

North Hillsborough School
Parent/Guardian Handbook
2024/25



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Hillsborough, CA 94010
Tel:(650) 347-4175

Principal: Heidi Felt
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Table of Contents

Section 1:	Key Information	1
Section 2:	Hillsborough City School District (HCSD)	9
Section 3:	Attendance	12
Section 4:	General Information	15
Section 5:	Student Safety	21
Section 6:	Student Behavior	25
Section 7:	Instructional Program	32
Section 8:	Student Assessment	35
Section 9:	Communication	39

North Bell Schedule 24/25

MORNING ARRIVAL

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

AFTERNOON DISMISSAL

Students should be picked up **promptly** upon their dismissal from class. Please do not arrive early for your student's pick-up, as it will cause traffic congestion. All K-2 students should be picked up at 1:15 p.m. on Thursdays; all grade 3-5 students should be picked up at 1:30 p.m. on Thursdays. **Please note: At dismissal, Crocker students may not make their way through the North Campus. They are allowed to use the track on the lower North Field as long as they are walking their bikes and avoiding the lawn.**

North Staff Contact Information

<u>Staff Member, Title</u>	<u>phone number</u>	<u>email address:</u> <u>@hcsdk8.org</u>	<u>internal extension</u>
Heidi Felt, Principal	548-4320	hfelt	13902
Jessica Bunn, AA	347-4175	jbunn	13901
Renee Staudenbaur, Counselor	548-4344	rstaudenbaur	13903
Shauna Small, Psychologist	348-4519	ssmall	13465
Bernardo Diaz, Custodian		bbustamantediaz@hcsdk8.org	
Kimee Goeggel, Upper Learning Center	548-4346	kgoeggel	<u>13434</u>
Alice Bobel, Lower Learning Center	548-4346	abobel	<u>13446</u>
Elana Romero, TK		eromero	
Danielle Raffo, Kindergarten	548-4323	draffo	<u>13423</u>
Christina Horn, 1st	548-4339	chorn	<u>13424</u>

grade			
Quinn Devine, Kindergarten	548-4343	qdevine	<u>13443</u>
Stephanie Woolsey, Grade 3	548-4304	swoolsey	<u>13426</u>
Madison Moriarty, Grade 2	548-4331	mbluhm	<u>13428</u>
Naomi Miluski, Grade 1	548-4337	nmiluski	<u>13437</u>
Claire Murphy, Grade 2	548-4336	cmurphy	<u>13461</u>
Carol Gutierrez, Grade 3	548-4327	cgutierrez	<u>13427</u>
Jessica Quan Crabtree, Grade 3	548-4330	jquancrabtree	<u>13430</u>
Jonie Lau, Grade 4	548-4330	jlau	<u>13458</u>
Katie Jones, Grade 4	548-4338	kjones	<u>13438</u>
Adrienne Hwee, Grade 5	548-4348	ahwee	<u>13445</u>
Brad Chamblin, Grade 5	548-4353	bchamblin	<u>13439</u>
Ivana Ang-Asuncion, OT	548-4324	iangasuncion	<u>13462</u>
Nicole Narlock, Behaviorist	548-4324	nnarlock	<u>13462</u>
Nancy Zapparelli, Librarian	548-4331	nzapparelli	<u>13459</u>
Ron Frankel, ILab	548-4335	rfrankel	<u>13435</u>
Brenna Griggs, Music	548-3202	bgriggs	<u>13452</u>
Chris Flores, Physical Education	548-4342	cflores	<u>13442</u>
Marcia True, Preschool/Pre-K	548-4582	mtrue	<u>20492</u>
Claire Sanborn, Preschool Asst.		csanborn	<u>20492</u>
Jacqueline Marques, Reading	548-4350	jmarques	<u>13450</u>

Ami Smith, Resource Specialist	548-4334	asmith	<u>13422</u>
Kirsteen Keller, Speech Pathologist	548-4341	kkeller	<u>13441</u>
Nicki Fitzgerald, Adaptive PE		nfitzgerald	<u>13464</u>
Paraeducators	Joanne Sarris, Cyrell Kennedy, Archana Khanolkar, Amy Stanks, Macey Pogue, Ruth Taillon Leena Salfiti Debbie Murray	jsarris ckennedy akhanolkar astanks mpogue rtaillon lsalfiti dmurray	
Behavior Tech	Jhulie Dos Santos	jferreiradossantos	
Tony Giacomazzi, Director HCSD Recreation	548-3301	tgiacomazzi	<u>20301</u>
Gabriella Berlanga, Bridge School Executive Director		gberlanga@bridgeschool.org	
Martha Cabrera, Night Custodian			

School Site Council

The primary purpose of the School Site Council is to review and update the Single Plan for Student Achievement (SPSA), which aligns with the district and school goals. Site Council meets monthly throughout the year, and meetings are open to the North School community. The Council comprises the principal, four staff members, and four parents. Parent members serve two-year terms, with (usually) two or three positions becoming vacant at the end of the school year.

The Purpose of the School Site Council Shall Be

- A. Develop and recommend the Single Plan for Student Achievement (“SPSA”).
- B. Have ongoing responsibility to review, with the principal and teachers, the implementation of the SPSA and to periodically assess the program's effectiveness.

- C. Annually review the SPSA, establish a new school improvement budget consistent with the SPSA and Education Code, and, if necessary, make modifications to the SPSA to reflect changing improvement needs and priorities.
- D. Take other actions as required by the Education Code.

Members

Parents

- Amy Resinberg-Chairperson
- Angie Zeitlan
- Melissa Hamilton
- Chrissy Dobson

Staff

Heidi Felt, Principal

Jonie Lau, 4th

Claire Murphy, 2nd

Renee Staudenbaur, Counselor

NORTH SCHOOL SITE PROFILE

North Hillsborough School is one of three elementary schools located in suburban Hillsborough, California with about 10,000 inhabitants. The school serves a student population of about 277 students who come from higher-income backgrounds. About 59% of the students are White, 27% are Asian, 10% are of two or more races, and four percent are Hispanic. In addition, approximately 2 percent of the students are English Learners, and about 9 percent are in a special education program.

North Hillsborough houses 14 General Education Classrooms as well as an Innovation Lab, Multi-Purpose Room, Library, Teacher Staff Room, Resource Room, School Psychologist office, Main office/Principal office, Music room, Counseling Office, Behavioral and Occupational Therapy office, Speech and language office, Physical Education, two Learning Center classrooms and an Adaptive PE program. This year, we welcome a TK classroom taught by Elana Romero, a former 1st grade teacher at North. In addition, our Hillsborough Recreation Department provides a Preschool/Pre-K program serving students ages 3 through 5, a robust instrumental music program, and several before and after-school enrichment programs (athletic, science, STEM, art, yoga, cooking, debate, and workshop education) to our North site. Although North School has won many awards, recently, North School received a California Distinguished School Award in 2023 and the J. Russell Kent Award as well as the Mayor's Applause for the North Constitution in 2022.

All of the regular classroom teachers are fully certified. There are two Learning Center classes. In addition, North also has a full-time librarian, music teacher, PE teacher, Innovation lab teacher, Resource

Specialist, counselor, and speech therapist. The school shares an occupational therapist and school psychologist with one of the other elementary schools. Additionally, our schools share one full-time behaviorist who supervises several behavior technicians.

CURRICULUM & ACADEMIC PROGRAM

The table below summarizes the curriculum and assessment measures used for each academic discipline. These are discussed in more detail in the following subsections.

Curricular Area	Adopted Curriculum Assessment Measures
Reading	<i>Open Court Reading K-2</i> <i>McGraw Hill Wonders 3-5</i>
Writing	<i>Informational, Narrative, Opinion Genres</i>
Mathematics	<i>Math Expressions K-5</i>
Science	<i>TWIG Science- NGSS K-5</i>
Social Studies	<i>History-Social Science for California (Pearson) K-5</i> <i>Studies Weekly</i>
Health Education	<i>Health Connected (5th grade)</i>
Reading and Writing Assessments	<i>Local District Assessments including Dibles (K-5)</i> <i>STAR Early Reading (K-2) and STAR Reading (K-5)</i> <i>CAASPP ELA- CAT and PT (3-5)</i> <i>ELA Program Assessments (K-5)</i>
Math Assessments	<i>Local District Assessments (K-5)</i> <i>STAR Math (1-5)</i> <i>CAASPP Math- CAT and PT (3-5)</i> <i>Math Program Assessments (K-5)</i>
Science Assessments	<i>CAASPP CAST (5th grade)</i>

Language Arts

Open Court Reading Language Arts Program is used in grades K-2. Open Court Reading provides students the building blocks needed to read and comprehend texts across genres, synthesize information

to develop and discuss complex thoughts and ideas, and become fluent storytellers themselves. This program supports the development of strong, independent fluent readers who think and question critically and employ multiple comprehension strategies. Foundational Skills focus on phonological and phonemic awareness, phonics, decoding, fluency, and word analysis. Reading and Responding addresses comprehension, vocabulary, and inquiry through close reading of complex texts. Language Arts covers the writing process, penmanship, grammar, usage, and mechanics, and spelling instruction. Open Court Reading is supported by differentiation resources for English Learners and students at all ability levels.

Wonders English Language Arts program is used in grades 3-5. *Wonders* is designed to foster a love of reading in all students. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. The focus is on teaching the whole child – and every child – to prepare students to be lifelong learners and critical thinkers. *Wonders* is grounded throughout in a firm understanding of genre. Students read widely across connected text sets, notice and annotate, listen and speak about what they’ve noticed, and write in the genre using an expert model or mentor text. Along the way, they are learning the elements of each genre, looking at the author’s craft, and gaining the skills they need to read independently. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners.

In all grades, students are actively encouraged to develop thoughtful listening and speaking skills. Putting a high value on a thought process that includes active listening aligns well with the Common Core Standards.

There are also numerous public speaking activities: reading aloud, presentations, sharing time, oral discussions, cooperative learning groups, and conflict resolution. In addition, within the South School leadership roles offered to students, public speaking is expected and practiced.

Mathematics

California Math Expressions is the adopted material used by the teachers. North School’s mathematics program is based on a structure of sequential concepts that provides a framework for mathematics education throughout the grades. The mathematics curriculum is aligned with the Common Core and focuses on understanding fundamental concepts with an emphasis on problem-solving. Open-ended problems are framed in a way that pushes students to think more deeply. The approach to a solution can take many different turns before reaching a conclusion. Students work on building and articulating problem-solving strategies, representing mathematical ideas, making connections, and recognizing and utilizing patterns. Concepts and skills are interwoven, reinforced, and extended through lessons and assignments. Hands-on tools and manipulatives assist with building a conceptual understanding.

Science

Teachers use the District-adopted **TWIG science** program in grades K-5 and various other resources to implement the Next Generation Science Standards (NGSS). The program offers hands-on learning that is grounded in a standard-based instructional program.

The science program is enriched by field trips, guest speakers, and outside programs that come to the school and present to grade levels during a particular unit of study.

Health

Health standards are taught in many of the science units and each year our 5th grade students learn about human growth and development through the Health Connected curriculum, Puberty Talk, as outlined by the California Healthy Youth Act. Social/Emotional curriculum and instruction fall under the State health standards and have been incorporated at North School during physical education and regular class instruction. The District's Counseling Departments have collaborated and created an Emotional Intelligence curriculum that aligns with the State standards and supports addressing students' social/emotional needs. South School also implements the 5-7 Keys of Communication and the character development strategies taught through the Kimochis curriculum.

History and Social Studies

History and Social Sciences are an integrated part of our school curriculum. Students attend assemblies and music classes and participate in art activities related to various Social Studies units. During holidays, children share their many customs with their classmates. Children broaden their knowledge and vision of the world through oral language, literature, pictures, maps, family history, globe activities, and online research projects.

The librarian assists students in using nonfiction and reference materials, biographies, and historical fiction to supplement the study of history and social sciences through print- and technology-based resources.

Visual and Performing Arts

Visual Arts are taught by classroom teachers utilizing a variety of media. Instruction in the arts is integrated with other areas of study. Guided drawing, sketching, sculpting, and watercolor techniques are among the areas included in art instruction. Students' artwork is displayed throughout the school. The Art in Action program continues this year with the support of the Parent Group. Field trips are another way to expose students to the visual arts.

Performing Art activities are included in classroom activities. A music specialist provides vocal music instruction for each grade level, K-5. A musical production is prepared and performed by each grade level. Students see the performances during school hours and evening performances are presented for the community.

Instrumental music is provided for 4th and 5th grades before school. A performance is given to the student body at the end of the year. Throughout the year teachers select field trip opportunities to support the performing arts.

Physical Education

The Physical Education ("PE") emphasizes participation, good sportsmanship, and physical skill development. Activities include games and sports, rhythms, movement skills, and equipment manipulation. All PE instruction is co-educational. Student results on the California Fitness Test are reviewed by school staff and District administrators.

California Health standards are incorporated into the PE program. Coordination among science teachers, the PE teacher, and the counselor help build a strong program for student health and fitness.

Library/Media/Technology

North School integrates the library program throughout the curriculum. The library is an important resource for teachers and students alike. The librarian works collaboratively with teachers to provide instruction around literature selections and research strategies. Recognizing that choice is a strong

motivator in reading, the Library Media Center offers a broad range of print and visual materials at every level to support our students in their natural curiosity and differentiated learning.

Combining library and technology services into a library/media/research center is a critical component for student educational advancement because it supports inquiry, communication, and analysis. North School provides:

- Opportunities for students and staff to acquire skills related to the use of technology.
- Support to meet State curricular standards by enhancing instruction planning, delivery, practice, assessment, and communication.
- Together with the Library, the promotion of information literacy to develop critical consumers and creators of information.

To further these goals, 1st through 5th graders receive a school-use Chromebook, and in K each student has a school-use iPad.

Every classroom has a SMART board and document camera to help activate engaged learners. Teacher collaborations to create lessons using this technology are ongoing.

Enrichment Program

North School has an Enrichment Program housed in the innovation-iLab. All students attend the i-Lab to further their learning about critical thinking. The i-Lab curriculum is based on the Essential Outcomes. A part-time Enrichment Teacher facilitates the instruction for K-5th grades.

Standards, Assessment, and Accountability

As noted above, grade-level standards are defined by the Common Core and the State of California. Student assessment is key to guiding instruction and promoting learning. Student progress is evaluated using multiple measures from both the State and our District: formal and informal assessments, including group-administered standardized tests, and curriculum-based measures, individual diagnostic testing, report cards, and classroom observations. The District's assessments are scheduled three times a year to coordinate. Benchmarks are set and Personal Education Plans are crafted for each student based in part on these assessments.

Social-Emotional Learning

Character education reinforces healthy relationships among students and staff. Elements of mindfulness and design thinking have also been introduced and are practiced in classrooms. These resources complement the Common Core State Standards by bringing depth and breadth into classrooms and supporting emotional and academic goals for each student. Our school counselor provides opportunities to connect with parents to discuss grade-level issues and child development.

In 24/25, North School will embrace **John Madden's Pyramid of Success** as well as Kimochi's and Second Step to lead a series of assemblies, classroom SEL lessons and anti-bullying curriculum.

Building Belonging Week (IDEA Committee)

Our full-time counselor works with students and families to help develop a greater understanding of what it is to live in a community. The school counselor supports the emotional and social growth of the students as they develop through their elementary school years. In addition, the school counselor supports staff integration of social/emotional development lessons in the classroom. She schedules these with the classroom teacher.

Our counselor offers lunch meetings with groups of students to support friendships and/or social development. Our counselor educates and facilitates a group of students who become SuperStars or Peacekeepers. This group of students attends recess in the primary yard to help supervise students and facilitate conflict resolution talks between primary-grade students. The counselor also meets with parents individually and at group meetings. She is accessible and works with the principal to bring the best environment to North students.

The counselor has implemented all elements of the Kimochis, one of our school's social-emotional learning curricula, throughout K-5th grades. Kimochis's curriculum is based on the five core competencies of CASEL and helps reinforce the HCSO Essential Outcomes. The counselor schedules Kindergarten- 5th grade to support Kimochis and other social-emotional strategies.

Our counselor pushes into each classroom once/week to provide an aligned, grade level SEL lesson.

School Climate

We strive to maintain a warm and nurturing school atmosphere where respect and support among students, staff, and parents are evident. The staff and parents of North School work hard to encourage personal and social growth. North School created and adopted an award-winning J. Russell Kent Award and school-wide [Constitution](#) comprising a preamble and five articles aligned with our HSCD essential outcomes. Two Constitutional Delegates are selected from each classroom. The Delegates participate in two Constitutional Conventions and a school-wide Constitution Assembly to update and uphold the North Climate Constitution. The Delegates are responsible for helping to mobilize all student voices, vote and carry out initiatives planned by the student council and uphold the living Constitution. Constitutional Delegates attend a monthly student council meeting and communicate between the student council officers and the general education classrooms.

North continues to lead monthly assemblies for teachers to select 1-2 students who modeled an article in the Constitution. These students received a Constitution Award which is a personalized certificate and recognition in front of the entire school.

In addition, staff members have begun to learn and implement elements of the Responsive Classroom approach to support balancing the Constitution, student academic development and social/emotional growth.

The **HCSO Evolved [Essential Outcomes](#)** are not just for students. The entire North adult community strives to model the Essential Outcomes each day. We employ various methods to support our efforts in teaching children how to reach the Essential Outcomes. The staff has embraced the Responsive Classroom curriculum and Kimochis as a way to teach action steps toward reaching the Essential Outcomes and research the benefits of a Mindfulness curriculum.

Staff members routinely collaborate with students to identify and solve problems to promote a positive learning environment. This fosters a positive climate where teachers intervene to prevent and stop inappropriate behavior through regular class meetings, discussions, and assemblies. Our staff members also support our school's climate by connecting students from different grade levels. When students from different grade levels meet, students are given opportunities for social connection, differentiated learning, and mentor opportunities.

Student Leadership

Leadership opportunities are available to students throughout the school year. One of these is the North School Student Council. A select group of 3rd- 5th-grade officers represent our student council. Half of the students are elected by their peers, and a teacher leadership team selects the other half. Student Council officers meet weekly to plan school-wide events, organize fundraisers, plan our Constitution Delegate meetings, and support school initiatives. Our student council meetings are open to any students yet only the officers are invited to vote on motions. In addition, the principal meets with the Student Council Cabinet/Principal Advisors weekly to plan and discuss the upcoming student council agenda. The Student Council Cabinet/Principal Advisors are made up of the President, Vice President, Treasurer, and Communication Commissioner. As needed, other officers are invited to attend these meetings.

Service Learning Ambassador Program

In addition, a number of students serve as Service Learning Ambassadors. The latter meet weekly or bi-weekly to impact grade-level projects and school-wide initiatives, including but not limited to animal welfare, home insecurity, environment, and ability awareness.

Traditional holiday celebrations and opportunities to celebrate learning at Open House, musicals, parent coffees, and receptions, the Welcome Back all-school playdate, Movie Night, and Heritage Day are just a few ways students and parents participate and contribute to North School.

Parent Involvement

Communication is an essential element for success at North School. Parents are kept informed of activities, policies, and individual progress through the North News newsletter, eblasts, North social media Instagram account, classroom websites or instagram accounts, weekly classroom newsletters, google calendars, formal and informal conferences, newsletters, Konstella and an active Parent Group that

meets monthly. Input from parents is critically important to the effectiveness of our program and is welcomed by staff and administration.

Parents are invited to parent education activities and consistently receive relevant information concerning school programs and their effects on children. District, school, and classroom websites, along with bi-weekly newsletters, are another mode of communication.

Parent volunteers are critical to the success of our educational program. Many volunteer hours are logged every week in individual classrooms and the library. Parents volunteer hundreds of hours annually and provide resources through many sources, including but not limited to parent group, site safety, school site council, service learning, STEAM fair, and district committees. Parents are instrumental in the delivery of and financial support of Art in Action.

North Parent Group provides financial support through allocations each year. The group is active and vital to the school's vision of providing exemplary education for all students. Community activities are scheduled throughout the year. Parents assist in classroom holiday celebrations, field trips, and with teachers and administration consistently throughout the year. North Parent Group is an essential component of the enrichment offered to students. They have allowed us to expand our curriculum through allocation funding of Time and scholastic online materials. The activities and programs supported through the North Parent Group continue to strengthen the relationship between school and home and build community spirit. The school serves as an informal nucleus of the community connecting families through engaging events, programs, and traditions. Some include New Family Playdates, Welcome Coffees, Family Movie Night, Halloween Bingo, Heritage Day, Talent Show, Art Show, STEAM Fair, Field Day, and thousands of parent volunteer hours.

Staff Development

The Hillsborough City School District offers substantial opportunities for professional development that significantly elevate the quality of instruction and enable students to reach proficiency on academic content and achievement standards. The focus of professional development this year is around the teaching of writing and differentiation in the classroom.

Our staff is committed to professional growth, as indicated by the many workshops, conferences, and classes they attend. Professional development has also been provided in behavior modification techniques to support student learning. Articulation meetings are scheduled to promote consistency and dialogue within and between grade levels across the District. Collaboration time at the site is built into the daily schedule, and classroom teachers have opportunities to collaborate with their grade level team at designated times throughout the week. These designated times support current professional development and best practices in general.

Staff development is driven and facilitated by the principal and the Director of Educational Services and focuses on balanced literacy, math and the Next Generation Science Standards. Teachers collect new student assessments across the year, which helps drive instruction. The Technology Mentor provides staff in-services and continues to support every teacher in creating and sustaining an active website for students and parents to access. The staff has been encouraged and supported to attend professional learning opportunities workshops, PLC Institute, one-day SMCOE workshops, events connected with the Museum of Tolerance, STEAM Expo events, and innovative learning conferences. Our staff is also supported by three HCSD Instructional Coaches who support the staff at all four sites in HCSD.

North has many teachers taking on Hillsborough Incentive Plans (HIP) that involve research on various areas of education. Hillsborough Incentive Plans help create a climate of professional development for the school. In 23/24, our reading specialist created a HIP plan around WIN (What I Need) time for students, and our 5th grade teacher created a HIP plan around education and AI.

Funding and Governance

The Hillsborough City School District Bylaws and Policies are always followed.

Meetings of the Site Council are held monthly to review the School Plan, analyze data from parent surveys and assessments, and discuss topics of relevance to the school community. All meetings are open to interested community members. Members are elected to represent parents/community and school staff. The North School Site Council reviews the Single Plan for Student Achievement and presents it to the Hillsborough City School District Board of Trustees each year.

North School Healthy Foods List

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

We would like class celebrations to include a **‘RAINBOW’** of food choices, which would include at least one item from each of the food groups listed below. By providing a variety of choices, there will always be something for everyone!

We have put together a combined list of **GO FOODS** (those that can be eaten almost anytime) and **SLOW FOODS** (those that should be eaten sometimes) for classroom celebrations.

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

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

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

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

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

The following foods will be considered **WHOA FOODS** (those that are considered the least healthy) and may NOT be brought in by parents or staff to share with students during class **EXCEPT** during one of the four parties per year which are selected by the classroom teacher. These foods include cupcakes, cookies, donuts, ice cream, candy, cakes, pies, popsicles, sweetened breakfast cereal, hot chocolate, and flavored milk. NOTE: ONLY ONE WHOA food (treat) per party.

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

Mission Statement and Essential Outcomes

HCSD Core Values

Empower...students and educators to be their best selves, try new things and take risks
Engage...with each other and be passionate about what we do -- at school and in our community
Evolve...as learners, thinkers, communicators, and citizens over a lifetime

The mission of the Hillsborough City School District is to work in partnership with students, parents, and the community to educate the whole child in a nurturing and engaging environment. We empower students to achieve their potential in our ever-changing world, and to build resilient critical thinkers who embrace civic responsibility as they strive to become people of good character, effective communicators, global citizens, and lifelong learners.

HCSD Mission Statement

Our mission is to develop students who think critically, act ethically, and embrace challenges.

We will accomplish this mission by focusing on our [Essential Outcomes](#) providing our students with an educational experience that serves as a roadmap for future success in an ever-changing society.

Attendance

Parent/Guardian Communication 23/24

ABSENCES

If your child is going to be absent for any reason, please **email Jessica Bunn, jbunn@hcsdk8.org, and the classroom teacher by 8:30 a.m.** and indicate the reason. If your child is not feeling well, please keep him/her at home until symptoms have disappeared and he/she has been fever-free for 24 hours. The following reasons are considered acceptable reasons to be absent or tardy:

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

ILLNESS

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

1. **Appearance, Behavior** – unusually tired, pale, lack of appetite, difficult to wake, confused, irritable. This is sufficient reason to exclude a child from school
2. **Eyes** – thick mucus or pus draining from the eye and “pink eye” (conjunctivitis)
3. **Fever** – temperature of 99 degrees Fahrenheit or higher
4. **Greenish nose discharge, and/or chronic cough** – should be seen by a healthcare provider.

These

conditions may be contagious and require treatment.

5. **Sore Throat** – especially with fever or swollen glands in the neck
6. **Diarrhea** – 3 or more watery stools in a 24-hour period especially if the child acts or looks ill. If this is an ongoing condition, see a healthcare provider.
7. **Vomiting** – vomiting 2 or more times within the past 24 hours
8. **Rash** – body rash, especially with fever or itching. Diaper rashes, heat rashes, and allergic reactions are not contagious
9. **Ear Infections without fever** – do not need to be excluded, but the child needs to get medical treatment and follow-up. Untreated ear infections can cause permanent hearing loss
10. **Lice** – children may not return to school until they have been treated and are free of lice and nits (eggs).
11. **Scabies** - Children with scabies can be admitted after treatment.

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

EXTENDED ABSENCES

If your child is ill or away from school for any reason, it is expected that the missed work be made up. When a student is absent for 3-14 days, the parent may request an independent study homework assignment by calling the school office. The secretary will inform the teacher of the request. Please allow 24 hours to prepare the assignment.

LEAVING SCHOOL EARLY

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

TARDIES

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

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

[Attendance](#)

Attendance Options/Permits – EC 48980(h)

Interdistrict Attendance - EC 46600 et seq.

The parent or legal guardian of a pupil may seek release from the school district of residence to attend a school in any other school district. School districts may enter into agreements for the interdistrict transfer of one or more pupils for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers, and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a pupil will not have to reapply for an

interdistrict transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which they are enrolled.

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer. Nor may a district prohibit an interdistrict permit release when no interdistrict permit options are available to a victim of bullying. “Bullying” means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message , text, sound, video, or image in a post or a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired district in Grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months.

A pupil who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Each school district shall post their interdistrict policy agreements and local district caps on their district and/or school websites. Reasons for approval and denial of interdistrict transfer request must be updated on the district website according to board policies. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process please call the district office at 650-342-5193.

General School Information

AFTER SCHOOL PROGRAMS

If your child has an onsite after-school activity or if your child is going home with a friend, you must notify the classroom teacher. Notify the office of any change in pick up (play date, etc.) during the day rather than emailing the teacher. **This is very important for student safety.** Please note that unless your child is remaining for one of the purposes above, he/she must be picked up on time. **This includes timely pick-up on Thursdays when the children in K-2nd grades are dismissed at 1:15 p.m. and students in 3rd-5th grades are dismissed at 1:30 pm.** The school staff is not available after dismissal time to supervise your child. Students waiting to be picked up or for a recreation program to start should wait in the pick-up circle. Waiting by the apple tree or playing on the playground is not allowed.

RECREATION DEPARTMENT

The Hillsborough Recreation Department offers a before-school program and after-school program called HIVE at North before and after school. There are numerous offerings in physical fitness and the arts too. For more information, please visit the recreation [website](#) or contact Tony Giacomazzi, the Director of Recreation, at 342-5439. The Recreation Office is located at Crocker Middle School.

Hillsborough Recreation [Fall 2024 HREC Activity Guide](#) and [HIVE After School Program](#).

BIRTHDAYS

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

CHANGE OF EMERGENCY CONTACT INFORMATION

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

CLASS ASSIGNMENT PROCEDURE

In the spring of each year, the teaching staff, in collaboration with the principal, assigns students to classes for the following year. Every attempt is made to place each student in the classroom situation that will be the most beneficial. Placement is based on many factors, including academic achievement, learning style, gender, ethnicity, special needs, peer relationships, and student behavior. Input from parents is considered, and it is up to the teaching staff to place students in what they consider will be the best learning environment for the students. If a parent wishes to share information regarding their child's placement, this may be done in writing using a "Parent Input" letter in the spring. Placement determination will be driven by the need to generate balanced classes. The principal makes final class placements.

COMMUNICATING WITH TEACHERS

We encourage parents to contact their child's teacher with any concerns or questions they might have. There are two regularly scheduled parent-teacher conferences each year, one in the fall and one in the spring. These provide an opportunity to discuss your child's progress. In addition, each teacher has a classroom telephone number and an e-mail address so they can be contacted directly. Teachers are not

available to come to phone or check email during most of the school day, so if there is an urgent message, please contact the office. If it is not time-sensitive, please send an e-mail or leave a voicemail (with the best time to call and phone number), and your call will be returned. Teachers will not always be available to meet with parents who drop in without an arranged appointment. It is important to respect teacher preparation time at the beginning of the day and their duties and responsibilities for student safety at dismissal times.

FIELD TRIPS

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

HEALTHY FOOD POLICY

Our healthy food policy relates to the food provided during class parties. During these celebrations, students should be provided with a rainbow of healthy foods from the different food groups. WHOA foods (sugary foods) may be served at four parties per year. These treats should be limited to one treat per party per student. Parents may send to school whatever foods they feel are most appropriate for their students during lunch and snacks.

Parent-Provided Recess Snacks and Lunch

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

CELEBRATIONS NOT INVOLVING FOOD

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

HOMEWORK GUIDELINES

Parents are encouraged to do the following:

- Provide positive support/encouragement to their children
- Help their children establish a regular time, place, and quiet atmosphere for study
- Provide necessary equipment (e.g., notebooks, dictionary, ruler)
- Allow children to do their work. Assist when asked specific questions
- Notify the teacher if their children are unable to complete assignments within a reasonable length of time
- Ask their children to share some of their completed assignments

- Read regularly to/with children and listen to children read
- Recognize that children need to be more independent in completing homework as they mature

The following grade-level homework guidelines have been established as [Board Policy](#).

LIBRARY BOOKS

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

LOST AND FOUND

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

LUNCH [Lunchmaster Communication](#)

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

In an effort to ensure safety, preserve the classroom learning environment, and promote student leadership, in case your child forgets his/her lunch, we have placed a lunch cart in front of the school office. Leadership students will sign up to deliver lunches to your children before 12 noon. (See photo below). Leadership students will place late lunches on grade level tables for your children to pick up their lunch.

FROM HOME

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

SCHOOL BREAKFAST and LUNCH [Lunchmaster Communication](#)

The Hillsborough City School District uses LunchMaster as our Universal Meal vendor.

OFFICE HOURS

The office will be open from 7:45 a.m. - 4:00 p.m. on school days. If there are any changes to this (meetings or professional development), there will be a note on the door.

PERSONAL ITEMS FROM HOME

We encourage children at North to use the equipment available at school. Electronics, toys, balls, etc. should not be brought to school. Please do not send your child to school with valuable items. **They**

should not carry more than \$5.00 in cash to school. Please send all money for fundraising, photos, school events, etc. in an envelope marked clearly with the child's name, room number, and intended use of the money.

Cell Phones & Smartwatches:

Cell phones and other personal electronic devices (such as Smartwatches) are not allowed to be used during school hours. This includes phone calls, texting, gaming, listening to music, taking pictures, and Internet use. We recognize parents want students to have cell phones for safety purposes when coming to and from school, so devices can be accessed before school and after school.

Cellular phones or other communication devices must be turned off and put away during the school day. Smartwatches should be in airplane mode during school hours. Cell phones and personal electronic devices will be confiscated if they are seen or heard during the school day, and a parent or guardian will be required to retrieve the device. The office phone is available for student use when needed. Repeated offenses may result in additional consequences.

- 1st offense - phone is turned in to the office and the student can retrieve it after dismissal
- 2nd offense - phone is turned in to the office and the parent/guardian can retrieve the phone after dismissal
- 3rd+ offense - phone must be turned in each day for one week or more and can be retrieved by the student after dismissal

NORTH TK PROGRAM (new in 24/25)

PRESCHOOL(8:30-11:30) and PRE-K (12:30-3:30)

STUDENT RECOGNITION

Two students/month are recognized by their teachers for following an Article in the North Constitution. In addition, students are recognized for completing Lexia (reading) levels. Finally, students will be recognized for exemplary attendance.

TECHNOLOGY USE

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

Students and parents/guardians have signed a [ACCEPTABLE USE POLICY 23/24](#) prior to using technology.

TELEPHONES/Technology Watches/toys

Cell Phones & Smartwatches:

Cell phones and other personal electronic devices (such as Smartwatches) are not allowed to be used during school hours. This includes phone calls, texting, gaming, listening to music, taking pictures, and Internet use. We recognize parents want students to have cell phones for safety purposes when coming to and from school, so devices can be accessed before school and after school.

Cellular phones or other communication devices must be turned off and put away during the school day. Smartwatches should be in airplane mode during school hours. Cell phones and personal electronic devices will be confiscated if they are seen or heard during the school day, and a parent or guardian will be required to retrieve the device. The office phone is available for student use when needed. Repeated offenses may result in additional consequences.

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

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

VISITING NORTH SCHOOL

All visitors must report to the office upon arrival.

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

VOLUNTEERING AT SCHOOL

Parents and guardians are welcome to volunteer at North School. **All volunteers must sign in and wear a visitor badge or volunteer lanyard while on campus.** This also applies when attending meetings on campus during school hours. The sign-in sheets and lanyards are located both **in the office and in each classroom.** **Volunteers may go directly to the classroom sign in and obtain a lanyard there.** Volunteering in the classroom should be arranged directly with the classroom teacher.

WALKING TO AND FROM SCHOOL

Children should be in at least **third grade** before walking to and from school without an adult. Parent permission is required for this. If you would like to give your child permission to walk, please come into the office to get a “walker pass”. This “walker pass” needs to be attached to the student backpack. If you have a unique request to allow a younger sibling to walk home with a fifth-grade sibling, please contact the principal. **Please note: The “walker pass” is to authorize the student to leave campus to walk home immediately following dismissal. It does not give permission for the student to hang out on campus unsupervised or to walk to the front North Hillsborough sign to wait to be picked up there.**

Student Safety

Wheels on Campus (e.g., Scooters and Bikes)

- Bikes and Scooters should be walked while a person is on school grounds and locked to the bike rack (adults and children). School will not assume responsibility for any bicycles or scooters.
- Rollerblades/skates, skateboards, shoes with wheels and other toy vehicles are NOT allowed on campus
- Please email the office to let us know if your child will ride a bike/scooter to and from school during the school year
- State law requires all minors to wear a properly fitted and fastened bicycle helmet E-Bike Information [E-bike Law Handout](#).

THESE RULES SHOULD BE FOLLOWED AT ALL TIMES: DURING SCHOOL HOURS, AFTER HOURS AND ON WEEKENDS. THE SOUTH STAFF APPRECIATES EVERYONE'S SUPPORT IN KEEPING OUR STUDENTS SAFE, RESPECTFUL AND RESPONSIBLE.

COMMUNICABLE DISEASES

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

HEAD LICE

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

DISASTER PREPAREDNESS

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

DOGS ON CAMPUS

Dogs are not permitted on the North campus (including the field) on school days from 7:30 am-6:00 pm. Dogs are only permitted at other times if they are on a leash. This is to ensure that everyone picks up

after their dog and that our students do not run through dog feces during Physical Education or lunch recess. This is a town ordinance, so if you see anyone not following this, please inform the authorities. Service animals are permitted.

DRILLS

We have four emergency drills that we practice throughout the year: Fire, Drop/Cover & Hold, Secure Campus, and lockdown/barricade drills. At least one Fire drill will be conducted with the assistance of the Central County Fire Department. Our lockdown/barricade drills are conducted with the assistance of the Hillsborough Police Department. We practice fire drills once a month and the schedule is on our website. Lockdown drills are an important part of our safety preparedness plan. At this time, we are practicing Lockdown/Barricade drills with staff only. A lockdown/barricade drill may be required if there is an intruder on campus, a wild animal, a medical emergency, a chemical spill, or an environmental hazard.

IMMUNIZATIONS

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

MEDICATIONS

School personnel are not permitted to administer any medication to students without a written order from a doctor. If you indicate an allergy on your emergency card, your classroom teacher will contact you to find out the specifics and severity of the allergy. If you indicate that your child has asthma, **we require at least one inhaler** in the office. If your child has a risk for anaphylaxis, **we require at least one EpiPen** at school and possibly more depending on the severity of the case. **California Ed. Code does not permit students to carry ANY medicine (except an inhaler) in their backpack.** Any other medicine **MUST** be located in the office. For the long-term medication to be dispensed at school, a specific form, which is available in the office, must be filled out and signed by both the parent and the doctor. Prescription medications must be sent in their original containers and stored in the office.

STUDENT DROP-OFF

Families with students at North only must drop their children off in front of North. Every morning there are parent volunteers to assist with vehicle drop-off. These people are volunteering their time to make sure that all North children are safe. Please be polite and follow their directions. **Please note: There is no drop-off in the roundabout near the MPR.**

Drop-off Procedures

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

STUDENT PICK-UP

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

Walking Pick-up Procedures

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

Vehicle Pick-up Procedures

1. Each family is given a laminated placard with their children’s names on it at the beginning of the year. This placard should be attached to the visor of the vehicle(s) that will be used to pick up your child. Displaying the placard assists the staff and volunteers to identify your child(ren) faster and guide them to your vehicle for pick-up.
2. There is a designated “Student Pick-up Zone” located beside room 9 on the lower playground near the traffic circle. At dismissal time, all students waiting to be picked up will be seated and waiting there. The children will be supervised by staff for 15 minutes after their dismissal time and then they will be taken to the school office.
3. Pull your car forward and just as you reach the yellow curb area, stop your car, and tell the person with the megaphone who you are picking up.
4. The person with the megaphone will tell you and the students to go to one of the five numbered green balls

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

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

Student Behavior

BEHAVIORAL NORMS

Producing ethical citizens and caring individuals is a top priority at North School and is an important part of the Hillsborough Essential Outcomes. All students are taught the three North School Norms: Show respect, Make good decisions, and solve your problems. These social norms foster high expectations for behavior and encourage students to use good character and practice their life skills. Teachers individually establish and enforce a set of classroom rules and procedures consistent with District policies and procedures. Parents should clarify these with the individual teacher as questions arise.



North School Constitution VI [link](#)

RESPONSIVE SCHOOL DISCIPLINE and RESTORATIVE JUSTICE

At North, our goal as educators is to prepare our students for a successful, happy life, and we do so by providing a physically and emotionally safe setting for them to learn and grow together. For this goal to be attainable, we must work together as a team to ensure we are fostering an environment of consistency, responsiveness, communication, and compassion.

Consistency

In order for students to maintain successful and appropriate behavior across all environments, it is important that they know there are school-wide expectations, including different classrooms, teachers, and activities. The response to problem behavior must remain consistent to ensure our students are always aware of the outcomes of their behavior.

Responsiveness

Problem behavior must be addressed and must be addressed soon after the behavior occurs. Likewise, we should remember to be responsive to our students who are exhibiting positive behavior – “consequences” can be good, too!

Communication

Students who are exhibiting problem behaviors in one class are typically exhibiting them in other classes, as well. All staff members who work with a student should be involved with the specific consequences required and the chain of support for that student

Compassion

There is no such thing as a “bad” student. Every student exhibiting a problem behavior is trying to communicate something to us, and we need to remember to acknowledge and respect each individual student as we work with him or her. Our goal is to maintain safety and order while we help the student to recognize their behavior and ultimately develop internal control of their behavior. It’s important for students to learn how to help themselves.

“The most powerful way to address students’ misbehaviors is to put strong, consistent effort into nurturing positive behavior in the first place. Establishing strong teacher-student relationships, creating rules with students, using positive language throughout the school, modeling and reinforcing skills and routines, frequently referring to the rules in guiding children’s behavior day in and day out, designing engaging and appropriately challenging lessons, deliberately building a sense of community in the school...”

Chain of Support

Level 1 – Teacher

Teachers are expected to make the initial determination regarding the discipline incident – it is up to the first responding staff member to decide if this is a small issue that can be dealt with on the spot or a bigger issue that will require intervention and follow-up. For all incidences of misbehavior, the response will adhere to the following protocol:

1. *Address the misbehavior with a simple response right when it starts*
2. *Use a non-punitive consequence if needed.*
3. *Provide more intensive support if needed.*
4. *Have the child leave the classroom for a small amount of time if needed.*

Minor misbehaviors that will be addressed in the classroom with the teacher-counselor or principal may be involved for support

Examples	Teacher Role	Possible Follow-Up
Name-calling and/or put-downs	Address the misbehavior right away	Students do <i>Talk it Outs</i> in the classroom or in the playground for conflict resolution
Inappropriate language	Inform parents if necessary	Logical consequence
Not following Instructions/ Defiance	Implement classroom behavior management tools with logical consequences and positive reinforcement	Reparation
Mocking		Take-a-break
Gossiping or rumor spreading	Have a calming corner to support students in calming down	Counselors can support students with conflict resolution only if the teacher is not able to do this
Low-level teasing	Conduct frequent classroom meetings to support students in talking about feelings/conflicts	Principal may be consulted for additional support
Class disruption		
Not using technology appropriately		

Interpersonal issues

If multiple students are engaged in a behavioral issue, it is the teachers' responsibility to determine the parties involved, the extent to which they are involved, and decide what consequences and/or next steps each student will be facing. When addressing any behavioral incident, teachers will focus on respect, empathy, and de-escalation.

Level 2 – Administration *Please note that these intervention levels are suggested and the principal reserves the right to speak with any student at any time.

The principal, or in the absence of the principal, the Teacher In Charge, will get involved when there are concerns for student safety. Students sent to the principal will be sent with information regarding the incident, who was involved, and what steps have already been taken. Students in the principal's office will complete a Reflection form or an Incident Report, including but not limited to recapping the situation as well as a plan for how to prevent this behavior from occurring in the future. Interventions will be entered into a student incident report which summarizes the incident.

Major Misbehaviors

Examples	Teacher Role	Possible Follow-Up
Mistreatment/Allegations of Bullying	Follow up with parents to let them know how things are going	Counselor and/or principal will be involved for inquiry, investigation, reparations, and reflection on progress
Harassment	Inform the principal	Loss of privilege Reparation
Unwanted physical contact: Fighting/physical aggression	Continue to implement a classroom behavior tool with logical consequences and positive reinforcement	Potential suspension (in house or out of school) Take-a-break outside of the classroom (in another room or in the office)
Sexual or racial Taunting	Establish more frequent classroom meetings to teach expected behavior	May be referred to counselor or principal
Abusive language		May be referred to counselor or principal
Overt defiance		May be referred to counselor or principal

Acts against campus: Property destruction		May be referred to counselor or principal
Rumor spreading/gossip		May be referred to counselor or principal
Exclusion Name-calling or Put Downs		May be referred to counselor or principal

Level 3 – Families

Minor: Teachers/Counselor and/or Principal will inform parents if minor misbehaviors are reoccurring.

Major: When a student's behavior escalates, parents will be notified in a brief, concise and neutral email, phone call, or request for a parent meeting.

DRESS CODE

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

PLAYGROUND RULES AND PROCEDURES

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

[Recess Reminders K-2](#)

[Playground Rules for Games](#)

BEFORE SCHOOL

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

PLAYGROUND

- Stay on the blacktop, rubberized surface, and jungle
- Students should stay in areas where they are visible by the adults who are supervising.
- Keep rocks or sticks on the ground
- **Tag** - is only allowed on the green rubber or other designated areas
- **Starburst climber** – is only used for climbing
- **Sand** – stays in sand area
- **Swings** – Yellow safety bars must be locked in place, No twisting or swinging sideways; count to 120 to take turns
- **Do not jump off any structure**
- Handballs should be played in designated areas only and balls should be used appropriately.

When Bell Rings at recess

- Stop swings immediately (do not jump off); get off and report to class
- Climb down equipment then report to class

FIELD

- Students will wait for a North School employee (not a Recess Pal/parent) at the apple tree before entering the field
- When walking to the field students must walk down the stairs, not on the preschool side of the school. Students must return to class the same way

AFTER SCHOOL

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

NONDISCRIMINATION

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

SUSPENSION

While suspensions and expulsions are infrequent in the HCSD, they do occur. Please contact the District Office for information about district board policies.

SUSPENSION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructional Program

METHODOLOGY

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

CALIFORNIA COMMON CORE STATE STANDARDS (CA CCSS)

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

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

Mathematics

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

LIBRARY

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

SCIENCE: NGSS

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

SOCIAL STUDIES

Using the basic purpose of the social studies program is to focus on increasing each student's interest, knowledge, and understanding of human behavior and social interaction. The social studies program is enhanced at all grade levels with field trips, docent visits, projects, artifacts, and children's literature. The goals of the program include the following: 1) acquisition of basic knowledge, 2) understanding of concepts from the various social sciences (geography, history, economics, sociology, and political science), 3) development of investigative and process skills, and 4) knowledge of multicultural education. In order to view the California Social Studies Content Standards, please visit [Social Studies Standards](#)

MATH AND SCIENCE ENRICHMENT PROGRAM (Innovation or I-LAB)

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

TECHNOLOGY

North School has a computer lab, 1:1 classroom Chromebooks in grades 1-5, 1:1 iPads in grades K.

Each classroom has a printer, a document camera, and a SMART Board. Students use the internet both in the classroom and in the computer lab. Students also visit pre-screened websites via the County Web Portal (aka EdStop1). The Web Portal can be found at: <http://ed1stop.org/render.userLayoutRootNode.uP> and passwords are available through your classroom teacher. This is also a great tool for students to access at home.

PHYSICAL EDUCATION

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

Fitnessgram which includes curl-ups, sit and reach push-ups, and the PACER test. In order to view the California Model Content Standards for Physical Education, please visit: [Physical Education Standards](#)

VISUAL AND PERFORMING ARTS

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

VOCAL MUSIC

All K-5 students receive formal vocal music instruction where they learn about pitch, notation, rhythm, and movement. Orff-Schulwerk instruments, as well as non-pitched instruments, are an integral part of grade-level instruction reinforcing all musical elements. All children participate in a musical program at least once during the school year.

HEALTH EDUCATION

All K-5th grade students receive health education instruction from various instructors including the classroom teacher, the PE teacher, and the school counselor. Content is grade-level specific and includes areas such as nutrition and physical activity (K,2,4,5), growth and development (K,1,3,5), sexual health (5), injury prevention and safety (K,1,4), alcohol, tobacco, and drugs awareness (K,2,4), mental and social health (K,2,3), and personal and community health (K,1,3,5). For more information on the health standards at a particular grade level please visit: [Health Education Standards](#)

GIFTEDNESS

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

ENGLISH LEARNERS

The district screens students new to North who speak a primary language other than English in the home. Children who are admitted to the English Learner program receive individual or small group instruction called English Language Development by their classroom teacher and the school’s English Language Development Specialist in order to help them learn English speaking, reading, and writing skills. In order to learn more about the English Language Development Content Standards, please visit: [English Language Development](#)

COUNSELING PROGRAM

North School has a full-time counselor on-site every school day. The counselor is available to confer with students, parents, and staff. The counselor proactively meets with whole classes, groups, and individuals

on many social and emotional wellness topics. Currently at North, our counselor uses the following curriculum: Kimochis, Second Step and John Madden's Pyramid of Success.

RESOURCE SPECIALIST PROGRAM (RSP)

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

SPEECH AND LANGUAGE

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

RELATED SERVICES

North School offers related services such as Occupational Therapy and Adapted Physical Education for students who are eligible. HCSD has employed a full-time Behaviorist who offers behavioral intervention and support services for students who are eligible.

Student Assessment

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

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

Smarter Balanced Assessments

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

These reports will also highlight students' strengths in key areas for both ELA and math. ELA results will include information about the students' performance in the areas of reading, writing, listening, and research. Reports of math results will include information about student's performance in problem-solving, using concepts and procedures, and in communicating mathematical reasoning. The student's performance in these key areas for each subject will be reported using the following [indicators](#): Below Standard, At or Near Standard, and Above Standard.

Smarter Balanced has a **practice test [website](#)** in order for parents to experience the features of online testing and gain insight into how Smarter Balanced assesses students' mastery of the Common Core standards. Please visit this [website](#) and click on ***Take the Practice Test*** to learn more.

The **summative assessment** is done on the computer and it goes beyond multiple-choice questions to include extended response and technology-enhanced items. The summative assessment will be administered in the spring. The summative assessment uses Computer Adaptive Testing (CAT). This

means that based on student responses, the computer program adjusts the difficulty of questions throughout the assessment.

The **performance tasks** allow students to demonstrate critical thinking and problem-solving skills. The performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are connected to a single theme or scenario.

Content Standards Test (CAST)

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

Physical Fitness Test

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

California English Language Development Test (CELDT)

This test assesses the listening, speaking, reading, and writing development of students who speak another language in their home. During the 2017-18 school year, school districts will be transitioning to a new assessment called the English Language Proficiency for California. This new assessment will only have three levels: Emerging, Bridging and Expanding. Please visit this website [website](#) to learn more.

DISTRICT-MANDATED TESTS

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

DISTRICT ASSESSMENTS

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

CLASSROOM ASSESSMENTS

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

PARENT-TEACHER CONFERENCES

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

Student Profile Sheet

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

Personalized Education Plan (PEP)

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

REPORT CARDS

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

Essential Outcomes

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

Work Habits, Study Skills, and Behavior

How a student approaches his or her work often has a great impact on the ability to master the content. This section breaks the requisite skills for learning into three components: classwork, homework, and behavior. Each of those sections is broken down further into groups of related skills or behaviors. This

allows the teacher to more specifically let the student and parent know to what degree the student is applying those skills that help facilitate learning.

Measuring Progress

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

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

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

Effort Rating

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

Comments Section

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

Communication

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

E-BLASTS

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

NORTH NEWS

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

PRINCIPAL EBLAST MESSAGES

On occasion, you will receive emails from the principal with important updates, reminders, and school-related information.

CLASSROOM TEACHER EMAIL and Expectations

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

ROOM PARENT EMAILS

You will receive many emails from your Room Parent with information about volunteer sign-ups, class parties, teacher recognition, and North Parent Group activities and events. These emails may come directly from your Room Parent or through your class Shutterfly Site (see below).

KONSTELLA ROOM PARENT SITES

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

READER BOARD

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

SOCIAL MEDIA-North Instagram

Your teacher may set up a class social media account for sharing photos and updates with you. These accounts are private and only shared with parents/guardians of students in your class. Joining/following these accounts is optional and will not take the place of the other forms of communication mentioned

above. Additionally, the North Parent Group will share photos, videos, reminders, and highlights from our school community. Student images will not be shared without permission. You can follow @NorthParentGroup on Instagram and Facebook and @North_Parents on Twitter.

NORTH TEACHER websites, private classroom Instagram accounts and/or newsletters provide parents with necessary and timely information as needed.