



# 2022 - 2023 SMFCSD District Handbook



SAN MATEO-FOSTER CITY  
SCHOOL DISTRICT



# BE PREPARED!

In the San Mateo-Foster City School District, safety is our priority. There are ways your family can be prepared in the event of an emergency at or near your child's school:

- Make sure your child's **Emergency Contact Information** is up to **date** with your school's main office
- Know your school's **evacuation site** (See your school's emergency plan in the main office)
- Follow us **@SMFCSD** on Twitter
- SM Citywide information at: <http://www.cityofsanmateo.org>
- FC Citywide information at: <http://www.fostercity.org/>



## HOW DOES SMFCSD COMMUNICATE WITH FAMILIES DURING AN EMERGENCY?

In the event of an emergency at or near your school, we have several ways to keep you informed. Depending on the situation, you can expect one or all of these communications:

- **School Messenger** phone call to the primary phone number listed on your child's Emergency Contact card
- **Text message** to your mobile phone if permission has been given
- Important updates on our **website** home page <http://www.smfcscd.net/>
- Status updates on **Twitter** (@SMFCSD)
- Information updates on **radio stations**: KCBS (740AM); and KSOL (98.9 FM) (Spanish)
- Local **television** updates: PEN TV Cable Channel 26 and KRON 4



Dear SMFC Families,

It is with great enthusiasm that I welcome everyone back to school for the 2022-2023 school year. We are eager to begin the new year with optimism and excitement for what lies ahead for our students, staff, and families as we embark on a year of renewed expectations for rigorous and engaged learning.

The San Mateo-Foster City School District provides innovative and engaging learning experiences to ensure that all students are well prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential;
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators;
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

Last spring, we were very excited to roll out our strategic plan which guides the work for our future in SMFCSD. Our 5-year strategic plan focuses on family and community engagement. We are committed to creating a culture in which parents, schools and community partners work together with a collective approach to educating our students.

This summer we emphasized direct support student educational success. Our summer school programs were engaging, enriching and facilitated student growth. Additionally, our district-wide reading and math programs which started last year, Footstep2Brilliance and ST Math will allow students to continue to extend and build their skills.

The first bell will ring on August 11th and our SMFC schools and classrooms will welcome their communities with compassion and sensitivity to support inclusive school cultures—environments that build connections and seek input. Everyone's voice is important, especially when it comes from a place of heart, resolution, and respect.

The beginning of a new school year is always an exciting time. I wish you and your family all the best for a successful start!

Sincerely,  
Diego R. Ochoa  
Superintendent



SAN MATEO-FOSTER CITY  
SCHOOL DISTRICT

## **SUPERINTENDENT AND CABINET**

Diego R. Ochoa	Superintendent
Patrick Gaffney	Deputy Superintendent/Chief Business Official
Dennis Hills	Assistant Superintendent, Student Services
David Chambliss	Assistant Superintendent, Education Services
Diana Tavares	Assistant Superintendent, Human Resources
Pamela Bartfield	Director of Curriculum and Instruction (Elementary School)
Amy Ruffo	Director of Facilities
Mark Herrera	Director of Maintenance and Operations and Transportation
Dr. Margaret Heredia	Director of Student Services
Blanca Cervantes	Director of Fiscal Services
Peter Cazanis	Director of Technology
Kenyetta Cook	Director of Curriculum and Instruction (Middle School)
John Cosmos	Director of Human Resources
Heather Morgan	Director Special Education
Dr. Christian Rubalcaba	Director of School Leadership
Nancy Bui	Director of Equity and Inclusion
Annaben Chennault	Director of Induction and Professional Development
Aleyda Barrera-Cruz	Director of English Learner Services
Kira Walsh	Assistant Director of Special Education
Dr. Ryan Haven	Principal on Special Assignment - Multi-Tiered System of Supports
Diego Perez	Coordinator of Communications

# SMFCSD Board of Trustees



**Alison Proctor**  
**President**



**Kenneth  
Chin**  
**Trustee**



**Noelia Corzo**  
**Trustee**



**Shara Watkins**  
**Trustee**

**School Board Meetings** are generally held twice a month on Thursday evening beginning at 6:30 p.m., in the San Mateo-Foster City School District Board Room located at 1170 Chess Drive, Foster City. Currently, due to COVID-19, meetings are held virtually, via Zoom. Please visit the San Mateo Foster City website ([www.smfcsd.net](http://www.smfcsd.net)) for meeting details. The public is invited and encouraged to attend all Board meetings.

The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.



## Vision Statement

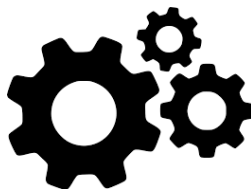
The San Mateo – Foster City School District educates, inspires and empowers every student in every school every day to live, lead and learn with integrity and joy.

## Mission Statement

The San Mateo – Foster City School District provides a rigorous, high quality and equitable education while partnering with our families and community to support all students to achieve their full academic, social and emotional potential.

## Local Control Accountability Plan (LCAP) Goal Areas:

- ✓ Basic Services



- ✓ Academic Achievement



- ✓ Wellness



- ✓ Family Engageme



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## SAN MATEO-FOSTER CITY SCHOOL DISTRICT

2022-2023

Board Approved: February 10, 2022

2022

JULY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST

M	T	W	T	F
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29	30	31		

15+1

SEPTEMBER

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20+1

OCTOBER

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31				

16

NOVEMBER

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16

DECEMBER

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12

★ First Day of School

★ Last Day of School

2023

JANUARY

M	T	W	T	F
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23	24	25	26	27
30	31			

18+2

FEBRUARY

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19

MARCH

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18

APRIL

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19+1

MAY

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22

JUNE

M	T	W	T	F
			1	2
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19	20	21	22	23
26	27	28	29	30

5+1

## Legal Holidays &amp; Non-School Days

Aug. 10 Staff Work Day  
 Sept. 5 Labor Day  
 Sept. 30 Staff PD Day  
 Oct. 3-7 Fall Break  
 Nov. 11 Veteran's Day  
 Nov. 21-25 Thanksgiving Break  
 Dec. 19-30 Winter Break  
 Jan. 2 Winter Break

Jan. 3 Staff Work Day  
 Jan. 16 Martin Luther King, Jr. Day  
 Jan. 17 Staff PD Day  
 Feb. 20 President's Day  
 Mar. 27-31 Spring Break  
 Apr. 3 Staff PD Day  
 May 29 Memorial Day  
 June 8 Staff Work Day

★ 180 Student Contact Days

★ 186 Teacher Work Days

■ Vacation Days (shaded)

□ Staff Work Day

○ Teacher Professional Develop. Day

△ Holiday

★ 1st &amp; Last Day of School for Students



# IMPORTANT CHANGES

## CAR SAFETY SEAT LAW



**Children under age 8** must be properly buckled into a car seat or booster in the back seat.

**Children age 8 or older, or who are 4'9" or taller,** may use the vehicle seat belt if it fits properly with the lap belt low on the hips, touching the upper thighs, and the shoulder belt crossing the center of the chest. If children are not tall enough for proper belt fit, they must ride in a booster or car seat.

**Everyone in the car** must be properly buckled up. For each child under 16 who is not properly secured, parents (if in the car) or drivers can be fined more than **\$475** and get a point on their driving records

**Seat belt fits with booster seat**



*Note: Backless booster seats cost as low as \$15; high-back booster seats cost between \$20 and \$150.*

**Keep your children safe. It's the law!**



For answers to your child safety seat questions, contact your local health department or [cdph.ca.gov/vosp](http://cdph.ca.gov/vosp)



## **GUIDING PRINCIPLES FOR ALL SMFC SCHOOL COMMUNITIES**

The San Mateo-Foster City School District is committed to creating safe and caring school communities where all students and families feel welcomed, valued and respected. We strive to provide all students with fair and clear academic and behavioral expectations as well as the supports needed to achieve success.

### **SMFCSD asks that all students commit to the following Guiding Principles:**

#### **1. Respect**

I treat others the way I want to be treated  
I respect laws, rules and school authority  
I treat people fairly and respect their rights  
I respect private and public property

#### **2. Responsibility**

I take responsibility for my actions  
I am responsible for how  
I respond to others I return what I borrow in a timely manner

#### **3. Appreciation of Differences**

I look for the good in others  
I respect each person's right to be different  
I see cultural diversity as an opportunity to learn

#### **4. Honesty**

I am honest with others and myself  
I act with integrity  
I avoid spreading rumors or gossip

#### **5. Safety**

I engage in safe activities  
I keep my body and mind healthy  
I choose things that help me become my "best self"

#### **6. Life-Long Learning**

I come to school prepared to learn  
I give my best in everything I do  
I am open to new skills & positive solutions



## **RIGHTS AND RESPONSIBILITIES**

### **Rights**

**Students** have the right to:

- Learn
- Be treated fairly and courteously
- Ask for and received support from teachers, administration, parents, and when appropriate students
- A safe, clean and healthy school environment

**Staff** have the right to:

- Teach
- Be treated fairly and courteously by students, parents and colleagues
- Ask for and receive support from colleagues, administration, parents and students
- A safe, clean and healthy school environment

**Parents/Caregivers** have the right to:

- Be fully informed of their child's progress
- Have access to their child's teachers through appropriate channels
- Be provided with information on general school activities

### **Responsibilities**

**Students** have the responsibility to:

- Respect other's opinions and be cooperative, committed and engaged
- Care for others and behave in a socially acceptable manner
- Respect property
- Punctually attend all scheduled classes
- Completing all seat work conscientiously and to the best personal standard

**Staff** have the responsibility to:

- Maintain a knowledge of the curriculum and how students learn
- Communicate clear expectations
- Model respect, fair treatment and problem solving behaviors
- Model professionalism, participate in meetings, share ideas, support colleagues
- Promote a positive and cooperative school atmosphere

**Parents/Caregivers** have the responsibility to:

- Actively participate in their child's education by sending them to school daily, and encouraging punctuality
- Maintain close communication with the school and support school programs and policies
- Attend parent teachers conferences and informational sessions
- Assist their child with work and with study habits where appropriate

## **DISCRIMINATION AND HARASSMENT**

District Policies 5145.3 and 5145.4 prohibits discrimination and harassment based on one's race, ethnicity, religion, gender, gender identity, gender expression or disability. Conduct by anyone in the school setting which constitutes harassment or discrimination is strictly prohibited. Actions that impair a student's emotional wellbeing and ability to function at school are unacceptable.



### **POSSIBLE ACTIONS:**

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

### **COMPLAINT PROCEDURE:**

A student who believes she/he is being harassed or discriminated against at school or school activities because of his/her race, ethnicity, religion, gender, gender identity, gender expression or disability should notify staff member as soon as the incident occurs. District complaint procedures will be followed to resolve the issue.

### **UNIFORM COMPLAINT POLICY AND PROCEDURE – 5 CCR 4622, EC 234.1, 32289, and 49013 – 5 CRC 4622, CE 234.1, 32289 y 49013**

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs; 2) unlawful discrimination against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance; 3) failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code; 4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; and 5) unlawful imposition of pupil fees for participation in educational activities in public schools; and 6) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 5200 through 52076 or sections 47606.5 and 47607.3

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to the School Principal who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the time line. District finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians.

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. If a district is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. Contact the School Principal or the Assistant Superintendent of Human Resources for additional information or assistance.

### **What is Bullying Behavior?**

The San Mateo-Foster City School District defines bullying behavior as:



**“Any aggressive behavior that is intentional, repeated over time and involves an imbalance of power or strength.”**

**Bullying behavior will not be tolerated and will result in serious consequences.**

### **SAFE PLACE TO LEARN ACT – EC 234 and 234.1**

The San Mateo-Foster City School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the School Principal.

### **NONDISCRIMINATION STATEMENT**

The San Mateo-Foster City School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact the District Office.



***Your child has a right to a free public education, regardless of immigration status. Please refer to Attachment #7 “Know Your Educational Rights” related to immigration. Additional resources for immigrant students and family members developed by the California Attorney General are accessible at: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bci/student-family-checklist-3-28-18.pdf>. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs.***

The San Mateo-Foster City School District does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one or more of these actual or perceived characteristics.

**For questions or complaints, please contact:**

**SMFCSD Equity Officer**

Dennis Hills

Assistant Superintendent of Student Services

1170 Chess Drive

Foster City, CA 94404

(650) 312-7341

[dhills@smfcsd.net](mailto:dhills@smfcsd.net)

**SMFCSD Title IX Compliance Officer**

Dr. Margaret Heredia

Director of Student Services

1170 Chess Drive

Foster City, CA 94404

(650) 312-7341

[mheredia.titleix@smfcsd.net](mailto:mheredia.titleix@smfcsd.net)

**SCHOOL SAFETY PLAN – EC 32280 et seq.**

Each school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school.

**SUPPORT SERVICES FOR LGBTQ YOUTH**

All schools have been trained and have support services for LGBTQ (lesbian, gay, bisexual, transgender, and questioning) Youth. Support Services for LGBTQ Youth ensure a safe and supportive environment for LGBTQ youth and families by promoting LGBTQ-inclusive education. LGBTQ-inclusive curriculum is mandated K-12, per the Board of Education and FAIR Education Act.

**TRANSGENDER AND GENDER NONCONFORMING STUDENT SUPPORT**

California law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. To aid in supporting these students’ and the related processes to ensure their gender identity is respected, as well as their continued access to program and services, the District has established an LGBTQ+ Inclusion Team.

The District implements a non-discrimination policy that enforces transgender students' right to be addressed by a name and pronoun corresponding to their gender identity as expressed by the student; to have access to the restroom, locker room or other facilities consistent with their gender identity as expressed by the student; to participate in the dress code, gym class, athletics, competitions or any other circumstances where students are separated by gender in school activities or programs (i.e., class discussions, field trips) in accordance with their gender identity as expressed by the student. Please contact your school office for additional support.

The San Mateo - Foster City School District LGBTQ+ Inclusion Team is a group of teachers, counselors, and psychologists from across the district who are trained by Gender Spectrum and are part of their Inclusive Network. The Team's primary goals are the following:

- Increase awareness about sexual orientation and gender identity (SOGI) through consultation and training
- Help advise school sites in establishing and maintaining safe, inclusive practices
- Aid students, parents, and school staff in facilitating gender transitions, including guidance in creation of gender support plans, documentation, and facilities use

Students and/or parents of students who are transitioning should contact their school site principals to begin the Gender Support Plan process. Principals are the primary contact to the LGBTQ+ Inclusion Team when needing guidance, consultation, or training to support gender transitions.

#### **UPHOLDING SMFCSD'S SANCTUARY DISTRICT POLICY**



When we say that the SMFCSD educates, inspires, and empowers every student in every school every day to live, lead and learn with integrity and joy, it means we stand behind our students no matter where they were born or the barriers they have overcome to be here. We cherish the cultural richness in our District and make no exceptions when it comes to including learners with a wide variety of backgrounds and needs. Because it is SMFCSD's position that all students have the right to attend school regardless of that child's race, religion, sexual orientation, immigration status, or any other part of their identity, all of our schools provide a warm welcoming environment for all students and families.

#### **PRACTICES TO SUPPORT POSITIVE SCHOOL CLIMATE**

San Mateo-Foster City School District promotes Positive School Climate through a variety of practices, including Positive Behavior Intervention and Supports (PBIS) and Restorative Practices.

**PBIS** establishes research-based, school-wide systems of support to create positive school environments. These systems include proactive strategies for defining, teaching, and supporting appropriate student behaviors and use of data to drive tiered interventions at the universal, targeted small group, and high-needs individual level. PBIS is predominantly used in SMFCSD Elementary Schools.

The aim of **Restorative Practices** in schools is to build connection and community and to manage conflict and tensions by repairing harm and restoring relationships. Restorative Practices focus on having a high degree of control and limit setting while also offering a supportive learning environment that:

- Enhances student responsibility
- Empowers change and growth
- Builds Relationships
- Gives students voice
- Creates an inclusive environment
- Fosters collaborative problem solving



Restorative Practices integrate Social-Emotional Learning. The Restorative Practice of Restorative Conferencing is sometimes used as an alternative to suspension. Restorative Conferencing is a structured process that involves students, parents, and school staff in creating solutions and repairing harm.

### **SOCIAL-EMOTIONAL LEARNING**

Social-emotional learning (SEL) involves:

- understanding and managing emotions
- setting and achieving positive goals
- feeling and showing empathy for others
- establishing and maintaining positive relationships
- making responsible decisions

San Mateo-Foster City District schools choose how to teach and integrate SEL at the school site level. SEL approaches include use of Restorative Practices, Soul Shoppe, Second Step, Mindfulness, Life-Skills, Project Cornerstone, Quest, Six Seconds, and Kimochis.

### **TITLE IX**

#### **What Is Title IX?**

Title IX of the Education Amendments of 1972 prohibits sex discrimination in education, including K-12 schools. Title IX is a federal law that has been used to promote equity in education by ensuring that girls and women receive equal resources and treatment in the classroom and provides protections for students who are sexually harassed and discriminated against and/or bullied based on their gender. Contact the Title IX Compliance Coordinator: Dr. Margaret Heredia at [mheredia.titleix.@@smfcs.net](mailto:mheredia.titleix.@@smfcs.net) for inquiries or complaints related to students or employees Phone: (650) 312- 7700 Address: 1170 Chess Drive, Foster City, CA 94404 In addition to this federal law, The San Mateo-Foster City School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived age, ancestry, color, mental/physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, or race. In addition to this federal law, the California Education code similarly prohibits schools discriminating against its students on the basis of sex (Education Codes 220-221.1).

#### **Definition of Sexual Harassment – CA EC 212.5**

“Sexual harassment” is defined as unwelcomed sexual conduct including advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

### **Examples of Sexual Harassment**

Sexual harassment may include, but is not limited to:

- Unwelcome written, verbal, physical, and/or visual contact with sexual overtones such as slurs, jokes, touching, blocking movement, sexual cartoons or drawings, and obscene language
- Continuing to express sexual interest after being informed that the interest is unwelcome.
- Dating violence
- Sexting (sending sexually explicit photos or text) or exchanging explicit photos with friends.
- Bullying based on gender, gender expression, gender identity, or sexual orientation.
- Sexual assault
- Electronic postings with sexual overtones on Instagram, Facebook, Twitter, YouTube, or other social media

### **Who Is Covered Under Title IX?**

- Harassment by students
- Harassment by administrators/teachers/staff
- Harassment by volunteers or school visitors

### **DISCIPLINE**

A positive school environment is essential for meaningful learning opportunities for students. At times, however, it may become necessary to temporarily remove a student from class or school because of behavior.

Suspension may be appropriate for students who are prohibiting themselves and/or other students from learning or causing disruption in the school. The term “expulsion” refers to a decision by the Board of Trustees to expel a student from attending school in the San Mateo-Foster city School District for an extended period of time for committing a serious infraction of the established rules.

The San Mateo-Foster City School District prohibits the use of all tobacco, nicotine and marijuana products. Prohibited products include any product containing tobacco, nicotine, or marijuana including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, edibles, and electronic delivery devices. This prohibition applies to all students, employees, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property.

### **RECOMMENDATIONS FOR MANDATORY EXPULSIONS – EC 48915**

**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

\*All offenses require a police report



**FIRST-OFFENSE EXPULSIONS – EC 48915**

**Expulsion may result on a first offense if 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

\*Must be reported to the police.

**OTHER POTENTIAL CAUSES FOR EXPULSION – EC 48915**

**Expulsion may result when a student has repeatedly committed any of the following:**

- caused or tried to cause damage to school or private property
- steals or tried to steal school or private property
- possesses or uses tobacco (nicotine) products
- commits an obscene act or repeatedly uses obscene language
- possesses or sells drug paraphernalia
- hazing – any action that is likely to cause bodily harm, physical harm, personal degradation, or mental harm
- Cyber-bullying
- disrupted school activities or defies school personnel
- knowingly receives stolen property
- makes unwelcome sexual advances toward another or violates District's harassment and discrimination policy
- commits an act of hate crime
- intentionally engages in harassment, threats, or intimidation, directed against school district personnel or students
- intimidates a witness in a school disciplinary proceeding
- Offers or sells the prescription drug Soma

**SCHOOL BUS SAFETY – EC 39831.5**

All pupils in preschool, transitional kindergarten, kindergarten and grades 1 to 8, shall receive written information on school bus safety (*i.e.*, a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. 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.

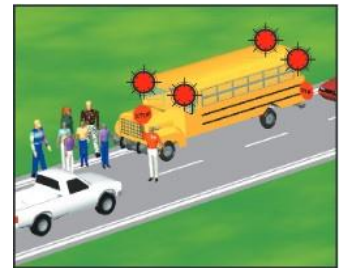
**BUS RULES**

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. Bullying of any sort at the bus stop or on the bus.



4. Scuffling or applying 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 the 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. Eating, drinking or littering of any sort on the bus.
14. Lighting of matches, cigarettes or smoking on bus.
15. Transporting live animals, reptiles or insects on bus.
16. Disrespect or failure to obey bus driver.
17. Carrying any weapon or hazardous materials that may endanger lives.
18. Riding bus after receiving suspension of bus riding privilege.
19. Skateboards and scooters/razors.
20. Other unauthorized action.



#### **SCHOOL BUS SAFETY**

- Some school buses flash yellow lights when preparing to stop to let students off the bus. When the yellow light flash, slow down and prepare to stop.
- When the bus flashes red lights (located at the top front and back of the bus), motorists must stop from either direction until the students are safely across the street and the lights stop flashing.
- The law requires you remain stopped as long as the red lights are flashing. If you fail to stop, you may be fined up to **\$1,000** and your driving privilege could be suspended for one year. (California Vehicle Code, CVC Section 22454)

Authority of Driver (CCR, Title 5, Div. 01, Chapter 13, Sub Chapter 2, Article 1, Section 14103) 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.**

#### **TRAFFIC SAFETY**

Student and traffic safety around San Mateo-Foster City schools is of utmost importance. For the safety of all children it is important for Parents and Guardians to:

- Drive safely
- Follow all traffic rules
- Watch out for children and pedestrians
- Follow the school's drop off and pick up procedures



The San Mateo and Foster City Police Departments focus on traffic safety in and around all schools with both plain-clothed and uniformed traffic enforcement.

**Please consider the following tips to ensure student safety:**

- Drive slowly around the school while children are present, looking out for bicyclists and pedestrians.
- Drivers **MUST** yield to pedestrians crossing in a crosswalk. The minimum fine for this type of violation is **\$200**.
- Pedestrians must use marked crosswalks when crossing streets. Several crosswalks are located around school campuses.
- Drop-off your child at a designated drop-off location – where he/she does not have to cross the street.
- Have your child sit in the passenger side of the car so he/she can exit onto the sidewalk.
- When dropping off your child, pull to the curb safely, have your child exit carefully and depart immediately. This will allow others to safely bring their children to school.
- Please pull forward in the drop-off/ pick-up line to facilitate traffic flow.
- Do not leave your car unattended in white or “No Parking” zones.
- Follow the directions of student safety patrol and crossing guards. For the crossing guard's safety, please allow him or her to safely get to the sidewalk before driving ahead.
- Do not block crosswalks, driveways, red zones, or fire hydrants.
- Left turns in and out of the on-campus drop-off are discouraged.
- In some cases, it is illegal to make U-turns near the school. U-turns should always be avoided when traffic is heavy.
- Be a courteous driver to school staff, students, parents and residents.
- Remain alert and do not talk or text while driving – even hands-free. Distracted driving is a leading cause of collisions.



**SAFE ROUTES TO SCHOOL PROGRAM**

The Board of Trustees recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. The District has developed a Safe Routes to School Program Board Policy 5142.2 that promotes programs, activities, and events related to Safe Routes to Schools 6 E's: education, encouragement, enforcement, engineering, evaluation, and equity. In addition, schools are encouraged to promote walking and bicycling to school for county-wide events: International Walk to School Day in October, Earth Day in April, and National Bike to School Day

**VIDEO SURVEILLANCE SYSTEM ON ALL SCHOOL GROUNDS AND PROPERTY**

Pursuant to San Mateo-Foster City School District Board Policy 3515(a), the District may use video surveillance equipment in specific locations on District property to help ensure the safety, security, and welfare of students, staff, and visitors as well as to safeguard District facilities, vehicles, and equipment.

## HEALTH AND WELLNESS

### CHILD NUTRITION DEPARTMENT

Child Nutrition Services is made up of a team of school nutrition professionals who are dedicated to students' health, well-being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition practices. In *Serving Education*, the school nutrition professionals prepare meals and offer foods and beverages that meet state and federal requirements which are based on the USDA Dietary Guidelines for Americans.



Meals are free to all students during 2022-23 school year. Children need healthy meals to learn and the San Mateo-Foster City School District offers healthy meals every school day. Meals are free to all enrolled students during the 2022-2023 school year. Breakfast and lunch are offered at all schools for students enrolled in the District.

Although a meal application is not necessary to receive free meals during the 2022-23 school year, households are encouraged to complete a meal application. Establishing students' eligibility for free or reduced-price benefits could qualify households for additional outside services or benefits including Pandemic-EBT benefits, discounted Internet and more. Families can apply at <https://smfcsd.rocketscanapps.com/> to confirm eligibility.

Applying is FAST, SIMPLE, and SECURE. Paper Applications for Free and Reduced-Price Meals are also available in the school office, and the San Mateo Foster City School District Office Child Nutrition Services office. If you have questions regarding the Child Nutrition Programs, please call Child Nutrition Services at 650-312-1968. (For Healthy Snack Guidelines see pages 45-46)

For more information please visit [www.smfcsd.net](http://www.smfcsd.net) or contact [Child Nutrition Services](#) at 650-312- 1968.

### STUDENT WELLNESS

The Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The District has developed Student Wellness Board Policy 5030 that meets federal and state requirements for coordinated school health programs, nutrition and food services, physical education and fitness, and comprehensive health education. State and federal nutrition standards further restrict the sale of non-nutritious foods and beverages on school campuses, and have been incorporated into District policies.



### **CHILD ABUSE AND NEGLECT REPORTING – PC 11164 et seq.**

The San Mateo-Foster City School District is required by law to report cases of child abuse and neglect whenever staff have a reasonable suspicion. Staff may not investigate to confirm the suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

### **CONCUSSION AND HEAD INJURIES – EC 49475**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, **charter school, or private school** that elects to offer **an athletic program** must immediately remove from a school-sponsored athletic activity for the remainder of the day a student who is suspected of sustaining a concussion or head injury during that activity. The student may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the student and the student's parent or guardian before the **student initiates** practice or competition. This requirement does not apply to a student engaging in an athletic activity during the regular school day or as part of a physical education course.



### **CONFIDENTIAL MEDICAL SERVICES – EC 46010.1**

School authorities may excuse any pupil in grades 7-12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

### **ENTRANCE HEALTH SCREENING – HSC 124085, 124100, and 124105**

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

### **IMMUNIZATIONS – HSC 120325, 120335, 120338, 120365, 120370, 120375**

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing. Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal belief exemption (PBE) on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.



Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above. (See page 42 for Immunization Requirements)

### **HOME/HOSPITAL INSTRUCTION**

Home/Hospital instruction is provided to any San Mateo-Foster City School District student who is temporarily confined to their home or the hospital due to a diagnosed medical reason. Call (650) 312-7334 for more information.



### **MEDICAL OR HOSPITAL SERVICE – EC 49472**

The School District does not provide or make available medical and hospital services for pupils who are injured in accidents related to school activity or attendance.

### **MEDICATION REGIMEN – EC 49423**

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school office of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

### **ADMINISTRATION OF MEDICATION FOR PUPILS – EC 49423 and 49423.1**

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken.

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 in the school office or on our website at <http://www.smfcsd.net/health> under Student Forms. **Parents are responsible for providing ALL medications.** The School District provides **no** medication.



### **ADMINISTRATION OF EPILEPSY MEDICATION – EC 49414.7**

If a pupil with epilepsy has been prescribed an emergency anti-seizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency anti-seizure medication in the event that the pupil suffers a seizure when a nurse is not available.



## **HEALTH SERVICES**

The District nurses identify health problems and confer with school staff and parents. Hearing, vision and color vision screenings are conducted as mandated by the State of California. The District nurse meets with school staff and develops care for students in need of a medical care plan. 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.**

## **GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING ALLERGIES – EC 49414, 49423, 49423.5 and 49423.6**

San Mateo-Foster City School District is aware that anaphylactic reactions, most often caused by exposed to substances to which a student is allergic, can be life threatening. The sources of these allergens are typically food, medicines, insects, and latex. The risk of accidental exposure to these allergens can be reduced in the school setting when school staff, students, parents/guardians, and physicians work together to minimize risks and provide a safe environment.



When a student has a life-threatening allergy, it is the responsibility of the parent/guardian to inform the school staff of the student's allergic condition. The student's physician will establish specific treatment procedures and provide these to the school. School staff will be made aware of these procedures and be knowledgeable about the location of necessary medications and their administration. Training shall be provided to school site staff to recognize the reactions, follow the written procedures, and be aware of the District's guidelines regarding life-threatening allergies.

District staff will work with parents/guardians on an individual basis to accommodate the needs of the student with allergies/potential anaphylactic reactions.

The Board of Trustees recognizes that increasing numbers of children and adults are experiencing severe allergic reactions which require an immediate response in order to sustain life. SB1266 has made changes to Education Code 49414 which now requires school districts to provide emergency epinephrine auto-injectors (EpiPens) at every school site. School nurses and trained personnel who have volunteered, will have access to the EpiPens to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

## **CONTROL OF COMMUNICABLE DISEASES**

When there is good reason to believe a student has a contagious or infectious disease, the parent/guardian will be contacted and the student sent home. The student may return to school when well and/or released by a physician. If there is reason to believe a student is suffering from a recognized contagious or infectious disease, the student will be excluded from school until school officials are satisfied that the student no longer has the contagious or infectious disease.

**HEAD LICE****Head Lice Policy – Students BP 5141.33**

The Board of Trustees recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

School employees shall report all suspected cases of head lice to the school office as soon as possible. If a student is found with active, adult head lice, he/she shall be removed from the classroom. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be allowed to return to school when no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment and the student sent home. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

When it is determined that three or more students in a classroom are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class and provide them with information about the detection and treatment of head lice. Staff shall maintain the privacy of students identified as having head lice.

## CURRICULUM AND ASSESSMENT

### **CALIFORNIA STANDARDS**

The California Common Core State Standards (CCSS) are an updated set of content standards that have been developed to ensure that all students demonstrate college and career readiness skills. The California Common Core State Standards bring strong advantages to students in California and in the United States. By unifying the expectations and assessments of educational quality will be more equitable. The CCSS have been developed for English Language Arts (ELA) and for mathematics and will enable students to be in a better position to compete with students throughout the world for university admission and for jobs in a global market. Common Core Literacy standards have been written for History, Social Science, Science, and technical subject instruction, but not content standards. For more information and resources about CCSS in the San Mateo-Foster City School District visit <http://www.smfcsd.net/en/parent-reference/california-standards-parent-reference/california-standards-parent-reference-resources.html>

### **San Mateo-Foster City Board Adopted Instructional Materials List**

The San Mateo-Foster City School District's highest priority is to ensure that every student has access to the California core curriculum through appropriate instructional materials. Below is the current list of adopted textbooks per subject and grade level.

### **San Mateo-Foster City School District Instructional Materials Elementary and Middle School Levels**

#### **Language Arts/English Language Development**

**SBE-adopted basic programs for Reading Language Arts/English Language Development include:**

- Pearson, *OWL Reading: Opening the World of Learning*, 2011, Gr. TK
- Benchmark Education, *Benchmark Advance, Adelante, California Edition*, 2017 Grades K-5 (SMFC Board Adopted, 2017)
- The College Board, *Spring Board, California Edition*, 2017, Grades 6-8 (SMFC Board Adopted, 2017)

#### **History-Social Science**

**SBE-adopted History-Social Science Programs include:**

- Harcourt School Publishers, *Reflections: California Series\**, 2007, Gr. K-5
- Glencoe/McGraw-Hill, *Glencoe Discovering Our Past\**, 2006, Gr. 6-8

## Mathematics

### SBE-adopted Basic Grade-level Mathematics Programs include:

- Pearson, *enVision MATH, California Common Core* (2015), Gr. TK-5 (SMFC Board Adopted, 2016)
- *College Preparatory Mathematics CPM – Core Connections, Course 1; Version 5.0* (2013) (SMFC Board Adopted, 2015), Gr. 6
- *College Preparatory Mathematics CPM – Core Connections, Course 2; Version 5.0* (2013) (SMFC Board Adopted, 2015), Gr. 7
- *College Preparatory Mathematics CPM – Core Connections, Course 8; Version 5.0* (2013) (SMFC Board Adopted, 2015), Gr. 8
- *College Preparatory Mathematics CPM – Common Core Algebra, Version 5.0* (2013) (SMFC Board Adopted, 2016)
- *College Preparatory Mathematics CPM – Core Connections, Geometry Version 5.0* (2013) (SMFC Board Adopted, 2017)

## History-Social Science

### SBE-adopted History-Social Science Programs include:

- Harcourt School Publishers, *Reflections: California Series\**, 2007, Gr. K-5
- Glencoe/McGraw-Hill, *Glencoe Discovering Our Past\**, 2006, Gr. 6-8

## August 2020 – Distance Learning Resources

Please visit the San Mateo-Foster City School District website for additional Distance Learning Resources and information.

- <https://sites.google.com/smfc.k12.ca.us/smfcfamily-dl/curriculum-resources?authuser=0>

**INSTRUCTIONAL MATERIALS CENTER (IMC)** The IMC provides quality service and access to a premier collection of education-related resources to ensure the success of all students to participate responsibly in a diverse and changing world. For more information, Email: [IMCStaff@smfcsd.net](mailto:IMCStaff@smfcsd.net) When schools are open for in-person instruction, the IMC is open Monday through Thursday 12:30pm-4:30pm (The IMC is **CLOSED on Fridays**) on any regular school day.

### **DIGITAL CITIZENSHIP**

The San Mateo-Foster City School District is committed to ensuring that all students learn what it means to be good digital citizens. Software, programs and instruction are designed to support students in making responsible choices in their use of social media and to empower them to act safely online.

### **ASSESSMENTS**

*For information and updates related to assessments for the 2022-2023 school year, please visit: <https://www.cde.ca.gov/ta/tg/ca/covid19assessmentfaq.asp>*

**CAASPP (California Assessment of Student Performance and Progress)** is the new statewide accountability program. Formerly, our accountability program was called STAR. The CAASPP is comprised of multiple assessments:

#### **SBAC (Smarter Balanced Assessment Consortium)**

The content areas of English Language Arts (ELA) and Mathematics comprise the SBAC assessments. There are two sections of each assessment and students take these tests on the computer. The first section is the Computer Adaptive portion and it contains multiple item types that assess comprehensive skills and knowledge students are expected to demonstrate at each grade level. The next section is adaptive, meaning that students will receive more challenging questions if they answer correctly, and the assessment will adjust the difficulty down if the students answer incorrectly. For more information on adaptive assessments, visit [Smarter Balanced Assessment Consortium](#). The third section is a Performance task. This is a set of longer questions that asks students to synthesize knowledge and display a deeper range of skills on a long-form math problem, an essay, or other activity to show a strong understanding of grade level content. Parent Guides to the Smarter Balanced Summative Assessments are available for [Grades 3, 4, 5](#) and [Grades 6, 7, 8](#)

#### **SBAC (Smarter Balanced Assessment Consortium)**

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questions that asks students to synthesize knowledge and display a deeper range of skills on a long-form math problem, an essay, or other activity to show a strong understanding of grade level content. Parent Guides to the Smarter Balanced Summative Assessments are available for [Grades 3, 4, 5](#) and [Grades 6, 7, 8](#) the state no longer sends reports to families or schools. Parents can check their students' scores at: <https://www.caschooldashboard.org/>

To better understand your student's score report, please review the Student Dashboard Guides. <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardparentguide18.pdf>

### **THE CALIFORNIA SCIENCE TEST**

Initial pilot testing of the California Science Test began in the spring of the 2017. Students in fifth and eighth grade were assessed with no scores being made available. In 2018 and 2019, The California Science Test was a field test for fifth and eighth graders that generated scores, but the scores were not reported. Due to COVID-19, the California Science test was not administered to 5<sup>th</sup> and 8<sup>th</sup> grade students in the 2019-2020 school year as planned.

### **CAA (California Alternative Assessments)**

The California Alternative Assessments (CAA) in English Language Arts (ELA) and mathematics are administered to students with significant cognitive disabilities and are an annual measure of what students know using alternative achievement standards.

### **DISTRICT BENCHMARK AND INTERIM ASSESSMENTS**

The San Mateo-Foster City School district uses a variety of district-wide benchmark assessments to measure student progress at all schools. One of our most often used interim assessment is the *Galileo Benchmark Assessments* (grades 3-8). Students take a pre-test and two comprehensive assessments in ELA and Mathematics. The benchmark blueprints are aligned to the CAASPP blueprints and the performance indicators are calibrated to the CAASPP data. The reading assessment for elementary students is *The Fountas and Pinnell Benchmark Assessment System* and for the *Reading Inventory* for middle school students. Teachers administer the assessments throughout the year to monitor student progress and guide their instruction.

### **ENGLISH LANGUAGE PROFICIENCY**

Federal and state laws require that school districts give a state test of English language proficiency to eligible students in Kindergarten through grade twelve. The California Department of Education (CDE) utilizes the ELPAC (English Language Proficiency Assessment for California) as the state ELP assessment. The ELPAC is aligned with the California English Language Development Standards and it is comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and the second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of English language proficiency.

### **ELPAC (English Language Proficiency Assessment for California)**

The state of California has implemented an assessment that will meet the federal and state requirements for English proficiency. The ELPAC is aligned with the California English Language

Development Standards. It is comprised of two separate ELP assessments: one for initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure students' progress in learning English. Students are assessed in four domains: Speaking; Listening; Reading and Writing. An English learner is a student with a primary language other than English who may need support in developing the English language in order to access grade level content.

**PHYSICAL FITNESS TESTING (PFT)** In the San Mateo-Foster City School District, Physical Fitness Testing (PFT) occurs annually in grades 5 and 7 (EC 60800) between February 1-May 31. All students, (including those on independent study) need to participate in physical fitness testing. Students with disabilities will be provided accommodations as needed to allow students to participate as physical conditions permit. The individualized education program (IEP) or Section 504 team is responsible for deciding how students with disabilities will participate in the PFT. For more information on the Physical Fitness Testing: <https://www.cde.ca.gov/ta/tg/pf/>

### **WILLIAMS COMPLAINT POLICY & PROCEDURE – EC 35186**

The SMFCSD is committed to ensuring that every school provides sufficient textbooks and instructional materials. All students must have textbooks and/or instructional materials to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or missed assignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the school office. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

## **DISTRICTWIDE PROGRAMS**



### **SCHOOL LIBRARIES**

Half-time Librarians 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 to develop units and research projects. Trained Library Media Assistants 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 and books and materials can be searched throughout the District.

### **THE CHILDREN'S ANNEX BEFORE AND AFTER SCHOOL PROGRAM**

#### **Mission:**

The Annex nurtures the academic and emotional success of students in a safe, respectful, and responsible environment. Students are well cared for by staff who are passionate about



providing diverse and developmentally appropriate opportunities that enrich learning.

#### **Overview:**

- All SM-FC school sites have an Annex or Clubhouse located on their campus
- Open Monday-Friday (see Annex Holiday calendar for specific days)
  - Before school care is from 7am until the start of the school day
  - After school care is from the end of the school day until 6pm
  - Annex (elementary schools) offers before and after school care
    - Except College Park only offers after school care
  - Clubhouse (middle schools) offers after school care
- Children may register in the Annex/Clubhouse that is located on their school site
- Children are enrolled on a space available basis
- We offer homework support, indoor and outdoor activities, and a daily snack (provided by the District's Child Nutrition Department that meets the new Federal and USDA California Regulations)
- We offer camps during school breaks at an additional cost
- The Annex does not provide drop-in care
- ASES (After School Education and Safety)
  - ASES subsidizes families in need and is available at the following locations: College Park, Fiesta Gardens, George Hall, LEAD, North Shoreview, and Sunnybrae. For more information about ASES, call 650-312-7206.

You can find more information on the Annex page on the District's website [www.smfcSD.net](http://www.smfcSD.net)

#### **PRESCHOOL PROGRAMS**



#### **TUITION-BASED PRESCHOOL PROGRAM**

The San Mateo-Foster City School District offers unique preschool programs for three and four year old children. Any child who will be 3 years old by September 1<sup>st</sup> is eligible to participate. These preschool classes are located at San Mateo Park, College Park, Fiesta Gardens International, Parkside and North Shoreview Montessori Schools. Classes are offered Monday through Friday. Parent participation is welcomed. Monthly tuition is required for the *San Mateo Park, Parkside Montessori, North Shoreview Montessori, Parkside Helping Hands, Fiesta Gardens International and The Mandarin Immersion* preschool programs. For further information regarding these preschool classes, please call (650)312-7343.



#### **STATE PRESCHOOL PROGRAM – PARENT INVOLVEMENT PROJECT**

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 September 1<sup>st</sup>

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, LEAD, Fiesta Gardens and George Hall schools. The program includes an assessment to determine each child's needs, individualized educational experiences with emphasis on English language development, socialization and school readiness skills. Parents have opportunities to observe their children in the classroom setting while participating each month in the classroom. 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 LEAD, George Hall, Fiesta Gardens and Turnbull Child Development Center. Parent participation activities include helping in the classroom, home visits, and attending parent workshops. Workshops are held in the evening and 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, (650) 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 September 1<sup>st</sup> through Kindergarten and whose parents meet income and need eligibility guidelines. The program is located at Turnbull Child Development Center. For more information contact Turnbull at (650)312-7766.

### **PHYSICAL EDUCATION INSTRUCTION – EC 51210(g)**

All students in grades 1 through 6 are required to receive a minimum of 200 minutes of standards-based physical education (P.E.) instruction every ten days, in addition to their recess and lunch periods. 400 minutes of P.E. instruction is required in grades 7 and 8. All elementary classes in the District have an established PE teacher who provides a schedule showing weekly days, times and duration of instruction. If you have questions or concerns about your child's P.E. schedule or instruction, or would like a copy of the schedule, please talk with your child's P.E. teacher or principal. If you are not satisfied with the information the teacher and principal are able to provide, please follow the Uniform Complaint Procedure.



### **PHYSICAL EDUCATION MEDICAL EXEMPTION FORM**

San Mateo-Foster City School District is committed to ensuring that all students receive their required 200 or 400 minutes of quality standards-based P.E. instruction every ten days. Any student who does not participate in physical education due to medical reasons, must provide a note from his or her medical doctor that explains the duration of the absence and the activities that the student can or cannot participate in class. If a doctor's note cannot be provided, then

the doctor may complete an optional medical exemption form (available in the appendix). P.E. teachers will modify activities to allow medically exempt students to participate in the physical education program.

### **COUNSELING AND GUIDANCE SERVICES**

San Mateo-Foster City School District middle schools provide School Counselors to help students become oriented to their school and to discuss personal or academic topics. In addition, the middle schools have a School Safety Advocate supporting students. Elementary school counseling services are administered by a variety of providers depending on school site. These providers include School Counselors, School Safety Advocates, and counseling interns who receive guidance from counseling supervisors. Services may include individual or group counseling, consultation, or classroom guidance lessons. School psychologists may provide support and consultation to teachers and parents of students experiencing learning and/or behavior problems. Students with an Individual Education Program who exhibit the need for a higher level of care may be recommended to receive Educationally-Related Mental Health Services. Please contact the SMFC Children's Counseling Center for additional information or support at (650) 312-7530.



### **GIFTED AND TALENTED EDUCATION (GATE)**

The San Mateo-Foster City School District holds high expectations for all students and provides a variety of programs to prepare them for college and career. Additionally, the District offers a wide range of options and structures for our gifted and talented students. At all school sites, the Strategic Plan for the District focuses on data-driven instruction. Teachers analyze student work to focus on the various instructional levels in the classroom to provide a rigorous curriculum to all students. For extreme outliers (students who score in the highest percentiles in both verbal and quantitative reasoning on nationally-normed assessment), there are opportunities to request placement in a specialized program.

### **SPECIAL EDUCATION PROGRAMS**

The San Mateo-Foster City School District offers Special Education programs and services for students that meet eligibility criteria specified in Federal and State law. Students eligible for Special Education have an Individualized Education Program (IEP) that contains the goals, services, and/or placements developed and implemented by the IEP team. Special Education programs and services include:

1. Resource Specialist Programs provide direct instruction, either in a pull-out or push-in Model, to students in general education classes.
2. Special Day Classes are self-contained classes serving students with more intensive learning needs for the majority of the school day. Classes range from Mild to Moderate (less intensive) to Severe (highly intensive).
3. Designated Instructional Services are provided for students who meet eligibility criteria specified in Federal and State Law. Designated Instructional Services include speech and



language therapy, occupational therapy, physical therapy, adaptive physical education, behavior intervention, deaf/hard of hearing services, audiology and vision/orientation/mobility services.

**SPECIAL EDUCATION DISTRICT ADVISORY COMMITTEE (SEDAC)** – Parents are encouraged to participate in the Special Education District Advisory Committee. For more information, please call (650) 312-7337.

### **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 Dual Immersion Program. Students will continue the development of their Spanish reading, writing and speaking skills. Abbott and Fiesta Gardens are year round schools.



### **ENGLISH LEARNERS PROGRAM**

Approximately twenty-three percent of students in our District are English Learners (EL), or limited or not yet English proficient. Representing more than fifty different primary languages, intensive instruction in English language development (ELD) and access to the core curriculum are provided for English Learners at all of our elementary schools. Additionally, English Learners have been supported at each middle school through additional differentiation and in sheltered classes. We also offer a Newcomer Center for non-English speakers in grades six through eighth grade. The Newcomer Center provides intensive English instruction as well as providing instruction in reading, writing and the core curriculum. Call (650) 312-7261 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 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:



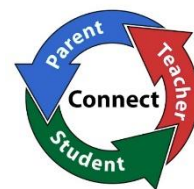
- conduct in depth research or field work in a specific area of interest;
- carry out special study in connection with educational travel;
- complete and submit for evaluation essential schoolwork during unavoidable absence from the classroom.

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, Education Services, and may be denied based on the student's academic needs.

### **PARENT CONFERENCES**

Communication among families, 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 times are scheduled and sent to families. 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 during the 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/her academic and emotional growth. In addition to regularly scheduled conferences, you may arrange a conference at any time by contacting your child's teacher by phone or email to set up an appointment.



### **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 call or email your child's teacher directly. Parents may also contact the school office for assistance. When using the school's automated phone directory, please listen carefully for the teacher's extension. Voice mail messages will be returned as quickly as possible.

### **LOST AND FOUND**

Parents are encouraged to label all coats, jackets, sweaters, sweatshirts, lunchboxes and backpacks so that lost items may be returned to you. **Be sure to include your child's first and last name and Home Room number on all items sent to school.** It is also suggested that parents familiarize themselves with their school site's *Lost and*



*Found* location and guidelines as many schools donate items unclaimed for over 90 days to charity.

### **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.



### **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.

"Acceleration" speaks to the skipping of grade levels and "Retention" speaks to a student repeating a grade level. Our [Board Policy](#) gives sites leeway to follow the process outlined below, which includes consultation with both Student and Educational Services:

- Students are placed in the grade level that matches their DOB;
- Parent/guardian meets with classroom teacher to express concerns; Or teacher brings concerns to the principal and parent/guardian;
- Teacher shares data and what s/he is doing to differentiate for the student;
- If interventions are not meeting student's needs, after 4-6 weeks, SST (Student Study Team) is held and parents/guardians are brought in to discuss history of student's educational experience, to review assessment data, and to discuss the interventions that the teacher is already putting in place;
- Additional interventions are put in place and monitored by teacher and principal;
- If interventions are still not meeting student's needs, after 4-6 weeks, SST #2 is held
- Effective interventions continue; ineffective interventions are reevaluated.

If, after the second SST, there continues to be concerns about a students' ability to thrive in the assigned grade level, the principal should contact the Director of Curriculum and Instruction for consultation. It is always the District's priority to have students in a grade level with their age-alike peers. However, there are situations in which some students are "outliers" academically, socially, and emotionally, and the team believes the child will be more successful in a different grade level. In these situations, school team and family should make a united recommendation for the acceleration or remediation of a student for the District to consider. In the event that a team decision has been made to either accelerate or retain a student, paperwork needs to be completed and submitted to the Education Services Department.

## **PARENT ENGAGEMENT**

The San Mateo-Foster City School District recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. District and schools work with staff and parents/guardians to actively engage them in developing meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home [BP 6020(a)].



## **PARENTAL CONCERNS**

1. Parental concerns 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 concern initially to the attention of the principal, the principal will ordinarily be expected to make the concern known to the teacher and to encourage the parent and teacher to meet in order to resolve the problem. If the principal determines that this procedure will not result in an appropriate solution to the problem presented, s/he will make every effort to assist to resolve the problem.
3. If the parent elects to bring a concern 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 concern.
4. If a parent elects to bring a concern 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.
5. Formal procedures for filing and resolving a concern are set forth in Board Policy 1312.3(a) and can be obtained from the school or district office upon request.

## **SAFE PLACE TO LEARN ACT – EC 234 and 234.1**

The San Mateo-Foster City School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps



to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the School Principal.

#### **SCHOOL SAFETY PLAN – EC 32280 et seq.**

Each school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and/or emergency drills are held monthly at each school.

#### **DISASTER PREPAREDNESS INFORMATION FOR PARENTS**

1. The school site Emergency Preparedness Plan and the District Basic Emergency Plan are available through the office of the principal.
  - a. Each school site's Emergency Preparedness Plan outlines activities, actions, and duties which the school staff and students may be called upon to execute in an emergency. The school plan details all procedures that are unique to the particular school.
  - b. 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.
2. San Mateo-Foster City School District personnel are expected to remain and fulfill their disaster responsibilities until such time as they are relieved.
3. In the event of a disaster, the school campus will be secured so that all students can be accounted for and released to parents/guardians, or other person(s) authorized by parents/guardians, 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.
4. The Principal and/or District personnel will provide information for our District messaging system, radio, press, and television, in addition to taking any other steps deemed necessary to keep parents informed throughout an emergency situation. You can tune into one of the following stations, KCBS 740AM, and KSOL 98.9FM (Spanish) Pen TV and Cable Channel 26 and KRON Channel 4 for emergency information. The District may also call parents directly with specific directions. 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.

5. 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.
6. Fire and/or Earthquake drills are conducted once each month.
7. **Make sure your child's emergency contacts are always current!**



#### **IN THE 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. Your child will be allowed to call you when it is safe.
2. **For information, call the District office at 650-312-7700.** We will make every effort to have individuals available to answer your questions or have an updated message available. In the event phones are not operating, information will be broadcast through local radio and TV stations. (See below.)
3. Information updates will be broadcast at regularly determined intervals.
4. We will determine, with local emergency 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, tune to the following radio and TV stations for the most current information:

<b>Station</b>	<b>Phone</b>	<b>Fax</b>
<b>KCBS – 740AM</b> (San Francisco)	415-765-4112	415-765-4080

<b>KSOL – 98.9FM</b> (Spanish)	415-989-5765	415-733-5766
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Pen TV, Cable Channel 26 and KRON Channel 4

**District Office: 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.smfcsd.net](http://www.smfcsd.net)**

## **ENROLLMENT**

### **DISTRICT RESIDENCY**

Students must be physically living with their parent/guardian within district boundaries at the time of registration (BP 5111/Education Code 48200). Ownership of real property within the district does not in and of itself constitute residency.

### **INTRADISTRICT TRANSFERS**

Parents of a student in the District may request a transfer to another school in the District that is outside the student's school of assignment through the **intradistrict transfer-request process**. Parents enrolling their children in another school are responsible for the student's transportation.

Transfers will be granted only if there is room in the school and grade level requested after neighborhood students are registered. Enrollment priority for those desiring transfers is determined by lottery with waiting lists established. If a transfer is approved and if space remains available, a transfer will remain in effect until the completion of the highest grade at the school. All transfer request wait lists expire as of the first day of school; transfers are not granted after that date for that school year. Families who move within district boundaries from one school's attendance area into another school's attendance area during the school year may remain at the original school for the remainder of that school year only. Families may request a transfer to remain at the original school through completion of the highest grade level.

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. The intradistrict transfer request form is available online on the [Transfer Request Page](#) of the District website.

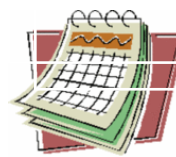
### **INTERDISTRICT TRANSFERS**

Parents who live outside the SMFCSD may request to transfer their children into the SMFCSD from another district through the interdistrict transfer process. Requests must be received by May 1, 2022 for the 2022-2023 school year. Students without an approved interdistrict transfer will not be allowed to start school in August. Interdistrict transfers must be renewed by May 1 every year thereafter for continuing interdistrict transfer students.



### **ATTENDANCE AND ABSENCES, WRITTEN EXCUSES**

Attendance is key to academic success! The San Mateo-Foster City School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments *after school or during school holidays*. The District also asks that travel or other absences be avoided when school is in session. The Doctor and dental appointments are considered excused absences when a written note is received from the doctor and/or dental office. For further information on attendance, please refer to [Board Policy 5113](#).



### **WHY ATTENDANCE MATTERS**

Being present at school has a huge impact on a student's academic success starting in TK/Kindergarten and continuing through high school. Even as children grow older and become more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

#### **Research shows:**

- Poor attendance in preschool can predict absenteeism in later grades.
- Children chronically absent in Kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, absenteeism is a proven early warning sign for students at risk of dropping out of school.
- By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

#### **Strategies for Successful Attendance:**

- Make sure your child keeps a regular bedtime and establishes a morning routine. Younger children need 9 to 11 hours of sleep, older children 8.5 to 9.5 hours.
- Lay out clothes and have child's backpack ready to go the night before.
- Ensure that your child goes to school every day unless he/she is truly sick (a temperature over 99.9 degrees).
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers, counselors and school administrators for advice if your child feels anxious about going to school.
- Develop back up plans for getting your child to school if something arises. Call a family member, neighbor, or another parent to take your child to school.

### **EXCESSIVE EXCUSED ABSENCES:**

#### **Step 1**

At the 3rd consecutive excused absence, families will need to provide medical documentation of illness. After the 7th excused absence, families will receive the first Excessive Excused Absence Notification letter.

#### **Step 2**

At the 10th excused absence, families will receive a second letter. A parent meeting will be held with the Principal, Assistant Principal, and/or District Nurse, to discuss attendance strategies. Authorization for the release of medical records will be requested. Continued excused absences without medical documentation will be marked unexcused.

Since fall 2021, there have been some changes to the excused absence policy due to COVID. If your child has a confirmed case of COVID, please contact your school office for guidance and assistance.

### **UNEXCUSED ABSENCES:**

#### **Step 1**

After the 3rd unexcused absence, the first *Notification of Truancy* letter is sent. California Ed Code 48260(a) states: A pupil who is absent from school or absent for more than a 30 minute period without a valid excuse on 3 occasions shall be classified as Truant.

#### **Step 2**

After the 6th unexcused absence, the second *Notification of Truancy* letter will be sent. At this step, a meeting will be held with the school administration or attendance team to discuss attendance strategies.

#### **Step 3**

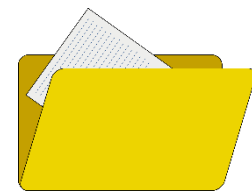
After the 9th unexcused absence, a child is considered a *Habitual Truant* by the state of California [EC 60901(c)(1)], and continued unexcused absences will result in a Student Attendance Review Board (SARB) meeting.

### **CHRONIC ABSENTEEISM:**

When a student has been out of school 10% of the school year for unexcused and excused absences (i.e. 18 days out of 180 total days), the student is considered chronically absent. Parents receive chronic absenteeism letters when 9 days AND 10% of the school year has been missed.

### **PUPIL RECORDS – EC 49063 and 49069, 34 CFR 99.7, 20 USC 1232g**

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent. Parents' request to access their student's educational records must be submitted in a written form to the School Principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records.



Any challenge to school records must be submitted in writing to the School Principal. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

### **SCHOOL ACCOUNTABILITY REPORT CARD – EC 35256 and 35258**

Public schools throughout California are required to provide information to the community in the form of an annual School Accountability Report Card (SARC). These report cards provide a variety of data to allow the public to evaluate and compare schools in seven major areas:

- demographic information
- school safety and climate for learning
- academic data
- class size
- teacher and staff information
- curriculum and instruction
- fiscal and expenditure data



Following state guidelines, the report cards, issued each spring, focus on the previous academic year. Visit our [SARC webpage](http://www.smfcpsd.net/) on the District website: <http://www.smfcpsd.net/> to see report cards for each of the 20 schools in the San Mateo-Foster City School District.

### **DIRECTORY INFORMATION – EC 49073**

“Directory Information” includes one or more of the following items: student’s name, address, telephone number, e-mail address. The San Mateo-Foster City School District has determined that the individual school PTA groups, the SMFCSD Educational Foundation, and the San Mateo Public Libraries may receive student directory information. All other requests are considered based on the determination of the best interests of district students. No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil’s directory information.

# PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



Starting July 1, 2019

## Students Admitted at TK/K-12 Need:

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses**  
(4 doses OK if one was given on or after 4th birthday.  
3 doses OK if one was given on or after 7th birthday.)  
For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- **Polio (OPV or IPV) — 4 doses**  
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B — 3 doses**  
(Not required for 7th grade entry)
- **Measles, Mumps, and Rubella (MMR) — 2 doses**  
(Both given on or after 1st birthday)
- **Varicella (Chickenpox) — 2 doses**

These immunization requirements apply to new admissions and transfers for all grades, including transitional kindergarten.

## Students Starting 7th Grade Need:

- **Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose**  
(Whooping cough booster usually given at 11 years and up)
- **Varicella (Chickenpox) — 2 doses**  
(Usually given at ages 12 months and 4-6 years)

In addition, the TK/K-12 immunization requirements apply to 7th graders who:

- previously had a valid personal beliefs exemption filed before 2016 upon entry between TK/Kindergarten and 6th grade
- are new admissions

## Records:

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization.

## San Mateo-Foster City School District

# Food On Campus Guidelines

In accordance with federal regulations to update and adopt Wellness Policies by June 30, 2017, the District has updated and adopted the revisions to Wellness Board Policy 5030. The following guidelines are for all foods available on campus during the school day and for District programs except for one of the four site designated parties.



- ☆ Schools make every attempt to have **nut-and seed-free zones** to avoid accidental exposure to students and staff with allergies.
- ☆ Students do not share food. Not sharing protects the safety of students with food allergies and dietary restrictions.
- ☆ Homemade items to be shared are strictly forbidden at all times.
- ☆ Food is not used as an incentive or reward for academic performance, accomplishments, or student behavior.
- ☆ Schools support the use of ***non-food celebratory activities***



### Birthday Celebrations

- Each school recognizes students' birthdays uniquely. Some active, non-food celebrations include the following –
  - Sing a birthday song
  - Share appreciations/kind stories
  - Student shares photo timeline
  - Birthday show and tell or crown
  - Is teacher's assistant for the day or line leader
  - Student chooses and/or reads the class a story
  - Create a birthday book or poster
  - Special art activity or game

### Class Parties

- Schools decide when and if class parties will take place during the school day based on individual site needs. Principals reserve the right to determine what is the least disruptive to their schools and instruction.
  - Parties that include food cannot take place at any time that interferes with National School Lunch, School Breakfast, or After-School Snack Programs.
- **No more than four food parties a year** are permitted, generally one per quarter.
- Parties will be communicated to staff and parents at the beginning of each school year.
- Food must be store-bought, pre-packaged, shelf-stable (not require refrigeration), and with label listing ingredients and small portions are requested.
  - These items should not require heating.
  - Pre-packaged items that do require refrigeration may be served only when brought to campus at the time of the event.
- Please check with your site as they may have other restrictions or items that are prohibited.



# Healthy Classroom Party Ideas

San Mateo-Foster City School District promotes healthy eating and physical activity. Healthy behaviors can have a positive impact on students' daily attendance, learning, behavior, and help influence life-long healthy lifestyle habits.

## Healthy Snacks

- Fresh Packaged Fruit
- Packaged Vegetables
- Low-fat string cheese
- Whole grain crackers
- Popcorn (air popped)
- Low-fat and low-sodium pretzels
- Rice crackers (whole grain)
- Dips: hummus or low-fat dressing
- Dry cereal mix (ex: Cheerios, Chex)
- Water (still or sparkling)



## Healthier Desserts

Limit desserts to one or two small portion items. Some dessert options are:

- Whole grain Fig Newtons
- 100% fruit juice bars
- Pre-packaged fresh fruit salad
- Strawberries with whipped cream
- Yogurt parfaits with yogurt, granola, and fruit



## Healthy Celebrations

- Make moving part of the event
- Try out some healthier recipes
- Plan a scavenger hunt
- Create an obstacle course
- Hold a dance party
- Hula hoop contest
- Jump rope contest
- Extra recess time



## Themed Parties

### **Halloween**

- Roasted pumpkin seeds
- Grapes = *Ogre Eyeballs*

### **Harvest or Thanksgiving**

- Fruit trail mix
- Apple or Veggie Chips



### **Valentine's Day**

- Strawberries, raspberries, or dried cranberries

### **Spring**

- Pre-packaged, fresh Fruit salad with yogurt dip
- Baby Carrots

## Birthday Ideas

- Sit in a circle and go around saying something nice
- Celebrate birthdays once a month
- Teacher's assistant for the day or line leader
- Choose class story or donate a book
- Create a birthday book
- Share photo time line
- Stickers
- Pencils
- Bookmark



Please check with the teacher before bringing food or drinks into the classroom so we can be mindful of classmates who have dietary restrictions due to medical needs (diabetes, celiac, food allergies, food intolerances to food dyes, etc.), vegetarians, vegans, and/or religious preferences. This regularly updated Safe Snack Guide can help in choosing foods free of peanuts, soy, or eggs:

<http://snacksafely.com/safe-snack-guide/>

## San Mateo-Foster City School District ~ Wellness Policy 5030

- The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students.
- Parents/Guardians are encouraged to support the district's nutrition education efforts by considering nutritional quality when selecting any snacks which they may donate for occasional class parties.
- **All food items brought on campus...for celebrations should be store bought, prepackaged, and pre-wrapped items with a label listing ingredients so students with food allergies are protected from accidental exposure.**
- **No home-cooked meals should be served to students in order to minimize the risk of food borne illness.**



## What Should I Do?



### —Create a Disaster-Preparedness Plan

**T**alk with your family about earthquakes and why you need to prepare for them. Make sure all family members know what to do before, during, and after an earthquake.

#### ***Plan where to meet after a disaster. Choose two places:***

- ☐ A safe place to meet near your home after the shaking stops.
- ☐ A place outside your neighborhood, in case you have to evacuate your neighborhood or cannot return home.

#### ***After determining these meeting places:***

- ☐ Identify safe spots in your home to go to when shaking starts. Determine the best escape routes from your home and from each room. Also, determine the two best escape routes out of your neighborhood/community.
- ☐ Designate a neighbor or local friend's house as a safe place for your children to meet if you are away from home.
- ☐ Install smoke alarms and test them monthly.
- ☐ Ask an out-of-town friend to be your family's disaster contact. After a disaster, all family members should call this person and tell them where they are.

#### ***Learn lifesaving actions:***

- ☐ Learn First aid and CPR (cardiopulmonary resuscitation) by taking a class from the Red Cross.
- ☐ Know where the fire extinguisher is located.
- ☐ Learn how and when to turn off utilities such as electricity, water, and gas (see page 20).
- ☐ Check with your fire department to see if there is a Community Emergency Response Team (CERT) in your area. See <http://www.citizencorps.gov/cert>.

#### ***Keep separate copies of important records:***

- |   |  |
|---|--|
| <input type="checkbox"/> Mortgage, lease, or rent agreement | <input type="checkbox"/> Passports                                 |
| <input type="checkbox"/> Insurance documents                | <input type="checkbox"/> Driver's licenses                         |
| <input type="checkbox"/> Bank statements                    | <input type="checkbox"/> Marriage license/divorce papers           |
| <input type="checkbox"/> Credit card numbers                | <input type="checkbox"/> Child custody papers                      |
| <input type="checkbox"/> Inventory of your possessions      | <input type="checkbox"/> Power of Attorney (including health care) |
| <input type="checkbox"/> Ownership records for your cars    | <input type="checkbox"/> Critical medical information              |
| <input type="checkbox"/> Birth Certificates                 |  |

#### ***Stay informed:***

- ☐ Learn the disaster plan at your workplace, your child's school or daycare center, or other places where your family spends time.
- ☐ Give family members an "Emergency Contact Card" to carry with them. Be sure to include an out-of-town contact, important contact phone numbers, and your meeting locations.
- ☐ Practice your plan twice a year; conduct drills to practice "DROP, COVER, AND HOLD ON" (see page 18) and how to evacuate your home. Drive your planned evacuation route. Update phone numbers and disaster supplies and review your plan with everyone twice a year.
- ☐ Identify where you could live after an earthquake if your home is damaged and is not safe to live in.

#### ***Consider buying earthquake insurance:***

Both renters and homeowners should consider buying earthquake insurance. Like flood insurance, earthquake insurance usually must be purchased separately. Earthquake insurance can replace your damaged property and can also pay for your living expenses until your home is made safe again. To get a premium estimate, talk to your insurance agent or visit <http://earthquakeauthority.com>.

#### ***Develop a business recovery plan:***

Business owners should develop a recovery plan. Identify an alternative location if your regular place of business is seriously damaged. How long might it be before your customers return and how could your vendors reach you? Plan for what you will do if your employees cannot make it to work, if you cannot access your financial records, or if you cannot execute transactions. Make sure you have adequate insurance for your business.

#### ***Where Can I Learn More?***

Online earthquake information and resources are located on back cover.

## What Should I Do?



### —Prepare Disaster Kits

#### Household Disaster Kit

Keep a household kit in large water-proof containers that can be easily moved and should hold at least a 3- to 5-day supply of the following items:

- ☐ Drinking water (minimum one gallon or four liters per person per day).
- ☐ First aid supplies, medications, and essential hygiene items, such as soap, toothpaste, and toilet paper.
- ☐ Emergency lighting—light sticks and (or) a working flashlight with extra batteries and light bulbs (hand-powered flashlights are also available).
- ☐ A hand-cranked or battery-operated radio (and spare batteries).
- ☐ Canned and packaged foods and cooking utensils, including a manual can opener.
- ☐ Special items for infants and elderly or disabled family members.
- ☐ Items to protect you from the elements, such as warm clothing, sturdy shoes, extra socks, blankets, and perhaps even a tent.
- ☐ Heavy-duty plastic bags for garbage and to serve other uses, such as tarps and rain ponchos.
- ☐ Work gloves and protective goggles.
- ☐ Pet food and pet restraints.
- ☐ Copies of important personal and financial documents (see page 12).
- ☐ Emergency cash in small bills.
- ☐ Keep a copy of this brochure in your kit.



Waterproof containers



NOTE: Replace perishable items like water, food, medications, and batteries on a yearly basis.

Keep a flashlight and a pair of sturdy shoes secured to or within reach of everyone's bed. A good way to do this is to use a drawstring bag tied to a bedpost at the head of the bed for each occupant.



#### Personal Disaster "Go" Kits

Everyone in your family should have their own personal disaster kits. These kits contain supplies they may need when a quake strikes, no matter where in the Bay Area they are.

- ☐ Medications, a list of prescriptions, copies of medical insurance cards, doctors' names and contact information.
- ☐ Medical consent forms for dependents.
- ☐ First aid kit and first aid handbook.
- ☐ Spare eyeglasses, personal hygiene supplies, and sturdy shoes.
- ☐ Bottled water.
- ☐ Whistle (to alert rescuers to your location).
- ☐ Emergency cash.
- ☐ Personal identification.
- ☐ List of emergency contact phone numbers.
- ☐ Snack foods high in calories.
- ☐ Emergency lighting—light sticks and (or) a working flashlight with extra batteries and light bulbs (hand-powered flashlight are also available).
- ☐ For kids comfort items, such as games, crayons, writing materials, and teddy bears.

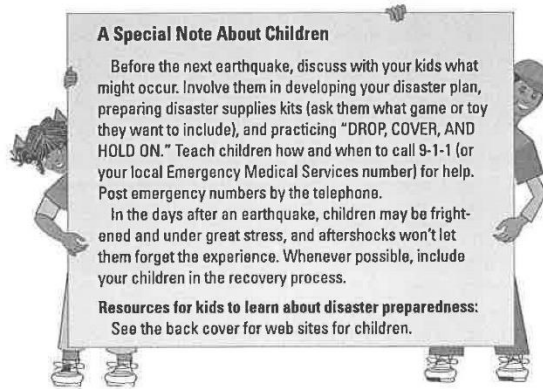
#### A Special Note About Children

Before the next earthquake, discuss with your kids what might occur. Involve them in developing your disaster plan, preparing disaster supplies kits (ask them what game or toy they want to include), and practicing "DROP, COVER, AND HOLD ON." Teach children how and when to call 9-1-1 (or your local Emergency Medical Services number) for help. Post emergency numbers by the telephone.

In the days after an earthquake, children may be frightened and under great stress, and aftershocks won't let them forget the experience. Whenever possible, include your children in the recovery process.

#### Resources for kids to learn about disaster preparedness:

See the back cover for web sites for children.



For more information on earthquake preparedness plans and disaster kits go to:

#### Telephone book:

The front section of your local phone book

#### American Red Cross:

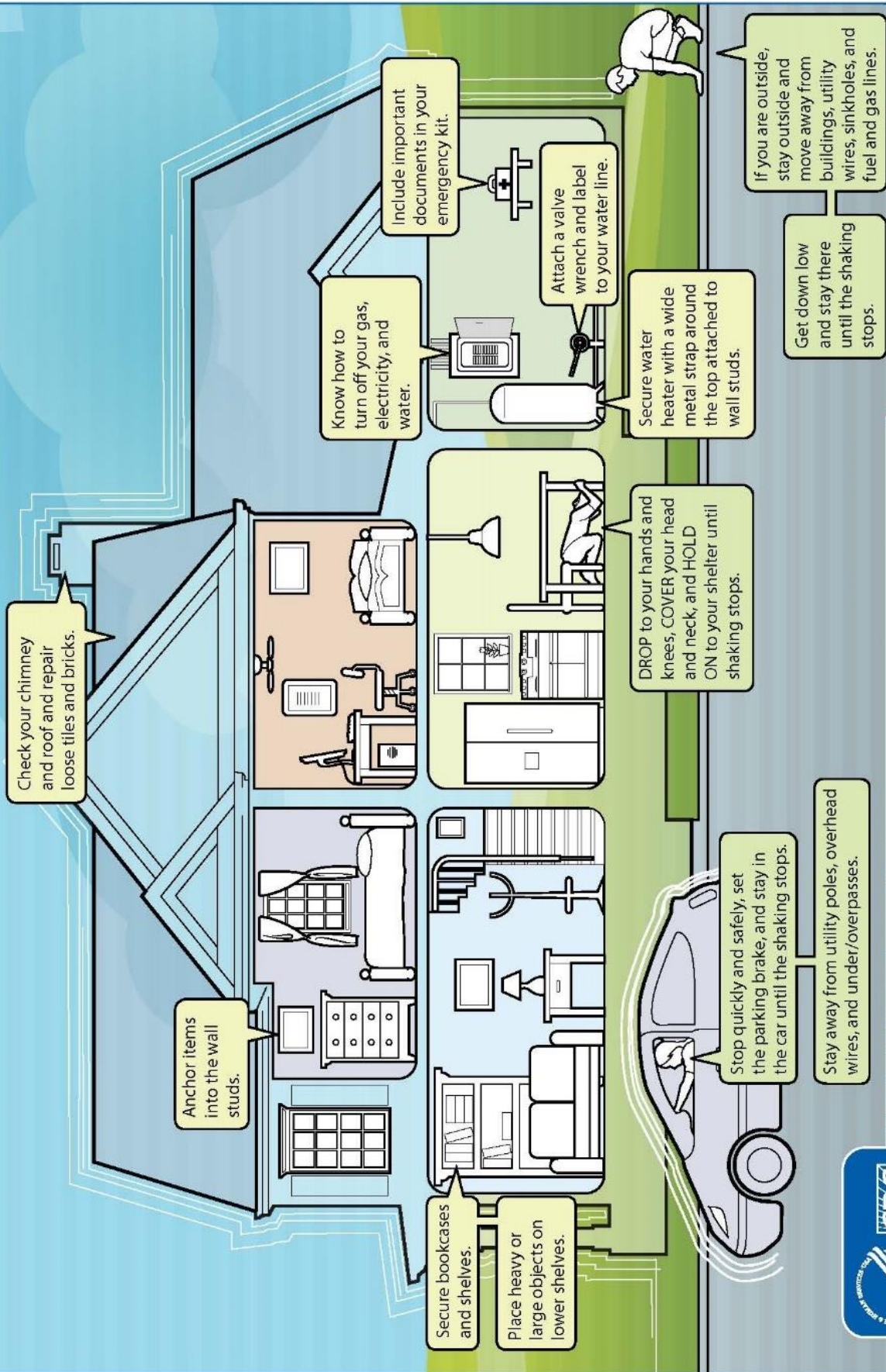
<http://www.redcross.org/services/disaster/beprepared/>  
<http://redcrossshop.org/>

#### Pacific Gas & Electric:

[http://www.pge.com/education\\_training/](http://www.pge.com/education_training/)



# Be Ready! Earthquakes



CS238065

Public Health Preparedness and Response  
Office of the Director



## IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

### IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	WHAT
<b>SHELTER IN PLACE</b>	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather.	Isolate students and staff from the outdoor environment. Go inside immediately and close doors, windows, and air vents. Shut down air conditioning/heating units.
<b>DROP, COVER AND HOLD ON</b>	Earthquake, explosion, or falling debris.	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
<b>SECURE CAMPUS</b>	Potential threat of violence in the surrounding community and/or police activity off-campus but nearby.	Close and lock all classrooms/office doors. All students and staff remain locked inside until otherwise directed. Continue instruction as planned.
<b>LOCKDOWN/ BARRICADE</b>	Violent intruder on campus.	Go inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
<b>EVACUATION</b>	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification.	Lead students and school staff from school buildings to a predetermined location.

For more information about specific hazards, see *Emergency Management Resource Guide*.



# IS YOUR CHILD AT RISK FOR LEAD POISONING?

## CHECK FOR LEAD IN AND AROUND YOUR HOME:



- **Paint:** Move your child's things away from and safely repair chipping paint.
- **House Dust:** Wet wipe or mop surfaces to remove dust and dirt. Do not let your child chew on windowsills or other surfaces.
- **Bare Dirt:** Cover bare dirt outside where your child plays.
- **Vinyl Mini-Blinds:** Replace old vinyl mini-blinds and do not let your child chew on them.



- **Plumbing Materials:** Tap water is more likely to have lead if plumbing materials, including solder or service lines, contain lead. Reduce potential exposure to lead in tap water by running water until it feels cold and only drawing from the cold tap for cooking, drinking, or baby formula (if used).
- **Water From Wells:** The only way to know if your water has lead is to have it tested.

Learn more about water testing: [www.epa.gov/lead/protect-your-family-exposures-lead#testdw](http://www.epa.gov/lead/protect-your-family-exposures-lead#testdw)



- **Dishes, Pots, & Water Crock:** Avoid using dishes, pots, and water crocks that are worn or antique, from a discount or flea market, made of crystal, handmade, or made outside the USA unless they have been tested and don't have lead.



- **Food & Spices:** Avoid imported foods and brightly colored spices that might have lead in them, like chapulines and turmeric.
- **Candies:** Avoid recalled candies: [www.cdph.ca.gov/Programs/CEH/DFDCS/Pages/FDBPrograms/FoodSafetyProgram/LeadInCandy.aspx](http://www.cdph.ca.gov/Programs/CEH/DFDCS/Pages/FDBPrograms/FoodSafetyProgram/LeadInCandy.aspx)



- **Traditional Make-Up & Traditional Remedies:** These products often have lead in them: surma, azarcon, greta, pay-loo-ah. Talk to your doctor before using these or other traditional make-up or remedies (e.g., brightly colored powders, traditional Chinese or Ayurvedic remedies).



- **Toys:** Check toys for peeling paint and wash them often. Old or vinyl toys are more likely to have lead. Avoid recalled toys: [www.cpsc.gov](http://www.cpsc.gov)
- **Jewelry:** Do not let your child suck on or play with jewelry. Learn more: [www.dtsc.ca.gov/Toxic-Jewelry-Samples.cfm](http://www.dtsc.ca.gov/Toxic-Jewelry-Samples.cfm)



- **Lead Fishing Sinkers & Lead Bullets:** Do not let your child touch lead fishing sinkers or lead bullets or casings.
- **Lead Solder:** Keep your child away from activities that use lead solder, like welding, or stained glass or jewelry making.



- **Take-Home Lead:** Avoid taking lead home from work or hobbies. If you work with lead, change out of work clothes and shoes and wash up before getting in your car or going home.
- **Home Repair/Improvement Projects:** Do not scrape or sand paint on your home unless you know your paint does not have lead in it.

For more information, go to [www.cdph.ca.gov/programs/clppb](http://www.cdph.ca.gov/programs/clppb), or call your local Childhood Lead Poisoning Prevention Program:



# Contact Information

## ELEMENTARY SCHOOLS

- 1** Audubon Elementary  
841 Gull Avenue, Foster City (650) 312-7500
- 2** Baywood Elementary  
600 Alameda de las Pulgas, SM (650) 312-7511
- 3** Beresford Elementary  
300 W. 28th Avenue, San Mateo (650) 312-7551
- 4** Brewer Island Elementary  
1151 Polynesia Drive, Foster City (650) 312-7532
- 5** College Park Elementary  
715A Indian Avenue, San Mateo (650) 312-7691
- 6** Fiesta Gardens Elementary  
1001 Bermuda Drive, San Mateo (650) 312-7737
- 7** Foster City Elementary  
461 Beach Park Blvd., Foster City (650) 312-7522
- 8** George Hall Elementary  
130 San Miguel Way, San Mateo (650) 312-7533
- 9** Highlands Elementary  
2320 Newport Street, San Mateo (650) 312-7544
- 10** Laurel Elementary  
316 W. 36th Avenue, San Mateo (650) 312-7555
- 11** LEAD Elementary  
949 Ocean View, San Mateo (650) 312-7550
- 12** Meadow Heights Elementary  
2619 Dolores Street, San Mateo (650) 312-7566

- 13** San Mateo Park Elementary  
161 Clark Drive, San Mateo (650) 312-7577
- 14** Sunnybrae Elementary  
1031 S. Delaware, San Mateo (650) 312-7599

## K-8 SCHOOLS

- 15** Bayside Academy STEAM (K-5) & STEM (6-8)  
2025 Kehoe Avenue, San Mateo (650) 312-7660
- 16** North Shoreview Montessori (K-8)  
1301 Cypress Avenue, San Mateo (650) 312-7588
- 17** Parkside Montessori (K-7)  
1685 Eisenhower Street, SM (650) 312-7575

## MIDDLE SCHOOLS

- 18** Abbott Middle School  
600 W. 36th Avenue, San Mateo (650) 312-7600
- 19** Borel Middle School  
425 Barneson Avenue, San Mateo (650) 312-7670
- 20** Bowditch Middle School  
1450 Tarpon Street, Foster City (650) 312-7680

## OTHER

- A** Knolls Campus  
525 W. 42nd Avenue, San Mateo (650) 312-7700

## DISTRICT OFFICES

1170 Chess Drive, Foster City, CA 94404 (650) 312-7700 • [www.smfcpsd.net](http://www.smfcpsd.net)

FOR QUESTIONS ABOUT:	CALL:
Before-and After-School Child Care	Children's Annex (650) 312-7706
Curriculum and Instruction	Educational Services (650) 312-7239
English Language Learners	Educational Services (650) 312-7245
Enrollment / Registration	Student Services (650) 312-7345
Facilities Use	Business Services (650) 312-7269
Gifted and Talented Education (GATE)	Educational Services (650) 312-7332
Immunizations	Student Services (650) 312-7296
Intra and Interdistrict Transfers	Student Services (650) 312-7345
Preschool / Child Development Programs	Student Services (650) 312-7343
Psychological Services	Special Education (650) 312-7337
Resource Specialist Programs (RSP) and Special Day Class Programs (SDC)	Special Education (650) 312-7337
School Accountability Report Cards (SARCs)	Student Services (650) 312-7298
School Lunch Applications (Free & Reduced)	Child Nutrition (650) 312-1968
Speech and Language Programs	Special Education (650) 312-7337
Summer School	Educational Services (650) 312-7728
Transportation	Maint/Ops/Transportation (650) 312-7690
Transportation – Special Education	Special Education (650) 312-7334
Vision and Hearing Screening	Student Services (650) 312-7296

★ **BEACH PARK ELEMENTARY**  
**1058 Shell Blvd. Foster City**  
**650-312-7490**



## District Map and school attendance areas

