).
- He/She has had a fever or vomiting in the past 24 hours.

Absence reporting: We ask that you please call the school office as soon as possible to report a student's absence at (650) 572-7590 ext. 10. When you call, you will need to state the student's legal name, grade, your name and relationship to the student, the date of the absence, as well as the reason for being absent or late. If your child will be absent or tardy more than just one day, you must call the office back each day your child will be absent or late. For the safety of your child, it is our job to call you if we have not heard from you.

A parent whose child has a communicable disease should contact the school office or teacher IMMEDIATELY so that other parents may be notified of the possibility of contagion. Examples of contagious diseases are chickenpox, measles, strep throat, pink eye, whooping cough, and lice. This is by no means a complete list. If your child is "ill", please keep him/her home until he or she is well and ready to function alertly in a school setting. This benefits your child as well as other students. See Illness/Immunizations/Medications.

Board Policy 5150: Absences/Attendance and Excuses.

5105.1 Excused Absences-Students receive an excused absence when they are absent from school for the following reasons:

- a. Death in the immediate family
- b. Serious illness of a member of the family which necessitates the absence of the student
- c. Illness or injury to the student
- d. Justifiable personal reasons, including, but not limited to, an appearance in court or observance of a holiday.

5150.1.1 Students *who plan to be absent for reasons other than the first three listed above should seek approval by presenting a note from home to the principal, who will then indicate approval or disapproval.* Any student shall be allowed to complete all assignments and tests missed during an excused absence that can be reasonably provided, and on completion, shall be given full credit.

5150.2 Unexcused Absences-Unexcused absences are those which do not come under any of the definitions of excused absences. Students who have unexcused absences may be denied make up privileges. Results of such absences may be reflected in the student's final grade.

5150.2.1 Truancy-Any pupil subject to compulsory full time education who is absent from school without a valid excuse more than three days in one school year is truant, as defined in the Education Code, and shall be reported to the Superintendent.

5150.7 Pupils who have been absent due to illness, including minor communicable diseases for a period of three or more consecutive school days, may be readmitted only by the principal, his/her designee or the nurse.

5150.9 Pupils who have been absent for a period of less than three consecutive school days on account of an illness may be readmitted by the school office.

For more information about Pupil Policies, go to:

<http://millbraeschooldistrict.org/Board%20of%20Trustees/Policies>

Independent Study Contracts: If you anticipate an absence of more than five days, please obtain an Independent Study Contract from the main office staff at least two weeks in advance. Completing the assignments required by the contract will qualify the student for an excused absence and allow the Millbrae School District to collect state funds accordingly. All work must be

completed and returned to the teacher the day the child returns to school. Make up assignments, however, are no substitute for the instruction received during regular classroom attendance.

Make Up Assignments:

Per Board Policy 6130.4.6. Absences: Homework assignments for students who are absent will be given the day the student **RETURNS** to school. Sufficient time will be given for students to make up work.

Permission to Leave School: If your child must leave school during the day, please contact the school office in advance. Students can only be signed out by the names listed on the emergency card which the parent/guardian filled at the beginning of the school year. Your child will remain in the classroom until you arrive at our office. We want our students to maximize their academic potential by remaining in the classroom until you arrive. Please do not attempt to pick up students without going to the office to sign him/her out.

Tardies: It is very important that your child arrives to school on time every day. Being tardy can be disruptive to the class and can delay valuable teaching time for the teacher. It also teaches your child to be responsible. If your child arrives late, he or she must go to the office before entering the classroom and get a tardy pass. No exceptions.

Monthly Perfect Attendance: Every month, students are recognized for perfect attendance. In order to qualify for an award, the student must arrive to school on time, be physically present in his/her classroom for the duration of the day without leaving and/or returning to school, and leave at the designated time at the end of the school day. Leaving school for appointments and other business disqualifies a student from receiving the award.

Communication

Frequent, consistent communications between home and school are essential to a child's school success. Teachers, parents and community groups, and the school send regular communications via email and/or in hard copy format. You can expect routinely delivered electronic communication containing important reminders and announcements about school policies and events. This represents significant savings of paper and personnel time. If you do not have access to the Internet, your child will receive a hard copy of the weekly newsletter from our Principal.

All staff at Meadows has email since I arrived. If you would like a specific person, the email convention is the following: FirstinitialLastname@mesd.k12.ca.us. For example: scondiohernandez@mesd.k12.ca.us.

KEEP UP WITH THE SCHOOL THROUGH...	
Back to School BBQ for New Students	This is a new event coordinated by the Principal with the PTA to provide an orientation for our school for incoming kindergarten and new students to Meadows. The BBQ will be held prior to the commencement of classes at Meadows.
Back to School Night	An evening in September when parents only are invited to their child's classroom for an overview of the upcoming school year by the teacher.
Calendar	The monthly calendar comes out the first week of the month. It contains special events, programs, and a calendar of events for the Meadows families. This calendar is distributed electronically. A small number of copies are distributed to families without Internet access and additional copies in the main office upon request. Copies of the calendar are posted online on our school's website.
Conferences	Parent-Teacher conferences are held during the middle of the first trimester to do goal setting with the families. Teachers and parents may have additional conferences when the need arises. Please make an appointment with your child's teacher at a mutually convenient time. Please see the school calendar for the fall dates. Parent-Teacher conferences are held in the spring to go over the goals set in the fall conference and to work collaboratively to support the student academically.
Directory	The directory is published by the PTA each fall and available to families. It contains information for the Meadows families of all PTA sponsored events.
Email	Email is a useful tool for communicating brief information efficiently and quickly. Please do not use email for sending confidential information or delivering messages that would be better communicated face-to-face or on the telephone. Responses are usually sent within 24 hours.
E-News Bulletin	Designed to combine all the communication from various school and community groups. Includes the calendar of events. Articles in the weekly

	bulleting are short and informational. This bulletin comes out every Wednesday. Article criteria are: Word format, 150 words or less and school related specific to Meadows. Submissions need to be submitted to the Principal via email by 5 PM on Sunday of each week and are sent to: scondio-hernandez@mesd.k12.ca.us for approval.
Open House	An evening in May for families to view and celebrate all children's work on display in the classrooms and throughout the campus.
PTA Meetings	Scheduled meetings are generally held on the fourth Thursday of the month with agendas posted in advance in the window outside of the main office. Meetings are posted on the website at: All parents/guardians are encouraged to attend the meetings.
Site Survey	This is new for Meadows School this year. We will use this parent input in updating our School Site Plan. Your feedback is important. Please take the time to fill it out the survey which will be distributed in late January or early February.
Millbrae School District	Monthly school board meetings are held and agendas are posted on the Millbrae School District's website. Also the agendas are posted in the window adjacent to the main office.
Website	Our school's website has important information about our school with upcoming events, grade level and curriculum information.
Flyers	<p>Here is the approval process:</p> <ul style="list-style-type: none"> • Community flyers have to be approved in advance by the Superintendent's Office. • School flyers have to be approved by the Principal prior to distribution. To obtain approval, submit the school flyer to the Principal by 8 AM each Friday. No late flyers will be accepted past the deadline. • All PTA flyers/correspondence have to be approved by the Principal prior to distribution. To obtain approval, submit the school flyer to the Principal by 8 AM each Friday. No late flyers will be accepted past the deadline. <p>Families that elect to receive paper school communications will receive all school communications through the Wednesday envelope.</p>

The following chart may help you to understand the communication channels at Meadows School when you have questions, comments, or concerns. No matter what the topic, it's useful to know the appropriate person or persons to consult and how to approach them. In the course of natural problem solving, we ask everyone to take the same first step-take the time to diagnose the nature of your concern and bring possible solutions to the table. You will reach a positive resolution more quickly if you have already given careful thought to:

1. The background of your question, comment, or concern.
2. The policies or procedures that may relate to it.
3. Solutions that may be appropriate.
4. Be respectful.

Questions, Comments, Concerns		
Please consult with...	Regarding...	Do's for Success
Your child's teacher	<ul style="list-style-type: none"> -academic performance -classroom instruction -homework -social development -peer relationships -classroom and playground dynamics 	<ul style="list-style-type: none"> -DO talk to the teacher FIRST about concerns related to your child. -DO ask what you can do to help. -DO notify your teacher if you would like to make an appointment to meet. -DO understand that teachers are often busy right before and after school and may not be available without an appointment. -DO know that a positive parent-teacher relationship helps your child to succeed and to feel good about the school.
The Principal	<ul style="list-style-type: none"> -school policies and procedures -curriculum and instruction -technology -learning environment -student learning and support -special needs -safety concerns -staff supervision -use of facilities 	<ul style="list-style-type: none"> -DO contact the Principal about questions/comments/concerns that haven't come to resolution or you feel would best be addressed by her. -DO understand that on the spot access to the Principal is sometimes convenient, but not always possible due to extenuating circumstances. -DO feel free to catch the Principal on campus-this can often be an easy way to talk briefly. -DO feel free to contact the Principal to schedule an appointment as needed.
The Administrative Secretary	<ul style="list-style-type: none"> -Attendance matters -Medication/Illness needs -School activities/meetings -Calendar -Volunteering at school 	<ul style="list-style-type: none"> -DO talk to her about the day to day office activities. -DO be patient and flexible; she is consistently working on many projects at once. -DO understand that she knows many things about the school; however may not always have an immediate answer to your question.

Custodian	<ul style="list-style-type: none"> -Maintaining a clean and safe school environment 	<ul style="list-style-type: none"> -DO let him know about immediate concerns. -DO compliment him on a clean school. -Do consult with the Administrative Secretary regarding custodial requests.
PTA	<ul style="list-style-type: none"> -PTA sponsored events -General meetings -Volunteering for PTA events -Fundraising -Expenditures of PTA funds 	<ul style="list-style-type: none"> -DO keep up with PTA news and participate in as many monthly meetings as you can. -DO get to know your PTA officers-they are a great resource for information about school activities. -DO consider getting involved-we always need help making Meadows the best it can be for our students.
Your Room Parent(s)	<ul style="list-style-type: none"> -Field trips -Special events 	<ul style="list-style-type: none"> -DO call with questions about events in your child's classroom.
School Site Council	<ul style="list-style-type: none"> -Site Planning Goals -Funding 	<ul style="list-style-type: none"> -DO feel free to attend the monthly meeting as announced in the school newsletters. -DO contact the Site Council Chari to forward questions to the group in advance of the meetings.

Conduct/Behavior/Discipline

CONDUCT

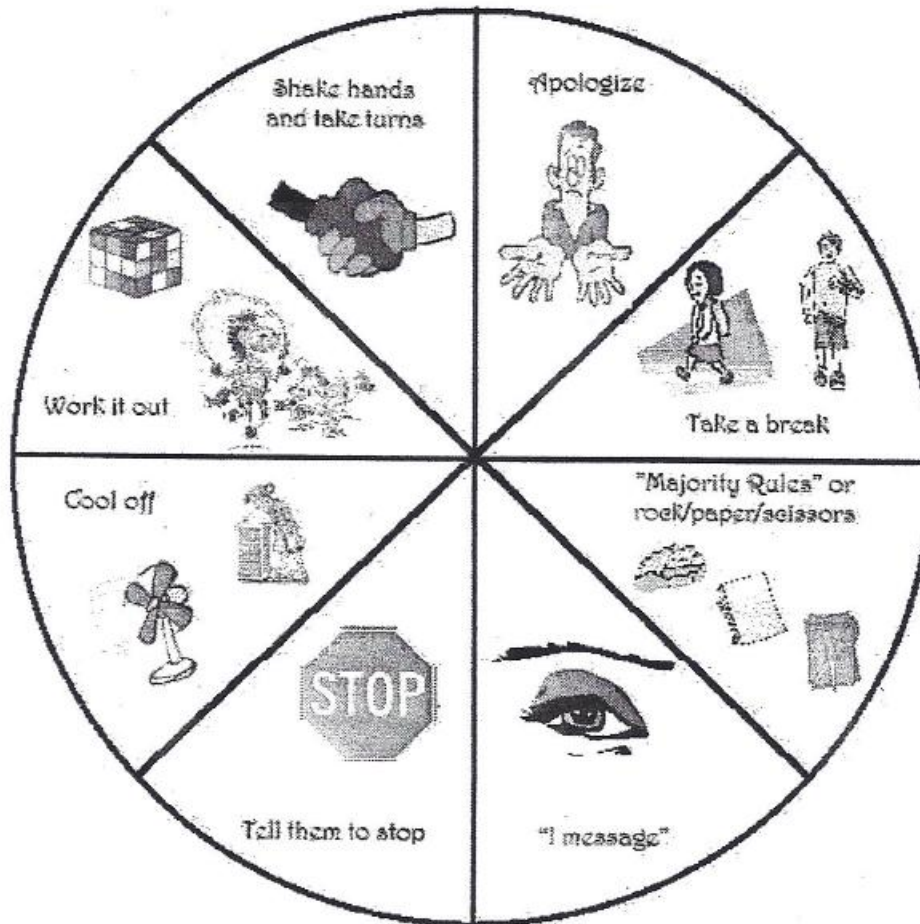
Along with our desire to teach and reinforce strong character traits to our students, Meadows School has the expectation that all people on campus will follow these guidelines. Strong character is an important piece of modeling for our children and is expected from everyone, everywhere and all the time. This system is intended to maintain a safe, harassment-free environment for teacher, students, administrators, staff members, parents, and other members of the community. In the interest of presenting teachers and other adults as positive role models, Meadows encourages positive communication and conduct.

School and District personnel are expected to treat each other, volunteers, parents, and community with courtesy and respect. In the same regard, parents and visitors are expected to treat teachers, volunteers, administrators and other District employees with courtesy and respect. Any member of the community who is faced with disorderly conduct, disruptive, or disrespectful treatment has the right to end a meeting or telephone conversation, or limit school access to telephone calls, email or written communications. The need for civility extends to all school sponsored activities as well as all school communications.

PROBLEM SOLVING

Social skills are developed through the introduction of problem solving and conflict resolution skills. As part of everyday living, we need to solve relational problems as they arise. In addition to keeping children active and involved on the playground, we are also committed to teaching them simple and consistent strategies for solving problems on their own. Students will be taught and encouraged to use the chart below as a means to solving peer conflicts. Adult guidance and support are available when these strategies are not effective and/or the seriousness of the incident warrants adult intervention.

PROBLEM SOLVING WHEEL
Try at least 2 when you have a problem!



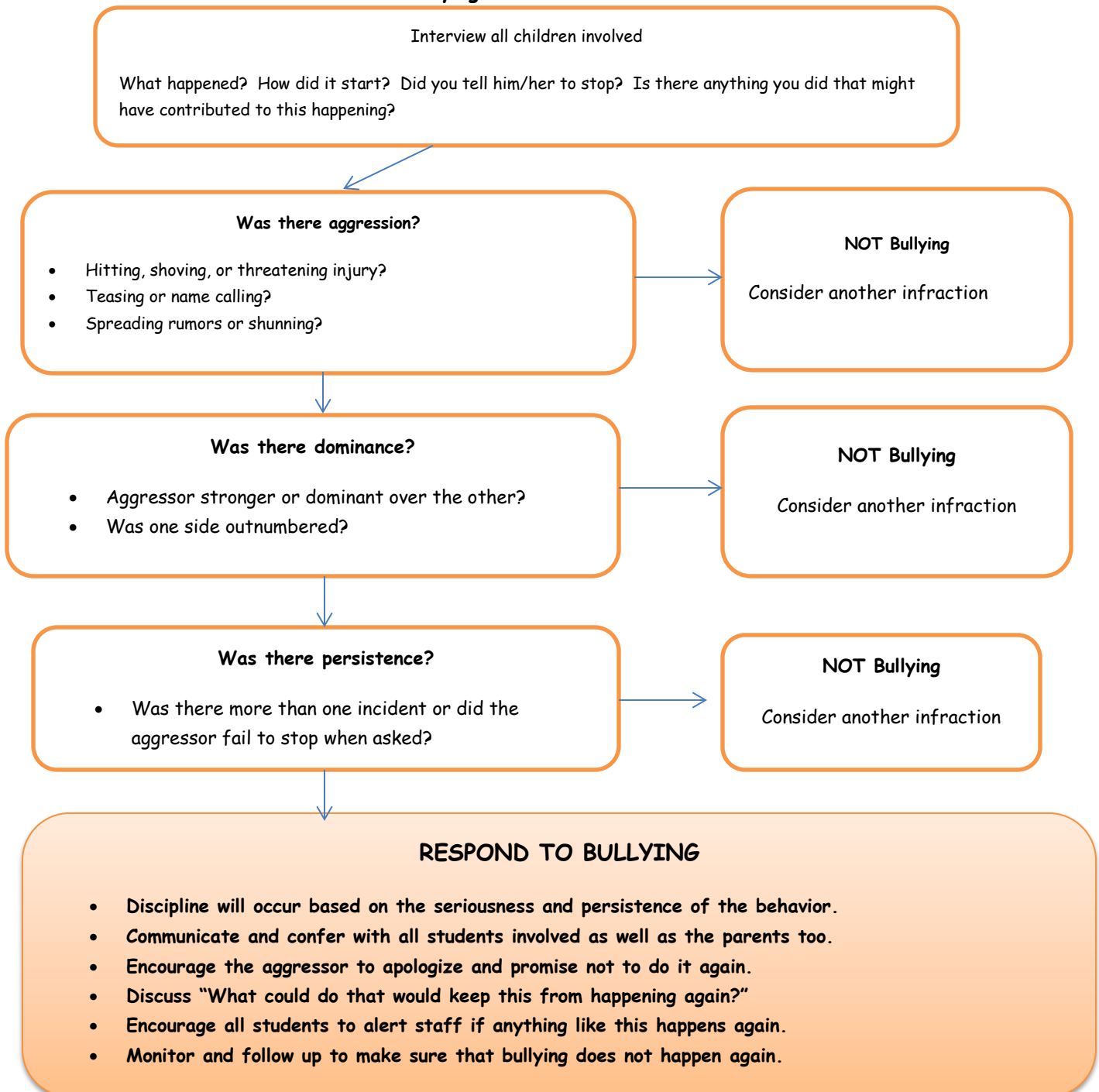
If you've tried 2 - ask an adult for help!

If you have tried 2, then ask an adult for help!

Bullying

As much as we wish to protect children from potential harm, all children, at some point in their childhood, will experience or be affected by bullying behaviors. For the safety and welfare of ALL children in a positive learning environment, Meadows staff takes bullying behaviors seriously and will work consistently to support students in this area. Together, staff and parents need to equip children with tools for responding to bullying and ways to avoid becoming a bully. ALL children want to be safe, respectful, and responsible. We consider it our job to support them in this endeavor. The flow chart will serve as an overview of our basic response plan.

Bullying Assessment Flow Chart



Behavior Expectations

At Meadows School, we are dedicated to supporting students as they develop into safe, respectful and responsible individuals. Our main goal is to help your child be a successful student today and a good citizen tomorrow. We believe that all children can learn and that they deserve to have the best education possible in the safest environment.

Meadows School has three school wide expectations:

- Be safe
- Be respectful
- Be responsible

Each teacher implements school rules blending his/her personal style and specific classroom rules to create effective classroom management systems. Teachers will share classroom expectations with the Meadows families.

Common areas such as assemblies, the cafeteria, hallways, and the playground require some additional expectations in order to ensure student safety and well being in large group settings.

Assembly expectations:

- Safe, respectful, responsible.
- Enter the multipurpose room escorted and directed by their teachers and should sit in designated areas.
- Applause is the only acceptable way to show appreciation.
- Quiet, orderly and attentive when others are speaking or performing. They may join in when asked.
- Follow directions.

Cafeteria expectations:

- Safe, respectful, responsible
- Quiet in line, orderly entrance and exit
- Good table manners
- Remain seated on bottoms
- Permission to get up
- Indoor voices
- Listen to adults
- Clean tables and areas around them

Hallway expectations:

- Safe, respectful, responsible

- Walk at all times
- Personal space allowed for peers
- Quiet-hallways are near educational areas
- Hall pass for students unaccompanied by an adult

Playground expectations:

- Safe, responsible, respectful
- Follow game rules-demonstrate good sportsmanship
- Freeze after the freeze bell and wait to be dismissed
- Line up safely in the designated playground area and wait to be picked up by their teacher

DISCIPLINE GUIDELINES

In times when positive reinforcement has been sufficient and/or students make choices requiring consequences, action(s) will be taken in an effort to support the student in making meaningful educational and/or behavioral progress. The knowledge that every action has a consequence is important for all students to learn. Students who chose to misbehave will experience appropriate and progressive consequences. A system of Progressive Discipline uses several stages of a consequence. Each one is more significant than the one that comes before it. As a student moves from stage to stage, the disciplinary action taken by the school becomes more severe. Information regarding specific student disciplinary cases will not be disclosed to anyone beyond staff members involved and the parents/guardians.

Students may be referred to the Principal if a teacher or other staff member feels it is necessary when a classroom or playground is a serious problem or repetitive. A student referred to the Principal usually experiences the following:

- Discussion of the event(s) that led to the referral and an appropriate consequence.
- Completion of a referral form (see below), which will be sent home to the parents/guardians for a signature.
- If the problem persists, parents are notified and an appropriate consequence is imposed. A parent conference may be scheduled.

DISCIPLINE REFERRAL FORMS

The Student Incident Report is used for the staff member to fill out and/or the Principal will send home. In addition, a phone call or face to face contact will be made with the parent/guardian. For some serious behaviors, students may be sent home from school or suspended up to five days.

Our discipline policy was developed to promote consistency in dealing with behavior and to require students to become increasingly more responsible for their actions. When students clearly understand what creates a positive school community, they can make good choices.

The expectations listed below apply while students are on school grounds, while going to or coming from school, during lunch, as well while going to or coming from a school sponsored activity [E.C. 48900 (p)]. Schools may have additional written rules appropriate to their particular campus which further explain what is summarized here. We ask that parents/guardians read and discuss these behavior expectations with their student(s).

PARENT/GUARDIAN EXPECTATIONS

- Assist the student in being healthy, clean, well-nourished and appropriately dressed for school.
- Ensure prompt and daily school attendance.
- Notify the school of all absences.
- Cooperate with the school staff in helping students with academic, discipline, or attendance issues.
- Assist the student with organizational skills, providing materials/supplies for classes and monitoring homework/assignments.
- Know and support the basic goals and philosophy, policies, and procedures of the Millbrae Elementary School District.

CLASSROOM EXPECTATIONS

Teachers will establish classroom rules and inform students and parents/guardians about these guidelines. Rules will specify both behavior and academic expectations that the student must meet to be successful. If the classroom rules are disregarded and learning is disruptive, the teacher may take one or more of the following actions:

<ul style="list-style-type: none"> • Student/teacher conference • Student sent to a different classroom • Office referral 	<ul style="list-style-type: none"> • Loss of recess • Parent contact/conference • Community service/work detail
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SCHOOL EXPECTATIONS

- Schools establish standards of behavior that promote a positive school climate and ensure campus safety. Parents/Guardians and students will be informed about these guidelines. Acceptable behaviors are:

<ul style="list-style-type: none"> • Dress appropriately (See dress code) • Respect other students • Use appropriate school language • Dispose of trash • Engage in appropriate physical and social contact • Be responsible for one's own actions • Come to class on time, prepared for work 	<ul style="list-style-type: none"> • Leave all electronic equipment (CDs, MP3 players, I pads/ I pods, laser pointers, etc.) and other disruptive items at home • All pagers/cell phones are turned off and out of sight in one's back pack during school hours • Follow directions of all adults on campus • Follow school computer/Internet use
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<ul style="list-style-type: none"> • Be safe and responsible • Remain out of restricted areas 	<p>policy</p> <ul style="list-style-type: none"> • Respect school/personal property • Be tolerant of individual differences: ethnic, religious, gender, ability • Respect school staff
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Suspension from school can be imposed when other means of correction fail to bring about proper conduct. However, a student may be suspended per Ed. Code on a first offense if the following occurs:

1. The pupil committed any of the following violations:
 - a. Caused or threatened to cause physical injury
 - b. Willfully used force on another person except in self defense
 - c. Possessed a dangerous object
 - d. Possessed, used, or furnished a controlled substance or alcoholic beverage
 - e. Arranged to sell or furnish a controlled substance
 - f. Committed robbery or extortion
2. The pupil's presence at school caused a danger to persons or property
3. The pupil's presence at school threatens or disrupts the instructional program

Behavior consequences should include the opportunity for the student to learn from his/her mistake which will help the student acquire skills to make better choices in the future.

Cell Phones

If parents feel their student needs to carry a cell phone, the student may do so. The cell phone must be kept in the student's backpack and turned off during the school day. If the cell phone is taken out during school or the use of it interferes with school activities in any way, school personnel will confiscate the cell phone. Repeated offenses will have progressive consequences. **SCHOOL PERSONNEL ARE NOT RESPONSIBLE FOR DAMAGED OR LOST PHONES.**

No Wheels

At Meadows School, it is prohibits bicycles, scooters, skateboards, Heely's, and rollerblades. This "NO" wheels on campus policy is fully enforced at Meadows. Students are welcome to ride their "bikes" to and from school on "wheels" but walk on to campus.

Toys and Electronic Gadgets

Toys, trading cards, electronic gadgets and other personal items are not allowed at school, except with permission from the classroom teacher. If your child brings something to school for sharing, he/she must have permission from the teacher and must keep the item in his/her backpack until sharing time. Sharing time items are not allowed outside during recess.

DRESS CODE

The Millbrae Elementary School District has a district wide dress code for all schools. The purpose of the policy is to provide a consistent code for all schools.

The following regulations for K-8 student dress code at all schools are the following:

- Children should wear attire that is neat, clean, and appropriate at all times. Students may be sent home if dress is inappropriate and may not be readmitted until suitably dressed.
- Clothing must not advertise, promote, or encourage the use of alcohol, drugs, tobacco, sex, or violence, nor have markings or language that is offensive, obscene, suggestive, or promote disruptive or illegal activity.
- Clothing that is "gang-like" is never acceptable: beanies, marked baseball caps, sagging pants, chains, bandanas, hiked up pant legs, or other gang related items.
- Tank, halter, or crop tops, undershirts, or garments that reveal underwear or stomachs are not appropriate. Flip flops and slippers are highly discouraged due to emergency situations.
- Make up is not appropriate in grades K-5.
- Athletic shoes and socks are required for participation in PE (K-8) and are necessary for play equipment safety (K-5).

Emergency/Disaster

Several types of drills are held on a regular basis to help children and staff learn to remember emergency procedures, practice an orderly exit from the buildings and maintain a calm attitude in the case of a real emergency or disaster. The PTA plays a role of support with disaster and health/safety liaisons to the administration.

Should an emergency/disaster occur during school hours, children will be supervised at school until they are picked up by an adult designated on the student's emergency card. Parents will be directed to the area where the children are located. Parents will be directed to the area where the children are located. Parents/authorized adults can sign the child out with the supervising staff member. Due to the fact that children cannot be released to unauthorized persons, it is recommended that several names of family and/or friends in the area be listed on the emergency card. Identification will be requested.

Drills

Evacuation Drills include Fire and Earthquake: Students leave the classroom in an orderly fashion and report to the blacktop on the lower playground. The teacher is the last one to leave the room.

- **Fire:** A repeating bell signals this type of drill. Students evacuate to the blacktop and the classroom doors are closed but not locked.
- **Earthquake:** An intercom call is made to signal the beginning of this drill. Students are directed to duck and cover until a second intercom call signals evacuation to the blacktop on the lower playground. Doors to the classrooms are left open and not locked.

Non-Evacuation Drills include Shelter-in-Place and Lockdown: Students are directed to stay inside if they are already there. If outdoors, they are required to report to the closet classroom. All doors are locked from the inside and all blinds/curtains are closed. Staff will be kept abreast of what is happening via telephone calls to the classroom and/or via email. No announcements over the intercom will be made during a lockdown.

- **Shelter-in-Place/Intruder:** An intercom command of Shelter-in-Place will alert the staff and students of a potentially dangerous situation. Also, a prolonged sounding of pulsating bells will follow. In the event that the students are not in their classrooms, they will go directly to the nearest classroom in an orderly fashion.

HOMework

Homework is given to establish good study habits and to help students reinforce the basic skills taught in the classroom. Homework may be regular class work that needs to be completed, enrichment, or remedial work. Skills needed for the completion of homework are thoroughly taught in the classroom and directions for all assignments are clearly given by teachers. In grades 1-5, homework is given an average of four nights a week, requiring approximately 15 minutes to one hour of effort a night, depending on the grade level, the assignment, and the ability of the child.

The purposes of homework are:

- To provide experiences with independent study and practice good study habits
- To accustom the student to budgeting time for homework in preparation for the time when independent study becomes the main avenue to continued learning
- To reinforce basic skills and concepts
- To complete assignments not completed during class time
- To complete projects or studies individual research
- To encourage parental involvement in the instructional process

As a parent/guardian, you should:

- Show an active interest in the homework to be done
- Provide a suitable place for the student to do homework
- Adjust and manage the home environment to prevent interruptions and conflicting demands
- Encourage the student to work and complete each homework assignment
- Be available for guidance as needed
- Ensure that your child reads daily at home
- Contact the teacher immediately when concerns arise, or if your child continually tells you they have no homework

As a student, you should:

- Complete the homework assigned
- Return the homework to the school as assigned
- Return books and materials taken home
- Seek help from your teacher when needed
- Be responsible and accountable for your actions regarding the completion of homework.

Per Board Policy 6130.4.2-The responsibility of homework is primarily a student responsibility, **NOT** a parent responsibility. Good study habits are learned and a last a lifetime.

Per Board Policy 6130.4.4-The amount of time needed to complete an average homework or home study assignment will vary with each child and his/her ability level. The following times are used as guidelines:

Kindergarten-approximately 5 minutes

1st grade-approximately 5-10 minutes

2nd grade-approximately 10-15 minutes

3rd grade-approximately 15-30 minutes

4th grade-approximately 30-45 minutes

5th grade-approximately 45-60 minutes

It is recommended that all children read 30 minutes a day at home.

Per Board Policy 6130.4.5-Students will be given regular and specific feedback on their homework assignments. Each teacher will establish procedures for distributing and collecting homework on a daily basis in a manner that is appropriate for their individual classrooms.

Per Board Policy 6120.4.6-Homework assignments for students who are absent will be given the day the student **returns** to school. Sufficient time will be given for students to make up work. Assignments for extended illnesses (beyond three days) or trips should be arranged through the teacher and the office.

ILLNESS/IMMUNIZATIONS/MEDICATIONS

Illness: Providing care for emergency illness or injury, control of communicable diseases and hearing and vision testing, protects the health of students. Our office staff is qualified to render only basic first aid.

When a child becomes ill at school, he/she will be made as comfortable as possible until such time as arrangements can be made for having him/her picked up. Attempts will be made to call the parent/guardian first, then the person(s) listed on the student's emergency card.

If your child shows signs of not feeling well, please keep the child at home. Children should be kept home whenever they have a fever. They may return to school 24 hours after the fever subsides. Children should be kept home when they are vomiting. They may return to school 24 hours after the vomiting subsides. Please notify the office immediately if your child becomes ill with a communicable disease. Exposure notices will then be sent home with the child's classmates.

Please follow the guidelines for communicable diseases:

Disease	Incubation	Isolation
Chicken Pox	14-21 days	6 days after first pox appears
Impetigo	4-10 days	Under treatment for 2 days
Lice	7-10 days	Until all the nits are removed from hair
Pink eye	1-3 days	Until symptoms are gone, usually 4 days
Strep throat	1-3 days	2 days after antibiotics begin

If your child has serious allergies, please notify the Principal to discuss the contingency plans.

Immunizations: No student may attend school without proof of immunization against certain communicable diseases. This is a strictly enforced state law. Students must be excluded from attendance if the record is not presented before admission.

The following immunizations are required for school admission for kindergarten and new students:

- 4 Polio (3 doses meet requirement if at least one was given on or after the 4th birthday)
- 5 DPT (4 doses meet requirement if at least one was given on or after the 4th birthday)
- 2nd MMR (one dose must be on or after 1st birthday)
- Hepatitis B series (3 shots)
- Varicella (chickenpox) vaccine or proof of disease
- TB test and results (within the last 12 months)

Medical Appointments: When at all possible, arrange to have medical/dental appointments outside of school hours. If your child has an appointment, inform the administrative secretary as soon as

possible. At the time of the appointment, come to the office; allow plenty of time for us to locate your child. A parent/guardian must sign out their child before leaving the campus and sign them in upon return.

Medications: Please contact our office for the form to be filled out by your child's pediatrician. Students are not allowed to carry over the counter prescriptions and/or prescribed medication.

Supervision

Playground Supervision: School personnel supervise the playground Monday through Friday from 8 AM until 8:15 AM and at regularly scheduled recesses. **THERE IS NO STAFF SUPERVISION BEFORE 8 AM OR AFTER 2:45 PM.** Students who walk or ride bicycles to and from school are to leave the school grounds for home immediately after dismissal.

For reasons of safety and supervision, children should not arrive at school before 8 AM nor remain at school after dismissal unless enrolled in supervised activity. Happy Hall is open to assist parents with childcare during unsupervised times. The phone number is (650) 872-2585 or (650)634-0462.

For reasons of safety and supervision, children should not arrive at school before 8:00 AM nor remain at school after dismissal unless enrolled in a supervised activity at the school.

Your promptness in picking up children after school is important. Please be reminded there are adult personnel on supervision for fifteen minutes after dismissal. All children who have not been picked up within 15 minutes will be brought to the office. Unsupervised students will be taken to the office and the parents will be contacted by telephone.

Traffic/Parking Guidelines

Please share these guidelines with all members of your family and any other person responsible for transporting your children to and from school. Thank you for your full cooperation in observing all of these guidelines.

Helen Drive (Front of the School)

- **CURBS:**
 - ❖ **Red**=No stopping or parking at anytime
 - ❖ **White**=Pick up/Drop off only-Drivers are not to leave cars unattended.
- Please drop off and pick up students in the zone designated by the white painted curb in front of the school near the marquee. Students may be dropped off in the circular driveway adjacent to the Multi-Purpose Room.
- Please refrain from making U-turns in front of the school.
- There are handicapped parking spots adjacent to the MPR and on Helen Drive designated with the handicapped signs.

Volunteering: A Guide to Success

Volunteering your time and talents in the classroom benefits your child, our school, and you—it's personally rewarding and fun. Volunteering creates a natural bridge between the home and school. The children love to see their parents on campus. No previous experience is necessary: patience, enthusiasm, dedication, a sense of humor, and a desire to learn are the most important job qualifications. There are many opportunities to volunteer your time at school, which span from campus/classroom support to many tasks completed at home or off campus. If you have any questions about getting involved, please talk to your child's teacher, any PTA representative or the Principal for some great ideas.

Classroom/On Campus Volunteers

On Your Workday

A modest paper trail documents volunteer time spent onsite. When you arrive at school to volunteer, please sign in at the school office and obtain an official visitor's nametag. The nametag must be visible at all times to all school personnel and to the children. **IT IS IMPERATIVE THAT THE OFFICE KNOWS WHO IS ON CAMPUS IN CASE OF A SCHOOL WIDE EMERGENCY.** Please leave a message in the office to alert the teacher to any schedule change by calling the main office at (650) 583-7590. The children and teachers rely on the dedication and commitment of parent volunteers: a volunteer's absence is always strongly felt.

Becoming a Member of a Professional Team

When you assume the responsibility of volunteering in the classroom, you must agree to adhere to the code of ethics that binds together professionals working in the field of education. Professional discretion prohibits discussing students, teachers, or internal school affairs outside the classroom. Sensitive issues should be referred to the teacher or the Principal always respecting the need for confidentiality.

In the Classroom

Meadows teachers are experienced in working with volunteers of varied backgrounds and interests, and they value both the assistance and the enrichment that the parent talent pool brings to the classroom.

To help parents succeed as volunteers, the following guidelines have been developed to provide a foundation for positive adult/student interactions.

1. Listen actively and expect active listeners. The teachers use attention-focusing techniques such as having the children raise their hands until the whole class is silent. Make sure you have everyone's attention before proceeding. A child needing assistance should be helped one on one. Try to get down to the student's eye level when communicating.

2. State directions using positive language and convey expectations clearly. Statements such as: "Today we're going to..." and "I'd like to see..." are effective. Instead of telling learners, "don't do it that way," try illustrating what you don't want by asking them, "Is this the way?" and respond to the chorus of "Nooooooooos" with another positive statement: "That's right!" Don't be afraid to let students take risks and make mistakes.
3. Avoid comparison of students' work: Children will sometimes compare work on their own. Try to redirect student competition to avoid a win/lose scenario. "Yes, Chris has done a really good job. I like the way you have done such and such..."
4. Try to end the session on a successful note: Emphasize the successes of the lesson or project.

PROGRAMS

A LEARNING PROGRAM

The aim of the learning program at Meadows School is to be a standards based instructional program which prepares all students to be highly competitive as 21st century learners. Our educational program builds each student with a sense of responsibility, confidence, pride in accomplishment, and a positive self-image through academic achievement.

Our school places emphasis on the basics of English Language Arts and mathematics, accompanied by a solid curriculum in science and social studies. Other integral parts of the instructional program include music, art, and physical education.

Grade Level	Content Area	Mandated Daily Minutes as per the APS (Academic Program Survey)
Kindergarten	English Language Arts	60 minutes
Grades 1-3	English Language Arts	150 minutes (2 $\frac{1}{2}$ hours)
Grades 4-5	English Language Arts	120 minutes (2 hours)
Kindergarten	Mathematics	30 minutes
Grade 1-3	Mathematics	60 minutes
Grades 4-5	Mathematics	60 minutes
Kindergarten	ELD	30 minutes
Grades 1-3	ELD	45 minutes
Grades 4-5	ELD	45 minutes

The teacher provides the necessary instruction for an orderly and consistent progression of curriculum skills. The teachers initiates, directs, and supervises the instruction. The teachers use standards based textbooks adopted by the district in the areas of ELA (English Language Arts), mathematics, social studies, and science. Students are expected to do their work neatly, properly, and on time. Teachers strive to provide instruction toward the highest individual achievement and progress toward that goal is shared between school and home with trimester report cards.

Assemblies

Our PTA funds assemblies which provide our students with an opportunity to extend learning beyond the classroom activities. Additionally, there are other various learning based assemblies, spirit, awards, and performance assemblies throughout the year.

Assessment and Testing

The state mandated STAR (State and Accountability and Reporting) tests are administered each spring to all students in grades 2-5. While the length and content of the tests vary from grade to grade, testing takes between one to two weeks. STAR score reports are sent to the parents in the late summer.

These tests are used to assess our overall progress as a school, as well as grade level, classroom and individual student progress. In addition, these tests support identification of students who may need additional academic intervention at school. We want the tests to be an accurate assessment of our performance, so that students should be prepared to do their best at all times.

A few tips to parents... students should:

- Be at school every day when their classes are scheduled to test. Please postpone trips and doctor or dental appointments.
- Be early or on time. Testing sessions are usually in the morning. Time to get settled into the classroom before testing begins each day will help students relax.
- Be rested and fed. Make sure that students have a good night's sleep and enough of a breakfast to sustain them. This is always important. Do not, however, think that your child should load up on a big breakfast for testing when a lighter meal is their usual routine.
- Be encouraged to do their best and relax. The best state for learning and for testing is what researchers refer to as "relaxed alertness"-not stressed, but not too casual.

In addition, all students are assessed at the beginning of the year and before the end of each trimester, with additional district assessments as appropriate by grade level.

Report Cards

All report cards are issued three times a year with progress towards standards at his/her grade level. The staff values ongoing communication between the home and school. Also our staff welcomes opportunities to meet informally with parents. Call or email the classroom teacher for an appointment.

Awards

The purpose of the awards is to increase positive behavior and achievement. We want to recognize students for their success in school. Every month, students are recognized for perfect attendance and the magical mention. To earn a perfect attendance certificate, the student must arrive to school on time, be physically present in his/her classroom for the entire instructional day without leaving early. The Magical Mention Award is one that the Principal began at our school to recognize one student in each classroom who has worked real hard, persevered, improved academically, and has good attendance. In addition to these two awards, there are other academic awards which are recognized on a monthly basis. For example, students who received a perfect score on the STAR test.

ELD Coach. In collaboration with the ELD coach, teachers come together to analyze data to improve student learning and desired outcomes. Teachers, with the ELD coach, set goals for desired student achievement and determine measurable goals to reflect on progress. The ELD coach provides powerful coaching and professional development for our staff to enhance and improve instructional practices.

English Language Development (ELD). The English Language Development program is funded by state and federal monies (where applicable). The self-contained classroom teachers are CLAD certified by the California Credentialing Teaching Commission to provide English support for our English Language Learners. Kindergarten students receive thirty minutes per day of ELD instruction. Our students in grades one to five receive forty five minutes per day of ELD instruction as mandated by the state. Our classroom teachers as well as part time ELD aide use a variety of teaching methods to help our students achieve English proficiency.

Physical Education. (Millbrae Education Foundation Funded). The PE program is based on state standards as well as mandated minutes for grades one to five at the elementary level. There is a fifth grade state test that is administered in the spring by our PE teacher. Our PE teacher is responsible for the implementation of the PE standards as mandated by the state in grades 1-5.

Special Education. While most students progress at the elementary level meeting state standards and district benchmarks at each grade level, there are some students who need additional support. Through consistent, careful monitoring, teachers identify students who do not meet, or who struggle to meet the standards. Students with special education needs are identified, assessed, and provided with the appropriate support services in and out of the classroom. To qualify for services outside of the classroom, students must meet specific eligibility criteria for learning problems, speech, or language problems, or other educational needs. These criteria, outlined by federal and state laws, usually apply to students who are struggling to meet grade level standards because of some disability. Prior to assessment, students have to be referred to the Student Study Team for review by the team (Principal, classroom teacher, reading teacher, and possibly the Learning Center teacher). As a team, they look at the strengths and areas of concern, to provide interventions and support through the Response to Intervention (RTi) process. If an assessment is completed, a meeting is held with the parents and the teams to view the assessments compiled. Our Special Education staff includes a part time Learning Center teacher, two full time Special Day classes (Kindergarten and grades 1 / 2 only), a full time and part time Speech and Language Pathologists, para educators, and an Occupational Therapist.

Other Student Support and Services

Cafeteria: Our children in grades 1-5 eat their lunch in the cafeteria. Milk is available to purchase. A hot lunch is served daily. The monthly menu is posted on the district's website as well as our school's website. Every morning the menu is read to the students during the morning announcements. It is recommended that our parents use the automated payment system which electronically deducts the price of the meal from the student's account.

Classroom Placement: Class placement occurs in the spring at our grade level meetings with the staff and the Principal. We look at many factors: academic achievement, social and peer relationships, personality, girl/boy ratios, heterogeneous grouping, etc. Our staff gives a great deal of thought and time making the placements. The Principal is also a part of the placement process. Due to the professional judgment and extensive experience with your child in school, our staff is most qualified to make this important school decision.

Requests for specific teachers are **NOT** accepted. However, a parent may write a letter to the Principal prior to the beginning of May stating the qualities and attributes of their child. Late requests will not be honored.

There are occasions, after school begins, when it is necessary to balance and reorganize the classes to stabilize the enrollment. In this event, very effort is made to reorganize as early as possible to cause the least amount of disruption to our classes. Parents of students involved in any changes will be notified by Principal prior to the moves being made.

The Principal determines the final placement in all class placements.

Classroom Visits

Parents are welcome to visit their child's classroom. The following guidelines should be used at all times so that classes are not interrupted and parents have a successful visit:

- Make arrangements with at least a 24 hour notice of your visit.
- We recommend that you volunteer to help with a class activity.
- Come alone to the visit. Children under the age of five who are not enrolled at our school as well as secondary students under the age of eighteen are not permitted in the classrooms at any time. Parent volunteers will have to make arrangements to have someone outside of the school babysit their child while volunteering.
- Make a special appointment if you wish to conference after your visit. Teachers are not available for conferences during class time and/or the instructional day.
- When you arrive to the office, you must sign in, wear a visitor's badge at all times, and sign out when you leave.

- Please note that for our special day classes, there are guidelines for visitors that have to be adhered to with timelines and request for information.

Day Care-Happy Hall

Happy Hall is an onsite extended day enrichment program that provides before and after school care to children enrolled at Meadows School. The philosophy of the program is to provide the children with an extended program in a safe and supervised environment. Happy Hall derives its financial backing from monthly tuition.

Happy Hall provides daycare for children in kindergarten to grade 5 from 7 AM until 6 PM Monday through Friday. For more information about Happy Hall, please contact them at 650.583.7379 or email at info@happyhall.com.

Field Trips

Field trips are designed to supplement, enrich, and extend the grade level standards based curriculum. The field trips are scheduled by the classroom teachers. Many of our field trips are funded by our Meadows PTA. Students are required to return a signed permission slip for each trip. Supplemental forms are sometimes needed for field trips with special circumstances like extended timelines or use of swimming pools. Our school uses the district's mandated field trip form. Parent drivers have to complete the necessary documents with the classroom teacher at ***least two months in advance***. No exceptions will be made with adherence to the timelines and required documents.

The parent/guardian needs to fill out the following:

- **Volunteer Clearance Authorization form** with a copy of driver's license attached and turned in to the classroom teacher.
- **Parent/Volunteer Driver form** must be completed at least two months prior to the field trip with the minimum liability insurance (not the insurance card) stapled and turned in to the classroom teacher. Please refer to item "C" on the form for more specific information.

Only students in the class are allowed to participate in the field trip. ***Adults including relatives, nannies, babysitters, etc. are not allowed to participate in the field trip unless they have completed the necessary paperwork with the school PRIOR to the field trip.***

Our teachers spend a lot of hours behind the scenes to ensure that all the paperwork is completed in order to have it sent to the Board of Education for final approval. Please help us by completing all required paperwork at least two months in advance of the field trip. Thank you.

Healthy Foods

We are all interested in helping our children to choose healthy habits for nutrition and fitness. Our district's wellness policy encourages healthy habits by limiting the types of food that can be sold at our school. The Meadows staff requests that the parents/guardians support this effort by providing nutritious foods for classroom events and activities at our school by limiting sugary, non-nutritional snacks and providing healthy items in their place.

Lost and Found

Every year, there are many unclaimed articles of clothing collected at our school. Please print your child's name on all coats, sweaters, sweatshirts, caps, lunch boxes, and other items so that you have the best chance of having those items returned to you if found. You are encouraged to check for lost articles on the clothing rack outside the main office. Unclaimed items will be donated to a charity two to three times per year.

Resource Specialist

The Resource Specialist teacher provides instructional services to students who require special education services for less than half of their school day. Students assigned to general education teacher for the majority of the school day. Students who receive these services are determined by an IEP team.

Response to Intervention (RTi)

The emphasis of RTi is to focus on providing more effective instruction by encouraging earlier intervention for students experiencing academic and/or emotional difficulty. When a student is suspected to be at-risk of struggling, a structured process is followed to monitor the effects of research based interventions. These interventions begin in the classroom, extend to outside the classroom and sometimes develop into intensive interventions provided at a higher level via our Special Education program.

Staff/Community Partnerships

English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) is comprised of parents and staff that meets four times a year on the development and improvement of our school's program for English language learners with respect to the four mandated legal obligations. Some of the duties include:

- Learning about the ELD program at our school.
- Being well-informed and providing advice on the Meadows Site Plan (part of School Site Council) and other programs for EL learners.
- Encouraging our students to attend school and take part in the activities offered at our school.

Our meetings are posted on our school's master calendar. Please contact the Principal for more information.

Parent Teacher Association (PTA)

The Meadows PTA is a part of the National PTA. The PTA is a national organization which advocates for children, youth and families on federal, state, and local issues. When you join the PTA, you become a voting member to determine the priorities and direction of the organization, votes on the budget recommended by the Executive Board, and votes in the election of officers. There is a place for everyone in the Meadows PTA! Everyone has unique talents and can contribute to the organization. When you are involved in the school, our students achieve more. Students of involved parents generally have higher grades and test scores, better attendance, and more consistently completed homework. Just contact one of our officers or our Principal, and we will find your place at our school!

Safety

Our school's safety is our number one priority. Our school site safety plan is updated on a yearly basis through our School Site Council. We review our monthly emergency drills, coordinate disaster preparedness and work to provide a safe and secure campus for students, staff, and our families. Our main goal is to provide a safe, non-threatening and healthy environment in which our students can learn.

School Site Council

What is School Site Council (SSC)?

- The SSC decides upon academic instructional programs all related to categorical resource expenditures for a school.
- A SSC is a school-community representative body made up of:

- Principal (1)
- Teachers (2)
- Other School Personnel (1)
- Parents or Community Members (4)
- All schools that receive federal or state categorical funding are required to have a SSC to decide how to spend categorical funds.

Our School Site Council meets on the first Monday of the month at 2:45 PM in room 2. All are welcome to attend.

Technology/Grant Writing Team. This group of parents, teachers, and the Principal meet monthly regarding our technology at our school site. They work collaboratively make decisions which impact the technology needs and priorities at the site in conjunction with the Common Core Standards as well as to prepare our students as 21st century learners. The team meets on the last Monday of the month at 2:45 PM in room 2. All are welcome to attend.

School Site Plan

The SSC is a group of teachers, parents, and classified staff who work with the Principal to develop, review, and evaluate school improvement programs and school budgets. The SSC plays an important role in decision making at Meadows School through monitoring, overseeing, and supporting revisions to our Site Plan each year. They have an obligation to make decisions that will best serve the whole community. Members are nominated each year to participate on this team. The SSC provides an excellent opportunity to get more knowledge about our instructional programs at our school.

Each spring, a team of staff and community members reviews our school's strengths and needs, using formal and informal data collected during the Fall and Winter. Our SSC comprises many of the staff and parents on this team. Action plans are developed within the following four areas:

- **Curriculum:** We will challenge all students in the core curriculum areas based upon standards, benchmarks, and assessments.
- **Communication:** The Meadows School community will understand and provide feedback on school guidelines, programs, and procedures through consistent, clear, and streamlined communications.
- **Climate:** We will provide a safe, non-threatening, healthy environment in which the Meadows School community respects diversity and demonstrates positive, intrinsic lifelong values.
- **Technology:** We will provide technology instruction for students and teachers that develop the foundation for students to become 21st century learners in our competitive world.

Resources of time and money are carefully aligned to our plan, assuring that we systematically support our greatest needs and highest priorities. Our complete School Site Plan will be on our website this spring 2013 upon completion and approved by the Board of Education.

MEF

The Millbrae Education Foundation is a nonprofit, volunteer organization devoted to raising money for the five schools in our district. The MEF is the only organization that can provide supplemental funding to hire teaching staff in Millbrae.

This handbook was written by Susan Condio-Hernandez, Principal, of Meadows School. Your comments and/or feedback about our school's handbook are always welcome. You can email her at scondio-hernandez@mesd.k12.ca.us. Thank you. January 1, 2013.