



Farallone View Elementary School

Cabrillo Unified School District • Catherine Berger, Principal
P.O. Box 371360, Montara, CA 94037 • 650-712-7170

School Office:

School starts promptly at 8:30 AM each day. Children arriving after 8:30 AM will be considered tardy. The school office is open Monday through Friday from 8 AM PM – 4:00 PM while school is in session.

Mailing Address: Farallone View Elementary
P.O. Box 371360
Montara, CA 94037

Phone: 650-712-7170 Fax: 650-728-3352
School Community Liaison: (se habla espanol) 650-712-7238
School Website: www.cabrillo.k12.ca.us/faralloneview

Office Staff:

Principal: Catherine Berger
School Secretary: Christine Prentice
Clerical: Kathi Ahern
Clerical: Jeanette Bass
School Community Liaison: (se habla espanol) Rosie Acosta (650) 712-7238

For a list of all Farallone View staff and e-mail addresses, please visit our website:
www.cabrillo.k12.ca.us/faralloneview

Before and after-school care, grades K-5 / Pre-school: Ages 2 ½ - 5 years

Coastside Children's Program
Farallone View Elementary School
LeConte and Kanoff Streets
Montara, CA 94037
650-728-7419

License #410506161
CCP Website: <http://www.coastsidechildren.org/>

Contents of Parent Handbook

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SCHOOL HOURS 2009-10

First day of school	August 24, 2009
Kindergarten Starting Dec-02	M-F 8:30 am - 12:10 pm M-W-TH-F 8:30 am – 1:50 or 2:40 pm* Every Tues. 8:30 am - 1:10 pm
Grade K/1 K/1 Kinders K/1 First graders Every Tuesday Starting Dec-02 K/1 Kinders	M-W-Th-F 8:30 am – 12:55 pm M-W-Th-F 8:30 am – 2:40 pm Kinder: 12:55 PM – 1st: 1:10 pm M-W-Th-F 8:30 am – 1:50 pm Every Tues. 8:30 am - 1:10 pm
1st, 2nd & 3rd	M-W-TH-F 8:30 am – 2:40 pm Every Tues. 8:30 am – 1:10 pm
4th & 5th	M-W-TH-F 8:30 am – 3:25 pm Every Tues. 8:30 am – 1:10 pm
Minimum Day Every Tuesday	1:10 pm
Parent Conferences (min. days for students)	October 5-9, 2009 March 15-19, 2010
Last day of School Minimum Day	June 10, 2010 Dismissal 1:10 pm
First day of School 2010	TBA

** Each child will attend class until 2:40 pm two days per week*

NO SCHOOL on Holidays and Teacher Work Days

September 7, 2009	Labor Day
November 11, 2009	Veteran's Day
Nov. 26 - 27 & 30, 2009	Thanksgiving, Fri & Mon
Dec. 21 - Jan. 1, 2010	Winter Recess
January 15, 2010	Teacher Work Day
January 18, 2010	Martin Luther King Day
February 15 - 19, 2010	Presidents' Week
April 2, 2010	Vacation Day
April 5 - 9, 2010	Spring Recess
May 31, 2010	Memorial Day

Attendance Policy:

School starts promptly at 8:30 AM each day. Children arriving after 8:30 AM will be considered tardy. Arriving late causes children to miss the beginning of the school day and instruction in the classroom. In addition, late arrivals interrupt the classroom and interfere with learning for all the students. According to California Education Code, all persons between the ages of 6 and 18 years are subject to compulsory full-time education. *Any number of days beyond 10 days absent and 10 days tardy for the entire school year is considered excessive and may require the school to refer the pupil to a school attendance review board.*

Farallone View is funded for various programs based on our average daily attendance, or days your child is actually in school. These programs consist of our base revenue limit, lottery, GATE, TUPE and special education revenue. Each day your child is absent from school the district loses an estimated \$38.19 in revenues. While you are encouraged to keep your child home for illness, **we strongly encourage you to schedule your vacations and trips around your child's school calendar.**

Absences:

It is important that students be in school every day for the best learning to occur. There are two types of absences: *Excused and Unexcused*. According to CUSD board policy 5113(a), an absence is Excused if it is for one of the following reasons:

- * Illness or injury
- * Medical appointments
- * Family emergency
- * Observation of a religious holiday or ceremony
- * Bereavement
- * Court appearances

If for any reason your child is unable to attend school, please notify the school office with the following information:

- * Name of student
- * Reason for absence
- * Dates(s) of absence
- * Name of teacher

You can leave information on your child's absence with the school office by calling 650-712-7170, emailing ahernk@cabrillo.k12.ca.us or by sending a note in person or by fax. Please note that teachers require *24 hours* to gather make-up work for students who are absent, as they cannot prepare make-up work during instructional time. If your child **must** be out of school for 5 or more days, please contact the school office and request to be put on an independent study contract.

If you must take your child out of school during the day, please come to the office and sign your child out of school. If you return before the end of the school day, remember to come into the office and sign your child back into school. **Please do not go directly to the classroom to pick up or drop off your child while classroom instruction is going on.**

Tardies:

School starts promptly at 8:30 AM each day. Children arriving after 8:30 AM will be considered tardy. Students who arrive late to school must report to the office and sign in and pick up a late pass before going to their classroom. In the case of younger children, the parent must sign the child in at the office before taking the child to the classroom.

Signing in and out of the School Office:

Farallone View receives many visitors throughout the year. We welcome parents, community volunteers and enrichment programs on campus. **In order to ensure the safety of our students, it is very important that all visitors sign in and out of the school office and identify themselves with a “Visitor” badge.**

Visiting Classrooms:

Parents are encouraged to visit the school and may observe their children's classrooms. *Please arrange a visit ahead of time with your child's teacher or the school principal. This allows us to control the number of classroom interruptions during the instructional day.* Sign in and out with the school office and receive a visitor badge before heading to your child's classroom. While visiting, remember that an observation visit is not the time to hold a conversation or parent conference with the teacher. Please allow the teacher to focus on instruction. If you wish to a conference with your child's teacher, please schedule a separate meeting date.

Dress and Appearance:

The CUSD policy stipulates that students should wear “clean and safe clothes” appropriate for all school activities. Clothing should not distract from the focus on learning. Parents are encouraged to work together with their children to choose clothing that is appropriate for school.

- All clothing shall be neat, clean, modest, in good repair, and of appropriate size and fit.
- Students should wear shoes that are appropriate for physical educational activities on every school day.
- Short shorts, short dresses, tank tops, tube tops, and half shirts that show the midriff and belly button are not permitted.
- Beach attire, tops with small straps and bare shoulders, dyed hair, makeup, tattoos and high heels are not allowed.
- Clothing or materials that display obscene language, refer to drugs, gangs, or have pictures of cigarettes, alcohol, or violence are not permitted.
- Hats may be worn outdoors by students during school hours.

Arrival Time:

In order to ensure the safety of our students, students may not arrive to school prior to 8:00 a.m. **There is no supervision on campus before 8:00 AM.**

In order to give your child the opportunity to start the day relaxed and ready to learn, we strongly urge you to ensure your child is on campus at least 10 minutes before the start of the school day.

Dismissal Time:

Parents/guardians are expected to pick up their students promptly upon dismissal. In order to ensure the safety of our students, students found waiting an excessive amount of time for parents will be asked by staff to wait in the school office for pick up. If you are experiencing an emergency and you know you will be late picking up your child, please notify the school office. Staff will locate your child and keep them in the school office. 4th and 5th grade classes are in session till to 3:25 PM. If you are waiting for an upper grade student and/or have a young child with you, make sure that the young child is under your direct and close supervision. Please be respectful of the teaching and learning still occurring and stay clear of “D” Building classrooms and classes outside for P.E. instruction.

PARKING LOT PROCEDURES

Thank you for your patience while dropping off and picking up your children. Please help make arrivals and dismissals safe by following the procedures listed below.

- * Whenever possible, arrive early. Heavy congestion occurs from:
 - 8:20 – 8:35 AM
 - 2:35 – 2:50 PM
 - 3:20 – 3:35 PM
 - 1:05 – 1:20 PM (Tuesdays)
- * Please be patient on Tuesday afternoons. We have 450 students and one very small lot. School ends at 1:10 PM and the lot can be emptied in 15 minutes.
- * The speed limit is 5 mph. All vehicles must stop for pedestrians. Please beware of children and other cars. Please drive cautiously!
- * The parking lot is one way. If you are waiting to drop off or pick up a child, please use the drop off/pick up area, park in a parking space, park on Le Conte Street or drive around.
- * Please do not idle or park in the red zone. Parking in the red zone is illegal and inhibits the flow of traffic and puts student safety at risk.

Drop Off/Pick Up Area:

The drop off/pickup area is located between the yellow caution signs and the sidewalk. If you are dropping off/picking up your child and do not want to park or get out of your car, pull into the this area and allow your child to safely exit/enter your vehicle on the sidewalk side.

Parents, please do not get out of your vehicle in this area to assist your child as it slows the flow of traffic. If you need more time to say goodbye or assist your child in/out of the vehicle, please park in a parking space or on Le Conte street.

It is ok to idle/wait in your car in this area while waiting for school to end. Remain in your car. Do not exit your vehicle. **If you are at the front of the line, the bell has rung and parents are waiting with children behind you, please drive around the lot and get back into the end of the line. This maintains the flow of the lot and helps us empty the lot as quickly as possible.**

- * Students riding to school must wear helmets. Upon entering the parking lot, bicyclists must WALK their bikes on the sidewalk. Bicycles must be locked up in the bike rack while at school. The school does not assume responsibility for any damage or theft that may occur while the bicycles are on campus.
- * All students are required to WALK on sidewalks to campus.

Cabrillo Unified School District

School Bus Rules

THE FOLLOWING GUIDELINES ARE ESSENTIAL TO THE SAFE OPERATION OF A SCHOOL BUS AND TO THE SAFETY AND COMFORT OF STUDENTS. IT IS IMPORTANT THAT ALL STUDENTS PARTICIPATING IN THE CABRILLO TRANSPORTATION PROGRAM FOLLOW THESE REQUIREMENTS IN ORDER TO PROVIDE A SAFE ENVIRONMENT ON THE BUS.

1. Students are to wait for the bus at designated stops. They are to walk rapidly to bus stop if it is necessary for the driver to wait for them. They will stand clear of bus until the door is opened and then they shall board it in an orderly manner.
2. Upon entering the bus, students will take their seats as quickly as possible and remain seated in a reasonably proper fashion. Changes in seating arrangements may be allowed at the discretion of the driver when the bus is not in motion.
3. Students will take or change to any seats assigned by the driver.
4. Students will not hold or reserve seats.
5. No pets or hazardous objects are to be transported. Bulky or heavy objects are permissible only if room is available and these items may not block aisles and exits.
6. Eating or drinking is not permitted on routine bus runs, and under no circumstances without the consent of the driver. Bus interior shall be kept clean and free of litter.

IT IS EXPECTED THAT STUDENTS WILL:

1. Promptly report damage or defacement of seats or other parts of bus near their seating area in order to avoid being charged with responsibility for any damage.
2. Remain seated until bus is stopped. When the door is opened, they shall leave the bus as quickly as possible in an orderly manner.
3. Upon being discharged, stand clear of the bus and not attempt to come into contact with the bus with any part of their bodies or impede its progress in any way.
4. Cross highway or road in front of bus, promptly, at the direction of driver.
5. Submit written permission from parents or principal's office for any deviation in student's customary transportation route.
6. Submit written authorization from principal's office in order to ride bus, if not a regular passenger.

IT IS EXPECTED THAT STUDENTS WILL NOT:

1. Annoy, abuse, disturb or attempt to intimidate other passengers.
2. Use profane or vulgar language, make unnecessary noise, create disturbances or indulge in horseplay.
3. Extend any part of their bodies from open windows or doors; throw or release anything from the windows or doors.
4. Open or close windows or emergency doors unless specifically requested to do so by driver.
5. Shout or make offensive remarks to driver, pedestrians or motorists (anyone inside or outside the bus).
6. Speak with or talk to driver while bus is in motion, except in emergencies.
7. Tamper with bus or with any of its equipment, especially drivers control panel.
8. Throw objects at other passengers or driver.
9. Take or disturb property or possessions of other passengers.

PUPILS TRANSPORTED IN A SCHOOL BUS ARE UNDER THE AUTHORITY OF, AND RESPONSIBLE DIRECTLY TO THE DRIVER. IT IS EXPECTED, THEREFORE, THAT THEY SHALL COMPLY WITH ANY REQUESTS OR DEMANDS THE DRIVER MAY DEEM NECESSARY. CONTINUED DISORDERLY CONDUCT OR PERSISTENT REFUSAL TO SUBMIT TO AUTHORITY OF DRIVER SHALL BE SUFFICIENT REASON FOR A PUPIL TO BE DENIED TRANSPORTATION.

PHYSICAL OR VERBAL ABUSE OF DRIVER IS SUFFICIENT CAUSE FOR AN AUTOMATIC SUSPENSION OF RIDING PRIVILEGES.

FAMILY/SCHOOL COLLABORATION

We must work together to ensure our children reach their maximum social, emotional and academic potential. There are four family and staff collaborative events throughout the year, which are critical for you to attend.

Back to School Night:

Back to School Night is held in September. It provides you with an opportunity to visit your child's classroom and listen to the teacher explain curriculum expectations and programs planned for the school year. This is an evening event for parents only.

Fall Goal Setting Conference:

The Fall Goal Setting Conference is held in October. The purpose of this conference is to set individual, yearly goals for each student. You will learn about your child's progress to date as well as the role you must play in furthering your child's social, emotional and academic success.

March Parent Conference:

The purpose of the March Parent Conference is to measure the progress each student has made with their goals set in October. This is a time for the parent and teacher to review and adjust goals as needed.

Open House:

Our Open House is held in May. It is an opportunity for you to visit your child's classroom and see his/her work and special projects for the school year. Parents and students are welcome to attend this event.

Please do not limit your involvement as a parent to these four events. We strongly encourage you to check in regularly with your child's teacher for a current updates on your child's progress. You may contact your child's teacher by calling the school office 712-7170 (se habla espanol 712-7238) or by e-mail. A list of staff e-mails can be found on our website: www.cabrillo.k12.ca.us/faralloneview. **Please note that teachers are not available for conferences or phone calls during class hours.**

Report Cards:

Report cards are issued at the end of each trimester (November, March and June). Report cards are standards-based and communicate student progress, measured against district and state standards. Contact the teacher if you have any questions about your child's report card.

Ways parents can support school in the home:

1. Make sure your child eats healthy foods and gets plenty of sleep
2. Have a daily routine at home
3. Provide clear and consistent expectations and consequences
4. Send your child to school on time, everyday and vacation when school is out
5. Get involved with your child's education. Attend Back to School Night, the Goal Setting Conference, March Parent Conference and Open House. Check-in with your child's teacher regularly. Ask what role you can play at home to help your child succeed in school.

6. Provide your child with a regular time and quiet place to do homework each night.
 - * Kindergarten and 1st grade students should have about a ½ hour of homework a night
 - * 2nd – 5th graders should have about an hour of homework a night
 - * Be aware of assignments and due dates
 - * Have your child show you completed work before getting leaving this quiet place
 - * If your child finishes early, encourage him/her to read in this quiet place for the duration of the time.
 7. 20 minutes of homework time each night should be dedicated to reading.
 - * Be a good role model. Make sure your children see you reading and writing.
 - * Read with your child or listen to them read to you.
 - * Talk to your child about what they are reading every night. Ask them to describe the characters, retell the story and share what they think about the story.
 - * Share stories about your family ancestors with your child. Discuss vacations, pets, favorite things to do and favorite places to go with your child. Students are often asked to write about these things. If you talk to them about these topics at home, it will be easier for them to write about them in school.
- 8. Celebrate your child's successes!**

VOLUNTEERING

Classroom Volunteers:

Farallone View welcomes parent and community volunteers. Parents can volunteer their time to help our students in many ways by assisting teachers with classroom instruction, acting as additional yard supervisors or engaging children in games during recess and lunch or as chaperones on field trips. If you would like to volunteer, please contact your child's teacher. The more volunteers we have, the better we are able to serve our students. Please contact your child's teacher or the school principal to volunteer today.

Please note that Cabrillo Unified School District strongly discourages parents from bringing siblings into the classroom or on a fieldtrip when acting as a classroom volunteer or chaperone on a fieldtrip. Siblings are not covered by CUSD's insurance policy should incidents occur. In addition, the first priority of classroom volunteers and parent chaperones must be attending to student needs. Siblings may cause classroom interruptions or draw attention away from students on a fieldtrip.

Friends of Farallone PTO:

The Friends of Farallone Parent Teacher Organization (FOF PTO) is a collection of parents and teachers who believe raising healthy children is a collaborative effort. We must work together to ensure our students reach their maximum social, emotional and academic potential. The PTO supports:

- Art-in-Action, K-3 music program, HEAL garden project
- After-school programs
- Educational enrichment opportunities such as assemblies, Continent Day and Oceans week
- Parent education
- The school librarian
- Teacher aides in all 4-5 classrooms
- Classroom Supplies and clerical support for teachers

For additional information, please visit our school website: www.cabrillo.k12.ca.us/faralloneview

School Site Council:

The Farallone View Site Council is responsible for creating, maintaining, and monitoring a School Improvement Plan (SIP) and managing a budget provided by the district to enhance the school. The Site Council helps shape long-range planning and to help manage funds that directly affect your child's education by getting involved with the School Site Council.

The Site Council is an elected group of parents, teachers and staff that meet once a month to develop the school plan, administer the site improvement budget and address other school concerns and problems. The Site Council is not a fundraising organization. If you are interested in running for School Site Council, please call Principal Catherine Berger at 712-7170.

GENERAL INFORMATION

Cumulative Records:

You may view your child's cumulative records by making an appointment with the Principal. The cumulative records contain your child's report cards, STAR results, Student Study notes, yearly teacher written summaries of curriculum covered, vision/hearing results, copies of birth/immunization verification.

Illness/Medication:

A child who is ill is sent to the office. Office personnel will assess the child, contact the parent or guardian, and send the child home if necessary. Any child with an elevated temperature of 101 degrees or above is sent home. It is recommended that your child be free from fever for 24 hours before returning to school.

It is likely that some time during the school year your child will have a medication prescribed for the treatment of a health problem. The school recommends that children receive medication at home whenever possible. In the event your physician decides your child needs to receive medication during the school day, certain procedures must be followed.

Medication Policy:

In the event that your physician decides that your child needs to receive medication at school during the school day, Request for Medication in School form, must be completed and on file. Forms are available in the school office.

The first full day's dosage of any new prescription should be administered at home. Medication must be brought to the school by the parent or guardian. Under no circumstances will medication be given which is brought to school by a student. Medication must be properly labeled by a pharmacist. Over-the-counter medication, e.g. acetaminophen, ibuprofen, etc. must also be prescribed by a physician as noted above and brought to the school by the parent or guardian in the original container with the dosage labeled by the manufacturer.

All medication prescriptions must be current and supplied in original prescription bottles with the pharmacy labels attached. Ask your pharmacist to divide the medication into two bottles completely labeled, one for home and one for school. The medication must be prescribed to the student to whom it will be administered.

Injuries:

Students injured while at school are cared for in the following way:

* A teacher will inspect the injury and may keep the student under observation in the classroom.

For a more serious injury, the student is sent to the school office to receive first aid from the office staff. If a student receives a blow to the head, his/her parent is notified of the incident whether it appears serious or not. If there is a severe accident, including a deep cut, possible fracture or dislocation, or any accident requiring immediate medical attention, the parent will be notified and asked to pick up their child. In emergency cases, the paramedics will also be called. No student will be sent home until the parent is contacted and plans are made for transportation.

Lost and Found:

Articles of clothing, hats, gloves, lunch boxes, and other items that are found will be brought to the lost and found area, in the multi-use room. Please check there for anything you have lost. Clothes are given to charity twice a year, after Christmas break and after end of school year. Eye glasses and other delicate items are secured in the main office. PLEASE LABEL ALL ARTICLES.

Lunches:

The lunch/recess period for K-3 is 11:45-12:30, 4th & 5th grade students have lunch from 12:30-1:30. Cabrillo Unified's lunch provider is *Lunchmaster School Lunch Program* from Nob Hill Catering. Cost of each meal is \$4.00, with meals offered Monday-Friday. To find out more about this program go to lunchmaster@nobhillcatering.com or see the office for a paper form and menu.

Field Trips:

Teachers schedule field trips as extension activities to the curriculum. **ALL field trips are handled by the student's teacher.** The admission and transportation costs of these field trips are calculated using the total number of students in a class or grade level and must be paid in advance. Therefore, we cannot issue refunds due to a student's illness or absence on the date of the field trip. Make all checks payable to: Farallone View School. Remember to write the student's name and teacher on the check. No student will be excluded due to family's inability to pay for the cost of field trips. Contact your child's teacher for financial assistance.

Due to liability issues and the safety of FV students, a parent volunteer who is either driving and/or placed in charge of a group of students may not bring a younger sibling on any field trip.

School Portraits:

Twice a year a photographer comes on campus to take student portraits: Individual portraits and class portraits in September and individual spring portraits in March. There are scheduled make-up days in the event your child is absent. Portrait order envelopes are sent home a few days before the portrait day.

Screening/Vision and Hearing:

All K, 2nd, and 5th grade students will have a vision screening. Parents of any students whom the nurse deems as needing medical follow-up will be notified. All K, 2nd, and 5th grade students will have a hearing screening in small groups by a registered nurse. Each child will wear a pair of ear phones to listen to tones of varying frequencies. If a student is unable to pass the group screening, then a re-check is conducted. Should a possible hearing problem be discovered, the school nurse will notify parents.

Registration Information:

A child must be physically residing in our attendance area for registration. The following original documents are required at the time of registration:

Proof of Residence – a current PG&E bill AND another form of ID (e.g. driver's license, bank statement, bank check, car insurance, etc.)

Proof of Age – the child's birth certificate, baptismal certificate or passport.

Proof of Immunization – the child's immunization record (e.g. the yellow card)

Kindergarten registration begins the first Monday in March. For information on registering your child for kindergarten, please visit our website at: www.cabrillo.k12.ca.us/faralloneview

Classroom Placement Procedures:

In accordance with Cabrillo Unified District Policy 6152, Farallone View will make every effort to provide the best possible learning environment for each child. Our goal is for each new class to reflect the diversity of its student population and the wide range of student needs in each grade level. Classes will be balanced according to the following factors:

- Gender balance
- Academic balance
- Social/emotional balance
- English Language Learners
- Resource needs
- Individual learning rate and style
- Siblings

*Parent requests for class placement are considered **only** if the overall balance of each classroom is maintained.*

Gifted and Talented Education (GATE):

The focus of CUSD GATE Program is to identify and serve those students who have demonstrated exceptional intellectual ability and outstanding academic achievement. Teachers develop Classroom Learning Plans for these students. An after-school enrichment program and additional challenge activities, which are primarily coordinated by parent volunteers, are also offered. CUSD administers GATE testing for 3rd-5th grade students in the spring of every year. Contact the school office or CUSD for more details.

Change of Address/Telephone:

Remember to notify the office immediately of any changes in address, telephone numbers, emergency pick-up contacts, daycare arrangements, early dismissal location, work numbers, or bus/transportation changes. In the event of an emergency, it is imperative that the school be able to contact you quickly. If you are moving out of town, please notify the office so transfer information can be completed in a timely manner.

Emergency Preparedness:

For the safety of our students and staff, we conduct emergency drills (e.g., fire, earthquake, critical incidents) on a regularly scheduled basis. **Emergency Preparedness: What Parents Should Do In The Event Of An Emergency.** First, remain calm, because the school is probably one of the safest places to be in the event of an emergency. **School personnel must remain with the children.** We are well prepared to take care of your child until arrangements have been made to pick up your child.

- Do not phone. If local phone lines are working, they will be needed for emergency personnel.
- Walk from your home. Leave the street free for emergency vehicles. The streets may be jammed. You will get to the school faster by foot or by bicycle
- Go to the Student Release Center, signs will be posted to inform you of its location. You must sign out your student before they can be released. The staff will locate and bring your child to you.
- Volunteers will be needed to help with traffic, first aid, calming children, etc.
- If you are delayed and find the school has been evacuated, look for a notice posted in a visible location on the outside of the school to find out where the remaining children and staff have been moved to.

Pets and Animals:

California Education Code Section 32210, California Penal Code Section 626.8, and CUSD Policy, Administrative Regulation 330, stipulate that animals (e.g. horses, dogs, cats) are NOT allowed on school grounds. Any animal that is necessary under the Americans with Disabilities Act (ADA) of 1990 will be allowed.

Farallone View School Rules and Procedures

The following rules and procedures help ensure a safe and healthy learning environment. Farallone View is a safe, caring, and cooperative environment where students come to school to learn. Everyone respects the right of others, including the right of students to learn and the right of teachers to teach.

Farallone View School Rules:

1. Treat everyone with respect.
2. Treat your property and the property of others with respect.
3. Safety first. Bullying, wrestling and play fighting is not permitted.
4. Talk it out. Settle arguments without pushing, shoving or hitting.
5. Walk to and from the yard. Carry a pass when you leave class during class time.
6. Stay in bounds and behind yellow lines or cones.
7. Swearing, spitting, and littering is not permitted. Cell phones must be turned off and at the bottom of your backpack during the school day. Keep toys, electronics and gum at home.

AM and PM Procedures:

1. Supervision begins at 8 AM.
2. All children should proceed to the primary playground at 8 AM unless they are eating breakfast in the courtyard or have been invited into the classroom by a teacher. At 8:15 AM, 4th and 5th grade students should proceed to the upper yard.
3. Students need to be in sight of a supervisor is present at all times. They are not allowed to hang out in front of school in the morning.
4. All students should report to the MU Room before school if it's raining.
5. School begins promptly at 8:30 AM. Students line up and walk to class with their teacher.
6. Supervision ends at 3:25 PM or when the last bus arrives.
7. Students who ride the bus are to follow rules set by the bus driver.

MU Room Procedures:

1. During a presentation, all students will be sit down, remain quiet and look at the speaker during the presentation.
2. Clapping to show approval is welcome.

Office Procedures:

1. One student may accompany a sick or injured student to the office with an office pass.
2. Students may only leave school grounds if they have been signed out of the office by a parent or an adult designated by a parent.
3. Anyone not a CUSD employee MUST sign in before going to class.
4. Parents must sign their child out of school in the office and receive a pass to pick up a child from the playground.

Lunch Room Rules:

1. Walk to, from, and in the cafeteria.
2. Sit down and face the table when eating.
3. Keep conversations near you.
4. Raise your hand if you need help opening containers, permission to use the restroom, etc.
5. Raise your hand to leave. Make sure your area is clean and that you throw away all unwanted food.
6. Food is to be eaten in the MU Room, not outside.
7. Put your lunch pail near your classroom.

Playground Procedures:

- Students should respect the valid authority of teachers and staff members at all times.
- No eating on the playground. Lunches must be eaten in the cafeteria. Snacks should be finished in the room.
- Stay in bounds and behind yellow lines. Playing on the hill, between portable buildings and behind D building is not permitted.
- No lingering or meeting friends in front of the school building in the morning.
- Gum is to remain at home.
- Once a game is started, the person bringing out a school ball may not take the ball away from the game. Include others in games.
- Never leave school grounds to get a ball. Ask a yard supervisor or teacher for help.
- Play games of kick ball or soccer on the field.
- No lingering or playing in the restrooms.
- Use lavatories as you would the ones in your own home.
- No balls bounced against buildings. Hold balls when waiting in line.
- Chasing games are not permitted at school.
- Games that could cause people to get hurt are not permitted.
- Swings - Poles are not to be climbed. Chains are not to be wrapped around poles. Each child is allowed thirty swings, and you must count out loud so the children may hear you (a swing is up and back). No saving the swings for a friend.
- No jumping off swings. One student to one swing.
- Jump ropes are to be used only for jumping.
- Slide - Always slide down the slide facing forward and sitting up. Do not run or crawl up the slide.
- Physical Contact - Practicing of karate or judo moves at school is not allowed.
- Weapons and toy weapons are not permitted. Heavy, wooden or metal objects are not permitted.
- Play on the field when it's dry.

Conflict Resolution:

Every attempt is made to guide students to solve their own problems peacefully. An emphasis is placed upon teaching students effective communication and conflict resolution skills. Parents are encouraged to use this approach with their children at home and in community environments.

1. Stop. Cool off.

2. Talk and listen.

3. Look for what you both need.

4. Brainstorm solutions.

5. Choose the idea you both like best.

6. Make a plan. Go for it!

Consequences:

Warning

Age Appropriate Time out

Citation

Study Hall-upper grades only. Study Hall is 20 minutes of a 60 minute lunch.

Office Referral / Parent Call

Rewards:

Personal recognition/compliment

FV Super Star Award

Suspensions or Expulsions:

Children are expected to conduct themselves in such a manner that they and their classmates will gain the most from their school experience. School provides many opportunities for children to develop respect for others and the ability to work, learn, and live together in harmony. Behavior and discipline are shared responsibilities of the home and the school. A cooperative and supportive partnership benefits students best and leads to the best type of discipline: self-discipline. Occasionally, a student's behavior may warrant suspension. Examples of these offenses include insubordination, obscenity, and repeated violations of school expectations. Each case is handled on an individual basis in accordance with school board policy.

For your information, the California Educational Code 48900, Grounds for Suspension or Expulsion, has been summarized below:

- a) 1. Caused or attempted to cause or threatened to cause, physical harm.
2. Willfully used force or violence upon another person.
- b) Possessed, sold, or furnished any firearm, knife, explosive or other dangerous object.
- c) Possessed, used, sold, furnished, or under the influence of any controlled substance, an alcoholic beverage, or intoxicant.
- d) Offered, arranged, or negotiated to sell a substance represented to be a controlled substance, but which was not such.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco in any form.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Possessed, offered, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or defied valid authority of any school staff member.
- l) Knowingly received stolen school or private property.
- m) Possessed an imitation firearm.
- n) Committed or attempted to commit sexual assault and/or sexual battery.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding.
- p) Committed sexual harassment
- q) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- r) Harassed threatened or intimidated a pupil or group of pupils.

Education Code 48915 Expulsion Mandatory or Quasi-Mandatory (with particular circumstances)

1. Caused serious physical injury to another person, except in self-defense.
 2. Possession of any knife, explosive or other dangerous object of no reasonable use to the pupil.
 3. Possession of any controlled substance, except for first offence for the possession of not more than one ounce of marijuana.
 4. Robbery or extortion.
 5. Assault or battery upon any school employee.
 1. Possessed, sold, or otherwise furnished a firearm.
 2. Brandished a knife at another person.
 3. Sold any controlled substance.
 4. Committed or attempted to commit sexual assault or sexual battery.
- 48900.7 Terror threats against school officials, school property or both.

Ways Parents Can Support Reading and Writing at Home

Teachers College Reading and Writing Project

1. Let your children see you read for pleasure. Share vocabulary, quotes, characters, and the story with them. Compare similarities and differences between your book and the books your children are reading.
2. Talk to your children about how your parents read to you or told you stories.
3. Let your children see you write for pleasure. Send family letters to relatives or friends. Let everyone in the family contribute a part or an illustration.
4. When you're riding in the car, tell your children a story about when you were little or tell them a story about something that happened at work that day. Leave off the ending and let them provide an ending.
5. Have your children select three things they want to include in a story. Make up a story that includes those three things. For example, the selections might be a princess, a race car, and an ice cream cone. The children will love helping you find clever ways to include three things in the story.
6. When you look up at the sun/moon or pass a landmark/building, take turns making up a story to go with them. At night, point out the face in the moon and make up a story about the "man in the moon". Follow up these storytelling events with a trip to the library to explore legends about people and places from our own country and others countries.
7. Try different ambiances for reading a story aloud or storytelling. If it's a scary story, tell it in the dark or read it with flashlights. If it's a story about when your child was little, bring out an old toy and hold it as you tell the story. Try themes in your family literacy events. This works naturally with holidays. Find books about the First Thanksgiving and read them aloud. Find pictures of the Thanksgiving holiday and make a collage. Explore foods that go with the Thanksgiving holiday. Make some of these foods and let everyone help read the recipe and prepare the foods. Trade stories about Thanksgiving.
8. Make a family book that is a collection of stories: favorite stories retold generation after generation or stories of family events (first visit by the tooth fairy). Any time that stories are recorded, younger children can dictate to an older family member.
9. Help your child find a place in your home that is his/her favorite reading spot. A place where he/she can read comfortably with little distraction. Put a basket of books near the spot. Include pens, crayons, pencils, erasers and paper in the basket to encourage writing too. Every now and then, put a "literacy gift" in their basket to discover and explore.
10. Read aloud daily to your child. Talk about the pictures. Make predictions about a story and see if they come true. Read aloud a chapter-book before bed.
11. Help your child notice people reading and the writing all around them. Watch other people read. Count all the people on a bus, in a library or café reading. Read signs posted all around you.
12. Visit bookstores and libraries with your child. Window shop as you pass a bookstore, look at the books and imagine the storylines inside them. Then go in and see if your predictions came true.
13. Take books on trips with you. Read to your child on vacation or during a long wait at the doctor's office. Encourage the people you are visiting to read to your child aloud.

14. Leave notes for your child in his lunch box or school bag. Leave notes for him/her around the house. Ask your child to leave notes for you. Have your child create a to-do list. Have him/her turn it into a checklist to encourage self-monitoring.
15. Encourage friends and relatives to give books to your child as gifts. Markers, colored pencils, pads of paper make excellent birthday or holiday gifts.
16. Subscribe to a children's magazine and have the magazine sent directly to your child. Show interest when it arrives. "Show me your favorite article." "I love that picture of _____." Popular magazines include: Highlights, Click, Ranger Rick, Sports Illustrated for Students, and National Geographic Junior. Large bookstores have many magazines to choose from. Find your favorite magazine and take one of the subscription cards located inside it.
17. Play word games such as Scrabble Junior, Boggle, ABC Bingo, Word Concentration, etc. Tell jokes, riddles and limericks. See how many words rhyme with _____.
18. Encourage your child to read aloud to younger siblings, cousins, neighbors, even stuffed animals.
19. Talk about your own childhood memories. Share your own favorite children's books and authors. Share your successes and struggles in school.
20. Encourage your child to imagine or share stories from pictures in magazines, newspapers or family photographs.
21. Listen to your child's retellings and expand them. Encourage them to add more detail. Say, "That would make an amazing story." Then, imagine the story together." Say, "You should write about that." Say, "The way you said that sounds like a poem." Then, encourage him/her to write it down as a poem.
22. Tell lots of family stories. Ask lots of questions when your child tells you a story. Ask them to identify the beginning, middle, and end or climax of the story.
23. Look back over your child's writings with them. Notice and praise the growth your child is making as a writer.
24. Encourage your child to bring their writer's notebook whenever they go on family outings. Whether it's to grandma's house, a soccer game or restaurant, there will be plenty to notice, wonder and write about.

Ways Parents Can Support Math at Home

1. Understanding Numbers

Numbers are used to describe quantities, to count, and to add, subtract, multiply and divide. Understanding numbers and knowing how to combine them to solve problems helps us in all areas of math.

- Count everything! Count toys, kitchen utensils and items of clothing as they come out of the dryer. Help your child count by pointing to and moving the objects as you say each number out loud. Count forward and backwards from different starting places. Use household items to practice adding, subtracting, multiplying and dividing.
- Sing counting songs and read counting books. Every culture has counting songs, such as “One, Two, Buckle My Shoe” and “Ten Little Monkeys”, which make learning to count – both forwards and backwards – fun for children. Counting books also capture children’s imagination, by using pictures of interesting things to count and to add.
- Discover the many ways in which numbers are used inside and outside your home. Take your child on a “number hunt” in your home or neighborhood.
- Ask your child to help you solve everyday number problems. “We need six tomatoes to make out sauce for dinner and we have only two. How many more do we need to buy?”
- Practice “skip counting”. Together, count by 2’s and 5’s. Ask your child how far he or she can count by 10’s. Roll two dice, one to determine a starting number and the other to determine the counting interval. Ask your child to try counting backwards from 10, 20 or even 100.
- Make up game using dice and playing cards.

2. Understanding Measurements

We use measurements to determine the height, length, and width of objects as well as the area they cover, the volume they hold, and other characteristics. We measure time and money. Developing the ability to estimate and to measure accurately takes time and practice.

- Measure items found around the house. Have you child find objects that are longer or shorter than a shoe or a string or a ruler. Together, use a shoe to measure the length of a floor mat. Fill different containers with sand in a sandbox or with water in the bath, and see which containers hold more and which hold less.
- Estimate everything! Estimate the number of steps from your front door to the edge of your yard, then walk with your child to find out how many there really are, counting steps as you go.
- Compare and organize household items. Take cereal boxes or cans of vegetables from the cupboard and have your child line them up from tallest to shortest.
- Include your child in activities that involve measurements. Have your child measure the ingredients in a recipe, or the length of a bookshelf you plan to build. Trade equal amounts of money. How many pennies do you need to trade for a nickel? For a dime?

3. Understanding Geometry

The ability to identify and describe shapes, sizes, positions, directions and movement is important in many work situations, such as construction and design as well as in creating and understanding art. Becoming familiar with shapes and spatial relationships in their environment will help children grasp the principles of geometry in later grades.

- Identify shapes and sizes. When playing with your child, identify things by their shape and size: “Pass me a sugar cube.” “Take the largest cereal box out of the cupboard.”
- Build structures using blocks or old boxes. Discuss the need to build a strong base. Ask your child which shapes stack easily and why.
- Hide a toy and use directional language to help your child find it. Give clues using words or phrases such as up, down, over, under, between, through and on top of.
- Play “I spy”, looking for different shapes. “I spy something that is round.” “I spy something that is rectangular.” “I spy something that looks like a cone.”
- Ask your child to draw a picture of your street, neighborhood or town. Talk about where your home is in relation to a neighbor’s home or the corner store. Use directional words and phrases like beside and to the right of.
- Go on a “shape hunt”. Have your child look for as many circles, squares, triangles and rectangles as he or she can find in the home or outside. Do the same with three-dimensional objects like cubes, cones, spheres and cylinders.

4. Understanding Patterns

We find patterns in nature, art, music, and literature. We also find them in numbers. Patterns are at the very heart of math. The ability to recognize patterns helps us to make predictions based on our observations. Understanding patterns helps prepare children for the study of algebra in later grades.

- Look for patterns in storybooks and songs. Many children’s books and songs repeat lines or passages in predictable ways, allowing children to recognize and predict the patterns.
- Create patterns using your body. Clap and stomp your foot in a particular sequence (clap, clap, stomp), have your child repeat the same sequence then create variations of the pattern together.
- Hunt for patterns around your house and your neighborhood. Your child will find patterns in clothing, in wallpaper, in tiles, on toys, and among trees and flowers in the park. Encourage your child to describe the patterns found. Try to identify the features of the pattern that are expected.
- Use household items to create and extend patterns. Lay down a row of spoons pointing in different directions in a particular pattern (up, up, down, up, up, down) and ask your child to extend the pattern.
- Explore patterns created by numbers. Write the numbers from 1 to 100 in rows of 10 (1 to 10 in the first row), 11 to 20 in the second row, and so on). Note the patterns that you see when you look up and down, across or diagonally.