



Addison Handbook

2022-2023

VISION / MISSION STATEMENT

VISION

As an Addison community we develop our students' knowledge, critical thinking, and problem-solving skills. We nurture curiosity, creativity, empathy and resilience. We empower every child to reach their full intellectual, social/emotional, and creative potential to become a lifelong learner.

MISSION

The Addison community supports students' learning and growth through clear and open communication, collaboration, taking risks, and building on the assets of one another with open minds.

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WELCOME

Dear Addison Families,

Welcome to Addison School! Addison's long history began in 1925 when it was founded on land intended for a high school. The original building rose two stories with single-story wings at either end. The two wings still exist – rooms 1, 2, 3, 8, and 9. These are the oldest existing elementary school classrooms in the Palo Alto Unified District. The central two-story structure, declared unsafe in an earthquake, was replaced in 1968 by the current courtyard rooms. The main office houses a (graciously donated) photo of the 1927-28 class, showing the original two-story building. Come on in and take a look at this record of Addison's history.

Addison hums with community energy and a passion for learning. Our test scores have consistently been among the highest in the state, while we continue to honor our long tradition of balanced curricula. Addison supports the whole child – academically, socially and emotionally. The students at Addison not only learn, they have fun as well, supported by a dedicated staff and a caring community that puts the welfare and achievement of its students at the center of everything it does.

One of the most distinctive features of Addison is its community. The school anchors friendships and social activities year-round. About 70% of our students (and their families) walk or ride their bikes to Addison. You're sure to see your neighbors and community members regularly on the way to and from school. Addison is Palo Alto's "downtown school", projecting a distinctive urban and cosmopolitan vibe. We speak dozens of languages and hail from all continents. There is one common theme, though: we love learning and we all come together at Addison School!

Our goal at Addison School is for each child to learn and grow academically, socially, emotionally and physically so that they will be better prepared to be citizens of the 21st century. While the staff and I shoulder a big part of that responsibility, we relish the partnership with you, our students' families. It's what makes Addison work so well.

This handbook contains useful information about our school's policies and procedures. Equally important is information which will help you connect with Addison's vibrant, engaging and powerful community. Please don't hesitate to ask me or members from our PTA or School Site Council (SSC) if you have any questions about Addison. I look forward to our journey together!

All the best,

Jeff Downing
Principal

BOARD OF EDUCATION

Palo Alto Unified School District



Todd Collins

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tcollins@pausd.org

Term expires 2024

Ken Dauber

(650) 906-4340

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Term expires 2022

Shounak Dharap

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Term expires 2022

Jennifer DiBrienza

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Term expires 2020

Jesse Ladamirak

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Term expires 2024

Superintendent

Dr. Donald B. Austin

(650) 329-3737

School Board meetings are generally held on the second and fourth Tuesdays of the month at 7 p.m. in the Board Room at 25 Churchill Avenue.

ADDISON STAFF

Jeff Downing, *Principal*
 Melinda Zchietzchmann, *Secretary*
 Valerie Rainey, *Clerk*
 Lina Castaneda, *Head Custodian*
 Tony Valencia, *Evening Custodian*

CLASSROOM TEACHERS		
<p>KINDERGARTEN Lee Mitchell, Room 1 Joanne Fong, Room 3</p> <p>KN/FIRST GRADE Athena Foy , Room 2</p> <p>FIRST GRADE Monika Hastings, Room 5 Annie Harrier, Room 7</p>	<p>SECOND GRADE Nancy Sanchez, Room 4 Laura Wright, Room 8 Lynn Beck, Rm 15</p> <p>THIRD GRADE Shelley Ganschow, Room 9 Sylvie Cordova, Room 17 Susie Deutsch, Room 17 Addison Lucia, Room 16</p>	<p>FOURTH GRADE Vivian Landa, Room 13 Cindy Ando, Room 14 Susan Deutsch, Room 14</p> <p>FIFTH GRADE Taline Cox, Room 18 Nikki Davidson, Room 20 Desiree Rudd, Room 19</p>
CLASSROOM AIDES & STUDENT ATTENDANTS		
<p>Hana Ahmed Sue Crown Anita Fiedel Annabell Frost Leslie Gehring Karleen Lykken Vera Mazurov</p>	<p>Linda Nguyen Ana Picazo Jeanny Punzalan Pallavi Ramamanthy Tamlin Santos Margaret Sitko Marilyn Uzan</p>	
SUPPORT STAFF		
<p>Amy Kageyama Scott Yarbrough Theresa Vanacore Sabrina Cheng Kim Peckenpaugh Britt Brown Mandy Gantley Marissa Tessman Jonathan Kessler Melanie Kang Zamir Zamora Claudia Quiroga Cotez Anne Marie Schmidt Jeanny Punzalan</p>	<p><i>Librarian</i> <i>School Psychologist</i> <i>Counselor</i> <i>Speech/Language Specialist</i> <i>Reading Specialist - Grades K-2</i> <i>Reading Specialist - Grades 3-5</i> <i>ELD</i> <i>Resource Specialist</i> <i>PE</i> <i>Music (K-4)</i> <i>IT Tech</i> <i>Family Engagement Specialist</i> <i>Occupational Therapist</i> <i>Food Service</i></p>	

GET CONNECTED!

To contact a staff person, you can leave a note in their mailbox in the Addison Office, leave a voicemail on their extension, request a meeting, or email the staff member. For contact information go to <http://addison.pausd.org>.

DISTRICT CALENDAR

Palo Alto Unified School District - SCHOOL YEAR CALENDAR FOR 2022-23

Palo Alto Unified School District SCHOOL YEAR CALENDAR FOR 2022-23

July							Important Dates Aug 10 First Day for 6 -12 Students K-5 Teacher Work Day No school for K-5 students Aug 11 First Day for K-5 Students K-5 Students Return to School 6-12 Teacher Work Day No school for 6-12 students Jan 9 6-12 Students Return to School Jan 10 Last Day of School Jun 1							JANUARY 2023 M&H15/E16						
S	M	T	W	T	F	S								S	M	T	W	T	F	S
					1	2	1	H	LH	LH	LH	LH	7							
3	H	5	6	7	8	9	8	9	10	11	12	13	14							
10	11	12	13	14	15	16	15	H	17	18	19	20	21							
17	18	19	20	21	22	23	22	23	24	25	26	27	28							
24/31	25	26	27	28	29	30	29	30	31											
AUGUST 2022 M&H15/E14							FEBRUARY 2023 18 days													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
										1	2	3	4							
							5	6	7	8	9	10	11							
7	DD	WD	10	11	12	13	12	13	14	15	16	LH	18							
14	15	16	17	18	19	20	19	H	21	22	23	24	25							
21	SD	23	24	25	26	27	26	27	28											
28	29	30	31				MARCH 2023 21 days													
SEPTEMBER 2022 21 days							S	M	T	W	T	F	S							
					1	2					1	2	3	4						
4	H	6	7	8	9	10	5	6	7	8	9	SD	11							
11	12	13	14	15	16	17	12	LH	14	15	16	17	18							
18	19	20	21	22	23	24	19	20	21	22	23	24	25							
25	26	27	28	29	30		26	27	28	29	30	31								
OCTOBER 2022 20 days							APRIL 2023 15 days													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
						1							1							
2	3	4	5	6	7	8	2	LH	LH	LH	LH	LH	8							
9	SD	11	12	13	14	15	9	10	11	12	13	14	15							
16	17	18	19	20	21	22	16	17	18	19	20	21	22							
23/30	24/31	25	26	27	28	29	23/30	24	25	26	27	28	29							
NOVEMBER 2022 16 days							MAY 2023 22 days													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				1	2	3					1	2	3	4	5	6				
6	7	8	9	10	H	12	7	8	9	10	11	12	13							
13	14	15	16	17	18	19	14	15	16	17	18	19	20							
20	LH	LH	LH	H	LH	26	21	22	23	24	25	26	27							
27	28	29	30				28	H	30	31										
DECEMBER 2022 16 days							JUNE 2023 1 days													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
												1	WD	3						
4	5	6	7	8	9	10	4	5	6	7	8	9	10							
11	12	13	14	15	16	17	11	12	13	14	15	16	17							
18	19	20	21	22	LH	24	18	19	20	21	22	23	24							
25	H	LH	LH	LH	LH	31	25	26	27	28	29	30								

Adopted 10/19/21

ADDISON SCHEDULE

	Kinder	Grades 1-3	Grades 4-5
Start time	8:15 AM	8:15 AM	8:15 AM
Recess	10-10:30 AM	10-10:20 AM	10-10:20 AM
Lunch	12-12:45 PM, starting Oct 11	12-12:45 PM	12:30-1:15 PM Wed & Min Days 12-12:45 PM
Dismissal	12 PM, until Oct 11 2:20 PM, starting Oct 11	2:20 PM Wed & Min Days 1:15 PM	2:45 PM Wed & Min Days 1:15 PM

ATTENDANCE POLICY

Attendance Expectations

Students who attend school consistently have a greater chance of excelling academically. Being present in the classroom provides students the ability to ask for clarification, engage in meaningful discussion, and take notes in preparation for examinations. Daily attendance promotes educational success and builds stronger relationships with peers and teachers. Consistent attendance is also recognized as a protective factor that provides students with the foundation to grow into happy, healthy, and productive adults.

The Palo Alto Unified School District (PAUSD) recognizes that success in school is related to prompt and regular classroom attendance. Frequent absences or tardies, which result in a student missing all or parts of presentations, demonstrations, discussions, explanations, and/or other classroom activities, are detrimental to the individual student and the class. Further, school attendance is compulsory as per Education Code (48200); therefore, student non-attendance and/or persistent tardiness are matters of serious concern (*Board Policy, BP 5113*).

The following are attendance expectations for all students:

- Attend school daily and on time to promote academic and social success.
- Be accounted for at all times throughout the school day, to promote safety.
- Remain after school when directed by a school official to complete disciplinary or other requirements.
- Abide by district policies related to school attendance.

Excused Absences

Excused Absences fall into one of two categories:

1. Health – Absences due to illness, medical appointments, or quarantine.**See Health Related Absences for further information*
2. Warranted – These include, but are not limited to the following: (*Education Code, 48205*)
 - Funeral service for member of immediate family members
 - Religious Purposes
 - Court Appearances
 - Pre-arranged college visits*
 - Conference or meeting with employer*

Please see PAUSD AR 5113 for a detailed description of excused absences.

**For high school students only.*

Health Related Absences

The district realizes that students may experience illness or health issues (physical/mental) throughout the year, requiring them to be absent from school. In order to provide appropriate supports to students with situational or chronic health issues, the following procedures apply.

In health related cases, in which the student is absent five (5) consecutive days, a physician's note is requested in order to excuse the absences. In cases where the student is absent over five (5) days (non-consecutive) or the equivalent of 10% of the semester (after state enrollment date) for health reasons, a physician's note is requested in order to excuse the absences. Health related absences may not be excused without appropriate medical documentation provided by an authorized health care provider (AR 5113). Students returning to school from a medical, dental, Covid-19 related, optometric, or chiropractic appointment must provide a written note from their medical professional.

Health Appointments

Parents/guardians should make every effort to schedule appointments outside of school hours. However, if not possible, parents/guardians are urged to consider varying the times of the day during which health appointments are made in order to avoid missing the same class consistently. If a student must leave during the day for a doctor/dentist appointment, the parent/guardian should come to the school office to sign out the student from school. If a student returns to school the same day, they are required to report to the school office before returning to class to provide verification of the health visit.

Unexcused Absences

Unexcused absences include absences not included above and/or not cleared with your child's school administration. Absences that do not qualify as excused as defined in Education Code have the potential to accrue toward truancy. Education Code §48260 provides that a student is truant if that student 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 in one school year, or any combination thereof. (*Education Code, 48260, subd. (a)*).

Family Trips

We realize there are times families need to travel for various reasons during the school year. However, family trips are not considered excused absences by Education Code §48205. Given that classroom instruction and the interactive dynamic of the classroom experience are irreplaceable, consistent school attendance allows students to fully benefit from the educational experience. Students may be given the opportunity to make up missed work in extraordinary circumstances when a family leave is necessary, such as under emergency situations. Please contact your school principal to discuss your family's situation.

Absence Reporting Procedure

It is the parent/guardian's responsibility to report their student's absences. Only parents/guardians can excuse a student's absence. Parents/guardians must call or email the School Office on the first day of absence.

When a child is absent because of illness or for a doctor or dental appointment, call or email the school office 322-5935 before 8:15 a.m. on the day of the absence and indicate the reason. If contact is not made, the school requires the returning student bring a note signed by the parent/guardian. In a situation where a health condition begins to impact attendance and learning, a referral to the District Health Services Office may be initiated.

If a student is absent from class for any reason and the absence has not been cleared with the school staff, parents/guardians will receive a call from school staff. Any absence not cleared by the student's parent/guardian within 72 hours will be treated as an unexcused absence.

Detailed student attendance information is available for parents/guardians to review through the Infinite Campus Parent/Student Portal.

Early Dismissal

A child may be dismissed early from school only when a telephone call or note to the school office/teacher has indicated the specific reason. The school is not permitted to excuse children for music lessons, scouting, sports, or other extracurricular activities. A child leaving school at a time other than the usual dismissal time must report to the school office and await transportation there, NOT at the curb.

Tardy Policy

Children should be at school on time. Arriving after school has started is considered tardy. Teachers submit attendance online and if the teacher has already completed the daily attendance report while a child is not present, the student will need to go to the office upon arrival at school so the attendance report can be amended to “tardy” rather than “absent.” Persistent tardiness is a problem for students, teachers and the classroom routine. When children are late, it causes disruptions and requires teachers to repeat instruction or re-explain directions. This results in a loss of learning time for the entire class. Perhaps most important for children of elementary age, they are learning patterns for life. Being on time and ready to begin the day is an important habit for life. Since parents/guardians are largely responsible for getting children to school on time in elementary school, we ask you to plan a morning routine which ensures that your child arrives at school early.

Habitual Truancy and Chronic Absenteeism

Families of students who are repeatedly tardy or absent, as per Education Code definitions, will be sent a letter to raise awareness of the situation. If the pattern of tardiness or absenteeism persists, the family will receive a second notice and the school will ask to meet with the parents to see how the situation can be resolved. If attendance does not improve over a reasonable period of time and the repeated tardiness and absences persist, the situation may be referred to the PAUSD Student Attendance Review Board. Please refer to the PAUSD School Attendance Review Board Brochure.

Actions to Address Poor Attendance

Given the importance of school attendance to academic success and the requirements put forth by Education Code stating that school attendance is compulsory, the district makes every effort to keep students engaged in school. The following actions may be taken to address poor school attendance:

- Parent contact/meetings to discuss school attendance
- Development of attendance contracts
- Attendance at a District Attorney Mediation
- Referral to SARB

PARENT GROUPS

PARTNERS IN EDUCATION

Partners in Education (PiE) is a non-profit foundation dedicated to sustaining Palo Alto's community tradition of extraordinary public education (<https://papie.org>). As budget cuts across the state have reduced the Palo Alto Unified School District budget, PiE has played an increasingly important role in supplementing core programs funded by the district. PiE makes it possible for us to provide instructional aides in every classroom, supplemental science instruction from the Junior Museum and Zoo, Spectra art lessons in all classrooms, and additional staffing support for the students and teachers at Addison. PiE is entirely funded by parents and other community members.

Addison School Site Council

The Addison School Site Council is responsible for establishing school goals, and allocating the School Improvement Program (SIP) funds received annually from the state for prioritized school improvements. The Site Council is composed of parents and staff serving two-year terms. The Site Council meets once a month (see the Addison School calendar for days and times). Meetings are open to all parents and staff members.

Addison Parent & Teacher Association (PTA)

The Addison PTA (<https://addison.paloaltopta.org>) is an essential component of school, providing three key functions to the school: volunteer support, financial and community support.

Volunteer Support

The PTA recruits and manages hundreds of people and thousands of hours-worth of support. They ensure that the teachers and staff have the resources and support they need to provide our students with the best education possible.

Financial Support

The PTA raises a critical portion of the annual school budget covering such essential non-personnel items as technology support, staff development, supplies, and

operational needs. These PTA funds are raised primarily through parent contributions through the Addison School annual auction in October.

Community Support

Through our annual events such as the Book Fair and Hoedown, parent breakfasts, Silent Auction, outreach events, parent education program, the PTA is a central link in the Addison community. Beyond school events, the PTA connects with the community through our weekly electronic newsletters (the Addison Advisor) and our website.

An Executive Board is elected from the parent community serving one-year terms. The Executive Board meets monthly. All parents are welcome to attend. The PTA President may be reached via email at: addisonschoolpta@gmail.com.

ACADEMIC MATTERS

The Palo Alto Unified School District (PAUSD) has established district curricular goals and standards for every grade level that either meets or exceeds the Common Core State Standards. For a full description of these standards, please visit:

<https://www.pausd.org/school-life/learning/curriculum-resources/elementary-education>

STRATEGIC GOALS

In addition, we support the PAUSD School Board Strategic Goals which were updated and adopted on May 28, 2013.

Goal A – Academic Excellence and Learning

Create an exceptional learning environment that equitably supports and appropriately challenges all students to reach their potential through a love of learning, mastery of the basics, and cultivation of higher-order skills.

Goal B – Personal Development and Support

Support the social-emotional needs of students and celebrate personal growth across multiple dimensions, while ensuring a positive, safe, and healthy environment.

Goal C – Staff Development and Recruitment

Create an exceptional, positive teaching environment by developing, recruiting, and retaining the most talented staff and supporting a culture of professional growth and innovation.

Goal D – Budget and Infrastructure

Optimize use of resources to support student development, and ensure robust long-term plans for physical and financial capacity through prudent stewardship of resources, enhanced public and private support, and strong community partnerships.

THE PAUSD PROMISE

<https://promise.pausd.org/home>

This guiding document is designed to clearly, concisely, and coherently outline our critical priority areas, provide space to explore our aspirations, and determine metrics to monitor our progress.

Core Values

Students: Actions & Behaviors – Performance – Options

Employees: Leadership – Teamwork – Development

Our Priorities

1. *High-Quality Teaching & Learning*
2. *Equity & Excellence*
3. *Wellness & Safety*
4. *Special Education & Inclusion*
5. *District Office Operations*
6. *Moving the Needle*

HOMEWORK

Administration Regulation 6154

The principal, staff, and parents at each school shall regularly review the homework policy, which includes regulations for the assignment of homework and describes the responsibilities of students, staff, and parents/guardians.

Homework should have a positive impact on student learning and is defined as the assigned learning activities that students work on outside of the classroom. The purpose of homework is to provide students an opportunity to practice, reinforce and apply previously taught skills and acquired knowledge and prepare for future lessons, and is directly tied to classroom instruction. Assignments should have a clear purpose and be designed for completion within a reasonable time frame. Completing homework is the responsibility of the student. Parents can play a supportive role through monitoring, encouraging students' efforts and providing a conducive learning environment.

Homework should be designed to:

- Deepen understanding and encourage a love of learning.
- Reflect individual student needs, learning styles, social-emotional health and abilities in order for students to complete their homework.
- Provide timely feedback for students regarding their learning.
- Include clear instructions and performance expectations so students can complete the work independently.
- Be assigned in reasonable amounts that can be completed within a reasonable time frame.
- Provide teachers with feedback regarding overall classroom progress toward expected outcomes.

Students may choose to use weekends for review, voluntary work, or completion of make-up assignments.

Project-based assignments may be assigned as homework; however, these tasks should not require group meetings outside of class, significant assistance from parents, or costly materials. Teachers should monitor and be mindful of the logistical challenges of group assignments outside of the classroom.

The Winter break is intended to be a time that is free from schoolwork for students and staff. There should be no expectations on the part of students or staff that schoolwork is done over this period. No assignments should be given over the Winter break, and any long-term assignments given before Winter break should not be due during the first week back from the break.

Homework shall not be required over the summer months for school year courses.

Homework will not be assigned before or during the review days at the high schools which precede semester finals.

Besides Winter break, any homework given over school holidays should not exceed the homework given on a typical evening.

Students may choose, as a time management strategy, to allocate break time to work on assignments and projects. This should not be seen as the teacher assigning homework, but as the student employing a valid time management technique.

Homework grading practices should encourage learning and use positive motivation to promote completion of the homework. Teachers shall employ homework grading practices that avoid punitive treatment of late homework, and make allowances when circumstances affect a student's ability to complete the work on time.

Homework for Elementary Grades

1. In the primary grades (K-3), homework should consist primarily of reading and a limited number of independent exercises to reinforce previously taught skills and concepts.
2. At the upper grades (4-5), homework should primarily consist of reading, practice and application of key skills and concepts, application of writing skills, and beginning research. At this level, homework should be designed to build independent study habits.

3. Long-term assignments at the upper grades should be limited in number and duration. These assignments should include clear checkpoints to monitor progress towards completion.
4. Homework at the elementary grades should not be assigned over the weekends.
5. As a guideline, when teachers choose to assign homework, students might reasonably be expected to devote the following amounts of undistracted, focused time to nightly homework, including time devoted to long-term projects and reading.

Grade K Occasional short homework

Grade 1 0-10 minutes average M-Th

Grade 2 0-20 minutes average M-Th

Grade 3 0-30 minutes average M-Th

Grade 4 0-40 minutes average M-Th

Grade 5 0-50 minutes average M-Th

Students in 4th and 5th grade who participate in band or strings can expect to practice their instrument for 10 minutes, five days per week.

Homework Requirements for Teachers

In assigning homework, teachers shall:

1. Clearly explain objectives, timelines, suggested amount of time for completing the homework, and required materials associated with the assignment.
2. Post assignments in a manner that is clear, consistent and easily observed by the student both in and outside of the classroom. The use of online communication tools is strongly encouraged at the secondary level.
3. Encourage students to monitor their own assignments.
4. Monitor homework time requirements and feasibility of assignments using student assignments, student feedback, and parent feedback.
5. Differentiate assignments when it is determined that, despite appropriate effort and learning habits, a student is spending more than the expected time on homework.
6. Clearly communicate to parents and students the expectations regarding the amount and quality of homework required by the student and the level of parental involvement to complete assignments.
7. Inform parents and students of opportunities for student assistance.
8. Suggest and practice techniques to help increase efficiency, such as how to allocate time wisely, meet deadlines, and develop good study habits for each subject area. Examples of this may include the use of a binder reminder or computer based tools as communication avenues between home and school.

9. Provide a process for student or parent feedback if there is a concern.
10. Work with grade and department level colleagues to promote consistent homework practices and reasonable total time requirements for each evening.

Homework Requirements for Seven-period Day of a Modified Block Schedule

Seven-period days have the potential for test and project stacking and/or homework due in every class which increases student stress. As a result, the following requirements shall be followed:

- Assigned homework may not be due on the seven-period day.
- Due dates for projects may not fall on the seven-period day.
- Only formative, non-graded assessments may be conducted on the seven-period day.

Homework Requirements for Site Administration

Site administrators shall:

1. Provide professional development on homework, including overview of the policy, effective strategies and practices, and time for collaboration with grade level teams or departments to plan, as needed.
2. Be responsible for ensuring compliance with the homework policy, including the use of feedback processes to support its implementation.
3. Have on-going discussions with staff regarding effective homework strategies and practices.
4. Coordinate school-wide resources and practices that support homework completion, e.g. use of planners, library facilities and academic support programs.
5. Ensure this policy is easily accessed (and translated as needed) on the school's website or upon request.
6. Provide information to parents on the purpose of effective homework and sharing practices that will help families support their children (for example: newsletters, open houses, and websites).

Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205.

[\(Education Code 48980\)](#)

(cf. 5121 – Grades/Evaluation of Student Achievement)
(cf. 5145.6 – Parental Notifications)

PROGRESS REPORTS

(Report Cards)

Assessing and reporting student progress is a priority in our school district. Progress reports are issued three times a year. Formal conferences with parents, the teacher, and possibly the student are held twice a year, the first in October/November and the second in February/March. However, parents will find teachers open to additional conferences as needs and situations dictate. Appointments arranged in advanced are best.

PSYCHOLOGIST

Scott Yarbrough is assigned to Addison on a part-time basis. Focusing on learning, social, and emotional issues, the psychologist works with staff to provide the best possible environment for all students. Parents with questions or concerns about their children should contact the main office to schedule an appointment with the psychologist or contact Dr. Yarbrough at syarbrough@pausd.org.

READING SUPPORT

Thanks to funding from PAUSD, PiE, and our Title One budget, Reading Specialists Kim Peckenpaugh (grades K-2) and Britt Brown (grades 3-5) support students that are struggling with reading. Individual reading assessments administered by classroom teachers help identify students who need this service. Instruction is typically provided in small groups. If you have questions about your child's reading abilities, please discuss with your classroom teacher or contact Ms. Peckenpaugh at kpeckenpaugh@pausd.org or Ms. Brown at bbrown@pausd.org.

ENGLISH LANGUAGE LEARNER (ELL) SUPPORT

In order to support second language learners, Amanda Gantley works at Addison three days per week. Ms. Gantley will administer the annual CELDT assessment for second language learners in early Fall to determine student language proficiency levels in reading, writing, listening, and speaking. Based on the results of the assessment, students will be supported in the classroom by Ms. Gantley or in some

cases, a primary language tutor. For more information about ELL services, please contact Ms. Gantley at agantley@pausd.org.

RESOURCE SPECIALIST SUPPORT

The Resource Specialist Program is a special education intervention designed to serve students that have qualified for services via assessments administered by the psychologist, the resource specialist, Marissa Tessman, the speech and language specialist, Sabrina Cheng, and other specialists. Before services can begin, parents must agree to the RSP placement and approve an Individual Education Plan (IEP) for their child, as developed by the Individual Education Planning Team. The IEP team is composed of the Resource Specialist, the school Psychologist, the Principal, the Speech/ Language Therapist, classroom teachers, and the parents of the student being studied or assessed. IEPs for students receiving RSP support are subject to annual and triennial review and parent approval. If you have questions about IEPs, please contact Amanda Boyce at aboyce@pausd.org.

STUDENT SUCCESS TEAM (SST)

When a student has a special need or there is a concern raised about the child, the Student Study Team is convened. Parents or staff may request the meeting. The team is usually comprised of the student's parents, the classroom teacher, the resource specialist, the psychologist, the principal, and other school specialists, as needed. The team does what its name implies – discusses ways to ensure student success. The team gathers as much information as it can on the student and brainstorms ways to support him/her. Occasionally, the parents may request or approve assessments by the psychologist, the resource specialist, and others to better identify a student's strengths or areas of concern.

STUDENT SAFETY

Illness or Accidents at School

Fevers must be fully absent for 24 hours (without benefit of medication) before a child returns to school. To minimize the possibility of accidental contagion, please pick up your child promptly when notified that s/he is ill. **It is essential that all children have a current emergency card on file.** These cards are generated from Infinite Campus at the beginning of the year so it's imperative that all emergency information is accurate on Infinite Campus. If there are **any** changes in insurance, work phone, home phone, etc. (whether temporary or permanent); please report them immediately to the office at 322-5935 and the office will update the emergency card on file.

Communicable Diseases

Parents will be notified of communicable diseases at school. Families may wish to consult family physicians concerning incubation period, duration of illness, and/or immunization.

Lice Policy

Head lice are a concern in all schools. As per the PAUSD Board Policy adopted in 2013 (BP5141.33) emphasis is placed on parent and staff education regarding prevention, early detection, prompt treatment and ongoing management of head lice. Parents are encouraged to check their child periodically at home for the presence of lice and to notify the child's school, if lice are detected. More information can be found on the PAUSD website under the Health and Wellness Program (<https://www.pausd.org/school-life/health-wellness/health-services/lice-control>). In addition, the brochure, *A Parent's Guide to Head Lice*, is available in the school office, as well as online (in [English](#) and [Spanish](#)).

If a student is found to have head lice, copies of the Lice Exposure Notice will be sent home with all students in the affected classroom. If live lice are found office staff will contact the parent to pick up their child. All students with lice will be asked to complete the Lice Treatment form. In addition, before returning to the classroom, the parent/guardian must bring their child to the office for a readmission check by office staff. The student will be re-admitted when no live lice are present. If nits are still present the parent/guardian will be encouraged to continue daily nit removal and

observation for the presence of live lice. Student may remain in school. Staff shall maintain the privacy of any student identified as having head lice.

Some cases of lice are difficult to eliminate. PAUSD's nurse is available to assist whether the case is new or lingering. Please call our office for the nurse's contact information.

Medicine to be Administered at School

When school personnel are requested to keep and/or give medication to a student, the parent and physician are required to complete an authorization form available in the office. Medication can be given only if it is prescribed by the student's physician with the prescription presented on the container. The principal is responsible for reviewing the request to administer medication and determine if the school can honor the request. "Over-the-counter" products such as cough drops and sunscreen are considered medication.

Returning To & Leaving School

Upon leaving and returning to school for any reason and at a non-routine time, please check students out of school by coming to the office and signing them out. The office will notify the teacher that a student is leaving school.

Nut-Free Tables

The elementary schools will have nut-free tables available, which are clearly marked. These tables are **OPTIONAL** for students with nut allergies. All students shall be reminded not to share food or accept food from other students, as students and staff may not be aware of ingredients in foods they bring to school. Additionally, to protect students with allergies and promote good hygiene, students should be encouraged to wash their hands before and after eating.

Inappropriate Objects/ Personal Items

Objects that are not directly related to a classroom project or assignment and approved by a staff member are not permitted on campus. This may include but is not limited to: toys, balls smaller than a child's head, lighters, matches, sharp objects, laser pointers, noise makers, water balloons, squirt guns, paint balls, eggs, pocket knives, box cutters, pepper spray, poppers, firecrackers, spray cans of any type. The

presence of inappropriate objects can create a disruption. If a student accidentally brings an inappropriate object to school in his/ her backpack, the child is expected to turn in it into his teacher or school office immediately. The school cannot assume responsibility for lost/stolen personal items.

While students have the right to bring **cell phones** on campus, (ED Code 48901.5) they must be turned off once a student is on campus or a staff member will take the phone to the office to have it picked up at the end of the day. Addison is committed to monitoring and protecting student exposure to unknown websites. Furthermore, if a child needs to contact his/ her parent for any reason, he/she is welcome to use the phone in the office.

Disaster Plan

Each PAUSD school site has an emergency preparedness plan that is reviewed annually with staff. Assignment of roles and responsibilities and a plan of response are discussed and practiced. A storage locker of disaster supplies is located on our playground in a shed between rooms 15-16.

During or pursuant to an emergency or disaster, students will be closely supervised by staff and released only to adults listed on the emergency cards (generated through Infinite Campus in early September from emergency contacts). Parents must make sure that the contact information provided on Infinite Campus is accurate and inform the office if the information changes after Sept. 1.

In the event of an emergency on campus and when parents/guardians are asked to come to school to pick up their child, please **line up at the Kinder Gate on Addison Avenue**. Please be prepared to wait as students will be dismissed in a controlled manner to their guardian, as listed in Infinite Campus.

Title One Designation

During the 2015-16 school year, Addison School was designated a Title One School. Our designation entitled us to a Title One budget that pays for an Intervention Teacher and support materials for struggling students. Any student that is not meeting academic benchmarks can receive additional support and services provided by the Intervention teacher.

Student Supervision*

Adult supervision of students on campus outside begins at 8:05 a.m., 10 minutes before the opening of school. Do not leave your child unsupervised on or adjacent to campus prior to 8:05 a.m. Parents who must leave for work at an early hour are encouraged to seek the help of other Addison parents who might be willing and able to care for a child until 8:05 a.m. and escort him/her to school at the appropriate time. .

Whether your child's dismissal time is 12 p.m., 2:20 p.m., or 2:45 p.m., parents must be prompt in picking up their children at the close of school or provide supervision if children stay on campus to play. Except for fee-based Palo Alto Community Child Care (AKC), Right at School and clubs, we have no resources for adult supervision of students before 8:05 a.m. or after school. Our campus is closed until 2:45 p.m. dismissal of grade 4 and 5. Therefore, there is no playing on the playground until 2:45. An adult is expected to be on campus to supervise children after school dismissal.

**When school is in session on campus*

Visitors

Visitors to school need to sign in at the office and wear a visitor's nametag. Even parents volunteering in classrooms on a regular basis must sign in. It's our way of keeping track of who's on campus especially if there were an emergency. Staff members will approach parents without nametags to redirect them to the office in order to sign in.

Please be advised that vacationing or visiting students from other school districts may not attend our school.

Addison School Behavior/ Discipline Policy

Children are responsible for complying with behavioral expectations in the classroom, on the playground, at lunch, and on the bus. When a problem arises, the parents, teachers, student, and principal come together to address it and to help the student practice conflict resolution, responsibility and self-control.

We make every effort to solve these issues at the school level. However, if the problem is of a highly serious nature or constitutes a pattern of inappropriate behavior, school district involvement may be required.

While it is extremely rare, students are sometimes suspended or expelled from campus. The standard used is the California Education Code. The principal can provide more information identifying the grounds for these actions.

The Addison School discipline policy is based on the following Addison Core Values. We expect our students, staff, parents and community members:

- To display RESPECT by being courteous, sensitive and civil to other people, property and the environment.
- To display HONESTY by demonstrating a commitment to the truth in our principles, intentions and actions. Honesty builds and maintains trusting relationships. Honesty requires courage and integrity.
- To display RESPONSIBILITY by fulfilling obligations to ourselves, our family, our community and the environment. We will be held accountable for the choices we make and for the tasks we have accepted or have been assigned.
- To display KINDNESS by being gentle, compassionate, empathetic, friendly and caring toward ourselves and others.

The general Addison School Rules are:

- Be Safe
- Be Respectful
- Be Responsible

Playground / Classroom Expectations

In addition to our three basic rules of safety, responsibility, and respect, a few additional guidelines are necessary to ensure that students enjoy a safe, fun playground experience:

- Games that involve hitting, grabbing, tackling, pushing, shoving, tripping, biting, clawing, scratching, lifting another student, kicking or other dangerous physical activity are prohibited.
- Dodge ball-like games that involve “head-hunting” or throwing a ball to hurt another student are dangerous, thus prohibited. Any game that becomes too large or unsafe may be limited in size temporarily or permanently by the teacher on duty or by the principal.
- Students may only walk in the hallways and play structures to avoid collisions and the risk of falling from elevated surfaces. Students may only play in areas designated as play areas.

- All equipment such as playground balls, soccer goals, and any property must be treated respectfully. Any kicking games that involve balls must be played on the field. If a child brings a ball from home, it must be larger than a child's head (i.e. no tennis balls) and shared with other students (no exclusions).
- Tag games must be played on the field. Students can only use two fingers to tag another student.

Yard duty supervision is performed by teachers during the 10 a.m. recess, and normally the principal and paid or volunteer campus supervisors at lunch recess. They are easily seen by their orange sashes.

Each teacher creates with students a classroom discipline plan, based in part on the three school BEHAVIORAL EXPECTATIONS. When problems arise in the classroom, teachers may seek resolution by the following:

- Speaking with the child individually
- Conferring with the parents
- Completing a "Take Notice" form – a written explanation of events/ concerns that requires a parent signature
- Conferring with the principal
- Referring the student to the principal for additional consequences/ SST meeting

Consequences from the teacher or principal may include structured recess time, restriction from school-related activities, and suspension from school for the remainder of the school day or for more than one day.

Extreme behaviors such as fighting, harassment, or abuse will require the immediate attention of the principal or designee and result in appropriate consequences for a student.

GOING TO SCHOOL, GOING HOME

Addison is a neighborhood school and we encourage all of our families to walk, bike or scooter to school. We are proud of the fact that 70 percent of our families commute through a method other than a single family car. We want to keep those numbers strong.

Because we do encourage walking and biking as much as possible, the Addison community has developed a comprehensive Traffic Safety Plan. It is available through the Addison website. Please make sure you read and are familiar with the Traffic Safety Plan:

<https://addison.pausd.org/school-life/traffic-safety>

Arrival at School

All parents know that the “morning rush” can be hectic. Still, safety for all should be the primary consideration. Leaving a few minutes earlier than usual can help avoid rushing.* Due to construction, the entrance on Webster Street will be closed throughout the school year. Drop-off in a vehicle on Addison Avenue is discouraged due to a bike lane. NEVER leave your vehicle unattended on Addison Avenue adjacent to the school. Walking entrances include Addison Avenue, Middlefield Road, and Lincoln Avenue.

**(However, no students should be on campus before 8 a.m., except if coming for breakfast)*

Please do your best to drive in a clockwise direction around the school – students will then be dropped off at a curb, avoiding illegal and dangerous mid-street jaywalking. Don't drop students off in stopped traffic – find a curb. If you must park across a street, use the nearest corner crossing to cross it.

Parking at Addison

If you must park, limited space is available on Middlefield Road, Lincoln Avenue, and Webster Street. PLEASE DO NOT PARK IN THE STAFF PARKING LOT ON WEBSTER. To avoid congestion, consider parking on a street adjacent to the school and walking a short distance. Some example areas are Addison (north side) and Fulton Avenues east of

Middlefield Road, Byron Street south of Lincoln Avenue, Webster Street north of Addison Avenue, and Lincoln Avenue west of Webster Street. **Please note that cars should not park on Addison Avenue parallel to the school or tickets will be issued by the PAPD.** See <https://www.cityofpaloalto.org/civicax/filebank/documents/72333> for a map of the Addison neighborhood.

Parking around Addison is short term due to the Residential Parking Permit Program enforced by the City of Palo Alto. If you plan to visit Addison for more than two hours, a permit is required and can be checked out in the front office.

Dropping-off & Picking-up

Students can be dropped off in the Webster drop-off lot, but please come early and pull forward. Please be respectful of drivers who need to make a left-hand turn into the lot. Additionally, the four city streets surrounding the school are the drop-off/pick-up “zones.” Each has its own features:

- **Addison Avenue:** *The side of the street fronting the school is a bike lane--waiting/parking there is prohibited. Cars should “pause and drop” and then ease into traffic, looking out for bicyclists. For an efficient drop-off, have students ready to get out when you stop, and exit from the right-hand doors only. Don’t get out of the car. Please do not park/drop-off/pick-up in the school bus red zone at the main entrance. The parking lot across the street from Addison School (on Addison Avenue) is strictly off limits for Addison parents. Cars parked there will be towed.*
- **Middlefield Road:** Please do not park in either the bus stop zone near Addison Avenue (which blocks the crossing guard’s vision and visibility), or in the mid-block Fire Lane entrance.
- **Lincoln Avenue:** Please do not park in the red-curb zones, or across the mid-block crosswalk at Byron.

Child Care

There are two after school child care options at Addison Elementary.

- Addison Kids Club (AKC) is handled by Palo Alto Community Child Care (PACCC). The PACCC program serves children in grades K-5. The limited number of spaces are filled in the order applications are received. For fees and other information about PACCC’s program at Addison, please contact Melissa Stevens, AKC’s School-Age Program Director, at (650) 323-4007 or akc@paccc.org.

- Right at School which offers care before and after school. For fees and other information about Right at School's program at Addison, please contact Area Manager, Denise Herrera at denise.herrera@rightatschool.com .
www.rightatschool.com.

GENERAL SCHOOL INFORMATION

Teacher / Classroom Assignments

When the Addison faculty and principal assign students to classes for the school year, they try to develop balanced classes that will contribute to a positive classroom environment. "Sending" and "receiving" teachers consider the benefits of possible assignments for each student, as well as contributions each student and various student groupings might bring to a given class. Changes to class placement are rarely made.

In late April/ early May, parents can pick up an optional Parent Input Form from the office if they choose to share information regarding their child's most optimal learning environment. Please note that teacher requests are not accepted. If a parent is concerned about a teacher/classroom assignment when school resumes, parents are asked to follow the guidelines below:

- A. Meet with the classroom teacher to discuss the concerns regarding the child's current classroom experience.
- B. Meet with the site administrator if the concerns still remain after meeting with the classroom teacher.
- C. If necessary, provide an opportunity for the school administrator to observe and address the concerns within the current classroom setting.

Given the fact that our student enrollment fluctuates during the first ten days of school, any requests initiated at the beginning of the school year will not be considered until after the first ten days of school. This time frame allows for the stabilization of school enrollment and provides an opportunity for a teacher to review the instructional program and expectations for the year with parents.

Student Meals Program

For the 2022-23 school year, all California schools are mandated to offer one Breakfast and one Lunch to all students at no cost. For elementary sites, breakfast will be served at the RECESS time so we can make sure all students are on campus to have access. Breakfast will continue to be a cold "grab and go" style meal.

HEALTHY FOODS AT SCHOOL:

Dietary Guidelines

Healthy, well-rested, well-fed and physically active students are better able to learn and succeed in school. At Palo Alto Unified, we want to make sure that nutrition at school supports healthy eating, student success and is backed by research.

Research shows that sugar is one of the major causes of today's epidemic in childhood and adult Type 2 diabetes, cardiovascular disease, obesity and chronic diseases [1,2,3,4,5,6,7]. The presence of sugar and artificial additives may have a negative effect on physical and mental health. [8,9]

We in PAUSD are taking a leadership role by providing an environment at each of our campuses that supports healthy eating through education and serving healthy foods.

In accordance with this vision, we encourage classrooms, school-sponsored and PTA-sponsored activities to follow these guidelines:

NO FOOD IN CLASSROOMS WITH THE FOLLOWING EXCEPTIONS:

- o If snacks or foods are served during snack time or events, healthy foods are strongly encouraged such as natural real foods, unprocessed and without artificial food coloring, dyes, or flavors, like fruits and vegetables. We would like to strongly discourage foods with added sugar such as candy, cakes, cookies, soda and juice.
- o Food is part of the curriculum.
- o Celebrations will follow the celebration guidelines.
- o Food as incentive is allowed if part of an IEP or 504 Plan or for approved medical reason(s). However, it is highly encouraged to consider options described in the alternatives to rewards guidelines section.

[1] Hedley A, Ogden C, Johnson C, Carroll M, Curtin L, Flegal K. "Overweight and Obesity among U.S. Children, Adolescents, and Adults, 1999–2002." *Journal of the American Medical Association* 2004, vol. 291, pp. 2847–2850.

[2] Whitaker R, Wright J, Pepe M, Seidel K, Dietz W. "Predicting Obesity in Young Adulthood from Childhood and Parental Obesity." *New England Journal of Medicine* 1997, vol. 337, pp. 869–873.

[3] U.S. Department of Health and Human Services (HHS). *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity*. Rockville, MD: HHS, 2001.

[4] Freedman D, Dietz W, Srinivasan S, Berenson G. "The Relations of Overweight to Cardiovascular Risk Factors among Children and Adolescents: the Bogalusa Heart Study." *Pediatrics* 1999, vol. 103, pp. 1175–1182.

[5] McGill H, McMahan C, Zieske A, Sloop G, Walcott J, Troxclair D, Malcolm G, Tracy R, Oalman M, Strong J. "Associations of Coronary Heart Disease Risk Factors with the Intermediate Lesion of Atherosclerosis in Youth: the Pathobiological Determinants of Atherosclerosis in Youth (PDAY) Research Group." *Arteriosclerosis, Thrombosis, and Vascular Biology* 2000, vol. 20, pp. 1998–2004.

[6] Pinhas-Hamiel O, Dolan L, Daniels S, Standiford D. "Increased Incidence of Non-insulin-dependent Diabetes Mellitus among Adolescents." *The Journal of Pediatrics* 1996, vol. 128, pp. 608–615.

[7] Muntner P, He J, Cutler J, Wildman R, Whelton P. "Trends in Blood Pressure among Children and Adolescents." *Journal of the American Medical Association* 2004, vol. 291, pp. 2107-2113.

[8] "Food Dyes: A Rainbow of Risks", Center for Science in the Public Interest, <https://cspinet.org/sites/default/files/attachment/food-dyes-rainbow-of-risks.pdf>.

[9] "Ingredients of Concern", Center for Science in the Public Interest, <https://cspinet.org/eating-healthy/ingredients-concern>.

Alternatives to Food Rewards

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

CONSEQUENCES OF USING FOOD REWARDS:

1. **Compromises Classroom Learning:** Schools are designed to teach and model appropriate behaviors and skills to children. Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It's like saying, "You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food." Classroom learning about nutrition remains strictly theoretical if schools regularly model unhealthy behaviors.
2. **Contributes to Poor Health:** Foods commonly used as rewards, like candy and cookies, can contribute to health problems for children, such as obesity, Type 2 diabetes, hypertension and cavities. Food rewards provide unneeded calories and displace healthier food choices.
3. **Encourages Overconsumption of Unhealthy Foods:** Foods used, as rewards are typically high in fat, added sugars and sodium with little nutritional value. Decreasing the availability of these foods is one strategy schools can use to address the current childhood obesity epidemic.
4. **Contributes to Poor Eating Habits:** Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues. This teaches kids to eat when they are not hungry as a reward to themselves, and may contribute to the development of disordered eating.
5. **Increases Preference for Sweets:** Food preferences for both sweet and non-sweet foods increase significantly when foods are presented as rewards. This can teach children to prefer unhealthy foods.

If rewards are given in the classroom, schools shall encourage the use of non-food based rewards whenever possible.

ALTERNATIVES TO FOOD-BASED REWARDS (Elementary School Students):

1. Make deliveries to office
2. Teach class
3. Be a helper in another classroom
4. Read morning announcements
5. Sit with friends
6. Have lunch or breakfast in the classroom
7. Have a private lunch in the classroom with a friend
8. Play a favorite game or do puzzles
9. Extra recess time
10. Free time at the end of class
11. Dance to music in the classroom
12. Walk with the principal or teacher
13. Fun physical activity break
14. Trip to treasure box filled with non-food items, e.g., stickers, pencils, erasers, bookmarks, school supplies
15. Teacher or volunteer reads special book to class
16. Fun movie
17. Certificate, trophy, ribbon, plaque
18. Teacher performs special skill, e.g., singing, guitar playing, listen to music or a book on audiotape
19. Read outdoors or have class outdoors
20. Extra art, music or reading time
21. Access to items that can only be used on special occasions, e.g., special art supplies, toys gift certificate to school store (nonfood items)
22. Commendation certificate or letter sent home to parents
23. Resources
24. Show-and-tell
25. Earn points or play money for privileges or non-food items

Source: Alternatives to Food Rewards, Connecticut State Board of Education,
https://healthymeals.fns.usda.gov/hsmrs/Connecticut/Food_As_Reward.pdf.

Find more ideas and discussion in this document: Healthy Alternatives for School Celebrations, Rewards, Fundraisers and Snacks from Kansas City (<https://www.tpchd.org/files/library/3379ffef0bb808ad.pdf>).

Birthday & Party Celebration Guidelines

In an effort to be more thoughtful about our students' health, the PTA and our school teachers ask you to please consider alternatives to foods you bring to school for your children's birthdays and classroom holiday parties.

We have included some of the ideas from those school communities and those from our own parents and teachers, as well. Your child's teacher and your class Room Parent will communicate more on this subject, but here are some ideas:

- As a class, consider beginning a practice of having multiple birthday celebrations by month - all on one day.
- Consider alternatives to food. Try to not make food the focus - plan activities such as dancing, games, crafts, or singing.
- Talk to students about the reasons for healthy makeovers and involve them in the planning of the party.
- Bring age appropriate "food-less goodies," such as pencils, bookmarks, or stickers.
- Make a small gift to the classroom, such as art supplies, posters, or books. Be sure to check with the teacher for anything that might be especially needed.
- For Holiday Celebrations, make efforts to create games, activities and crafts rather than have the party centered around food and sweets.
- Bring a basket of gently used books and have each child in the class get to choose a book (birthday child chooses first)
- If food is involved in this celebration, we strongly encourage the following:
 - If you bring a birthday snack to share, be sure to alert the teacher and Room Parent ahead of time of your plans. And bring in a snack that has no added sugar (natural foods such as fresh fruit, bananas, berries, melons, and vegetables, popcorn, cheese, fresh squeezed juices). Please consider the possibility of food allergies in our children and remember to be gluten and nut free and consider foods without artificial additives and preservatives.
 - If you have time, make treats from scratch to eliminate artificial ingredients, like high fructose corn syrup, partially hydrogenated oils, artificial flavors and colors and preservatives. Again, please consider the possibility of food allergies in our children and remember to be gluten and nut free, and consider foods without artificial additives and preservatives.

Your child's teacher and Classroom Parents will discuss in more detail their own classroom practice, but the PTA and the teachers thank you in advance for helping to create a healthier culture for our kids.

Healthy Alternatives to Fundraising

Fundraising presents another opportunity to make your school environment healthier. Some options such as bake sales, as lucrative as they may be, are not in our children's best interests. There are, however, alternatives that allow for raising needed funds without compromising the health of children and their families.

1. Encourage the solicitation of non-food items in auctions. Collectibles and large ticket items are attractive and typically raise more money than food items;
2. Plan events and activities that promote fitness (a run/walk or dance marathon)
3. Offer an experience (musical concert);
4. Provide a product (book) or service (car wash, recycling, consulting session, fitness training, photography, company tour);
5. Replace traditional bake sales with "bakeless" bake sales. Instead of buying ingredients and baking an item, parents make a donation in an amount similar to what they would have spent or provide a gift card or gift certificate to a favorite vendor;
6. Ask fundraising companies to provide your schools with fundraising catalogs that feature only non-food or healthy food products;
7. Encourage school fundraisers at restaurants that do not serve fast food but instead have healthy options;
8. Enlist students in developing healthy, profitable fundraising ideas;
9. Enlist students in creating something to sell: art projects, building/making a simple item and customizing it;
10. Include a donation-only option;
11. Identify how much your school needs to raise for the year and suggest a donation amount to families. Know that some will give more and some will give less. Then you can do one or two smaller fundraisers to make up for any shortfall. If your school meets the requirements, donations could be tax deductible – be sure to let donors know of the benefits. Consult with site principal in advanced if considering this alternative.

Source: Healthy Alternatives for School Celebrations, Rewards, Fundraisers and Snacks from Kansas City (<https://www.tpchd.org/files/library/3379ffef0bb808ad.pdf>).

Lost & Found

We encourage parents to label everything a child brings to school, as things do get lost. Most “found items” are kept in a small shed next to Room 2, close to the entrance on Addison Avenue. Small or valuable “found items” are held in the office. Unclaimed clothing remaining in the Lost and Found for a long period of time will be donated.

Social / Emotional program

Addison is a Project Cornerstone School. Project Cornerstone is a social-emotional program that is built upon the idea that the community as a whole works together to build developmental assets in our students. The 41 developmental assets have been adopted by PAUSD and the City of Palo Alto. We participate in the ABC (Assets Building Champions) Reading program where parent volunteers read and discuss common character education books. Parents are encouraged to get involved as a parent reader.

The staff also encourages the individual child to develop desirable qualities and characteristics through monthly “Life Skills”. The entire school is engaged in learning and practicing life skills as the platform for a positive school climate. Each month the school focuses on a particular skill - respect, generosity, responsibility, acceptance, courage, perseverance, honesty, cooperation, citizenship, etc. These monthly life skills will be highlighted on the back of the activities calendar sent home each month. Students are encouraged to develop and practice each life skill all year long.

ADDISON SCHOOL SONG

The Leaders of Tomorrow Addison School Theme Song

The ar - ches of Ad - di - son wel - come ev - ery one
Lead - ing us to learn - ing as we grow
Spe - cial tea - chers, spe - cial friends, here with us to - day
Help us be the Lead - ers of to - mor - row, we're
proud to be at Ad - di - son See how far we go
Here we are the Lead - ers of To - mor - row

Chords: E, A, E, A, E, E/D, A/C#, B, A, B7, A, B7, E, C#m, D, B7, A, G#m, F#m, B7, E, A, B7, E

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MAINTAINING SAFE & WELCOMING SCHOOLS

To view all policies, please visit: <https://www.pausd.org/policies#/browse>

Type	Number	Title
BP	5131	Conduct
BP	6154	Homework
AR	6154	Homework
BP	5145.7	Sexual Harassment
AR	5145.71	Title IX Sexual Harassment Complaint Procedures
BP	5145.3	Nondiscrimination/Harassment
AR	5145.3	Nondiscrimination/Harassment
BP	5144	Discipline
AR	5144	Discipline
BP	5131.2	Bullying Prevention
AR	5131.2	Bullying Complaint Procedures
BP	5131.62	Tobacco
AR	5131.62	Tobacco
BP	1312.3	Uniform Complaint Procedures
AR	1312.3	Uniform Complaint Procedures
AR	1312.4	Williams Complaint Procedures
BP	1312.2	Complaints concerning Instructional Materials
AR	1312.2	Complaints concerning Instructional Materials