

San Mateo-Foster City School District

Meadow Heights Elementary School

Distance Learning
Family Handbook
2020-2021



MEADOW HEIGHTS
ELEMENTARY SCHOOL
SAN MATEO - FOSTER CITY SCHOOL DISTRICT

Stephanie Fraumeni, Principal
Janine Wrightson, Administrative Assistant
Erica Fowler, School Office Assistant & Community Worker

2619 Dolores Street San Mateo, CA 94403
Office 650-312-7566
Attendance 650-312-7568

[Meadow Heights Web Page \(http://meadow-heights.smfcsd.net/\)](http://meadow-heights.smfcsd.net/)

Letter from the Principal	4
District/School Vision and Mission	5
Distance Learning Guiding Principles/Objectives	5
Health and Safety	5
Hygiene	6
Face Coverings	6
Physical Distancing	6
Gatherings	6
Illness	7
Maintaining Student Health	7
Contact Tracing	7
Maintaining Healthy Environments	7
Child Nutrition Services	8
Equitable Learning	9
Student Learning	9
Attendance	9
Classroom Assignments	9
Schedules	10
District Calendar 2020-2021	10
School Calendar (enter site specific link)	10
Full-Time Distance Learning	10
Hybrid Model	11
Distance Learning Curriculum, LMS, and Live Instruction	12
Student Learning Expectations	12
Grading Practices	12
Parent Support of Student Learning	13
Learning Supports	13
Wellness	13
Technology	14
Special Education	15
English Language Development	16

MTSS: Multi-Tiered Systems of Support	16
PBIS (Positive Behavior Intervention System)	16
Social Emotional Learning	16
Student Success Teams	17
Counselor Check-in Referral	17
Parent/Guardian Education	18

Community and Connection **18**

Communication and Contact Information	18
Social Emotional Learning	19
Parent Distance Learning Resources	19

Letter from the Principal



August 21, 2020

Dear Meadow Heights Families,

Welcome to the 2020-21 school year!

We know that this year is quite different from any other school year that we have experienced. Regardless of our current circumstances, we have an amazing group of educators who are eager to teach your children and ready to collaborate with you in order to support your children's social-emotional, intellectual and physical development for a successful school year of learning and growth. Through our district's distance learning objective and guiding principles, our teachers have designed distance learning experiences for your children.

This family handbook serves as a resource for you in our distance learning approach to education. As always, and especially now, your children's safety and health is our highest priority as we begin the new school year. Thank you for your continued partnership in the education of your children.

Sincerely,
Stephanie Fraumeni, Principal

District/School Vision and Mission

Vision: The San Mateo-Foster City School District educates, inspires and empowers every student in every school every day to live, lead and learn with integrity and joy.

Mission: The San Mateo-Foster City School District provides rigorous, high quality and equitable education while partnering with our families and community to support all students to achieve their full academic, social and emotional potential.

Distance Learning Guiding Principles/Objectives

Four Pillars: The four pillars of the San Mateo County Pandemic Recovery Framework for a safe return to school serve as the foundation of the San Mateo-Foster City School District planning for distance learning, including full-time and hybrid models.

- Health and Hygiene
- Face Coverings
- Physical Distancing
- Limiting Gatherings



Distance Learning Guiding Principles/Objectives: The San Mateo-Foster City school district's guiding principles/objectives of distance learning include:

- Health and Safety
- Equity
- Student Learning
- Community and Connection
- Learning and Supports

Health and Safety

The goals of health and safety planning for our students include safeguarding the health and safety of students and staff is our top priority and to maintain health and wellness while at school, recognizing that we will need to be flexible, open-minded and innovative. Please see the [SMFC Health and Safety Protocol Overview](#) for additional information.



Hygiene

Hand Washing: Hybrid Model: Regular [hand washing](#) or sanitizing will occur throughout the day at school. Staff will teach and provide opportunities throughout the school day for students to wash their hands with soap and warm water for 20-seconds minimum, or sanitizing when soap and water are not available. Students will be encouraged to not touch their face.

Objects and supplies: All attempts will be made to provide individual student materials and supplies. Students will not share learning materials and supplies, toys, and other typically shared materials.

Daily temperature taking & wellness checks: Hybrid Model: Students' temperatures will be taken upon arrival at school each day. School staff will conduct observational wellness checks of students throughout the day.

Health instruction and training: Ongoing [health instruction and training](#) to students will be provided to our students upon the return to school in the hybrid model.



Face Coverings

Wearing a [face covering](#) is required at school. We will continue to follow the San Mateo County Health's guidance regarding types of face coverings SM County Office of Ed Recovery Framework.

Face coverings: Face coverings are expected to be worn throughout the day. There may be a transition period as students become accustomed to this new routine. Extra face coverings will be available for any students who need them.

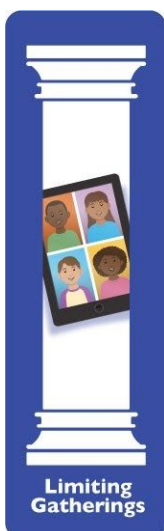
Instructions and expectations: Instructions and expectations for using face coverings at school will be shared with families- [Face covering "How to"](#) . Instruction for students about how to adjust, clean and reapply face coverings during the school day will be provided to reach full compliance.

Physical Distancing

Six-foot distance: Students are to maintain a 6-foot distance from adults and other students.

Gatherings

Through October, 2020, all meetings and events will be virtual. Examples of meetings include PTA, Staff Meetings, Student Council, School Site Council, ELAC, 504, and IEP meetings. Examples of events include Field Trips, assemblies, Back to School Night, Welcome Meetings, and library visits.



Possible opportunities for virtual volunteers include examples like Art in Action, Musicians/Music for Minors, Science for Scientists, Playworks, and guest classroom readers

Upon the initial return to school, access to the school campus and gatherings permitted on the school campus shall be limited to students and staff only. This is to ensure that the health and safety of the students and staff on-campus can be monitored and maintained. The decision to expand access to a school campus and types of gatherings will be made at a later date.

Illness

Illness: Hybrid Model: Children are to remain at home if they are [ill](#). Students must be fever-free for 72 hours without medication prior to returning to school.



Maintaining Student Health

Isolation location(s): Each school site will determine isolation locations for those identified with symptoms for secondary screening and as a waiting area.

Temperature: Individuals with a temperature of 100.4 F (or higher) or those who are symptomatic will be sent home and must stay home until fever free for 72 hours without medication.

Covid-19 Updates and Resources: [Protect Yourself and Others](#); [Staying Safe at School](#)

Contact Tracing

Purpose: The Center for Disease Control (CDC) encourages the use of [contact tracing](#) to help keep communities safe and slow mitigation of disease

Testing Positive for Covid-19: Local health officials provide guidance and support to individuals within the community who test positive for COVID-19

Possible Exposures: The SMFCSD Nursing Department will follow up on possible [exposures](#) to Covid-19 with our District point-person who will follow recommended protocols provided by the CDC, SM County Health Department and SMCOE for contact tracing.

Maintaining Healthy Environments

Guidance taken from the Centers for Disease Control - CDC
For the safety of students and staff when on campus, the efforts are as follows:



Cleaning and Disinfection: Schedules exist for increased, routine cleaning and disinfection. Custodial staff will ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#), including storing products securely away from children, and will use products that meet [EPA disinfection criteria](#). Custodial staff will clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school at least daily or between use as much as possible.

Shared Objects: Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use. Discourage sharing of items that are difficult to clean or disinfect. Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.

Ventilation: Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.

Water Systems: Ensure that all water systems (e.g., sink faucets, drinking fountains) are safe to use after a prolonged facility shutdown.

Drinking fountains should be cleaned and sanitized and encourage staff and students to bring their own water to minimize use and touching of water fountains.

Food Services: All Child Nutrition Team Members must frequently wash their hands between tasks, wear disposable single use gloves while preparing food, and wear a face covering while onsite working in the kitchen. All food contact surfaces are washed, rinsed, and sanitized at minimum every four hours during operation, and in between tasks by the Child Nutrition Team. All kitchen equipment and utensils used in the preparation of food is washed, rinsed, and sanitized after each task. Meals served to students are prepared in disposable prepackaged individual servings and made available for students in a grab-and-go setting. Site Custodians sweep and mop the kitchen floors on a daily basis. Site Custodians clean and disinfect the kitchen and the hand-washing sink on a daily basis.



Child Nutrition Services

The [application](#) for free and reduced-price meals for the 2020-21 school year is now available online and we encourage families to apply as soon as possible. Complete the Application for Free and Reduced-Price School Meals [online](#). Families are notified of eligibility for free and reduced-price benefits via letter. If you need assistance, have questions, or need a paper application, please contact Child Nutrition Services at (650) 312-1968.

As a reminder, households need to apply each school year for free and reduced-price meals. Those who do not qualify for free or reduced-price benefits can purchase breakfast (\$1.50) and lunch (elementary-\$2.50; middle school-\$3.00). For more information about free and reduced-price meal eligibility, please see our “Letter to Household and Common Questions” ([English](#) | [Spanish](#)).

When students are onsite for in-person instruction, breakfast and lunch will be provided as scheduled during the school day. When students are in distance learning, and not onsite for in-person instruction, grab-and-go breakfast and lunch meals will be available for pickup for any student enrolled in the San Mateo-Foster City School District. These meals can be picked up by parents/guardians or students during distance learning from any open school cafeteria throughout the school district during designated times. Meals are made available to all enrolled students based on their free or reduced-price meal eligibility and available to purchase for those who do not qualify.

Equitable Learning

The San Mateo-Foster City School District is committed to providing instruction to all students that is culturally responsive, provides access to rigorous instruction, is linguistic and visual, and meets the needs of students through differentiated, scaffolded instruction and provision of support. Planning starts with key groups with most urgent needs.

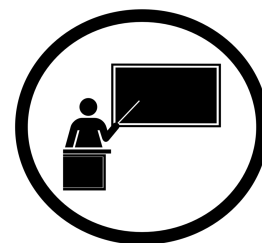
Student Learning

Attendance

Student attendance will be counted on a daily basis. Since we are delivering distance learning per Senate Bill 98, a student’s attendance also includes participation in the class.

Students can demonstrate participation in a variety of ways:

- asking a question or making a comment in the virtual class,
- commenting in a chat, turning in an assignment,
- responding to a teacher or classmate’s question,
- connecting with the teacher during the day in a small group or individual meeting,
- sharing work with the class or teacher.



After three days of non-participation or unexcused absences, the school will reach out to the student/family to learn of any barriers preventing the student from attending and participating in school. Families will continue to receive calls from the school when the student does not log in or is considered absent. Families will need to call in to the school office to give a reason for the absence. Doctor’s notes will still be required should the student miss class for medical and professional appointments or miss over 3 days of school for illness. The

District continues to ask that appointments be made outside of the school day so that valuable instruction is not missed.

Classroom Assignments

It is with great care that classroom assignments are determined with input from the grade level teachers and other professional staff members. This professional team engages in thoughtful consideration to appropriately place students into classes. The goal of this effort is to create heterogeneous classrooms that balance academic and social structures. Among our considerations are gender and identity preferences, as well as the support and enrichment needs of our students for services that include, but are not limited to, learning, speech/language, health, and other needs for the well being of our students.

Parent input is very important to us, through your sharing of how your child learns best. Parental requests for specific teachers or changes of teachers once assigned limit our professional staff in making the best educational decisions for our students. Therefore, parent written or verbal requests for specific or change of teachers are generally not considered in the classroom assignment process. Sharing information about your child's individual learning needs with your child's assigned teacher along with consistent, open dialogue and working in a partnership creates the best learning environment for children. Parental input is one piece of the multi-faceted process of creating balanced classrooms, it is not the sole factor. Any written input submitted from parents to a staff member other than the teacher regarding a child's learning needs will be shared with the assigned teacher.

Schedules

[District Calendar 2020-2021](#)

School Calendar *(coming soon)*

All scheduled school events as of 7/16/20 will be held virtually unless otherwise communicated to you by the school principal.

Full-Time Distance Learning

Full Time Distance Learning will include daily live engagement between the teacher and students for the purposes of instruction/interaction, progress monitoring and maintaining school connectedness. Live instruction/interaction shall be substantially equivalent to District in-person instruction/interaction in the Hybrid Model which is four hours per day. Full Time Distance Learning will

adhere to the District content aligned grade level standards which provides a substantially equivalent challenge to in-person instruction.

Mode: Students will engage in learning through a blend of synchronous and asynchronous learning.

Synchronous: Students engage in learning with the teacher live at the same time.

Asynchronous: Students engage in learning independently on assigned learning tasks

Time: Length of the school day is per the school bell schedule.

Instructional Minutes:

- Academic instruction: Approximately four hours of daily academic instruction (English language arts, math, science and social studies) in grades TK-5. Teachers will have daily live sessions 3-4 times per day with students in small groups and/or whole class. The exact schedule will be shared with you by your classroom teacher
- Specialist instruction/intervention: Students will have synchronous specials, scheduled by class. PE will occur three times a week and music once a week.

Schedule: The Weekly/Daily Schedule by time is determined by the classroom teacher/grade level by site within district/site guidelines:

- Daily morning community meeting for all students
- Provide students and families a weekly agenda/overview
- New curriculum content
- Curriculum review and practice
- Timely feedback on student work assignments
- Diagnostic assessment
- Small group instruction
- Whole group instruction
- Social Emotional Learning lessons (SEL)
- Daily closing activity/reflection for elementary

Hybrid Model

Mode: Synchronous and Asynchronous learning

Time: 8:00*am-3:15*pm *Possible staggered start and end times TBD to accommodate temperature checks and physical distancing requirements.

Instructional Minutes:

Cohort A: Attends school in person Monday and Tuesday for synchronous instruction 8:00*am-12:00*pm and continues asynchronous instruction with classroom teacher check-ins and/or small group instruction for the remainder of the school week.

Cohort B: Begins the week in distance learning instruction for asynchronous/teacher check-ins and attends school in person Thursday and Friday from 8:00*am-12:00*pm and then continuing the remainder of the school day on Thursday and Friday asynchronously at home with teacher check-ins and/or small group instruction.

Schedule: Weekly/Daily Schedule by time is determined by the classroom teacher/grade level by site within district/site guidelines:

- Daily morning community meeting for all students
- Provide students and families a weekly agenda/overview
- New curriculum content
- Curriculum review and practice
- Timely feedback on student work assignments
- Diagnostic assessment
- Small group instruction
- Whole group instruction
- Social Emotional Learning lessons (SEL)
- Daily closing activity/reflection for elementary

Distance Learning Curriculum, LMS, and Live Instruction

ELA/ELD (English Language Arts/English Language Development):

[Benchmark Universe](#)

Math: [Zearn](#). Zearn is the newly adopted math distance learning curriculum (July 2020).

Science: [Twig](#) Online. Twig is the newly adopted science curriculum (March 2020).

History: adapt [Harcourt](#); add online resources

Learning Management Systems: TK/K/SDC: [Seesaw](#); Grades 1-5: [Google Classroom](#)

Live instruction: Google Meet and/or Zoom

Student Learning Expectations

- Use a consistent space to complete school-work with minimal distractions.
- Be on time.
- Follow the learning schedule and weekly/daily agendas provided by the classroom teacher.
- Bring your best self to learning!
- Plan to make mistakes! The best learning happens when you struggle and persevere.

- Follow a daily routine for completing assignments, PE activity and some time for fun and creativity.
- Submit assignments on time.
- Keep materials organized and in one place for easy access.
- When writing comments on Google Classroom or a chat comment in Google Meet or Zoom, remember to follow comment etiquette and show kindness. (Insert links to GC/Zoom comment/chat etiquette and GM/Zoom behavior/discussion etiquette)
- Read every day! Here are some ideas: Read to self, read to someone else, listen to someone reading. Then, you can write about what you read, perhaps in a diary, journal, or notebook.
- Take time at the end of your day to think about what you are proud of for the day.

Grading Practices

- For the 2020-21 school year, grading practices will return to the traditional grading system used by the district prior to this past March 2020. Elementary school students will be provided with standards-based grades three times a year. Middle school students will be provided with A-F grades, according to the timeline established for their specific middle school.

Parent Support of Student Learning

Set up your child for learning success:



- Hold your child accountable for being on time for synchronous class time.
- Help your child to create a consistent area to complete school-work with minimal distractions, and a singular location for school materials.
- Teach and hold your child accountable to follow the learning schedule and weekly/daily agendas provided by the classroom teacher.
- As difficult as it may be, allow your child to engage in the learning as independently as possible in order to support the growth of independence in their learning, as appropriate for the grade level.
- Allow your child to make mistakes. Rather than give them the answer, ask them a question that requires them to think in a new way or refresh their memory.
- Encourage a daily routine for completing assignments, PE activity and some time for fun and creativity.
- Check your child's classroom assignments for timely submission.
- Check your child's Google Classroom for teacher feedback.
- Communicate with your child's teacher if you have any questions- as soon as you notice any difficulties or areas of strength that your child may have.

- Review with your child appropriate use of technology, comment/chat etiquette and GM/Zoom behavior/discussion etiquette (insert links for each)
- Encourage your child to read every day! Here are some ideas: Read to your child, ask your child to read to you or someone else, have your child listen to someone reading. Then, encourage your child to write about what they read with multiple details, perhaps in a diary, journal, or notebook.
- Take time at the end of your day to ask your child what they learned and are proud of for the day.

Learning Supports



Wellness

Parent support of student wellness focuses on the 3Rs- Routines, Relationships, and Regulation.

Routines

- Create a flexible, manageable routine: Write and post the schedule
- Set clear expectations
- Include choice and options
- Focus on healthy eating and sleeping habits

Relationships

- Schedule time for fun family activities
- Engage in safe, social distancing activities with others
- Teach physical distancing expectations

Regulation

- Practice relaxation
- Praise often, genuinely, and enthusiastically
- Privileges/rewards earned for following routines/expectations

Universal services for wellness support for all students in SMFCSD are grounded in Social-Emotional Learning (SEL) and community building. Students learn to communicate about feelings, develop empathy for others, and learn self-care and regulation strategies in daily class meetings and through direct SEL instruction. Student well-being is monitored through daily check-ins at morning meetings. Morning meetings, afternoon check-outs, and other online social interaction clubs, drop-in groups, or school counselor office hours provide opportunities for students to connect with each other and build relationships and community. Please see the “Counselor Check-in Referral” section for information on how to request a check-in from a school counselor for your child.

Tiers 2 and 3 services for wellness support for students as part of the MTSS (Multi-Tiered System of Supports) Schools have teams that recommend and track

interventions for students who experience academic, behavioral, or emotional challenges that interfere with their education. Services can include telehealth-based individual counseling with school counselors or counseling trainees and non-therapeutic groups to promote social connection for isolated students. Counselors may also hold groups to help desensitize students who are averse to participating in class on camera. If COVID-19 impacts a school community, such as through the potential exposure of a classroom cohort, school counselors and school psychologists will team for supportive crisis response, including checking-in with students with parent permission and being present with the classroom teacher when the class meets virtually for the first time, if needed.

Technology

Access to Technology: The district will work diligently to equip students in need with a chromebook and/or hotspot; communication regarding devices will be sent via the district's technology department.

Technology Support: Please [submit a "help ticket"](#) through the "Tech Support for Families" tile on the district [Technology Resources Page](#)

For video, slide, and document tutorials for Chromebook, Clever, and Google Suite programs:

[Parent/Student Tutorials](#)

[Google Suite](#)

[Clever and Chromebook Guidance](#)

Student Behavior: We remind families that all of the same expectations of student behavior in a classroom applies in a Distance Learning setting. Students should make good decisions in their interactions with their teachers and classmates. Should an incident occur, we will apply all relevant Education Code statutes and follow our normal discipline practices. **Student Gmail:** All students are provided a district-issued gmail for school-related communication. Teachers may periodically access student emails to assist with any email issues or to assist in cleaning out GC stream notification emails. Students are not able or allowed to message anyone that does not have a smfc.k12.ca.us, smfcsd.net, or smfcsd.me account.

Student Gmail Password: Passwords can be changed by parents/guardians or teachers for enhanced security. Parents/Guardians and teachers are able to see the student password, whether the password is district or parent/guardian issued. To change your child's Google Account password, visit the Aeries Parent Portal at: <http://parentportal.smfc.k12.ca.us>. Follow these steps from the Main Menu on the homepage of the parent portal:

Student info -> Student google account -> +Add -> enter a new password

Digital Citizenship: Students will receive instruction in technical and responsible use of technology through guided lessons.

[Common Sense Media Curriculum](#)

Special Education

Students receiving RSP special education services will receive core instruction in the district-adopted core curriculum, and supported per individual students needs with supplemental support curriculum. Students in the district SDC program may utilize alternate curriculum specific to the learning needs of the students.

Services:

- RSP services will be virtual - individual and small group instruction as appropriate
- SDC services will be virtual and opportunities for inclusion will occur virtually; hybrid model: in-person
- Students will receive related services virtually (Speech, OT, APE, PT, EHRMS)
- Students with 1:1 paraeducator/SCIA will receive services virtually or virtually/in-person in the hybrid model
- Behavior Support Team will provide synchronous support

Supplemental Support Curriculum:

- Preschool Learning Foundations
- Spire
- Steps to Advance
- LLI-Leveled Literacy Intervention
- Unique Learning System
- Zearn Math/ Intervention-reviewing materials as additional resource
- Rigor
- Math Nation
- Goalbook
- further support access to the core curriculum, the following Special Education

Related Services will also be provided remotely:

- Speech and Language Therapy
- Augmentative Alternative Communication
- Occupational Therapy
- Physical Therapy
- Adapted Physical Education
- Audiological Services
- Deaf and Hard of Hearing Services
- Behavioral Support Services
- Assistive Technology
- Educationally Related Mental Health Services
- Psychoeducational Assessments

English Language Development



The Essential Practices ensure our ELLs succeed at high levels. They are designed to both guide and hold accountable all SMFCSD educators as we take collective responsibility for the academic, linguistic, and socio-emotional needs of our ELLs.

- Access and Rigor
- Integrated and Designated ELD instruction
- Data Driven Decisions
- Asset-Based Approach
- Whole Child

[ELD Information and Resources](#) for Families

MTSS: Multi-Tiered Systems of Support

PBIS (Positive Behavior Intervention System)

We believe that students need to exhibit positive behavior in order to learn and thrive as students. We use a behavior management system that integrates both Positive Behavior Intervention and Supports (PBIS) and the Responsive Classroom approach.

We believe that students need:

- To be taught the expected behaviors to help them success instead of being punished for not knowing what is expected
- To be challenged in their learning
- To be provided with choice in the classroom



Social Emotional Learning

Elementary School students learn social emotional skills through direct instruction from programs such as [Second Step](#) and through guidance lessons created by school counselors. These skills are also developed through interactions and activities in daily morning meetings and afternoon check-outs. Middle School school students will begin the year with weekly staff-created Social Emotional Learning lessons. As the school year progresses, a curriculum will be adopted as a result of a grant obtained by the San Mateo County Office of Education.



Student Success Teams

Student Success Teams (SSTs) are teams of teachers, site administrators and parents who meet to discuss student development. Each school adheres to the belief that all students can reach their potential. These team meetings take a problem-solving approach and depend on the input of each stakeholder to review the student's strengths and challenges.

Referrals can occur for any student in a general education classroom who is experiencing challenges or concerns with any of the following:

- Academic areas
- Attendance
- Social and/or emotional difficulties impacting the school setting

Parents who are concerned about their child should always contact the classroom teacher first and request a meeting to discuss those concerns. Most issues can be addressed and resolved by communicating with the teacher directly and discussing alternative strategies for the classroom. After an appropriate amount of time (at least 4-6 weeks), if your child has not made sufficient progress, parents should meet again with the teacher to review the interventions and determine next steps, which could include additional interventions like literacy or math support (Response to Instruction) or an SST meeting.

Teachers who have concerns about a child follow the same process--communication with the parent, interventions in the classroom, and a follow-up discussion. If an SST is needed, a letter will be sent to parents with a specific date and time to meet with the team.

Counselor Check-in Referral

Elementary Parent Referral for a School Counselor Check-in:

If you need a check-in for your child, please fill out this [Request for School Counselor Check-In Form](#)

Student Self-Referrals: Middle School

Middle School students can request a check-in from their school counselor through completing a site-specific Google form. Parents may also use this form to request a check-in for their child. This form is monitored by the site school counselors:

[Abbott Student Request for School Counselor Virtual Check-in](#)

[Bayside Student Request for School Counselor Virtual Check-in](#)

[Borel Student Request for School Counselor Virtual Check-in](#)

[Bowditch Student Request for School Counselor Virtual Check-in](#)

Student-counselor contact is confidential with the following exceptions:

1. The event of a medical emergency.
2. If there is evidence to suggest that child, dependent or elder abuse has occurred.

3. When a danger to the public exists.
4. When there is an indication that any of those listed above are likely to harm themselves.

[Crisis Resources Contact Information](#)

Parent/Guardian Education

We recognize that distance learning can be challenging to manage with all of your many other responsibilities. The following link provides support for learning resources used by the staff and students.

[SMFCSD Family Resource Site](#)

The wellbeing of our students and families is a top priority. Parenting is hard enough, but at these times of difficulty, it can be especially hard to be indoors for extended periods of time. In addition, if your family is experiencing economic, medical or other hardships, your stress is multiplied. No matter what your situation, below are some resources we hope you will find helpful.

- [Helping All Ages and Stages through Life's Challenges](#) (SMFCSD and StarVista)
- [Growth Mindset Parenting](#)
- [Supporting Kids During the Coronavirus Crisis](#)
- Parenting: Responding to Bad Behavior [English](#) [Spanish](#)
- [Ideas for How to Self-calm and Stop Yelling](#)
- [How to Get Your Child's Attention without Yelling](#)
- [Empowering Parents Website](#)



Community and Connection

Communication and Contact Information

District Communication: [SMFCSD website](#) and [School Messenger Communications](#) including emails, text and phone message alerts..

School Communication: School Website, school-based distance learning site, School Messenger, Principal letters/Newsletters

Teacher Communication: Google Classroom and email

Social Emotional Learning

[SMFCSD SEL Resources](#)

[Apoyo Para Padres](#)

[TK-5 Online SEL Resources for Parents](#)

[Middle School Online SEL Resources for Parents](#)

Parent Distance Learning Resources

[SMFCSD Family Resource Site](#)

[Parent/Student Tutorials](#) for Chromebook, Google Classroom, other Google Suite programs, and more!



SAN MATEO FOSTER CITY DISTRICT SUPPORT (650) 312-7700

Joan Rosas, Ed.D	Superintendent
Patrick Gaffney	Chief Business Official
Sarah Drinkwater, Ph.D.	Assistant Superintendent, Student Services
David Chambliss	Assistant Superintendent, Education Services
Sue Wieser	Assistant Superintendent, Human Resources
Pamela Bartfield	Director of Curriculum and Instruction (Middle School)
Jose-Noel Cadiz	Director of Facilities, Maintenance Operations and Transportation
Peter Cazanis	Director of Technology
Alma Ellis	Director of Special Education
Alicia Heneghan	Director of Curriculum and Instruction (Elementary School)
Dennis Hills	Director of Human Resources
Andrew Soliz	Director of Child Nutrition
TBD	Director of Fiscal Services

SMFCSD NONDISCRIMINATION POLICY

The San Mateo-Foster City School District does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one or more of these actual or perceived characteristics.

For questions or complaints, please contact:

SMFCSD Equity Officer
Dr. Sarah Drinkwater
Assistant Superintendent of Student
Services
1170 Chess Drive
Foster City, CA 94404
(650) 312-7341
sdrinkwater@smfcsd.net

SMFCSD Title IX Compliance Officer
Lori Fukumoto
Prevention Services Coordinator
1170 Chess Drive
Foster City, CA 94404
(650) 312-7399
lfukumoto.titleix@smfcsd.net