

Meet 
Choose 
Love  **John Gill
School**



Student-Parent Handbook 2018-19

*The mission of John Gill is to provide high quality instruction for all students with a S.T.E.A.M. focus that fosters Curiosity, Creativity, and Collaboration.
Science, Technology, Engineering, Art and Math*

**555 Ave Del Ora Redwood City, CA 94062 Phone (650) 482-2406
FAX (650) 367-4359 www.rcsd.k12.ca.us**

PRINCIPAL'S MESSAGE

Dear John Gill Students and Parents,

On behalf of the staff, I welcome you to the 2018-19 School Year at John Gill School. In our over eighty years of existence we have much to be proud of and celebrate. As we build on these traditions and create new ones, we look forward to the opportunity to work with you and your children during this coming school year.

Students receive the best education in schools that provide strong academic and co-curricular programs coupled with high standards and expectations, dedicated school staff, and high levels of parent and community involvement. We, the John Gill staff, are committed to these components in order to best meet the educational needs of your child. It is our goal to prepare students academically, socially, and emotionally to become life-long learners and independent citizens in society.

This handbook has been prepared to provide a convenient reference for basic and essential information concerning the policies, procedures, and programs of the school. Both students and parents are encouraged to read this handbook together and to keep it as a reference during the course of the school year.

Communication between home and school is essential in achieving the best possible education for our children. We are committed to maintaining on-going communication with you throughout the school year. We encourage you to contact us with your questions, comments, and thoughts.

We look forward to building a great year with you!

Sincerely,

Katherine Rivera, Principal

Email: krivera@rcsdk8.net

Calendario de John Gill 2018-19

Primer Día de Clases lunes, 20 de agosto

No habrá clases en los siguientes días:

Septiembre 3, 2018 (Celebración de Día del Trabajo)

Octubre 8, 2018 (Día de La Raza)

Noviembre 12, 2018 (Día de los Veteranos)

Noviembre 19-20, 2018 (Días de Conferencias entre Padres y Maestros)

Noviembre 21-23, 2018 (Celebración de Día de Accion de Gracias)

Diciembre 25, 2018-Enero 7, 2019: (Vacaciones de Invierno y Capacitación de Maestros en 1/8/2019)

Enero 21, 2019: (Celebración del Día de Martin Luther King, Jr.)

Febrero 18, 2019: (Celebración del Día de los Presidentes)

Abril 1-5, 2019: (Vacaciones de Primavera)

Abril 19, 2019: (En memoria del día de Lincoln)

Mayo 27, 2019: (Celebración de Memorial Day)

Último Día de Clases: Junio 7, 2019

FECHAS DE SALIDA TEMPRANO - EL ESTUDIANTE SE SALDRA ANTES DE LA ESCUELA EN LAS FECHAS SIGUIENTES:

Todos los jueves del año escolar	Salida a las 1:10 PM
16 de noviembre de 2018 (Día antes del Día de Acción de Gracias)	Salida a las 1:30 PM
20 de diciembre, 2018 (día antes de las vacaciones de Navidad)	Salida a las 1:30 PM
11 de marzo al 15 de marzo de 2019 (conferencias de primavera)	Salida a las 1:30 PM
29 de marzo, 2019 (día antes de las vacaciones de primavera)	Salida a las 1:30 PM
Junio 3-Junio 6, 2019 (La semana pasada de la escuela)	Salida a la 1:30 PM
7 de junio de 2019 (último día de escuela)	Salida a las 1:30 PM

Cada jueves los todos los estudiantes de los grados k-5 salen temprano 1:30

Las clases empiezan	Grados k-5	8:15 am
Clases terminan	K	1:30pm
Clases terminan	Grades 1-5	2:30pm

ATTENDANCE INFORMATION

It is well established that faithful and regular school attendance in school is related to student progress and achievement. In order for your child to do his or her very best, it is important that he/she be in school as many days as possible.

For both educational and financial reasons, we need your help in making sure your child has good attendance. We ask that students and parents abide by an attendance rate of 95%; parents agree to support regular attendance, and promptly observe the opening and closing times of the instructional day. Students must maintain a 95% or greater attendance rate, including absences and tardies. Students with an attendance rate less than 95% are in jeopardy of losing precious academic time as well as significant rewards associated with high attendance. There are times when it is necessary for a child to miss school. For example, we do not recommend that a child come to school if he/she is ill or could spread his/her illness to others. We need your help in minimizing all other absences.

Don't forget, the state has changed the way schools are funded. We no longer receive funding for excused absences. Remember that every day missed puts your child behind. Attendance is important! Please send your child to school every day.

Attendance Procedures:

1. The parent or guardian should make a telephone call to the school at **482-2406** by 8:30 a.m. the day of the absence. The following information is required:
 - a. Parent/guardian's name
 - b. Student's name
 - c. Reason for absence
 - d. Date of absence
2. If the student has been absent and no call has been made, then the student must bring a written note (date, reason, days of absence, and signature) to school upon their return.
3. Students arriving at school after school starts must check with the office for a tardy slip.
4. If a student visits a doctor, written verification should be provided to the office.
5. Students with excessive absences/tardies will be referred to the School Site SARB. Please observe the following:
 - A. If you plan to take your child out of school for five (5) or more days (i.e. out-of-town trip), please let their teacher and the office know at least two weeks in advance. An independent study contract may be set up which will help maintain the continuity in your child's education. Please see the independent study information.
 - B. Parents are urged to schedule medical appointments in the afternoon or non-school hours.

- C. Students physically present on campus every day on time are eligible for perfect attendance.
- D. Attendance Regulations: Authorized Absences* – A student absence is excused for the following main reasons:
- E. 1. Illness or injury 2. Quarantine 3. Medical, dental, optometry, or chiropractic appointment 4. Funeral of immediate family

*See RCSD District Board Policy for complete details of absences:

<http://www.gamutonline.net/district/redwoodcity/>

Tardy Policy:

A student is deemed tardy if he/she arrives to their classroom after the bell (8:15 am) has rung. Students obtain a tardy slip from the office.

Excessive Absences/Tardies:

A student shall be declared excessively absent if he/she is absent/tardy for more than five percent (5%) of the school days of the total enrollment so far in the school year. Families of students with less than 95% attendance may be in danger of entering the SARB process due to excessive absences and will be required to meet with the principal until attendance improves. On campus or home suspensions will count towards the expected 95% attendance rate.

School Attendance Review Board (SARB) and Mini-SARB:

SARB was established to provide assistance to meet the needs of students/parents with attendance problems. The John Gill Mini-SARB team consisting of administration, school psychologist, nurse, and parent/community member provides possible alternatives and assistance to referred students who find it difficult to attend school on a regular basis.

Attendance is reviewed monthly. Students and parents will be notified if the student has a tardy/absenteeism rate of 10% or more. The following steps shall be taken if the student exceeds this rate:

1. Warning Letter – A letter will be sent to the parents notifying them of the attendance problem.
2. First SARB Letter – If the attendance does not improve after the warning letter, a SARB letter will be sent home and Mini-SARB conference will be held. An attendance contract will be established to improve the student's attendance.
3. Second SARB Letter - If the attendance does not improve after the first Mini-SARB conference, a SARB letter will be sent home and a second Mini-SARB conference will be held. The attendance contract will be reviewed and/or modified to improve the student's attendance.
4. Third SARB Letter - If the attendance does not improve after the second Mini-SARB conference, a SARB letter will be sent home and a third Mini-SARB conference will be held. The attendance contract will be reviewed and/or modified to improve the student's attendance.
5. If the student's attendance does not improve after the

third Mini-SARB conference, the student will be referred to the district SARB team.

Independent Study:

When a student and parent anticipate an absence that would normally be unexcused, that student may be placed on Independent Study. Independent Study allows students to obtain all assignments prior to the anticipated absences and not be penalized for an unexcused absence. The parent/guardian must contact the office two weeks PRIOR to the anticipated absences to initiate the process. State regulations do not allow Independent Study contracts for less than five (5) days.

A parent/guardian must sign all contracts before the student goes on Independent Study. The student will be allowed five (5) days upon return to complete the Independent Study contract and return it (including all assignments) to the office. Lost, missing, or incomplete work cannot be made up after this time.

All Independent Study contracts and assignments will be reviewed when returned to properly determine attendance credit. All Independent Study contracts are subject to approval by site principal.

ACADEMIC POLICIES

Trimester Report Cards:

Report cards are issued at the end of each trimester (approximately every twelve weeks). The first conferences will be held after the 1st trimester, November 19 and 20. Spring conferences are March 11- March 15 during minimum days. If you need a translator for the conference, please let the teacher know a few days in advance.

Homework Policy:

At John Gill, homework is an integral part of the educational process. It is an extension of the classroom, giving students reinforcement in using what was taught in the classroom. It allows students to develop self- discipline and self-confidence. Homework encourages students to work independently, use time wisely, and develop a sense of responsibility. Homework fosters good study habits that will be useful throughout the student's school career. Homework also provides a communication between school and home. It gives parents an opportunity to see what their student is doing in school and an idea of their progress. Each student will work better when he or she senses his/her parents' interest in his/her schoolwork. Parents having a concern about homework are encouraged to contact their student's teacher.

We suggest the following guideline be used:

1. Provide a study area – Good lighting, proper seating at a table or a desk, adequate materials, and sufficient space are essential. Distractions such as radio, TV, and phone calls should be eliminated.
2. Provide a specific time period – Establish a routine and specific time to complete homework if at all possible.
3. Think positively – Encourage your student to understand the value of homework. Give as much assistance as possible, but remember that homework is your child's responsibility.
4. Supervise homework – Parents are encouraged to check their student's homework.
5. Help the homework habit – If your student does not bring homework home, please contact the teacher. This will help you determine whether he/she is completing it in school, forgetting it, or failing to bring it home. Always contact the teacher when in doubt.
6. Organize, organize, organize – Please check your child's backpack and binder on a regular basis. Staying organized is essential to academic success. If your child continues to have organizational difficulties, please contact their teacher.

Textbooks/workbooks/library books and electronic devices:

The teachers will issue Textbooks/workbooks and electronic devices. Students are responsible for the care of each tool assigned to him or her. Texts or devices that are lost or stolen and books that show excessive wear and/or damage are charged to the pupil and parents including library

books.

Recommended Materials: Your child's teacher will give you a list of materials recommended for use in their classroom at **Back to School Night on August 30, 2018**. If you are unsure about any of the items, please check with your child's teacher. Please label all items with a black permanent marker.

COMMON CORE STATE STANDARDS Teachers, principals and staff in the Redwood City School District have been learning new ways to teach students that will prepare them for work and life in the 21st Century for the past five years. Planning and training began five years ago for the transition to teaching the new Common Core State Standards, now adopted by 45+ states, plus the District of Columbia. The Common Core Standards, now titled The New California State Standards, which have replaced the California Content Standards, emphasize depth and complexity, use of technology and evidence-based analysis of text. Students will explore, collaborate, and discuss complex ideas in depth. Teachers will nurture creativity and critical thinking, and use technology as a teaching and learning tool. Learning will be interactive, and teachers will ask probing questions as students discuss and analyze information together.

ACADEMIC PROGRAMS

Language Arts: Grades k-5

Grade K: 2 hours daily. Curriculum Benchmark. Reading, Writing Listening and Speaking

Grades 1-5 2.5 hours daily.

English Language Development (ELD) for students identified by State testing annually as English Learners in grades k-5. 30 minutes 30 daily.

Mathematics: Grades k-5

enVision by Pearson Realize

K-2 60 minutes daily

3-5 75 minutes daily

Social Science, Science through S.E.A.L. and Education Outside

Students in all classes integrate Language Arts reading and writing through content of science and social science. Teachers in grades k-3 receive intensive training and ongoing support in teaching students to read, write, listen and speak through content standards using strategies from SEAL, Sobrato Early Academic Language training. Students in grades k-2 learn life science outside through Education Outside with the teacher and an instructor.

Mandarin Immersion

This will be our 4th year implementing our Mandarin Immersion strand.

Mandarin Language Arts Curriculum grades k-4:

- Better Immersion with support materials from Better Chinese.
- Mandarin Mathematics grades k-4:
- enVision in Mandarin core curriculum along with Engage New York

Volunteers in Mandarin Immersion: Parent volunteers during Mandarin Instructional time must be fluent in Mandarin in order to support instruction. Please work directly with the classroom teacher to schedule volunteer time. Non-Mandarin speaking parents can help in many to support a reach educational experience.

GENERAL SCHOOL INFORMATION

Campus Visitors:

Parents are invited and encouraged to volunteer at school and/or classes. Visits must be arranged with the classroom teacher or site administrator prior to a visit. All visitors must check into the main office to receive approval and a visitor's badge. Visitors are to sign out at the end of the visit. All visitors must wear the badge and have it visible at all times. John Gill School reserves the right for approval and denial of all visitors. Lunchtime Visitors: Student lunches can be dropped off at the front office. The office staff will contact the classroom teacher for the student pick up their lunch from the front office at the start of lunchtime. Dropping off lunches or forgotten items directly to the classroom or play yard is prohibited. All visitors **MUST** come to the front office.

We encourage parents to sign up to volunteer during lunchtime supervision. Please contact Principal Rivera if you would like to help out.

If you would like to have lunch with your child on a few special occasions, please arrange with Principal Rivera in advance. We have some extra tables where a parent and child can eat together. For the safety and privacy of all students, parents/visitors are not allowed to eat and be on the playground during lunchtime.

Picking up student during the school day:

If you need to pick up your student prior to the end of the school day, please come to the office. Please do not go directly to the classroom to pick up your child. Parents must sign out their child, and sign in their child if returning to school. The office will call the classroom and have the child sent to the office or you will be directed to the appropriate room to personally retrieve them.

Dropping off and picking up students:

Students may be dropped off in the morning by 7:45a.m. and not anytime before unless supervised by a parent/guardian. Supervision will be provided at 7:45 a.m. inside the cafeteria only. Students are not to be in the hallways unless they have an appointment with a teacher.

Students are to be picked up after school in a timely manner (no later than 15 minutes after the end of school). Parents and students should prearrange who will be picking them up and the location to be picked up. Please make every effort to adhere to this policy since there is no supervision scheduled after school for students who are picked up late. School is dismissed at 2:30p.m. on Monday, Tuesday, Wednesday, and Friday. Thursdays dismissal is at 1:30p.m. Students must be picked up or in transit (walking, bike riding, etc.) within 15 minutes of dismissal unless they are approved to be involved in an after school activity. Students on campus after 15 minutes of dismissal wait in the office until an assigned adult on the emergency arrive.

Dismissal: Please do not wait outside the classroom at dismissal, this can be distracting for students and cause a loss in precious instructional minutes. Parents will be kindly asked to wait at the picnic tables if they forget this school rule.

Student Lunches:

Students may bring their own lunch or purchase a meal from SODEXO Food Service. Breakfast is \$2.00 and lunch is \$3.00 per day. Families may apply for free/reduced lunch at the beginning of the year or at any

time financial circumstances for the family change. Students who have a negative balance of \$-7.25 or more will be offered cereal instead of the main entrée until a positive balance is attained. Any payment for lunches can be made in the cafeteria between 7:45am and 8:15am pay check or cash or you can pay online at ezschoolpay.com. Sodas, candy and chips are prohibited during the school day and during after school programs. Students cannot share food with other students due to a number of students with serious/severe food allergies.

Monthly Newsletter

The monthly School Newsletter with important dates, events, and information is sent home at the beginning of each month in the student folder. It is also available on the school web site at <http://www.rcsdk8.net/johngill>. Parents will receive phone calls and text messages about school events and information. It is the responsibility of the parents to update e-mail and phone numbers using the online registration system.

Social and Emotional Learning At John Gill we use Second Step as our social and emotional learning (SEL) program as well as our approach to behavior guidance. We focus on “Positive Discipline” which is an approach that focuses on long-term solutions by helping children become responsible, respectful, and contributing members of their communities. Positive Discipline is based on the following criteria:

- Helps children feel a sense of connection.
- Is mutually respectful and encouraging.
- Is effective long-term.

- Teaches important social and life skills.
- Invites children to discover how capable they are.

When a behavior incident arises, teachers have a wide repertoire of strategies they can use to help the child make a better choice—ignoring, redirection, use of logical consequences, reconnecting with the child, providing choices, asking the child to take a break, reminding the child of their earlier agreement, etc. Instead of punishment, teachers seek to understand the need or belief behind the behavior and then choose the most appropriate intervention. Occasionally a child may need to be separated from the situation either because the situation itself is encouraging the undesirable behavior or the child is being unsafe to themselves or others. In these situations, the teacher will ask the child to take a break with an open invitation to return when ready. When the child has calmed down and is ready to talk, the teacher will have a conversation with the child that helps them understand and learn from the situation. If there is a persistent individual problem and it becomes necessary to involve the parents, it is done so in the spirit of cooperation. It is ideal for parents and teachers to employ similar guidance strategies to have maximum success in encouraging pro-social behavior. There are lessons and activities that teachers can adapt to teach children important life and social skills such as empathy, listening, problem solving, collaboration, and responsibility. These lessons are thoughtfully planned throughout the year. There will be opportunities throughout the year to learn more about Second Step including ideas for following this approach at home.

Field Trips There will be opportunities for children to go on walking field trips to nearby parks as well as occasional field trips to locations further away, such as museums. Parents will be notified about field trips as early as possible and will need to sign a permission slip for their child to participate. Parent chaperones are often needed for field trips, and the school makes every attempt to provide equal opportunities for parents to participate. Parent chaperones are required to submit their full name and birthday for a “Meagan’s Law” background check at least 48 hours prior to participation. The teacher and school cannot accommodate last minute chaperones.

In addition to field trips, there will also be opportunities during the school year to bring enriching experiences to the school. Parents with special skills or knowledge of organizations that would be interested in doing presentations for the students are encouraged to contact the principal. Please make an appointment before or after school.

Playground

Parents are welcome to stay with their child on the playground before school between 7:45-8:15am with their students. For the privacy and safety of all children, parents are not allowed in the cafeteria while students wait with classified staff until the bell rings. Kindergarten students, siblings and parents are not allowed to wait on the play yard or play ground between 1:30-2:30pm. At 2:30 when the extended day program begins, the playground needs to be

vacated. When teachers are on duty, please stay on the sidelines as teachers need to be able to see the entire playground at all times. All parents and students wait on the schoolyard before the start of the day from 8:00-8:15am. Please do not wait in hallways or outside the classrooms. This encourages children with no parents present to wait in these areas unsupervised which poses a safety risk.

Lost & Found Articles found on the campus are turned into the Lost & Found in the bin inside the cafeteria. The Lost and Found bin is emptied at the end of each month and all articles are donated to a local donation center.

Volunteering All volunteers must come to the office and sign in. There will be many opportunities throughout the year for parents to volunteer in the school. Parents may be asked to volunteer by donating time or materials for a specific project. Through events and field trips, parents will have opportunities to work directly with children. Parent and family chaperones must submit their full names and date of birth to the front office at least 48 hours prior to the field trip for a Megan's Law Background check.

Classroom Celebrations Students participate in several academic, cultural and community celebrations during the school year both in the classroom and as a school. Birthdays are recognized at the beginning of each month during our weekly assembly. The teacher cannot accommodate individual birthday celebrations at school. Please do not send your child with special birthday treats for students or invitations to hand out. If you have given permission for your name to be in the school directory, the classroom parent will share student contact information. Sweets or unhealthy snacks are not allowed. We have several children with serious food allergies. Due to the increased risks of serious food allergies in our community, children are never allowed to share food. Please refer to the district health and wellness policy agreement found on the online registration for RCSD at:

<http://www.gamutonline.net/district/redwoodcity/DisplayPolicy/683243/>

Guidelines for Parent Communication

- When concerns arise, seek information directly from the school, consulting with those best able to address the concerns.
- Communications of classroom concerns should be directed to your child's teacher. If you have spoken with your child's teacher and the issue has not been addressed to your satisfaction, then contact the principal.
- It is not appropriate to address your concerns about another child to their respective families. Please speak with your child's teacher.
- When conversing with teachers or administrators, be mindful that you are speaking for yourself and not on behalf of a larger group.
- Recognize that confidentiality may limit the information that can be shared from school to

parents, including consequences for other students' behaviors.

- Enter dialogues with an open mind and assume a shared best interest for your child.
- Always use a respectful and polite tone.

PERFORMING ARTS, PHYSICAL EDUCATION

Students at John Gill receive performing arts instruction from kindergarten through the 5th grade. The performing arts program includes:

- Weekly dance classes that fulfill physical education objectives of improving strength, flexibility, coordination and cardiovascular fitness for the length of one trimester each year.
- At least one public dance performance per year.
- Art classes taught by an artist and integrated into the curriculum
- Physical education 2 times per week by coaches from our community partner, PE plus. Our objective is to provide children with high-quality performing arts and physical education experiences so that they may experience the joy, self-empowerment, academic growth and physical exuberance associated with the arts and performing.

Students should wear clothing and shoes suitable for PE every day.

OUTSIDE SCIENCE EDUCATION AND THE OUR S.T.E.A.M. PROGRAM

John Gill will continue to partner with the non-profit Outside Education to:

- Advance science education and environmental literacy by teaching outdoors through hands-on learning in the school gardens. Students in grades k-2 will learn in the garden one session each week.

John Gill offers a S.T.E.A.M. (Science Technology, Engineering, Arts and Mathematics) focused education with support from a S.T.E.A.M. instructor and S.T.E.A.M. lead teacher on site. They provide professional development to the John Gill staff as well as working directly with students in the Maker Space (room 12) and classrooms.

STUDENT ACCOUNTABILITY PROGRAM

John Gill School prides itself in the conduct of its students. A well disciplined, neat, orderly, and clean atmosphere provides for the best environment for students to take full advantage of their educational opportunities. Student responsibilities are:

1. To come to class on time, be prepared to work, complete homework assignments, and work productively the entire class period.
2. To not disrupt the class or school activities by following school/classroom rules.
3. To respect others, their property, and school property.

4. To report problems, difficulties, or conflicts to a staff member at school as necessary.

DRESS CODE A well disciplined, neat, and clean atmosphere provides the best learning environment for students to take full advantage of their educational opportunities. All students dress appropriately for school. STUDENTS ARE NOT TO WEAR:

Sandals or flip flops, only closed shoes for students to run and exercise. Pants, skirts and shorts must be worn at or near the waist, no extremely saggy clothing. Shorts or skirts must be long enough to reach two inches past the fingertips Hats are not permitted inside the buildings while on campus. Students will be required to change immediately if they are not dressed accordingly.

STUDENT CONDUCT

John Gill believes that a structured, orderly and safe environment provides the best opportunity for students to take full advantage of their educational opportunities. Please see student responsibilities under the Student Accountability Program section. The Eagle P.R.I.D.E. Core Values: Students in all grades are expected to maintain proper conduct that reflects and is a display of good character. The Eagle P.R.I.D.E. core values are a set of universal expectations that all students and staff are held to.

Perseverance: “I continue to try, even when it is hard.” Respect: “I treat others the way I want to be treated.” Integrity: “I do the right thing, even when no one is watching me.” Determination: “I work hard no matter what because I am going to college.” Excellence: “I do my personal best in school and in life.”

Electronic Devices/Cell Phones:

The use of electronic devices from home (i.e. cell phones, Gameboys, etc.) is considered to be disruptive to the educational process. Therefore, the use of electronic devices is prohibited on school grounds and should not be brought to school. Cell phones may be brought to school, but must be turned off from the time they arrive until the end of the school day. Any cell phone seen, heard, or used during the school day will be taken to the office and parents will be notified to pick it up. Prohibited Items/Practices:

The following items and/or practices are prohibited at John Gill:

- Possession of any simulated weapons and masks
- Gum chewing, seeds (sunflower, pumpkin, etc.)
- Laser pens
- Toys from home including Pokémon cards, fidget spinners, toy erasers, stuffed animals, Legos, etc. If any of the above items are used during the school day, the student will be directed to store the item in the student backpack and take home. If any items are used at school for a second time, the item will be confiscated and a parent must pick up from the teacher or front office.

Skateboards, Roller Blade, Scooters, and “Heelys” Policy:

The above items, or similar items, are not allowed on campus unless they are used for transportation to and from school. Students must wear appropriate head protection when riding bikes, scooters and skateboards to and from school. Scooters and skateboards are to be stored in the classroom at the teacher’s discretion.

School Behavior Response System

In order to hold students accountable for their behavior, the school has in place a behavior response system. This system ensures there is a consistent way to respond to and record student behavior. Not all behavior requires reporting. Most incidents can be handled through reminders and redirections. However, when reminders and redirection do not modify behavior and a consequence is warranted, we classify these behaviors into minor and major acts. Minor acts, such as, but not limited to, those listed below, will be handled by the supervising teacher who will give a logical consequence. If deemed necessary, parents will be informed.

Minor behaviors:

- Poking, pushing, pulling, pinching, rough play
- Cutting in line
- Not following directions, classroom or lunch disruption
- Inappropriate language, teasing, tampering others’ belongs
- Deliberate exclusion or unkindness. For repeated minor acts, teachers and the principal will meet to determine next steps and parents will be expected to attend a meeting. Major acts, such as, but not limited to, those listed below, require more intensive intervention beyond logical consequences.

Major acts are taken seriously because they adversely affect the school culture and community and threaten the safety of others. Major:

- Kicking, hitting, punching, scratching, biting
- Repeated physical and/or verbal intimidation
- Defiance
- Offensive language, discriminatory language, slurs
- Malicious or repeated teasing/threats
- Vandalism or theft
- Repeated deliberate exclusion

A Behavior Report is completed and a parent meeting will be held.

If there are further major incidents, it is at the discretion of administration to consider next steps,

which could include suspension from school. If a student is involved in an incident that did, or could have, resulted in serious harm to self, others or school property, the principal or teacher in charge will decide whether immediate suspension is warranted. The principal reserves the right to modify the step process outlined above, and alter consequences whenever necessary in order to protect students, faculty and staff, and maintain the integrity of the educational environment.

STUDENT SERVICES

Student Study Team (SST):

The teacher or parent may refer students who show signs of academic challenges, learning disabilities, or emotional difficulties. Members of the SST include the SST coordinator, the referring teacher, member of administrative staff, a representative of the special education staff, and the parent. The goal of the team is to ascertain what steps might be taken to better meet the referred student's learning needs. The following steps may be taken to initiate an SST referral:

1. Teacher contacts parent to apprise of his/her concerns.
2. Teacher submits referral packet to the office.
3. Teacher will schedule a team meeting and notify all appropriate team members of the team, including the parent.
4. Problem solving strategies and interventions are implemented.
5. SST reconvenes to evaluate further action needed. The possibilities are:
 - i. Continued monitoring and review by SST.
 - ii. Informal screening of academic skills.
 - iii. Referral for on-site or off campus counseling services.
 - iv. Disciplinary referral.
 - v. Referral to Pupil Services for formal educational evaluation or on-site SARB for attendance.

Speech and Language Specialist:

Our speech and language specialist works with students who are in need of specialized remedial and developmental instruction in language proficiency, primarily speaking and hearing. In addition, the specialist serves in an advisory capacity to teachers in the area of language development.

School Psychologist:

John Gill has a part time psychologist. The psychologist is available to provide testing and psychological information beyond the scope of the classroom teacher. The psychologist provides assistance to teachers in the implementation of effective teaching strategies for individual students exhibiting learning and/or behavioral difficulties. All psychological testing requires parent permission.

Resource Specialist:

The specialist has special certification in special education and learning disabilities. Our resource

specialist provides specific prescriptive instruction in academic areas to students who have been certified as requiring such instruction. The specialist also plays an active role as a resource to teachers in designing and implementing teaching strategies in the regular classroom for students with learning difficulties.

Reading Intervention Specialist, part time:

Teachers and parents work together to identify students reading 1-2 years below grade level in grades 1-3. The service is provided daily for 20-30 minutes until the student reads at grade level.

After school math support

Teachers and parents work together to identify students in grades 2-5 that are in need of remedial math support. Classified staff provide tutoring 2-3 times per week after school.

NURSE & MEDICATIONS The school nurse is on campus less than one day a week. The office staff will cover the nurse's office when the nurse and/or aide are not available. In addition to mandated health screening, the nurse plays an important role in: (1) providing health education resources for teachers; (2) contacting parents regarding student illness and/or health problems; (3) maintaining all health records for students; and (4) advising the principal and staff regarding health related conditions and/or hazards which may affect the operation of the school. The nurse's office is located in the office. Parents are to stop at the office when coming to pick up a student who is ill. Medications:

Medication to be used by students must be checked in through the nurse's office. This applies to over-the-counter medicines such as aspirin as well as prescription drugs. All medication to be administered must have a "Medications at School" form signed by parent and physician. This form needs to be updated annually and as medication and/or dosage is changed. All such medications must be properly labeled as to its contents, dosage, and frequency to be administered. Illness and Injury:

Because of the possibility of injury or sudden illness, it is imperative that we have your correct telephone number in our records at all times. Your cooperation in this matter will be appreciated and will enable the school to provide immediate medical care according to your instructions. If your child has a known allergy or other medical problems, this should be noted on the electronic Info snap registration that is found on the district website. Head Injury If a student has any kind of head injury, parents will be contacted immediately and a note will be sent home.

Parent Leadership Roles

The John Gill school community recognizes the importance of parent leadership at all levels of our school. To this end, we encourage parents to join one or more of the following parent leadership groups. All parents are invited to meetings, membership is not required. Please check the school website and monthly newsletters for specific meeting times and dates.

School Site Council

Purpose: Develop, implement and monitor the school improvement plan based upon the assessed needs. The State of California mandates goals and targets for public schools.

Meetings: Meet at least one time per month.

Parent Role: The council is to consist of 10 members, up to 5 representing the parents and community and up to 5 of staff members. The officers shall be elected annually by a ballot at the second meeting of each year. Council members must attend each meeting. Meetings are generally held the second Friday at 8:30am but are negotiated at the start of each school year.

ELAC English Language Advisory Committee

Purpose: The primary purpose of ELAC is to advise the school principal and school staff regarding the instructional programs and support services for English Learners. ELAC is also responsible for advising the School Site Council (SSC) and reviewing the Site Plan for Student Achievement (SPSA).

Meetings: At least 5 meetings per year. One meeting to meet with the principal to plan the agenda and one meeting every other month.

Parent Role: At least 2 parents serve on the ELAC committee. Parents/ guardians of English learners elect parent members of the school committee or subcommittee. All parents shall be provided the opportunity to vote.

Parent Teacher Association

Purpose: The John Gill PTA is a group of parents, teachers and staff that work together to make John Gill an outstanding school. Our goals are to ensure enrichment programs and opportunities for all students, strengthen our school community with community and social activities, provide financial support and volunteer resources to the school, and support and recognize our incredible staff.

Meetings: At least one time per month.

Parent Role: President plans to agenda, treasurer is in charge of depositing the money in the bank, writing checks, tracking the spending, secretary takes notes and sends the notes to the participants before the meeting.

Mandarin Advisory Council

Purpose: The purpose of the Mandarin Advisory Council is to provide the school input into strengthening the Mandarin Immersion program by helping develop and guide the program vision, Chinese cultural events, academic enrichment and student recruitment.

Meetings: At least one time per month, the first Friday of each month from 8:30am-9:30am.

Parent Role: Volunteer parent committee leads meet one timer per month to with the principal to report out committee work, share upcoming events and solicit support.

John Gill Guide to Communications 2018-19

Facebook

John Gill School has established a number of channels and resources to facilitate communication around school related updates, initiatives, programs, and activities. Follow us on Facebook

<https://www.facebook.com/johngillschool/>

John Gill Website

Our website is a one-stop resource for up-to-date school-related information, including staff and teaching contact details, school happenings and events, and PTA-sponsored initiatives. Bookmark our school

website: <https://www.rcsdk8.net/johngill>

Monthly Newsletter

The John Gill School Newsletter, will be published the first Monday of each month in print and electronic copy. You will also find an archive of all newsletters on our for Parent page

<https://www.rcsdk8.net/domain/1959>. It highlights timely school-wide news as well as Redwood City School District, Redwood City Educational Foundation, PTA, and community news that is relevant to the John Gill school population. As part of the School parent community, you will automatically receive this monthly newsletter via text or email.

John Gill Blog - Weekly messages and dates

Every Monday a school message with school wide dates including the PTA are sent to parents via e-mail.

Room Parents

Classroom parents represent each class and play an important role in supporting individual classes and their respective teachers, helping to facilitate class-related events and activities. Classroom parents help with managing parent contributions, purchasing teacher gifts, collating and sharing PTA and RCEF updates, and assisting teachers with class events, parties, and special projects.

Emergency Communications

In the event of a significant emergency, parents will receive a phone call and email from our emergency broadcast system. Parents also may opt-in to receive a text message during the annual Back to School Mint registration process. Please do not try to call the school office during an emergency.

Monday Morning Assemblies

Each Monday morning all students and families meet at 8:15AM in the cafeteria. Students line up with their class and sit on the floor. Parents are invited to stand at the sides of the building.

The purpose of the Monday assembly is to build school community, learn about and share our core values and student recognition.

