



SOUTH HILLSBOROUGH SCHOOL

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We are excited to have your child and your family as members of our learning community. This *welcome booklet* offers you an introduction to South School and information on School programs and policies.

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WELCOME!!!!

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**Practice Respect  
Accept Responsibility  
Work Together  
Smile and be Kind!**



Hello and welcome!

I am so honored to be serving as your principal at South Hillsborough School. This is a place that holds the development of *the whole child* as a top priority. Educators and staff collaborate with one another on a regular basis to support and challenge our students as they work towards the high academic and behavioral standards we have established as a learning community. The educational experiences provided by our staff, and greatly supported by our parents, help to challenge our students to achieve academic and personal success.

Our school also benefits from the support and leadership of a forward-thinking school board and a progressive district office. We are additionally fortunate to have amazing support from the community through the efforts and commitment of the Hillsborough Schools Foundation (HSF). It truly does “take a village” to raise a child. I am honored and grateful to be working on behalf of your children and alongside our talented educators and generous community members to provide a high-quality education for our students. I look forward to another wonderful school year serving and leading our students, educators and families.

**Lina Butte**  
South School Principal

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## 1. HCSD ESSENTIAL OUTCOMES

The mission of the Hillsborough City School District (HCSD) is to work in partnership with students and parents to educate the whole child in a nurturing environment, with the goal of encouraging students to become...

People of good character who are...

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

Innovators and problem solvers who are...

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

Effective communicators who...

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

Global citizens who...

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

Lifelong learners who...

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

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

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

## 2. OVERVIEW

### 2.1 PAWS- A South School Motto and Norms

As South School Tigers, we want students to develop good character and be the best they can be, practicing in a space where they can get support and learn to be their best selves. P=practice respect A=accept responsibility W=work together as a team S=smile and be kind 😊 All students are taught these four School Norms. 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.

### 2.2 School Characteristics

South Hillsborough School ("South School") is one of three public elementary schools serving the children of Hillsborough, California. South School's students are drawn from an upper socio-economic community. As of April 10, 2022, 242 K-5 students were enrolled at South. The student body was 45% Caucasian, 36% Asian, .36% Hawaiiin/other pacific Islander, 4% Hispanic or Latino, .36% African American, and 11% Multiple Races. Within the student population, 10% were English learners and 10% were in Special Education.

South School houses twelve General Education Classrooms (K-5), and a Transitional Kindergarten, an Innovation Lab ("i-Lab"), a Library, a Resource Room, a Music Room, a Reading Specialist Room, a Counselor office, a Speech & Language room, a Multi-Purpose Room, and a Main Office/Principal Office. An after-school Hillsborough Recreation Department program is located in a room on the South School campus.

South School employs a counselor, a psychologist, a behaviorist, an occupational therapist, resource teachers, a reading specialist, a Spanish instructor, and a speech pathologist. The library, physical education, and choral music programs are led by credentialed teachers and the i-Lab activities are guided by an enrichment teacher. Teachers are supported by K-5 instructional aides who work directly with the general and special education students.

Set by a creek in a lovely wooded area, South School is characterized by its open-pod configuration, which enhances collegiality among both teachers and students. The two-story library/media center forms the heart of the school. Extending from this central core are the K-5 classroom pods, the administrative offices, and the Learning Center. Capitalizing on this unique architecture, students can move from classroom to classroom receiving instruction from different teachers. In addition, the configuration allows teachers to employ flexible differentiated student groupings based on students' readiness, interests

and learning styles. Adjacent to each classroom is an enclosed small instruction room, providing a setting for smaller group instruction.

\*School Accountability Report Card can be viewed online at [SARC South](#)

### **2.3 Teaching and Learning**

We seek to create a rich environment for students to learn and grow academically and socially. On a daily basis and by design, curriculum, pedagogy, and assessment intertwine with the goal of supporting each student's academic growth and social development.

South School teachers provide direct instruction in the essential academic disciplines of reading, writing, oral language, art, mathematics, science, history/social studies, and computer skills. Programs in the visual and performing arts and physical education are also offered. All curriculum areas are aligned with the California State standards found at [www.cde.ca.gov](http://www.cde.ca.gov). All students have access to standards-based instructional materials. Student learning is further enriched through highly motivating, hands-on activities and materials, as well as cooperative and individualized instruction strategies.

In addition to providing a broad academic education, we are focused on achieving other aspects of the HCSD Essential Outcomes. Within the academic program, teachers take advantage of opportunities to build good character and resilience among students. Problem-solving skills are enhanced by teaching students how to analyze and synthesize content and draw inferences. Cooperative learning, in which students work on projects together in groups, is used to foster teamwork, build community, encourage peer-to-peer learning, and promote self-esteem and respect among students.

A reading specialist, the general education teachers, and a special education teacher work with the librarian to assure that the library collection supports all students' needs, including the special education and gifted students.

South School teachers embrace innovations in teaching. Innovative teaching ideas and best practices are shared in staff meetings to inspire new thinking and teaching methods. Thursday site days are committed to curriculum design.

We recognize the existence of cognitive diversity among students, but believe that each student can achieve mastery of the curriculum. South School differentiates instruction according to individual needs. Throughout the year teachers review student progress, set personal education plan (PEP) goals with students and parents, examine test results, and collaborate at grade level to provide the strongest program for each student. When necessary, the classroom teacher shortens or extends assignments and provides open-ended assignments to meet the needs of and challenge individual students.

### **2.4 Equal Opportunity and Access**



### **2.4.1 General Education Supports**

Every year begins with the Class Review process, wherein the Student Services Team (i.e., the principal, the counselor, the resource teacher, and other specialists) meet with each classroom teacher to review data and discuss the needs of the students in the class. Supports (intervention and extension) are put in place for individual students as needed and monitored until the principal meets again with the grade levels after each report card period. If a new intervention for a given student is deemed not adequate after 6-8 weeks, a Child Study Team convenes.

A Child Study Team is composed of the classroom teacher, parents, the principal, resource teachers, the counselor, and the school psychologist. The special needs of the student are discussed, information from parents is shared, and recommendations are made by the team. At times the recommendation will be made for the student to receive assistance from support personnel or to be tested for inclusion in the special education program. Resource specialist, occupational therapist, speech and language and hearing-impaired programs are available to students with those needs. For the academically advanced child, discussions and program adjustments are recommended and implemented under a similar procedure.

### **2.4.2 English Language Learners**

Students who are identified as English Language Learners receive services within their general education classes. In addition, all classroom teachers have been trained in skills to assist English language learners or have received CLAD or equivalent credentials. Therefore, teachers can provide additional support and instructional opportunities for students who are developing fluency in English.

### **2.4.3 Giftedness**

The current HCSD criteria for a student to be considered gifted is for a student to either: 1) score in the 98<sup>th</sup> or 99<sup>th</sup> percentile on the OLSAT-8 (Otis-Lennon School Ability Test), which is given to all Kindergarten and 2<sup>nd</sup> grade students, or 2) obtain and share private cognitive testing that shows tests results greater than or equal to 98<sup>th</sup> percentile.

South School holds fall gifted conferences with a student's parents, the teacher, the school psychologist, and the principal to discuss a variety of ways to support and extend an identified gifted students' social-emotional and academic development.

### **2.4.4 Special Education**

A broad range of special education programming is available to students with exceptional needs. Students with special needs are identified and found eligible for services by a multi-disciplinary assessment team. When a student has been referred for special education services, his or her Individual Education Program (IEP) is coordinated with regular instruction and is provided with minimum disruption to the student's participation in the regular classroom. Thus, students

qualifying for special educational services are typically served for the majority of the day in their general education classroom. Resource teachers, special education aides, and classroom teachers coordinate the instructional program to help the children with special needs in their regular classroom.

### 3. 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.

| <b>Curricular Area</b>      | <b>Adopted Curriculum</b>                                                                                                                           | <b>Assessment Measures</b>                    |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Reading                     | <i>Benchmark Advance (Benchmark Education)</i><br><i>Units of Study for Teaching Reading from TCRWP</i><br><i>Open Court Foundational Skill K-2</i> | BAS, CARS, DIBELS, CAASPP, F&P                |
| Writing                     | <i>Units of Study in Opinion, Information, Narrative Writing from TCRWP (Heinemann)</i>                                                             | TCRWP Writing Assessments, CAASPP             |
| Mathematics                 | <i>Math Expressions (Houghton Mifflin Harcourt)</i>                                                                                                 | HCSD Trimester Assessments, CAASPP            |
| Science<br>Health Education | <i>TWIG Science- NGSS aligned</i><br><i>Health Connected</i>                                                                                        | CAST (CAASPP) Science (5 <sup>th</sup> grade) |
| Social Studies              | <i>Scott Foresman History-Social Science for California (Pearson)</i>                                                                               | Classroom Assessments                         |

#### 3.1 Language Arts

Teachers use the Teachers College Readers and Writers Project curriculum as their language arts program. Under this curriculum, students engage in

meaningful reading and writing tasks through modeling, guided and independent practice and inquiry. Instructional attention is given to revising and editing through conferring with individuals or small groups. These skills are explicitly taught through mini lessons. However, reading and writing is emphasized across the curriculum.

Benchmark Advance English Language Arts is also used in grades K-5 to supplement reading and word study instruction. This program supports the development of strong, independent fluent readers who think and question critically and employ multiple comprehension strategies. These strategies include decoding, exploring language structure, building phonological awareness, employing meta-cognitive strategies, and using text analysis. Classrooms are supplemented with a variety of other reading materials and literature.

In grades kindergarten through second, teachers use Open Court's Foundational Skills program for explicit phonics instruction.

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.

### **3.2 Mathematics**

*California Math Expressions* is the adopted material used by the teachers. South 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 developing an understanding of 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.

### **3.3 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 the 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.

### **3.4 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 South School during physical education and regular class instruction. The District's Counseling Departments have collaborated and created an Emotional Intelligence curriculum that is in line 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.

### **3.5 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.

### **3.6 Spanish- on hold**

World Culture and World Language is a District focus in the HCSD Forward plan. Spanish is taught to our 4<sup>th</sup> and 5<sup>th</sup> grade students. Each class receives one hour of instruction a week. Classroom teachers work in concert with the Spanish teacher to provide related cultural experiences for the students.

### **3.7 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, TK-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.

### **3.8 Physical Education**

The Physical Education ("PE") emphasis is on 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.

### **3.9 Library/Media/Technology**

South 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. South School provides:

- Opportunities for students and staff to acquire skills related to 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 5<sup>th</sup> 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.

### **3.10 Enrichment Program**

South School has an Enrichment Program that is housed in the innovation-Lab. 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.

### **3.11 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.

The achievement of Essential Outcomes is also assessed. With a scoring scale of 1-4, students are evaluated on how well they achieve the stated outcomes.

## **4. HOMESCHOOL COMMUNICATION**

Home-school communication is an essential element in the South School program. While school-to-home communications regarding student progress and school policies and programs are important, so too are home-to-school communications. Input from parents is welcomed and solicited by South School staff and administration to enhance the effectiveness of the program.

### **4.1 Formal Reporting on Student Progress**

Parent-teacher conferences are held twice a year. These conferences provide an opportunity for you to learn about and discuss your child's progress.

Student progress reports are provided to parents at each of the trimesters.

### **4.2 Other Parent/Teacher Communications**

Contacting your child's teacher with concerns or questions you may have is always encouraged. Because teachers are not available to come to the phone during most of the school day, if you wish to speak with your child's teacher by phone, please leave a voicemail, with the time and your phone number, and your call will be returned. If there is an urgent message, please contact the office. Teachers cannot always be available to meet with parents who "drop in" before or after school, so please call or email for an appointment. It is important to respect teacher preparation time and duties at the beginning of the day and their duties and responsibilities at dismissal times.

The South School counselor is available throughout the year to connect with parents to discuss grade level issues and child development.

### **4.3 Other Channels of Communication**

Other channels of communication by which parents can become informed of activities and policies include:

- Tiger Tales is a newsletter sent via electronic distribution on the 1<sup>st</sup> and 15<sup>th</sup> of each month. Hard copies of the weekly newsletter will be available in the school office. “Tiger Tales” keeps you abreast of school happenings including Parent Group activities, Hillsborough Recreation opportunities, and other relevant information.
- Classroom letters are sent home weekly with students and provide information on upcoming school activities.
- Principal Chats are open meetings the principal holds twice a year to discuss with parents.
- Parent Group Meetings are monthly meetings held by the South School Parent Group to discuss school wide initiatives, events and allocations.
- Eblasts are immediate notifications and reminders for important information sent by the school, HCSD, and the South School Parent Group. Please check your email regularly to be current.
- Global outreach email and auto dialing phone communication systems are used to contact parents of children in specific grade levels or the entire school. In the event of an emergency, you will receive both email and phone contact. Please check your email and phone messages regularly to be current.
- The school website <https://www.hcsdk8.org/south> gives South School parents online access to the School Calendar, forms, and links.

## **5. HOMEWORK**

### **5.1 Overview**

Homework is an integral part of the HCSD school program, serving the following purposes:

- Practicing a learned skill;
- Providing a valuable extension of student learning time; and
- Assisting students in achieving the Essential Outcomes, including good study habits, responsibility, self-discipline, and independence.

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

- The student's ability
- The student's maturity
- Effective use of study time
- Nature of subject matter.

Parents are encouraged to:

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

## **5.2 Guidelines for Homework**

Recognizing that there may be some variation across teachers, the following grade level guidelines have been established:

### **5.2.1 Kindergarten through 3<sup>rd</sup> Grade**

1. **Reading:** The most important component of homework is reading. Reading experiences will include students *being read to* by adults or peers, students reading *with* adults or peers, students reading books out loud *to* adults or peers, and, for advanced readers, silent reading. Even when students begin to read with fluency and understanding, reading experiences will still include the aforementioned requirements.
2. **Mathematics:** Occasional assignments may be given to practice or apply a learned skill. Teachers are encouraged to suggest, but will not require, family games, activities, and discussions to support mathematics learning.
3. **Individual Long-Term Projects:** Teachers may assign individual long-term projects to be completed at home up to three times a year. These projects will focus on critical concepts, will be broken down into manageable parts to aid students in time management, and will delineate clearly the role parents/adults will take (if any) in the completion of the project. Having completed the project, students will be given feedback that will guide their future learning.



4. Time Spent for Kindergarten and 1<sup>st</sup> Grade: While all students are different, as a general guideline, students should read about twenty minutes per night. Each long-term project should take approximately one hour to complete.
5. Time Spent for 2<sup>nd</sup> and 3<sup>rd</sup> Grade: As a general guideline, students should read about thirty minutes per night, although the time may vary across students. Each long-term project should take approximately two hours to complete.

### **5.2.2 4<sup>th</sup> and 5<sup>th</sup> Grades**

1. Reading: Reading continues to be a focus for homework, and students will continue to interact with books in a variety of ways. Content reading may be assigned in these grades.
2. Mathematics: Teachers may assign mathematics homework at a student's level when practice or enrichment is needed. Once a skill is mastered, a student should not be required to continue to practice the skill, other than to occasionally review this learned skill.
3. Individual Long-Term Projects: Teachers may assign individual long-term projects to be completed at home up to four times a year. These projects will focus on critical concepts and clearly delineate the role parents/guardians will take (if any) in the completion of the project. Teachers will support students in determining how to break down the project into manageable parts. Although students will not be required to independently break down a project, the teacher will ensure that students take on increasing levels of ownership of this task. Once a project is completed, students will be given feedback that will guide their future learning. Teachers will ensure that if the student follows a sensible plan for completion, students will be able to complete projects, reading, and all other assignments within the general time guidelines listed below.
4. Study Skills: Teachers will begin teaching specific study skills during class time. Once taught and practiced in class, students will occasionally be assigned to study for a test using one or more of the mastered techniques.
5. World Language: Teachers will assign homework to aid in the development of world language skills. Assignments will focus on skills which require practice and repetition in order to achieve mastery. Homework should be designed to be completed independently by students.

6. Other Subjects: Except as defined above, homework will be assigned only in the areas of reading/language arts and mathematics.
7. Time Spent: While all students are different, as a general guideline, students should spend about forty minutes per night on all assignments, including reading, mathematics, world language, and long-term projects.

### **5.3 Requests for Homework During Student Absences**

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

## **6. SCHOOL CLIMATE**

### **6.1 Social/Emotional Climate**

The Essential Outcomes are goals not just for students. Each member of the South School adult community strives to model the Outcomes for students throughout the day. Formal social-emotional learning (SEL) is provided through the Kimochis Character Program, which is designed to reinforce healthy relationships among students. The goal of educators is to prepare students for a successful, happy life by providing a physically and emotionally safe setting for students to learn and grow together. For this goal to be attainable, everyone must work together as a team to foster an environment of consistency, responsiveness, communication and compassion.

Staff members routinely work together and with students to identify and solve problems to promote a positive learning environment. Teachers intervene to prevent and stop inappropriate behavior through regular class meetings, discussions, and school wide assemblies.

The counselor teaches explicit lessons and works with all students to help develop a greater understanding of what it is to be a respectful, contributing member in a school community through weekly lessons. The counselor supports the emotional and social growth of all students as they develop through their elementary school years and offers lunch meetings with groups of students to support friendships and/or social involvement. The counselor also meets with parents individually and at planned group meetings.

### **6.2 Student Leadership**

Leadership opportunities are available to students throughout the school. South School has a Student Council, officers from the 4<sup>th</sup> and 5<sup>th</sup> graders and

representatives from 2<sup>nd</sup> through 5<sup>th</sup> grade attend meetings, plan school wide events and support community service events. 4th and 5th graders take on the largest leadership roles as Pawsitive Patrol monitors at recess to support and help the younger students through the steps of conflict resolution.

In addition, South School students participating in the Green Ambassador's program tend the school garden, clean the creek area, and learn to care for the environment. 4th and 5th grade students also participate in a recycling program aligned with our green initiative at lunch.

We seek to foster a strong South School spirit among students. Buddy classes pair up younger children with older children for learning opportunities.

### **6.3 Staff Development**

HCSD offers many opportunities for staff to engage in professional development that significantly elevates the quality of instruction and enables students to reach proficiency on State academic content and achievement standards. A BTSA program is also available to support new teachers.

South School staff are committed to professional growth as indicated by the many workshops, conferences, and classes they attend. Staff also participate in meetings designed to promote consistency and dialogue across grades and across schools within HCSD. Collaboration time is built into the South School daily schedule so that classroom teachers can collaborate with peers at designated times throughout the week. These designated times support current professional development and best practices in general.

Teacher Advisors in the areas of curriculum and technology have taken lead roles in staff development in all areas. Teachers have fresh student assessment data three times a year that drives instruction. A curriculum design in-service is provided one Thursday a month. The Web Master has provided staff in-services and then continues support to every teacher for creating and sustaining an active website for students and parents to access.

### **6.4 Parental Involvement**

Opportunities for parental involvement in HCSD and at South School are abundant, and South School parents have always given generously of their time, attention, and money. Their efforts mean far more than the material benefits they bring; parental involvement makes our students and teachers feel valued and important. Such feelings contribute directly to our educational excellence.

Parents and other community volunteers contribute thousands of hours directly to South School in various ways, including: shelve, check-out and check-in library books; serve as classroom volunteers and docents; share their occupational or scientific expertise; assist with morning drop-off; serve hot

lunches to students; and help with many events such as the Colonial Fair, the STEAM Fair, Reading Tigers, Lakas Shimizu STAR award presentations, Fathers, Family and Friends Day, the Ice-Cream Social, and Multicultural Day.

Parents also have the opportunity, through organizations such as the Parent Group, the School Site Council, and Parent Ed events, to contribute toward improvements in the school.

At the HCSD level, parents provide thousands of additional volunteer hours to fund-raising events, sponsored by the Hillsborough Schools Foundation, such as the general campaign, tennis luncheon, and the dinner dance. The Hillsborough Schools Foundation provides funds annually to the district to enhance the already excellent educational programs. These contributions allow us to enrich students' educational lives, and to be able to continually look for ways to be even better.

## **7. ATTENDANCE**

### **7.1 Schedule**

The schedule at South School is as follows.

#### Daily Schedule\* (Mon, Tues, Wed, Fri)

|             |                                                               |
|-------------|---------------------------------------------------------------|
| 8:10 a.m.   | Supervision begins: students are allowed on the playground    |
| 8:27 a.m.   | Line up bell rings                                            |
| 8:20 a.m.   | TK Program begins                                             |
| 8:30 a.m.   | School begins for K through Grade 5 full day Kinder next year |
| 10:00-10:15 | Recess for Grades K, 1, 4                                     |
| 10:15-10:30 | Recess for Grades 2, 3, 5                                     |
| 12:00-12:40 | Lunch and recess for Grades K-5                               |
| 12:20 p.m.  | TK Program ends                                               |
| 1:45-2:00   | Recess for Grades K-3                                         |
| 2:40 p.m.   | Dismissal for Kindergarten                                    |
| 2:50 p.m.   | Dismissal for Grades 1 & 2                                    |
| 3:00 p.m.   | Dismissal for Grades 3 through 5                              |

#### \*EVERY THURSDAY IS A MINIMUM DAY.

On Thursdays, instructional times are:

- 8:20-12:40p.m. TK Program
- 8:30-1:15 p.m. Grades K through 2
- 8:30-1:30 p.m. Grades 3 through 5

## **7.2 Arrival and Dismissal**

### **7.2.1 Arrival**

All cars must drop off at the front driveway in the white loading zone. Please DO NOT enter the back gate/portable area as staff, city, and HCSD worker traffic is heavy. Please DO NOT park in this area at any time. It is reserved at all times for South staff, HCSD shared staff members, district workers, and Hillsborough utilities.

### **7.2.2 Traffic Rules**

Please observe safe driving practices at all times. Cell phone use is not permitted in the South School driveway. Your full attention to the safety of the children is important.

Traffic must move to the end of the driveway at arrival time to enable more cars into the driveway. Parent volunteers are at the curb to assist your children in getting out of the cars. Students must exit the cars at the white colored curb side/area only. Have backpacks and lunchboxes ready and give those kisses and hugs before your commute to school. This makes for a great morning drive.

Crosswalks must be used to cross the driveway and street at all times. Students may cross ONLY with an ADULT.

### **7.2.3 Dismissal**

At dismissal time, traffic is assigned to three lanes in the front driveway, as follows:

- The curb lane (lane 1) will be the moving lane for student entry into the car. Students must enter the car under the supervision of a staff member in the white curb area at the black and white paw bollards.
- The lane next to the parked cars (lane 3) is designated for those parents waiting from primary to intermediate dismissal. Please do not wait in the curb lane—this prohibits cars from entering from El Cerrito.
- The middle lane (lane 2) is used as an “overflow” from lanes 1 and 3.
- Lanes 2 and 3 will be directed into the curb lane at the middle crosswalk with the flow of traffic.

DO NOT pick up your child at the portables back gate. This is not a safe dismissal area. Students are not permitted to exit through the back fence near the portables. DO NOT park in the portable back gate area at any time.

Students may be picked up at the classroom or in the car pick up area. STUDENTS MAY NOT WAIT FOR PARENTS/CAREGIVERS ON THE PLAYGROUND. Students may remain on the playground ONLY if supervised by their parent/caregiver. Please do not tell your child to wait for you on the playground as school staff is not available to provide supervision.

Students staying after school for a supervised special activity or going home to a friend's house must have a PERMISSION Via email from a parent or guardian.

Play dates must be made before the school day begins to avoid making arrangements during dismissal traffic.

PLEASE NOTE that unless your child is remaining for one of the purposes above, he or she MUST be picked up on time.

### **7.3 Late Arrivals**

Students arriving late (which is defined as arriving after classes have been met by their teachers) MUST sign in at the office with an adult before entering the classroom. Please do not go directly to or send students to the classroom door. Students will be sent back to the office to sign in as tardy.

Students arriving late feel a loss of classroom participation and inclusion in initial activities. Five minutes of tardiness each day adds up to nearly one-half hour per week. After a one-month period this totals nearly two hours. To help our students clearly see the importance of morning promptness at school the following guidelines will be followed. An informal talk regarding the tardiness will occur between the student and teacher, or parent and teacher, depending upon the grade level of the child. Should tardiness continue, a conference will be held with parent, child and principal to determine ways to help solve the problem. Individual concerns and circumstances will always be considered as these procedures are followed.

### **7.4 Absences**

When a child is absent because of illness or for doctor or dental appointments, please call the South School office at 344-0303 by 9:00 a.m. on the first day and indicate the reason for the absence. If your child is not feeling well, please keep him or her home until symptoms have disappeared. Children are not to return to school until fever is gone for 24 hours.

Absences for any reason affect HCSD's funding. HCSD loses revenue each time your child is absent regardless of the reason. In some cases, your child may be provided a Travel Enrichment Study Plan for absences from school of three or more days due to travel or special circumstances other than illness. If your child will be absent from school, please contact the teacher or principal to inquire

about the Travel Enrichment Study Plan. We urge you to minimize unnecessary absences by planning vacations during the school holidays.

If you must pick up your child before the end of the school day, please inform the child's teacher or the office in advance. If your child is leaving school early for any appointment, he or she must be signed out in the office. PLEASE DO NOT GO TO THE CHILD'S CLASSROOM TO PICK HIM OR HER UP. THIS IS AN INTERRUPTION TO INSTRUCTION.

## **8. SAFETY**

### **8.1 Playground Rules and Behavioral Expectations**

#### **8.1.1 South School Expectations**

The basic expectations for each student are: BE A SAFE, RESPECTFUL, AND RESPONSIBLE TIGER. Specifically, each student will:

- Demonstrate self-control and responsibility in academic and social situations.
- Demonstrate respect for other people's person, property, ideas, feelings, learning and teaching.
- Exhibit cooperative behavior and demonstrate an understanding of their rights and responsibilities within a group.
- Be kind, considerate, and caring toward one another while remembering the following playground rules.

#### **8.1.2 Yard/Playground Rules**

- Everyone plays: Every game is open to whoever wants to play as long as those playing are being safe, respectful, and responsible during the game. Sharing equipment and including others are expected behaviors.
- Play safe: Students must play so that they and others are not physically or emotionally hurt. Students must avoid rough play, unsafe play, and name-calling. Examples of rough play include contact soccer, slap tag, wrestling, and "play" fighting. Examples of unsafe play include (but are not limited to) jumping from the top of the play structure, climbing up a slide, sliding into someone still on or near the end of the slide, and throwing balls or other objects at someone ("pegging").
- Follow directions: Students must play within sight of the adults on duty, change behavior when requested to do so, stop and freeze when the bell rings at the end of a recess, and line up at classroom doors in an orderly manner when the whistle is blown.
- Respect directives from the adults on duty at all times.

Students are encouraged to make good choices by doing the following:

- Monitor their own behaviors and choose behaviors that are appropriate for the situation and that contribute to positive interactions.
- Work with one another to help each other resolve any issues through active listening, understanding feelings, respecting one another, and determining an action plan.
- Work out problems by reminding others of the rules, asking others to stop specific behaviors, walking away, playing with someone else, etc.
- Seek help from an adult on duty if they cannot resolve the problem themselves.
- Seek help from an adult on duty if they are hurt, see another person hurt, or are concerned about the physical or emotional safety of others.

Procedures followed by supervising adults on the playground are as follows:

- If an adult sees or is told about a hurt child, she or he will first determine what should be done for the injured child and second deal with any other children involved.
- If an adult observes rough play, unsafe or excluding behaviors, she or he will intervene and remind students of rules and discuss acceptable behaviors.
- If an adult observes continued unacceptable behaviors, school staff will be notified to address the situation.
- If adult help is sought for problem solving, the adult will work with children involved to help them resolve the issue through understanding feelings, establishing respect for others, determining an action plan, making agreements, and evaluating effectiveness.
- Students who are reported to an adult will have an opportunity to share their version of what happened, and work towards a resolution with others.

Additional safety rules are as follows:

- Students should keep hands and feet to themselves
- Students should not walk through the middle of games or basketball courts
- Students may not pick up or carry other students—including little visitors
- Bathroom privacy must be respected
- Little visitors may use the play structures only after school hours
- Respect the plant life by avoiding play in planted areas and not pulling or hanging on trees, shrubs and vines



## Consequences to Behaviors:

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 which will require intervention and follow-up. Some incidents are minor, some are more complicated and serious. The consequence protocols are found [here](#) for all incidences of misbehavior,

### **8.1.3 Places Unsafe to Play**

- Students must exit the classroom during recess, except for rainy days or when their teacher is present (this should be minimal)
- Playing in or around bathrooms is not allowed
- Climbing any fences at any time is not allowed
- The area behind the cafeteria, i-Lab, music room, and immediately around the power stations is off limits
- Students should respect any posted, roped or fenced areas as off-limits

### **8.1.4 Play Areas**

- Play Structures
  - Tag and other chase games are not allowed on the play structure
  - Only one person on the slide at a time
  - Walk up the steps of the slide and slide down while facing upright
  - Jumping from the upper half of any play structure is not allowed
  - Sitting on or climbing over the yellow bars on the play structures is not allowed (this includes the “spinner”—very slippery and requires both hands for balance)
  - Climbing over the climbing wall is not allowed
  - One person at a time on the “spinner”—ten spins, take turns
- Ball Games
  - Balls are not to be thrown at children
  - Red balls are to be bounced
  - Yellow balls and soccer balls may be kicked on the field (only)
  - Handball games against walls is ok unless otherwise notified
  - Football and soccer are to be played on the field (unless an adult authorizes play in another area)
  - Football and soccer balls are not to be passed on the hard surface—dangerous for students engaged in other games
  - Football games may not include tackle

- Slide tackling/kicking is not allowed
- Interfering with a game by kicking or throwing the ball away is not allowed
- Students may need assistance to divide the field for the inclusion of more students and additional games
- Basketball activities and games may need assistance for inclusion of more students
- Dodgeball is not allowed
- Only adults may retrieve balls that have gone over any fence. Students may not retrieve a ball at any time. Only the custodian may retrieve balls from the creek.

### **8.1.5 Playground Equipment**

- The Equipment Cart and Container will be placed in a central location for all students. Students are to place ALL equipment in the cart and container at the end of each recess. Students will be monitored to ensure all equipment is returned after each recess.
- At the last afternoon recess, the 3<sup>rd</sup> grade students (assigned duty) will close and move the cart to the i-Lab ramp area.
- Students are to use South School equipment. Equipment from home is not allowed during school hours.

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

- All “wheels” should be walked while a person is on school grounds (adults and children).
- Rollerblades, 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 to and from school during the school year

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.

### **8.3 Guidelines for Birthdays/Celebrations**

Birthdays, holidays, and other celebrations are a part of our culture and our children's educational experience. South School encourages parents and teachers to consider wellness when planning celebrations and activities to create a healthy environment for all our children and make it easier for children to make healthy choices for themselves. The classroom teacher remains the final arbiter with respect to food in the classroom. A few notes on in-school celebrations:

- Timing. Snack time (recess) or dismissal time is a good time for distribution of food. Instructional time is valued and guarded.
- Distribution. It is recommended that food be distributed from a central place, not at the children's desks. Food should be prepared for individual distribution.
- Food Offerings.
  - Due to severe nut allergies and student safety, please do not send nut products as treats to school. Similarly, please do not send hard candy as it can be a choking hazard.
  - Sweets & processed foods should be limited to mini sizes (i.e., mini-cupcakes, mini muffins, mini-cookies mini-candies).
  - Food should be free of trans fats (hydrogenated or partially hydrogenated oils).
  - Healthy alternatives should be considered when sweets are offered.
  - If a beverage is offered, it should be water.
  - Parents may supply alternative snacks for children with dietary restrictions.
- Class parties. Such parties will be organized by the room parents, with consultation from the teacher, and are funded through parent donations. Class parties should be kept simple and should not detract from the instructional program.

Invitations to private parties (e.g., a birthday party) may NOT be distributed at school unless ALL of the children in the class will be included. Help us see that no child's feelings are hurt. Please remember to include the Tiger Learning Center students as appropriate.

#### **8.4 Medication, Immunizations, and Communicable Diseases**

School personnel are not permitted to administer any medication to students without written orders from a physician. This applies to medications for asthma, bee stings, etc. which may be needed only in case of emergency. For long-term medication to be dispensed at school, a specific form, available in the office, must be filled out and signed by both the parent and the doctor. All prescribed

medications must be sent in the prescription bottle and must be kept in the office.

- Immunizations. The State of California now requires that all school children have up-to-date inoculations for DPT, Hep B, Varicella, Polio, and MMR in order to attend class.
- Communicable Diseases. If your child has any communicable diseases, such as H1N1 flu, lice, fifth disease (slap-cheek), chicken pox, measles, etc., please notify the school office immediately. A notice will be sent home to parents of other children in the class/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. 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 at the office upon return to school to insure 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.

## **9. GENERAL INFORMATION**

### **9.1 Adult Visiting Procedures**

Parents are welcome to visit and volunteer at South School. However, before proceeding to the classrooms, all visitors and volunteers must first proceed to the school office, where they must sign in and obtain and visibly wear a lanyard that identifies them to staff and students. If your lanyard is not visible, a staff member will request that you visit the office to follow the required procedure. This is for the safety of all students and staff. When dropping off items for students (i.e., homework, lunches, musical instruments, etc.), it is required to check in the office first.

### **9.2 After School Programs**

Children staying after school for a supervised special activity must have a WRITTEN PERMISSION SLIP from a parent or guardian on file in the office.

Hillsborough Recreation offers programs after school in the areas of academic planning, enrichment, and physical fitness. The information brochure is provided in August for the Fall program and in January for the Spring program. Additional copies are available in the school office. For more information, contact Tony Giacomazzi, Director of Recreation, or Nancy Farrell, Recreation Secretary,

at(650) 342-5439.

### **9.3 Change of Address and Emergency Contacts**

Please notify the school secretary immediately of any changes in your address, home, cell or work telephone number, place of business, or emergency contacts (including baby-sitters). IT IS VERY IMPORTANT THAT WE ARE ABLE TO CONTACT YOU IN THE EVENT OF AN EMERGENCY OR ILLNESS. If your name, address and/or telephone number are incorrectly written in this directory, please notify the school office immediately.

### **9.4 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 a setting which will be most beneficial. Placement is based on a balance of academic levels, learning styles, gender, peer relationships, and class size. Information from parents is always considered. If a parent wishes to share information regarding their child's placement, this may be done in writing in May, or as otherwise notified in Tiger Tales. Determination of placement will be driven by the need for balanced classes. The principal makes final class placements.

### **9.5 Disaster and Emergency Preparedness**

The Hillsborough City School District has a disaster plan in effect at all four schools. Under this plan, supplies of supplementary water, food, and first aid equipment, some of which are purchased with parent group funds, are held in storage on site.

The following drills are scheduled throughout the year:

| ACTION                           | DESCRIPTION                                                                                                                                                                                                                                                        |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SHELTER IN PLACE</b>          | Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units                                      |
| <b>DROP, COVER &amp; HOLD ON</b> | Implement during an earthquake or explosion to protect building occupants from flying and falling debris                                                                                                                                                           |
| <b>SECURE CAMPUS</b>             | Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned                                       |
| <b>LOCKDOWN / BARRICADE</b>      | Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement |
| <b>EVACUATION</b>                | Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location                                                           |

All drills are conducted in collaboration with Hillsborough Police Department and Central County Fire Department.

Each parent is requested to fill out an online emergency form for each child in the family. In the event of an emergency, the district emergency communication system has the capability to text, phone, or email to advise parents and guardians of appropriate safety protocols.

## 9.6 Dogs

Dogs may not be on campus on school days between 8:00 a.m. and 6:00 pm. The driveway area and the front sidewalk outside the fence at South are considered part of the campus. When on campus outside of those hours, dogs must be on a leash and owners must clean up after their dogs.

## 9.7 Dress Guidelines

There is no specific dress code for elementary students. However, it is suggested that parents assist children in using proper discretion in selecting neat, clean, comfortable and appropriate school clothing and shoes. Clothing and appearance should not be disruptive to the learning process. Short athletic shorts should not be worn to school unless there is a special outdoor activity scheduled. Athletic shoes with laces or velcro closure should be worn during physical education classes for safety.

PLEASE LABEL ALL JACKETS AND SWEATERS!

## **9.8 Drugs, Including Alcohol and Tobacco**

Because the use of alcohol, tobacco and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the Hillsborough School District intends to keep district schools free of alcohol, tobacco, and other drugs.

## **9.9 Field Trips**

Occasional field trips are an important aspect of student learning at South School and are curriculum based. Students are required to return a written permission slip prior to each trip. Buses will be used for all field trips. A student must ride the bus to and from the field trip destination unless the child's parent submits to South School in writing prior to the field trip a notification of use of alternative transportation. Parent volunteers are needed and appreciated for field trips. If room allows, parents may ride the bus on the field trip. Siblings are not allowed on field trips. Parent volunteers need their full attention for the safety and learning of the students.

South School asks for voluntary donations to cover the cost of each field trip. Your donation is not required for your child to take part in these activities. Please note: student scholarships are available on a need basis by contacting the school principal.

## **9.10 Health Services**

### **9.10.1 Screening**

HCSD provides vision and hearing screening to all entering kindergarten students. Children are screened every other year thereafter. This is a "screening process" only and is not intended to take the place of regular physical examinations by a physician.

### **9.10.2 Illness or Injury**

School personnel are not permitted to render more than minimal first aid. Except in extreme emergencies, parents are contacted before an emergency response is called. In case of sudden illness at school, a child will be kept at the school office until he or she can be released to the care of a parent or other adult designated on the student's Emergency Card. IT IS VERY IMPORTANT THAT THE EMERGENCY CARD BE KEPT CURRENT IN CASE OF SUDDEN ILLNESS OR INJURY. PLEASE PROVIDE ANY CHANGES IMMEDIATELY.

## **9.11 Library Books**

In order for the librarian to maintain South School's collection of books and to enable all children to have access to these materials, students must account for all overdue books each trimester. Please see the librarian or classroom teacher for questions or concerns. It is important to have all books returned at the end of the year. Books not returned must be paid for. A book not returned is a book no longer available to students and replacing a book is costly and time consuming.

### **9.12 Lost and Found**

Items, such as cell phones, glasses, watches, jewelry, and keys are kept in the office. Other items, such as lunch boxes, sweaters, jackets, and clothing items, are kept in the cabinet outside Room K facing the school office. Clothing items will be displayed on the fence for collection by their owners approximately every six weeks during weekdays only. PLEASE LABEL ALL ITEMS TO MINIMIZE LOSS. All unclaimed items will be donated to charity.

### **9.13 Lunch**

A student is to eat lunch at school unless the child's parent sends a note giving the child permission to leave school during lunch with an adult. Each student can either bring lunch from home or participate in the Hot Lunch program. Please put the child's name on the outside of any lunch box/bag. A lunch delivered from home after classes begin should be left in the school office with the student's name on it.

Hot lunch is available to students each day, prepared by an outside vendor (Lunch Master). Parents must choose and pre-pay for hot lunch through the vendor. Log on to the HCSD website, [www.hcsdk8.org](http://www.hcsdk8.org), click on "Parents and Community," and then "School Lunch Program" in the drop down menu. You will need to create and then put money in an account for each of your children. The goal is to serve nutritious meals that the children will enjoy. A rotating menu is offered.

All food is to be eaten in the designated lunch area. Each student is responsible for cleaning up his/her eating area and throwing away his or her own trash. Fourth and Fifth Graders, serve as our Lunch Crew and will help all students with recycling and composting. Students are to remain seated during lunch until dismissed by an adult.

### **9.14 Personal Items From Home**

We encourage children at South School to use equipment and supplies available at school. Toys, balls, etc. should not be brought to school, unless the child is given permission to do so by the classroom teacher. If permission is given to bring these items from home, it is the expectation that they will be shared



during playtime. Please label all such items with the child's name. Do not send your child to school with valuable items (e.g., hand-held video games, iPads, etc.).

In accordance with the California Educational Code, hazardous items such as jack knives, cap guns, matches, etc., are NEVER allowed at school and will be confiscated if brought to school. In addition, parents will be contacted for an immediate conference and administration of California Educational Code.

A child should not carry more than \$5.00 in cash to school, except if previously given permission to do so by the child's teacher. Please send all money for fundraising, photos, etc. by check in an envelope marked clearly with the child's name, grade and intended use of the money.

### **9.15 Play Dates**

Play date arrangements should be made before school. The teachers and staff cannot be responsible for relaying messages or monitoring playdate arrangements. The kindergarten teachers can only release children to authorized individuals or another parent/caregiver with written permission.

### **9.16 Preschool and Transitional Kindergarten Program**

The Hillsborough Recreation Board sponsors a program at South School for both preschool and pre-K students. South Preschool is located in the HCSD office (300 El Cerrito Ave.). For more information call the Hillsborough Recreation Office at (650) 342-5439.

South School will offer a Transitional Kindergarten program to families whose students qualify based on their birthday and residency.

### **9.17 Respecting the Classroom**

Please do not interrupt any classes during instruction time. It is disruptive when anyone enters a classroom or peeks into the windows while a class is in session. Messages regarding early departures should be given to the teacher before school. Please come to the school office (not to the classroom) to pick up your child or drop off lunches and/or homework.

The areas outside the classrooms and small group instruction doors are considered Learning Zones. Conversations adjacent to these areas disrupt learning. If you are waiting to pick up your child at morning kindergarten dismissal or at the end of the school day, please be aware that instruction is still going on in the classrooms. Younger children who are with you should refrain from playing on the structure during all classroom instruction time and must be supervised at all times. Activities should take place where they will not interrupt

or distract the students and teachers in the classrooms.

### **9.18 Technology Use**

Technology is integrated into every area of the curriculum at South School. Technology resources provided by HCSD 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 and return an [Acceptable Use Agreement](#) specifying use obligations and responsibilities prior to using HCSD's technology resources.

#### **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 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 on 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.

### **9.19 Telephone Use**

Student use of the school office telephone is limited to instances of illness and other emergencies. A student must have written permission indicating the purpose of the call from their teacher. Permission will not be granted if the reason is not valid. Cell phones are to be used only for clarification of transportation and are to be turned off during the school day.

### **9.20 Transfers: Moving Within the District or Out of the Area**

We would like to have an opportunity to say "good-bye" to students who are changing schools. Please inform the teacher and the South School office at least one week in advance if you are moving outside of the South School attendance area. Please give the office your residence address and the name and address of the new school. Please also inform the HCSD office with any changes of address or when you are moving out of the HCSD. Inter- and

Intra-District Transfer policies can be found at the HCSD office. Inter- and Intra-District Transfer requests or questions should be directed to the HCSD office.

### **9.21 Confidentiality**

The Family Education Rights to Privacy Act (FERPA) protects students and parents in the school environment. Any information (academic, health, or behavioral) about a student is confidential and should NOT be shared. Parent/adult volunteers at South School are expected to honor this law when visiting our school.

## **10. SOUTH SCHOOL AWARDS**

- California Green Ribbon Award: (Silver Level) 2021
- San Mateo County One Planet School Challenge Award 2018
- California Gold Ribbon Award: 2016
- National Blue Ribbon School Award: 1994, 1997
- California Distinguished School Award: 1987, 1993, 1997, 2000, 2004, 2008, 2012
- J. Russell Kent Award: 2001, 2008
- California Business for Education Excellence/Just for Kids-California Honor Roll School: 2011-2016