



**San Mateo Foster City School District**



## **Borel Middle School**

425 Barneson Ave, San Mateo, CA 94402

(650) 312-7670 fax (650) 312-7644

<http://borel.smfcsd.net/>

# **Student and Parent Handbook 2021-2022**

### **BOREL'S Vision**

*Borel Middle School is a positive and safe community where students are motivated to collaborate, lead, reflect and learn in a rigorous and engaging environment.*

### **2021-2022 School Theme:**

*What makes you, you?*



**Home of the Bobcats**

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## Staff Directory

**Website:** <http://borel.smfcsd.net/>  
**Address:** 425 Barneson Avenue, San Mateo, California 94402  
**Phone:** Front Office: (650) 312-7670  
24 hr. Attendance Voicemail: (650) 312-7669 Option 3 Span. Option 6  
FAX: (650) 312-7644

### **Administration**

Principal	Jessica Notte
Assistant Principal	Jennifer Brillhart

### **Office Staff**

School Office Assistant (Front Desk)	Jennifer Helmig
School Office Specialist	Sonya Chan
Administrative Assistant	Katherine Russell
School Office Specialist	Kristy Bales

### **Support Staff**

Academic Dean	TBD
Literacy TOSA	TBD
Counselor (A-G)	Cara Wharton
Counselor (H-O)	Jonathan Lopez
Counselor (P-Z)	Christian Potter
Student Safety Advocate	Lexis Momon
Librarian	Jennifer Alfonso-Punzalan 312-6815
Librarian Assistant	Sherri Verducci & Heather Nelson
School Psychologist	Anka Gleber (M,W, Th) 655-3307
Speech	Rebecca Holm (M, Th)

### **Special Education**

Shoshona Frisch	Department Chair/Guided Studies	Susan Kambic Para Educator
Mandi PrevotEAU	Guided Studies	Sanaa Raheb Para Educator
Kalapana Galigali	Special Day Class 6/7	Sandra Montes, Para Educator
Susan Hilleli	Special Day Class 7/8	Larry Fierman, Para Educator
Rachel Lee	Educational Related Mental Health Services (ERMHS)	Counselor (M, Th)

### **Custodial Staff**

Luis Del Aguila (Lead)  
Leo Mendoza  
Rigo Herrera  
Robert Mariona

### **Food Service**

Donna Del Rosario	655-3302
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## SMFC DISTRICT OFFICE CONTACT INFORMATION

Superintendent: Diego Ochoa

**Website:** <http://www.smfcsd.net/>  
**Address:** 1170 Chess Drive, Foster City, California 94404  
**Phone:** Office:(650) 312-7700  
FAX: (650) 312-7779

### Staff Directory

Students and Parents can call or email using School Loop. We recommend all students and all parents or guardians register for School Loop. School Loop login information is located on our website.

\* = department chairs

Staff	Grade and Subject	Direct #
Anderson, Jim	Newcomer/Accel ELD	638-2768
Cabalfin, Rubi	7 Math, Algebra	638-3261
Carminatti, Christina	6/7 PE	350-3082
Codianne, Mike	6/8 PE	312-6833
Cohn, Rebecca	8 ELA	638-3294
**Cole, Marie	6/8 Spanish, Spanish II	638-3271
Culy, Marni ( Wolf)	7 Science	350-3084
Dello Buono, Esther	7/8 Art I & II	638-3264
Dobel, Jamie	6 Math, 6 Science	638-3266
Duenas, Anne Rose	7/8 SS	638-3270
Evans, Laura	6 Math, Math TOSA	312-7489
**Fitzpatrick, Kristine	8 Science	638-3288
Fraire, Nicolas	Music, Jazz Band, Jazz & Wind Ens	312-7518
Friday, Susie	6 ELA	638-3285
**Frisch, Shoshona	6/7 RSP	638-3291
Galagali, Kalpana	6/7/8 SDC	638-3218
Goldrath, Alyssa	8 AVID, 6/7/8 Drama	312-6834
**Grotans, Helene	Music, Orchestra, Choir, E&O	312-7208
Hilborn, Tim	6/7/8 Technology	312-7554
Hilleli, Susan	6/7/8 SDC	350-3083
Hofman, Katherine	6 Sci, 6 SS	312-7598
Humble, Hannah	6/7 ELA, Creative Writing	638-3283
Kawamoto Torres, Wendy	6 ELA	638-3273
Kitsios, Eugenia	6 Math, Math Foundation	638-3290
**Klinger, Russ	8 SS	350-3092
Kurkeyerian-Carter, Meronig	Accel ELD	638-3269
Lee, Julie	7 ELA	638-3286
**Pendergast, Ann	7/8 ELA	638-3284
Pham, Kimchi	6 ELA	638-2732
Polikaitis, John (Januck)	7/8 Math	638-3262
Prevoteau, Mandi	8 Guided Std, RSP	638-3265
**Ragadio, Joseph	7/8 PE	350-3085
Reif, Gina	7 SS	350-3086
Schmitt, Joel	7/8 PE	655-3344

Segovia, Krystel	6/7 Science	350-3004
Smith, Jake	6 SS, 6 Sci	638-3279
Smith, Matthew	8 SS , 7 AVID	638-3268
Smith, Megan	6 SS, 6 Sci	638-3161
Spaulding, Paula	6 ELA, 6 SS	638-3263
Steelman, Julianne	8 ELA, Creative Writing	638-3238
Suri, Taruna	7 Math	638-3175
Tellefsen, Jennifer	6 PE	312-6831
Travis-Hoekwater, Chase	6/8 Art, Art II	638-3266
Tryniewski, Noah	Guided Studies RSP	638-2989
Villarin, Antoinette	8 Math	638-3278
Villarreal, Aarón	7/8 Spanish	350-3087
Weber, Megan	6 Math	638-3289
Wu, Michael	8 Science	638-3287
Yan, Wing (Angel)	6 Sci, Sci TOSA	638-3220

### Regular Bell Schedule

**Link to District School Calendar:** <http://www.smfcisd.net/calendar/district-calendar.html>

### **Academic & Life Skills Program**

Borel's curriculum and instructional practices are aligned with California State Standards and the Next Generation Science Standards. We emphasize standards-based instruction through best practices, including hands-on learning and differentiated instruction, in order to meet the learning needs of all students. Language arts, social studies math, science, and physical education are required at all grade levels. The sixth grade program also includes a quarter of Spanish cultural studies, art, technology, and drama/life skills. Sixth graders in music class rotate PE and music every other day. In the seventh grade, elective choices include Spanish, Music, AVID\*, Technology, Art, Drama and Chorus. Seventh grade students enrolled in music take music for the full year. In eighth grade, elective choices include Spanish, Music, AVID\*, Technology, Art, Drama, Chorus and Office Aide

As part of our Special Education Program, Borel offers a Resource Specialist Program as well as Special Day Class for students with individual education plans. For more information regarding special education visit our district website's Special Education page at

<http://www.smfcisd.net/en/academic-services-and-student-learning/programs/special-education.html>

or contact the San Mateo-Foster City School District (312-7700) for a copy of the *Parent Handbook for Special Education*.

### **Course Offerings**

Below is an outline of courses and state adopted textbooks used at each grade level:

#### 6th Grade

Language Arts - (two periods) *SpringBoard & Common Literature*

Math - *Illustrative Mathematics: Math Nation & Desmos*

Science - *OpenSciEd* \* Grade 6-8 is in the process of piloting a science program that supports NGSS +

Social Studies - *Glencoe: Discovering our Past, Ancient Civilizations*

Electives: *Spanish Cultural Studies, Drama-Life Skills\*, Technology, and Art (1 quarter each)*

Music: *Smart Music*

Physical Education: Following Common Core State Standards for Physical Education  
English Language Development: Academic Language Acceleration Course, Benchmark's RIGOR, *Integrated ELD in all content areas*  
Social and Emotional Learning: *Second Step*

### 7<sup>th</sup> Grade

Language Arts -(1 period) *SpringBoard & Common Literature*  
Math -*Illustrative Mathematics: Math Nation & Desmos*  
Science -*OpenSciEd \* Grade 6-8 is in the process of piloting a science program that supports NGSS +*  
Social Studies - *Glencoe: Medieval & Early Modern Times*  
English Language Development: Academic Language Acceleration Course, Benchmark's RIGOR, *Integrated ELD in all content areas*  
Physical Education Following Common Core State Standards for Physical Education  
2 Electives: Spanish, Music, AVID\*, Technology, Art, Drama, Chorus  
Social and Emotional Learning: *Second Step*

### 8th Grade

Language Arts - (1 period) *SpringBoard & Common Literature*  
Math -*Illustrative Mathematics: Math Nation & Desmos*  
Science -*OpenSciEd \* Grade 6-8 is in the process of piloting a science program that supports NGSS +*  
Social Studies - *Glencoe: The American Journey to WWII*  
Physical Education Following Common Core State Standards for Physical Education  
2 Electives: Spanish, Music, AVID\*, Technology, Art, Drama, Chorus, Office Aide  
Social and Emotional Learning: *Second Step*

### \*AVID

Advancement Via Individual Determination (AVID) is a global nonprofit organization that operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is a college readiness system designed to increase the number of students who enroll in four-year colleges. AVID trains educators to use proven, best practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. The AVID Elective targets students in the academic middle who have the desire to go to college and the willingness to work hard. These students are capable of completing rigorous curriculum but might be falling short of their potential. Often, they will be the first in their families to attend college, and many are from socio-economically disadvantaged families. When a school has implemented AVID, students in the AVID Elective and throughout the school are held to higher expectations and given the support they need to succeed and prepare for postsecondary opportunities. By pushing students into more rigorous coursework, encouraging, assisting, and advocating for them every day, AVID has demonstrated that it increases the likelihood of students making it to and through college.

### Life Skills

As teachers, students and staff grow and learn throughout their years at Borel, we attempt to challenge ourselves to develop all aspects of our lives. We teach, model, and recognize students who display identified character traits using homeroom activities and our Bobcat Pride Postcards.

### **Community Service**

As part of Borel Middle School, a **10-hour per year community service requirement has been established**. This community service requirement will be documented on a community service timecard and will be part of your child's social studies curriculum. Your child's social studies teacher will provide more information. Opportunities for on campus and community based service are shared during announcements.

### **Extracurricular Activities**

Through the combined efforts of students, teachers, and parents, there are many activities during the school year in which students may participate. We encourage all students to connect with at least one extracurricular activity each year. Some ways to get involved are wearing Borel blue on Fridays, attending dances, joining a club or trying out for a sport, participating on or behind stage in our Fall Play or Spring musical and being a docent at our Cultural Fair.

Here are clubs that have been offered, but we're always open to new ideas! Japan/Anime, Chess, Debate, LBGTQ+/Rainbow Club, Peer Helping, Power Math, Garden Club, Student Council, Music Tutor, Gleekulele, Yearbook, Chess, and Tech/Robotics. For more information, please listen to daily announcements, check our website and school loop news.

### **Athletics**

The following after school sports & clubs are offered at Borel Middle School for our students:

- Fall                      volleyball (girls), cross-country (no cut sport), flag football
- Winter                 basketball
- Spring                 soccer, tennis, track and field (no cut sport), boys volleyball

Each season there are communications about tryouts and a parent information night led by our Athletic Director Joel Schmitt. Parents are asked to donate to our district's Education Foundation to help support the 100% donation funded district sports program. Students must maintain a 2.0 GPA to participate. Students need to be in school the majority of the day to play. If students do not attend school during the day for at least four periods either in the morning or afternoon, they will not be allowed to play in a game.

Sports during lunch: During lunch students can use their ID or their backpack to check out sports equipment as long as they play safely and responsibly turn back in the equipment at the end of the period.

### **Report Cards**

Families will receive report cards four times each year mailed to the address listed in Aeries at the end of each quarter grading period. Students receive a letter academic grade for each subject AND 3 marks (Excellent, Good, Satisfactory, or Unsatisfactory in the categories of Citizenship, Work Habits, and Homework.

Quarter dates, for the 2021-2022 school year, are as follows:

First Quarter:	August 12 - October 22, 2021
Second Quarter:	October 25 - January 21, 2022
Third Quarter:	January 24 - March 25, 2022
Fourth Quarter:	April 11 - June 15, 2022

### **Progress Reports**

Progress reports will only be mailed for any students receiving a grade of C- or lower AND/OR if the student has a U in the above non-academic categories or below at the midterm of the quarter.

### **Academic Recognition, Awards and Scholarships**

#### **Recognition for Outstanding Behavior**

Students who do an outstanding job of following the Borel Covenant and our Learner Profile Traits are recognized

through a variety of school wide programs. These programs include the Block B program, PRIDE postcards, Students of the Quarter recognition, end of the year awards, and PTA sponsored recognition parties.

### Quarterly Awards

- **Academic Excellence:** Students who earn nothing lower than A's (with no more than one B) for their academic summary letter grades. Any mark of "unsatisfactory" in the non-academic categories of Citizenship, Homework, and Work Habits would disqualify the student from Academic Excellence recognition.
- **Outstanding Bobcats:** Students who earn all "Excellent" or "Good" marks on the non-academic categories mentioned above.
- **Bobcat Pride:** Teachers will select students in their homeroom who embody the character traits of Bobcat PRIDE. Students who are selected receive a certificate and be invited to a celebration during the school day.
  - Positive
  - Reflective
  - Inclusive
  - Determined
  - Empathetic

### End of the Year Awards

- **Outstanding Academic and Exemplary Service Awards-** are given to outstanding students 8<sup>th</sup> grade at the end of the year.
- **The Block B Award Program** represents excellence and dedication to Borel and the community. Points are accumulated in three categories: Academics, Community Service and Participation in school activities. Each student must earn 400 total points over their three years at Borel to receive a Block B award at the end of 8th Grade. Annual awards can be earned with 135 points per year. It is each student's responsibility to complete the Block B record card and acquire the necessary signatures by the due date. A Block B record card can be found in student's binder reminder/planners as well as on our website and in the front office.

### Eighth Grade Graduation Awards and Scholarships

- **AVID Award**
- **Eighth Grade Subject Area Academic Awards** in Art, Spanish, Language Arts, Math, Music, Science, Physical Education, Social Studies, Yearbook, Art, Technology & Office Aides.
- **The Spirit Award** is given to two students in the 8<sup>th</sup> grade who are community-minded and have demonstrated exceptional enthusiasm and willingness to give of themselves to Borel.
- **Mary Fowler Perfect Attendance Award:** This award recognizes students who have no tardies and no absences for all three years at Borel based on school district's criteria.
- **Mary Fowler 4.0 Award:** This award is given to students who, during their three years at Borel in all subject areas, earned only A's (no A-'s) for their academic summary letter grades based on school district's criteria.
- **Landucci Awards :** Awards donated by Dr. Landucci for eighth grade students who have achieved academic excellence over a two-year period, contributed the most to the school, and have achieved "outstanding student" in math/science.



- **Turnbull Trust:** Scholarship awarded to an eighth grade student who exemplifies outstanding citizenship, scholarship and achievement. (Current scholarship award checks are made after the close of the fiscal year, i.e. after June 30 of the year in which the award was won.)
- **San Mateo Rotary Club SMART Award:** Awarded by San Mateo Rotary Club to a deserving eighth grade student to encourage pursuit of a college education. Financial need is a consideration. Award held in trust until the student graduates from high school and registers for college.
- **SMETA Social Justice Award**
- **Latinos Del Futuros Scholarship:** Recognizes 8<sup>th</sup> grade, highly motivated, Latino students with a minimum grade point average of B (3.00) or greater who are involved in school and/or community activities. This award provides an incentive for Latino students to strive toward higher education and continue on to community college and/or a four year university.
- **San Mateo Youth Foundation Scholarship:** Awarded by San Mateo Rotary Club to a deserving eighth grade students to encourage their pursuit of a college education. Financial need is a consideration. Award held in trust until the student graduates from high school and registers for college.
- **The Clathel Zach Award:** Presented to an 8th grade student for their perseverance, positive attitude and success as a student and role model in the hopes that they will continue on the positive path to achieving their goals.
- **The Inspiration of Al Ford Award:** Awarded to an 8th grade student who has excelled in the classroom and on the athletic fields/courts and has established himself/herself as a role model to younger students.
- **Sam Marshall Humanitarian Award:** Awarded to a graduating student who has shown a concern for staff and peers, extended help to those in need, and has willingly shared his/her time and knowledge with other students.
- **The George Trubow Exemplary Service Award:** Awarded to an 8th grade student who, in the spirit of former teacher George Trubow, is an integral part of school, both inside of the classroom and in extracurricular activities and sports.
- **Miranda M. Bosley Awards - Art, Music & Drama:** To honor the creative spirit of Miranda Bosley, an exemplary student is chosen in Art, Music and Drama.

### **Academic Eligibility Requirements**

#### **Student Eligibility for Extracurricular Activities**

A student must maintain at least a 2.0 grade point average to participate in after school sports. If a student falls below a 2.0, they can apply for academic probation for one quarter. If the student does not improve to at least a 2.0 after being on academic probation for one quarter, the student will become ineligible.

#### **End of the Year/Eighth Grade Graduation Expectations & Guidelines**

Our binder reminder references this Eligibility policy by stating: **"ELIGIBILITY (Academic/Behavior)"**

Students may be prohibited from participating in any activity, including end of the year activities, based on attendance/tardies, behavior or poor academic performance. Please refer to the Parent Handbook for information as it pertains to academic and behavioral eligibility. " (p. 12)

- **Academics** – A student may not participate in the promotion ceremony, the end-of -year dance, and/or the trip to Great America if he/she receives an F in three classes for three of the four quarters. Additionally, students of concern will be placed on a progress report and monitored. This data will be used in making decisions about participation.
- **Behavior** – The principal, assistant principal, and counselor, with input from staff members, will make the final decisions regarding students with behavioral issues in relation to participation in promotional activities which include: ceremony, dance and trip to Great America. Students of concern will be placed on a progress report and monitored. This data will be used in making decisions about participation. Additionally, the administration can prohibit students from participating based on suspendable incidents leading up to the promotion activities.

**The 6th and 7th grade follow the same criteria as above for their end of the year activities.**

### **Promotion and Retention**

Please see District's policy regarding promotion and retention by accessing the District website at [www.smfc.k12.ca.us](http://www.smfc.k12.ca.us)

### **Academic Supports and Interventions**

We believe all students can be successful and we work together to help students learn how to be a self advocate and ask questions and get help when needed. All students should have an identified "study buddy's" name and contact information listed in their binder reminder/planner so they can connect with homework questions. Our office team of Counselors, Academic Dean and Assistant Principal connect throughout the year with students who are struggling and facilitate goal setting meetings that result in the development of an improvement plan. Families are encouraged to check school loop and communicate with teachers in English or Spanish about ways to help their child grow as a learner.

Our teachers each share in their syllabi how students can connect with them during lunch or after school for help. Our library is opened before school and during lunch for students to study and print if needed. We also invite struggling students to an after school Homework Club on Mondays and Thursdays in our library after school led by a group of teachers and our Academic Dean. We provide an after school snack, transportation home, materials and guidance.

### **Attendance, Truancy, PE Medical Exemption, Independent Study and Sickness/Illness**

Regular school attendance plays a key role in student achievement. It is important to students to be in school as long as they are feeling well and healthy. If your child is sick, they should stay home.

Students' on time daily arrival to all classes is essential. We understand that traffic in San Mateo and around our school has dramatically increased. Families today need to allot more time in the morning for on-time arrival. Students need to be in their seats or in the locker room by 8:05 daily and in their seats at the bell each period. Students who are chronically tardy (more than 3 times in a month) will be asked to make an improvement plan during lunch or after school. Families will be expected to come in and conference with their child and our Office Team when chronic truancy or absenteeism occur to create an improvement plan.

The San Mateo-Foster City School Board has approved updates to the *Pupil Attendance and Truancy Policy 4190* to align the district's policy with California Education Code. Regulations for this policy have been approved to support the School Attendance and Review Board (SARB) procedures of the San Mateo County Office of Education. Parents

should familiarize themselves with these revisions accessible on the district website at <http://www.smfcsd.net/en/parent-reference/attendance-and-truancy.html> or by calling the district to request a copy.

It is important to note the attendance policy states that a child is truant when they are absent without a valid excuse for three full days or tardy or absent for more than any 30 minute period during the school day without a valid excuse. On the fourth day of a student's unexcused absence a truancy letter will automatically be generated and mailed home to the absent student and any subsequent unexcused absences will generate additional truancy letters. If students do not attend school during the day for at least four periods either in the morning or afternoon, they will not be allowed to attend after school activities such as sports activities

If a child must miss multiple consecutive days of school please alert the school to the reason why so we can best support your child's education. All parent requests for administrative approval to excuse an absence will be denied if the absence is for any reason other than what is in the following list.

Please review the policy excerpts below. For the complete policy please access the San Mateo Foster City School District Web Site at <http://www.smfcsd.net/en/parent-reference/attendance-and-truancy.html> For a copy of the policy you may contact the district office at (650) 312-7700.

#### **Excerpt from the *Pupil Attendance and Truancy Policy 4190:***

*The Board of Trustees believes that regular school attendance plays a key role in successful student achievement, and recognizes its legal and moral responsibility to work with parents and children to promote regular school attendance and success. Parents/guardians of children between the ages of six and 18 are legally obligated to send their children to school unless otherwise provided.*

*Any pupil who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions during one school year, or any combination thereof, is a truant. All truants must attend a mandatory conference with their parent and the assistant principal designed to provide support and interventions.*

*Students may be excused without prior approval for any of the following reasons; however, the district for purposes of computing average daily attendance may not claim such absences:*

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

#### **Excuse from P.E. for Medical Reasons/Physical Education Medical Exemption Form**

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

Students or families turn in the note or form to the front office attention: Mindy Cossins/ [mcossins@smfcsd.net](mailto:mcossins@smfcsd.net). She will give a copy to the PE teacher and, based on the doctor's instructions, direct the student to PE or Independent Study in the office or library until they are cleared by the doctor to resume participation.

**FEELING ILL:** Students who become ill at school should report to their teacher and ask for a pass to go to the office where we have a clinic for ill students. Students may be in the clinic for 10 minutes to rest, drink water, or apply ice. If your symptoms are severe (injury, fever, diarrhea, vomiting) and a call home is needed, an adult from the office will call home.

### **For long-term illness/condition/disability**

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Students are required to provide a doctor's note to the main office. The counselor will remove physical education from the student's daily schedule of classes and will arrange for study hall for the student until the time the doctor's note says the student may return to physical education. For an absence less than 3 days, students are encouraged to call a "Study Buddy" from their class and check SchoolLoop. In the case of an excused absence lasting 3 or more days, parents should inform the office and also request homework assignments directly through school loop with teachers. **A 24-hour notice is required for homework requests and only for absences of three days or more.**

### **Independent Study**

The Board of Trustees of the District has taken action to allow independent study options for students in grades one through eight. Independent study is intended to provide an alternative to the regular program of study to meet unique educational needs of individual students, and is a voluntary program.

**Moving & Transfers:** It is important that parents keep the office informed of any change of address, telephone number or emergency information. Before a student transfers from Borel to another school, the student's parent or guardian must notify the school and request a transfer of records. Since this process takes a minimum of one school day, the student should plan to bring this notification in time to complete the transfer procedures. All books must be turned in to each teacher at the time of checkout for the transfer to be complete.

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### **Behavioral Expectations and Consequences**

Our behavioral guidelines are aligned with the school district. For more information about district guideline please check out the District's Responsibilities and Rights pamphlet: <http://www.smfcsd.net/assets/files/documents/2015-2016%20RR.pdf>

At Borel we have high expectations for student behavior in and out of the classroom. Our School Covenant, located below and in every classroom and many common spaces, lists our three expectations. We teach, model and review these expectations throughout the year. The Covenant is an expression of our school values and was created by our students and staff. Our Behavior Guidelines are located here, in the booklet at the beginning of the year that all families sign, and in students' binder reminders/planners. These communications state behaviors expected of students and the interventions and consequences for violations.

A range of interventions and consequences exists because we believe we want to teach our students how to solve problems, work with each other and understand that their actions affect others and can have serious consequences. Please review the Borel Covenant and Behavior Guidelines and discuss them with your child. It is our belief that when students, staff and parents work with each other to support the school's effort to maintain a safe and orderly environment, everyone benefits. We utilize Restorative Practices to help teach students how to work with each other. We know your child will be a positive contributor to our school and encourage you to contact us if you have questions concerning your child and our program.

## Borel Covenant

The Borel Covenant is a document that has been developed and discussed by the Borel staff and student body. It describes our beliefs about our school, and it states what we expect of each other and of ourselves.

We are **respectful**.

We are **responsible**.

We are **safe**.

We have the right to be respected.

We have the right to learn.

We have the right to succeed.

We help each other.

We are proud of our school.

We are active learners and do our best.



### EXPECTED BEHAVIOR IN CLASS

1. Each teacher communicates how respectful, responsible and safe looks and sounds in their environment. Teachers also communicate their specific academic expectations for success.
  2. Be respectful and kind to everyone. Don't curse/cuss/use profanity in school.
  3. Gum, sharpies, and any unsafe items are not allowed anywhere on campus.
  4. Stay seated unless you have permission to get up.
  5. Come prepared to learn, listen and ask questions, complete and turn in all assignments on time. Follow the directions the first time.
  6. Use the restroom during passing periods. Limit time out of class.
  7. If you are absent, it is your responsibility to make arrangements to make up missed work. You are allowed one day, for each day of absence, to turn in missing work.
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## EXPECTED BEHAVIOR ON SCHOOL, BUSSES, and SCHOOL EVENTS

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1. Be mindful that teasing or joking can really hurt another student. If you think someone might feel hurt, then don't say it or write it online. Again, use respectful language at all times.
  2. Keep their hands and feet to themselves. Even if you're joking, it is not appropriate at school.
  3. Students should WALK at all times. Running or playing tag is not allowed, except on the field.
  4. Do not share food or drink. Water bottles are not to be used to squirt any other student.
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## EXPECTED BEHAVIOR AT LUNCH

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1. Form single file lines to buy food in the lunch lines
  2. Cutting in line is not allowed. Do not allow anyone to step in front of you without a teacher's permission.
  3. Eating is to be done at the tables in the lunch court only. **Only water is allowed on the fields, no other food or drink. The consequence is leaving the area and helping to pick up something on the way or a beautification.**
  4. Do not pass the red lines once in the lunch court. Students, who wish to go to a classroom or the library, must obtain a lunch pass from a teacher **prior** to lunch. The Chill Zone is open on Fridays during lunch.
  5. RECYCLE your cans, bottles, and pizza boxes.
  6. We expect you to clean up your trash and help pick up.
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## Academic Honesty

We expect you to be responsible about doing your own work and asking questions when you need help. In order to learn, you should not copy a friend's homework assignment, cheat on an assessment, or copy and paste information from the internet and call it yours without the proper citation. There are consequences for academic dishonesty that depend on the nature of the policy violation. Your teachers will communicate their academic honesty policy and consequences. In most cases the academic consequence will be a zero on the assignment. The Assistant Principal is responsible for determining any additional consequence(s).

**Bus Transportation:** Students using SamTrans buses are expected to follow bus rules and driver directions. Any violation of bus or school rules will result in consequences and may include the loss of the privilege of riding the bus. Information on bus routes or lost items may be obtained by phoning (800) 660-4287 or [www.samtrans.com](http://www.samtrans.com). Students get dropped off in the front and picked up in the back of the school.

## Cell Phone Policy

All electronic devices must be off and put away before 1st period starts. They must remain out and away until the dismissal bell. If students need to contact their family, they need to ask an adult for permission to use a school phone. If families have a message for a student that can not wait until dismissal, they should call the office and we will deliver that message. The school will communicate with families if the child is ill or there is a concern. During an emergency cell phones stay off so not to interfere with emergency communications and assistance. The school will notify families as soon as possible using our school messenger system.

**Consequences for electronic violation:** If a student has out any electronic device during the school day, allowed another student to use device or they are using such items, the following consequences will be given:

1. The **first time** the student's electronic device will be turned into the office, the student will be required to complete a reflection about the disruption to learning at the end of the day and then the device is returned.

2. The **second time** the electronic device is turned into the office, another reflection is completed and parent/guardian pick-up is required.

3. The **third time** the electronic device is turned into the office, the device will be no longer be allowed in student's possession during the school day.

Parents please work with your children to set do not disturb hours during the school day and monitor and talk about respectful and responsible social media use. Most social media sites have 13 years old as a minimum age requirement. Students can have consequences at school for what they do at home online if it disrupts the learning of other students.

**Digital Citizenship:** Borel Middle School is working to empower our students to make respectful, responsible and safe decisions online at school and at home. Students sign a technology user agreement with specific online behaviors they must abide by in order to be respectful, responsible and safe while using technology for academic purposes only at school and to THINK\* before posting off campus.



**Dress Code :** Students should dress appropriately for school. Apparel or personal appearance that distracts from learning or disrupts the classroom is not acceptable. Clothing that advertises alcohol, tobacco, drugs, weapons, or gang affiliation may not be worn. Likewise, shorts that are not at an appropriate length, pajamas, exposed undergarments, halter tops, spaghetti straps, bare midriffs, and “sagging” pants are not allowed. Tank tops must have “lasagna” width 2 inch shoulder straps. Clothing should be free of holes and backpacks free of graffiti. When asked, hats and hoods should be removed unless for medical or religious observance.

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**Consequences for Dress Code violations may include**

- Changing into appropriate clothing
- Changing into PE or Borel loaner clothes
- Parent/Guardian contact
- Written reflection
- Office holding clothes/items until the end of the day
- Office holding clothes/items until parents/guardians schedule an appointment



**No Bully Policy:** The San Mateo-Foster City School District and Borel Middle School define bullying behavior as: “Any aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. Bullying behavior will not be tolerated and will result in consequences. **We the students at Borel Middle School** believe that every student should feel accepted and respected for who they are and able to enjoy their time at our school free from bullying and harassment.

It is **bullying** when a student

- Uses physical force to hurt another student e.g. by hitting, pushing, shoving, kicking, taking their belongings or stealing his or her money.
- Uses words in person or line or gestures to humiliate another student e.g. by shouting, taunting, name-calling, teasing, put-downs, insults, threats and blackmail.
- Excludes or isolates another student e.g. through leaving them out, manipulating others against them, or spreading gossip or rumors.
- Uses their cell-phone or a website e.g. Instagram, Snapchat, Text or any other social media to cyberbully another student in any of the ways described above. **THINK before you post.**

It is **harassment** when a student targets another student online or face to face because of their actual or perceived race, color, national origin, gender\*, sex, physical or mental disability, religion, gender identity and expression, socio-economic status, physical appearance and characteristic, and sexual orientation.

We, at Borel, recognize that bullying and harassment hurt students and are never justified as “just teasing” or “just playing.” We acknowledge that if we stand by doing nothing, laugh, or post comments online when others bully, we are part of the problem.

At Borel, we...

- Value student differences and treat others with respect both online and face-to-face.
- Are Upstanders and tell the bullying student to stop when we or others around us are the target of bullying.
- If we cannot safely stop the bullying, to walk away and tell/seek help from a **trusted adult** in person or by using one of our office statement forms or restorative reflections (available at the front desk of the school office).
- Never take revenge or ask someone to hurt a student that has reported bullying.

*District Policy 5145.3 and 5145.4 prohibits discrimination and harassment based on one's race, color, national origin, religion, or gender.\* Conduct by anyone from or in the school setting which constitutes harassment or discrimination is strictly prohibited. Actions that impair a student's ability to function or the emotional well being of a student at school is unacceptable. Harassment, threats, intimidation, or any activity that promotes violence, will result in discipline. Conduct that is severe or pervasive enough to materially disrupt classwork, create substantial disorder, or invade the rights of either school personnel or other students by creating an intimidating or hostile educational environment, will result in a recommendation for expulsion, no matter where such conduct occurred, including the Internet. Harassment or discrimination may include acts such as the following:*

- *Use of searing, put-downs, or unwanted sexual advances, invitations or comments.*
- *Slurs of any kind (racial, ethnic, religious, sexual, etc.)*
- *Possession or display of derogatory posters, photographs, cartoons, or drawings.*
- *Physical conduct such as assault or unwanted touching, blocking normal movement, or interference with work or study directed at an individual because of the individual's sex, ethnicity, or religion.*
- *Threats and demands to submit to sexual requests for any purpose.*
- *Threatening or doing harm to someone who refuses to cooperate or reports on you (bullying).*
- *Gestures that are in poor taste or indicate gang affiliation.*



### California Ed Code references:

- ***School Success and Opportunity Act (AB 1266)*** Protects the rights of transgender and gender non-conforming students to participate in sex-segregated programs and activities that are aligned with their gender identity. This right includes participation on sports teams and in physical education classes. It also protects the rights of youth to use facilities (restrooms and locker rooms) in alignment with their gender identity.
- ***\*California Student Safety and Violence Prevention Act - AB 537 AB 537***, the California Student Safety and Violence Prevention Act of 2000, changed California's Education Code by adding actual or perceived sexual orientation and gender identity to the existing nondiscrimination policy. State law says that "'gender' means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth." The nondiscrimination policy also prohibits harassment and discrimination on the basis of sex, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. AB 537 protects students and school employees against discrimination and harassment at all California public schools and any school receiving state funding except religious schools.
- ***Personal Rights-California Code 22 CCR 80072*** Youth shall have personal rights that Include being free to attend religious services or activities of their choice and have visits from the spiritual advisor of their choice. Attendance at religious services shall be on a completely voluntary basis.

**Consequences for harassment or bullying:** detention, suspension, expulsion, and/or referral to the appropriate law enforcement agency. Support is also offered through Restorative Practices\* and counseling services.

### **\*Restorative Practices such as Student Reflections, Student Restorative Circles & Conferences**

[According to the International Institute for Restorative Practices](#), "The field of restorative practices has significant implications for all aspects of society — from families, classrooms, schools and prisons to workplaces, associations, governments, even whole nations — because restorative practices can develop better relationships among these organizations' constituents and help the overall organization function more effectively. For example, in schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Everyone who finds themselves in positions of authority — from parents, teachers and police to administrators and government officials — can benefit from learning about restorative practices."

### **Complaint Procedures**

A student who believes they are being harassed or discriminated against at school or school activities because of his/her sex, race, ethnicity or religion should immediately bring it to the attention of any school staff member. District complaint procedures will be followed to resolve the issue.

### **Personal and Public Property**

Schools, parents and students make a tremendous investment in attempting to provide a clean and pleasant environment in which to work, good materials and equipment, and adequate clothing. We feel that it is most important that our buildings, grounds, and our property, as well as others, be shown great respect. **For these reasons, permanent markers and gum are not allowed unless by teacher permission.** Students are expected to clean up after themselves. Causing damage or destruction to public or personal property such as furniture, buildings, electronic equipment, including the Internet, books and clothing will be asked to replace, repair or give back to the community. Additionally, it is important to note we are not responsible for lost or stolen goods. We recommend

keeping things of value at home and if they must be brought to school to lock them up during PE and have them on your person during the day.

**Prohibited Items/NOT ALLOWED:** Students should report immediately if they see or hear information about these things to your trusted adult or the office. Families should contact the office if they have knowledge about prohibited items. We need to work together.

- Possession, distribution or sales of vapes or any smoking related device, drugs, alcohol, drug paraphernalia, prescription medication -All medicines need to be stored in the office unless student has an approved right to carry form.
- Fighting or planned fight
- Harassment or bullying in person or online
- Major or habitual classroom or school wide disruption
- Habitual profanity, obscenity, or vulgarity
- Sexual harassment
- Stealing/Theft
- Threatening, Inciting, Defaming Behavior in person or online
- Vandalism
- Weapons: Knife, razors or anything that could hurt someone
- Anything can be used to hurt yourself or others

Suspension or recommendation for expulsion may result for these incidents which can occur on school grounds, going to, or coming from school, during lunch period, and during or while going to or coming from a school sponsored activity.

**Consequences defined:**

- **Beautifications:** This is a consequence for infractions such as tardiness to class, gum chewing, littering, etc. Students are to report to the teacher or administrator in charge of beautifications, and get the appropriate materials needed to perform their task. When completed, they are to return to the teacher who will then sign their blue slip and turn it into the office.
- **Detention:** Certain behavior may result in a student having to serve detention, which may be assigned by a teacher or an administrator. Detention may be assigned before school, lunchtime or for up to one hour after the close of the school day. Detention will be assigned for the day of the infraction or at staff discretion. Students who exhibit inappropriate behavior may lose the privilege of participating in extracurricular activities as determined by the administration.
- **Suspension:** Offenses of a serious nature or repeated, less serious offenses, will be dealt with by suspension from school for such a period of time as is determined to be appropriate. (Ed. Code Sec. 48900) Parents of suspended students have the right to appeal the principal's decision to the Superintendent and parents in all cases have the right to access of students' records. (Ed Code Sections 48904 and 49069). Suspension may be appropriate for students who are prohibiting themselves and/or other students from learning or causing disruption in the school.

**California Education Code- Causes for suspension include:**

- |                |  |
|----------------|--|
| E.C. 48900 (a) | Caused, attempted to cause, or threatened to cause physical injury to another person.  |
| E.C. 48900 (b) | Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the pupil obtained written permission to possess the item from a certified school employee, which is concurred in by the principal or the designee of the principal. |
| E.C. 48900 (c) | Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of  |

any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind.

- E.C. 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- E.C. 48900 (e) Committed or attempted to commit robbery or extortion.
- E. C. 48900 (f) Caused or attempted to cause damage to school property or private property.
- E. C. 48900 (g) Stolen or attempted to steal school property or private property.
- E. C. 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products.
- E. C. 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- E. C. 48900 (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- E. C. 48900(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school, personnel engaged in the performance of their duties.
- E. C. 48900 (l) Knowingly received stolen property or private property.
- E. C. 48900(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- E.C. 48900 (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- E. C. 48900.2 Committed sexual harassment as defined in Section 212.5.
- E. C. 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5.
- E. C. 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile

environment.

- **Recommendation for Expulsion:** Expulsion is the removal of student from the school. The term “expulsion” refers to a decision by the Board of Trustees to expel a student from attending school in the San Mateo-Foster City School District for an extended period of time for committing a serious infraction of the established rules. Based on the severity or repeated nature of offenses the site administrators can recommend expulsion and submit a report to the District Office for review. They can extend the site’s maximum 5 day suspension as they review all materials and speak with those involved.

Suspension or expulsion may occur for events:

- On school grounds.
- Going to, or from, school.
- During lunch period.
- While going/coming to, or from, a school sponsored activity.
- Any method that is likely to cause bodily harm, physical harm, personal degradation, or mental harm.

### **Communication Tools**

We believe in open communication with our parents. We use School Loop, phone calls, emails, conferences and our weekly Bobcat Blast.. We also use School Messenger, an automated phone system where one can leave messages by phone or text in English and Spanish regarding important school information, events and updates.

### **SchoolLoop**

Borel offers the online student and parent communication tool called SchoolLoop. School Loop allows teachers to post assignments, course syllabi, announcements, and a wide variety of information related to their classes. School Loop also allows school staff and parents to communicate via e-mail. We encourage all students and families to sign up for School Loop. Below you will find logon information.

### **How to Register for Parents**

If you registered last year at Borel, you do not need to register again. You are already in the Loop! If you are new to Borel or did not register last year, it will only take a few easy steps to join this online community.

1. Go to <http://borel.smfcsd.net/>
  2. Click the blue Register Now button.
  3. Select Parent Registration.
  4. Complete the simple registration. Student ID# is located on your child’s blue class schedule card under “Permanent ID”.
  5. Click the Register button on the bottom left hand of the page.
  6. Read the User Agreement. If you choose to accept the agreement, click the blue Accept Agreement button.
- Feel free to contact your child’s teachers if you have questions or concerns about your child’s progress.

### **Borel Bobcat Blast**

For important information, upcoming events, and student activities, read the weekly publication of our *Borel Bobcat Blast*. The Borel Bobcat Blast is sent via School Loop by Thursday morning each week in English and Spanish. It is also posted on the Borel website at <https://bms-smfc-ca.schoolloop.com>. A hard copy of the Borel Bobcat Blast is provided for those who have requested it.

### **Parent Conferences**

Communication among parents, teachers and school personnel is essential to a successful educational program. The processes employed in our school district include a number of communication levels. Parent conferences are held in November for the purpose of reporting your child's progress in school. The school will notify you of conference dates. During conference days, school operates on a minimum day schedule. Borel teachers are always

interested and willing to meet with parents; however, the parent conference time in November provides an opportunity to see many of your child's teachers on the same day.

### **School Site Council**

Each district school has a School Site Council. Borel's School Site Council is comprised of students, parents, teachers and staff. The Council oversees the Single Plan for Student Achievement (SPSA), which includes the development and management of the SPSA budget. The Site Council ensures that the plan is carried out and evaluates its implementation and effect on students. Parents are encouraged to attend School Site Council meetings and also to become members of the Council.

### **PTA**

We are fortunate to have a very active and supportive PTA at Borel.

### **BOREL PTA BOARD MEMBERS**

**2021-2022**

**Get to know their names and feel free to ask them if you have questions.**

- **President - Anna Kwok**
- **Vice President - Laura Bent**
- **Treasurer - Dawn Kasten**
- **Secretary - Heather Rarden**
- **VP Fundraising - Jen Hwang**
- **VP Communications - Lou McGee**
- **VP Membership - Shirley San Diego**
- **Historian - Emily Wang**
- **Parliamentarian - Rachael Webster**
- **Auditor - Jeff Peachin**
- **Financial Secretary - Cheryl Hagedorn**
- **Hospitality Chair Kerri Weyer**
- **ELAC Liaison - Angelica Vargas**
- **At-Large Member/Tech Lead - Dheeban Sengottaian**
- **Extracurricular Liaison - Michelle Bardony**
- **Extracurricular Liaison - Diana Schumaker**
- **Wellness Ambassador - Tiffany Wightman**
- **Principal - Jessica Notte**
- **Teacher Representative - Russell Klinger**

### **School Counselors and Mental Health Services**

Our school counselors, Cara Wharton, Jonathan Lopez and Christian Potter, are available to support students with both academic, behavioral, emotional or personal needs that arise at school. Students may request to see a counselor before school, during lunch, or after school.

- Ms. Wharton is the main counselor for students with a last name at the beginning of the alphabet (A-G)
- Mr. Lopez is the main counselor for students with a last name at the beginning of the alphabet (H-O)

- Mr. Potter is the main support for students with last names at the end of the alphabet (P-Z).

If students want to speak to a counselor, they make an appointment by filling out the request form, located in the office and online. Parents should feel free to contact any of the counselors as well, if they have any questions or concerns that need to be addressed.

We will have a SSA (School Safety Advocate) on campus through YSB (Youth Service Bureau) for additional support, crisis situations, and for help with any additional resources for students and families. This person and their intern support students individually and also through a variety of group services. We can make outside referrals for YSB and students and their families can get support in English or Spanish at their San Mateo office.

**Restorative Practices:** We use research-based Restorative Practices like Community Building Circles, 1:1 reflections and Restorative Conferences to restore peace or repair harm.

### Community Resources for Parents and Youth

<b>National Suicide Prevention Lifeline</b>	1 (800) 273-8255
<b>Hours: 24 hours, 7 days a week</b>	<b>Website: <a href="http://www.suicidepreventionlifeline.org">www.suicidepreventionlifeline.org</a></b>
<b>Languages: English, Spanish</b>	
<b>California Coalition for Youth California Youth Crisis Line Assistance for runaway children or those considering running away</b>	<b>1-800-843-5200 24 hours daily</b>
<b>Disaster Services - American Red Cross, Bay Area Chapter, San Mateo County Office</b>	<b>650-259-1750 Mon.-Fri. 8:30am - 5pm</b>
<b>Juvenile Services Assessment and Referral Services</b>	<b>650-312-5327 ext. 5289</b>
<b>Peninsula Family YMCA Youth Service Bureau</b>	<b>650-349-7969 Mon.-Thurs. 11am - 8pm</b>
<b>San Mateo County Health System Family Violence Intervention</b>	<b>650-573-2623 Mon.-Fri. 8am - 5pm</b>
<b>San Mateo Pride Center</b> The San Mateo County Pride Center was born of the struggles and triumphs of the LGBTQ+ community over the years and stands for equity, inclusion, dignity, self-determination, and justice. Over a decade in the making, the Pride Center is the first ever LGBTQ+ community center in San Mateo County. Whether seeking behavioral health services or gathering in solidarity with others to share stories, build relationships, learn, grow, create, and heal together, LGBTQ+ individuals and communities throughout the Peninsula finally have a space to call their own!	1021 S. El Camino Real, San Mateo, CA 94402  Phone: 650-591-0133   Fax: 650-591-9750  <a href="mailto:info@sanmateopride.org">info@sanmateopride.org</a>  Monday – Thursday • 10:00AM – 7:00PM  Friday • 10:00AM – 9:00PM
<b>Transportation - SamTrans (Buses)</b>	<b>1-800-660-4287</b>
<b>First Chance - Alcohol and Drug Helpline Youth and Family Enrichment Services (YFES). Department of Health and Recovery Services.</b>	<b>650-573-3950 Hotline 24 hours daily  650-579-0359 Office</b>

<b>Crisis Intervention and Suicide Prevention Center</b>	610 Elm St. Suite. 212 San Carlos, CA 94070
<b><u>Starvista</u></b> StarVista is a non-profit organization dedicated to transforming the lives of children, young people, adults, and families across San Mateo County.	826 Mahler Rd Burlingame
<b><u>Samaritan House</u></b> Since 1974, Samaritan House has grown to become San Mateo County's leading non-profit that brings a new level of hope, dignity, and empowerment to people living in poverty as they fulfill immediate needs and guide people to self reliance.	4031 Pacific Blvd, San Mateo, CA 94403 (650) 341-4081
<b><u>Police Activities League PAL</u></b> Students can participate in fun activities throughout the year through PAL. Applications are online in English and Spanish	
<b>*Children's Health Council -</b> <a href="https://www.chconline.org/">https://www.chconline.org/</a> 650.688.3625 24-hr Crisis Lines: 855.278.4204 (Santa Clara)   650.579.0350 (San Mateo)   415.781.0500 (San Francisco)   800.273.8255 or Text BAY to 741-741 (National)	On 10/22/18 PTA sponsored a screening of the movie "Angst" about anxiety and what we can do to support someone who struggles with anxiety. These local resources were shared.
<b>*Mills Health Mental Health Services -</b> <a href="http://www.mills-peninsula.org/behavioral-health/mental-health-services/">http://www.mills-peninsula.org/behavioral-health/mental-health-services/</a> (650) 696-4666 For Psychiatric Emergency Services:(650) 696-5915	
<b>*National Alliance on Mental Illness San Mateo County -</b> <a href="https://namisanmateo.org/">https://namisanmateo.org/</a> 650-638-0800	

## School Safety

### Parent/Visitor Sign in

- All visitors must sign in and out at the main office





- Wear a Visitor Sticker
- Enter and leave campus via the main office.

**Trusted Adult Campaign:** We want every student to identify a trusted adult on campus and report immediately if someone or something is unsafe so we can work quickly to help.

### **SAFETY AND SECURITY: IMMEDIATE ACTION RESPONSE: THE BIG FIVE**

When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. The first step is to become familiar with “The Big Five” Safety Protocols and be prepared to quickly follow the lead of school staff in the event of an emergency. We will practice one of these protocols each month.

ACTION	DESCRIPTION
	Implement to isolate students and staff from the outdoor <b>environment</b> and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents, and shut down air conditioning/heating units.
	Implement during an <b>earthquake</b> or explosion to protect building occupants from flying and falling debris.
	Initiate for a <b>potential threat</b> 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.
	Initiate for an <b>immediate</b> threat of <b>danger</b> 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.
	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

### **More Safety and Security Information:**

- Wear a helmet if biking to school & lock up your bike in our racks. Walk or carry your wheels on campus. Store your skateboard safely in our office, or, with permission, in your first period teacher's room.
- Students may not leave the grounds at any time during the school day.
- **All visitors to campus must sign in and out at the office.**
- Should a student need to leave a classroom, they must always check in with their teacher first and ask respectfully for a pass.



- School supervision begins at 7:45 a.m. until 3 p.m. Students must leave the campus at the end of the day unless they are staying for school-sponsored activities such as tutoring, clubs or athletics.
- The school assumes no responsibility for items that are lost or stolen. Consider leaving items of value at home. **Lost and Found** is located in the office along with theft report forms.
- Students should never leave a backpack unattended in any part of the school. Backpacks should be graffiti free. Lock belongings in the locker room. Do not share a locker.

## **Disaster Preparedness Information**

1. The Basic Emergency Plan for the San Mateo-Foster City School District has been prepared in cooperation with state, county, city, and district officials. The plan includes specific courses of action to be taken in case of emergency. All employees of this district are familiar with this plan in order that they will be prepared to carry out their responsibilities in any emergency. The plan addresses the welfare and safety of children and employees, and addresses the use of District facilities as a community resource for the care of people under emergency conditions. The major objectives of emergency preparedness are to save lives and protect property in the event of an emergency.
2. The purpose of each school's plan is to outline activities, actions, and duties which the school staff and students may be called upon to execute in an emergency. The school plan details all procedures that are unique to the particular school. The procedures have been developed based on the following:
  - It shall be the practice of the San Mateo-Foster City School District to retain students until officially released to parents or authorized persons during a disaster situation.
  - In the event of a disaster, the school campus will be secured so that all students can be accounted for and released to parents in the prescribed manner. If evacuation of buildings is necessary, all students and District personnel at each school will assemble in one predetermined area to be within visual and vocal contact of the site administrator.
  - All San Mateo-Foster City School District personnel are expected to remain and fulfill their disaster responsibilities until such time as they are relieved.
3. All schools in the San Mateo-Foster City School District meet the Field Act regarding earthquake standards and regulations. Evacuation from the school site will be implemented upon direction and orders from disaster agencies and District administration.
4. Fire, earthquake, or lock-down drills are conducted once each month.
5. The District Basic Emergency Plan and the school Preparedness Plan are available through the office
6. Please do not call the school after a disaster to check on your child. We understand your concern but school telephone lines must be kept clear.
7. The principal and/or district personnel will provide information for radio, press, and television, in addition to taking any other steps deemed necessary to keep parents informed throughout the emergency situation.
8. Students will be released to a parent or guardian at the back gate of the school on Borel Avenue. Picture identification will be required.

## **GENERAL INFORMATION & SCHOOL/DISTRICT SERVICES**

### **Parental Concerns or Grievances**

- Parental concerns or grievances regarding classroom or school activities or procedures should initially be directed to the classroom teacher or principal. Ordinarily, the classroom teacher is in the best position to provide information or work directly with parents in order to resolve classroom problems and concerns.
- If the parent elects to bring a grievance initially to the attention of the principal, the principal will ordinarily be expected to make the grievance known to the teacher and to encourage the parent and teacher to meet in order that the problem may be resolved. If the principal determines that this procedure will not result in an appropriate solution to the problem presented, s/he will make every effort personally to resolve the problem.
- If the parent elects to bring a grievance directly to the Superintendent, the Superintendent will evaluate the problem and will ordinarily encourage the parent to utilize the procedures described above. S/he will also make every reasonable effort to resolve the problem. This will normally involve notification to any district personnel named or involved in a grievance.
- If a parent elects to bring a grievance to a Board member or to the Board of Trustees as a whole, the parent will be encouraged to seek resolution of the problem through procedures described above whenever possible. The Board may also direct the Superintendent to resolve the problem.
- Formal procedures for filing and resolving a complaint are set forth in Board Policy 2185 and can be obtained from the school or district office upon request.

### **Textbooks**

Each student is responsible for the books issued to him/her and must pay for any that are lost or damaged. Students are required to turn in the same books they are issued and to keep them covered and in good condition. When issued a book, the student should let the teacher know if there are any damaged, torn or missing pages. Students should report missing books immediately.

### **Student ID Cards**

Students are issued one original student identification card at no charge each school year. Replacement cards may be purchased for a nominal (\$5) fee to help defray costs. Contact the office if you need a replacement.

### **Borel Library Information**

All students may check out books before and after school or during lunch using their school IDs. Students make arrangements with their teachers to go to the library during class time and during lunch using a pass. Except for reference materials and magazines, books may be borrowed for two weeks. Students and their parents are financially responsible for lost or damaged books. Students may use the computers located in the library during supervised times once they have turned in a signed Internet Parent Permission Card and Student Media Consent Form.

### **Insurance**

Student accident insurance is available to all students. All students participating in the after-school athletic program are required to purchase this insurance and/or comply with the following:

Senate Bill No. 1055 requires that pupils participating (competitors and non-competitors) in extra-mural athletics must have the following insurance coverage in order to participate:

- \$1,500.00 Accidental death benefit and  
\$1,500.00 Hospital and medical benefits for accidental bodily injury  
or
- A signed statement from the parents stating their own insurance program covers the student for both of the above benefits in the event school insurance coverage is not purchased. A form is available in the school office for this purpose.

### **Health Services**

Hearing, vision, color vision, and scoliosis screening are done as mandated by the state. A school nurse is available for consultation regarding health problems and in the case of emergencies. The office staff, on a daily basis, handles

all other health issues.

**First Aid**

Every student must have an emergency card on file so that the parent or other responsible adult may be notified in case of accident or illness.

When first aid is required, it must be given according to San Mateo-Foster City School District First Aid Procedures Policy. All school personnel are legally responsible for administering first aid whenever the occasion arises at school. Medication may be brought to the school office for dispensing only after completing the proper district paperwork. Students may not be in possession of medication without instructions written by a physician and on file in the School office.