

FAMILY HANDBOOK 2009-2010

KATHERINE DELMAR BURKE SCHOOL
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Founded 1908

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MISSION

The mission of the Katherine Delmar Burke School is to

EDUCATE, ENCOURAGE AND EMPOWER GIRLS

Burke's prepares able, motivated girls for academic challenge, life in community and lifelong love of learning.

Burke's celebrates childhood as the best preparation for adulthood, enabling girls to take risks and become confident in who they are.

Burke's embraces individual and cultural differences, teaching that each girl can make a difference in her world.

The Katherine Delmar Burke School admits students of any race, color, national or ethnic origin to all rights and privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin or sexual orientation in administration of its educational policies, scholarship, athletic, or any other programs.

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PREFACE

THE HANDBOOK

The *Family Handbook* frames the basic expectations of and for the girls enrolled in the Katherine Delmar Burke School and their families. It is a living document, revised annually and amended in response to community need. It is designed to help us create a climate in which we can learn and grow together. The *Handbook* is designed to be a resource that families will use throughout their years at Burke's. It will be augmented by other publications and communications throughout the school year.

The policies and procedures described in the *Family Handbook* are written in the spirit of providing the most favorable climate for student growth and education. It is also intended to create clarity in the partnership between Burke's and its school families that supports Burke's students. Burke's holds as essential that the partnership between parent or guardian and school is founded on mutual respect, good will, and productive dialogue.

THE SCHOOL ROSTER

THE SCHOOL ROSTER IS PREPARED SOLELY FOR THE USE OF BURKE'S FAMILIES AND STAFF. UNDER NO CONDITION SHOULD IT BE GIVEN TO ANYONE OUTSIDE THE IMMEDIATE SCHOOL COMMUNITY OR TO ANY ORGANIZATION.

Most parents do not wish their names, addresses, or telephone numbers (some of which are unlisted) to be released, especially when solicitation might result. Should it be appropriate for us to enable another school or organization to do a bulk mailing to our families, we will receive the mailing and take care of the distribution ourselves.

E-MAIL ADDRESSES AND OTHER ROSTER INFORMATION MAY NOT BE USED FOR SOLICITATION OR ANY OTHER NON-SCHOOL PURPOSES. Letting other school families know of interesting events and opportunities can be accomplished through *Tuesday Notes*. (See *Communication*, page 12.)

USE OF THE SCHOOL NAME

It is the policy of the Board of Trustees that the name of the school, or any abbreviation (such as KDBS, Burke's School, etc.), cannot be used by any company or private person (for example, on an invitation) unless such use is related to an officially sponsored event or project approved by the Head of School with the copy approved by the school administration.

September 2008

II. POLICIES AND EXPECTATIONS

ALPHA SMARTS, WRITERS, AND RECORDERS

Families of students who use school-owned Alpha Smarts, Writers, and Recorders off campus will be responsible for replacing the item if lost, stolen or damaged beyond repair.

CELL PHONES, LAPTOPS, PAGERS AND OTHER ELECTRONIC DEVICES

- Cell phones, pagers and personal electronic devices such as iPods or MP3 players may NEVER be used by students during school hours and are not allowed on field trips unless students are told otherwise by a teacher or Division Director.
- Upper School students using cell phones after dismissal may do so only in the Upper School courtyard.
- ADULTS MAY USE CELL PHONES ONLY AT THE BABCOCK PAVILION OR IN PRIVATE ADMINISTRATIVE OFFICES.
- Students may bring LAPTOPS to school only with express permission from the Division Director in consultation with the learning specialist.

CLASS SECTIONS

Burke's class sections are always balanced with respect to as many variables as we can accommodate. Children can expect to be with different groupings each year at Burke's. Upper School students are sectioned into grade level advising groups of 10 to 12 students with an advisor.

REQUESTING A TEACHER

WE ASK FAMILIES TO REFRAIN FROM REQUESTING A SPECIFIC TEACHER. The school arranges class sections according to the advice of teachers who know the children, how they interact, and what their specific instructional needs will be. We work to create class sections that are positive learning environments for all the children therein.

Families are advised to keep Division Directors notified during the school year of concerns that might have ramifications for the subsequent year's sectioning. Section lists for each academic year are sent to school families in August.

COMMUNICATION

The school asks all families to pay special attention to *Tuesday Notes*, our website, school publications, letters, and other forms of communication. At the fall Curriculum Evenings, teachers will tell parents and guardians whether e-mail or voice mail is the best way to reach them during school hours. Likewise, parents are asked to let teachers know how they can best be reached during the day.

Communication (continued)

COMMUNICATION *(continued)*

E-MAIL

All campus employees have individual e-mail accounts provided on the campus network. E-mail systems are maintained by the school in order to facilitate school business; therefore all messages sent, received, composed or stored on these systems are school property. School employees are asked to respond to e-mail messages within 48 hours during the work week.

The school maintains family e-mail lists for school purposes only. Those lists may be used by the school for important reminders and notices and are used to send the *Tuesday Notes* link on a weekly basis. Parents and guardians may not use the roster e-mail addresses for soliciting or any other non-school purpose. Any questions about family-to-family e-mail communication should be addressed to the Assistant to the Head of School (Cathy Tritschler-Hall).

PARENT AND GUARDIAN LETTERS AND FLYERS

ANY NOTE, LETTER, NEWSLETTER, OR FLYER SENT BY A PARENT, GUARDIAN OR PARENT GROUP IN THE NAME OF THE SCHOOL MUST BE CLEARED IN ADVANCE BY THE DIVISION DIRECTOR, ASSISTANT HEAD OF SCHOOL, OR HEAD OF SCHOOL so that all parties are aware of the content and that events and policies are consistent and coordinated. The Receptionist must be notified about this type of communication as well.

TELEPHONE MESSAGES FOR FACULTY

Those leaving messages for faculty during class hours are asked to call 415-751-0187 to get directly into the voice-mail system. **FACULTY CAN RARELY BE REACHED DURING CLASS HOURS, BUT WILL CHECK VOICE MESSAGES DAILY ON A SCHEDULE INDICATED IN EACH TEACHER'S OUTGOING MESSAGE.** Voice-mail messages are generally returned within 24 hours during a work week. (A list of school employees including their voice-mail numbers and e-mail addresses is available on the school website at www.kdbs.org.)

We ask that families refrain from calling teachers or administrators at home unless it is an emergency or they have been asked to do so.

TELEPHONE MESSAGES AND DELIVERIES FOR STUDENTS

Parents and guardians are asked to leave messages for children only in the case of a genuine emergency.

In cases of genuine emergency (e.g. illness or accident), we will do our best to deliver messages immediately. **ONLY** in an emergency can we interrupt school activities to contact a child. Similarly, **ONLY** in an emergency should a student ask to use the school telephone.

Any item brought to school for a student during the day is to be delivered to the reception desk (not the classroom). It is the student's responsibility to pick it up there.

Communication (continued)

COMMUNICATION *(continued)*

TUESDAY NOTES

Tuesday Notes is used to communicate with families about school life and events, to highlight current topics of interest and to explain school policies and points of view. While it cannot cover all of the worthwhile activities available in the community, it does provide a source of current information on calendar and special school concerns.

Tuesday Notes is distributed electronically, the url and list of content e-mailed to all school families each Tuesday. Monthly school calendars and food service menus are available on the school's website. The monthly food service menu is also included on the website.

The school is often asked to publicize various events or organizations. Our policy is to give publicity only for activities at schools that do the same for us. In all other cases, we require that an ad be taken at a cost of \$25 for ads of three or four short sentences. A full-page electronic advertisement can be attached for \$60. All advertisements must be approved by the Assistant to the Head of School and provided as a pdf by the advertiser. *Tuesday Notes* is not to be used for political purposes or to solicit donations for other organizations. The school reserves the right to reject inclusion of any advertisement.

ANY ITEMS TO BE INCLUDED IN *TUESDAY NOTES* MUST BE GIVEN TO THE ASSISTANT TO THE HEAD OF SCHOOL IN ELECTRONIC FORM BY THE WEDNESDAY NOON PRECEDING THE TUESDAY OF PUBLICATION.

PUBLICITY FOR GRADE-LEVEL EVENTS THAT PARENTS AND GUARDIANS WISH TO ATTACH TO *TUESDAY NOTES* MUST BE CLEARED WITH THE APPROPRIATE DIVISION DIRECTOR.

WEBSITE

General school information -- including history, admissions, alumnae forums, monthly calendar, class pages and school events, *Tuesday Notes* – is available on the school's website at <www.kdbs.org>. Some of the pages are password-protected. School families can obtain the password from the school receptionist.

CONDITIONS OF ENROLLMENT

The success of each student at Burke's is equally dependent upon the match between the student's needs and the school's program and family support for school policies and community expectations. Readily identifiable expectations include attendance, prompt arrival with adequate preparation for the work of the day, and participation in the community life of the school. Intangibles such as working productively in partnership in the student's best interest also play an essential role.

As a condition of student enrollment, Burke's families are expected to be active participants in the education of their daughters and to work hand-in-hand with Burke's professionals consistent with and supporting the overall school policies and expectations.

STUDENT CONDUCT

The school works in partnership with its families. Families and school share responsibility for helping students learn how to behave individually and in communities. In addition, the school holds the responsibility for creating a positive school climate in which respect for self and community helps us all be equally free to grow, to learn, and to develop as individuals.

- At Burke's, we emphasize the importance of respecting differences. We recognize that our personal characteristics as well as racial, ethnic, and religious origins enrich our entire community. In light of this, we hold some basic expectations for students' behavior.
- Deliberate unkindness has no place at Burke's or anywhere else. Insulting, intimidating, belittling, or humiliating another cannot be excused. Unintended unkindness is hurtful too, and students need to be held accountable for such behavior. Physical violence is not acceptable at school.
- The school strives to maintain a climate of honesty and trust. Honesty in all matters is assumed. Integrity is everyone's responsibility. We expect students to be truthful in all circumstances and to understand the importance of truthfulness. Teachers are expected to create a learning environment that discourages cheating. We teach that ethics are not situational and that all forms of dishonesty are serious and warrant immediate attention.
- The school reserves the right to suspend or dismiss a student for any behavior detrimental to the interests of other children and the school, as well as for cheating, plagiarism, unexcused absence from campus, theft, and any illegal act, such as possession of drugs or alcohol at school. Failure to observe school rules over a period of time or a single major offense will always be brought to the family's attention and may be considered to warrant severe consequences, including suspension or expulsion.

Learning to act with the welfare of all classmates in mind, not just one's friends, is one of the most important things students can learn in school. Children need guidelines from parents, guardians, teachers, and other adults about maintaining clear boundaries for behavior and treatment of others. Learning values, at home and at school, is a normal part of a child's social development. Behavior that endangers another student or is a distraction to the learning environment is unacceptable throughout our school community.

Further, the school is concerned with and will respond to any behavior, on or off campus, that reflects negatively on the school.

Conditions of Enrollment (continued)

CONDITIONS OF ENROLLMENT *(continued)*

In the Upper School, ‘notices’ are used to notify the Division Director and advisors of a student’s lateness to class, lack of preparation, rudeness or disobedience, gum-chewing, being out of uniform, or other behavior that shows disrespect for school rules or the school community and its members. Students receiving two notices will discuss their behavior with the Division Director, and families will be notified. Students receiving three notices will be assigned to an after-school detention period to be held on Thursday afternoons, and their families will again be notified.

“Noticeable” behavior that continues beyond a 2nd detention will result in a student-parent or guardian conference with the Upper School Division Director, and, if it persists, in suspension.

BULLYING & UNKIND BEHAVIOR

At Burke’s, we recognize that in the normal course of development, children need adult help to learn how to negotiate their social relationships. The school’s ultimate goal is to help students gain facility and confidence in their abilities to deal with conflict. We want them to be aware of social circumstances and clear about their limits in order to tell the difference between tensions that they can deal with themselves and those that call for adult intervention, and to grow in the capacity to take responsibility for their own actions.

Any behavior that constitutes bullying or unkindness — whether observed or recounted — receives adult intervention. The exact course of action is based on the specific circumstances involved and the students’ responses. In each instance, the school considers the individuals involved as well as the significance of the behavior and lessons to be learned for the group.

Among the possibilities for intervention and consequences are these:

- Teacher discussion with the specific student(s) involved about the behavior or incident.
- Student-to-student discussions with adult facilitation.
- Small group discussions with those students directly involved, often including other resources such as the School Counselor and Division Director.
- Classroom discussions in forums such as class meetings. These discussions may include the Division Director and school counselor.
- Classroom accommodations such as changing seats, recomposing instructional groups, and time away from the group.
- Upper School notices, leading to detention.
- Conversations with families of an individual child.
- Joint meetings with the families of the students directly involved. These meetings may include the teacher(s), School Counselor, Division Director and, sometimes, the Head of School.
- Class and/or grade level meeting(s) of parents and guardians.
- In extreme circumstances, a student may be suspended for a period of time or dismissed

Parents and guardians are an important component of our strategies. For example, in instances of bullying or unacceptable peer-to-peer behavior, we see a good deal of what is happening at school, but it is always possible that something that families unearth at

Conditions of Enrollment (continued)

CONDITIONS OF ENROLLMENT *(continued)*

home was hidden at school. Further, the most effective intervention is that supported and coordinated at home and at school. Communication and teamwork are essential in order to help us all work effectively with our daughters and students.

It is critically important to follow constructive steps in instances of suspected bullying:

- Check the facts, including calling the school.
- Avoid spreading damaging rumors and innuendoes.
- Report questions and concerns to the school promptly.
- Work with the school and related parties to make a plan that serves the best interest of all the children involved.

CONDITIONAL USE PERMIT AND NEIGHBORHOOD AGREEMENT

Throughout its residence on California Street, Burke's has worked to maintain cooperative relationships with its neighbors.

Local ordinances and the school's Conditional Use Permit do not allow double parking on 32nd Avenue.

All drivers on campus, on California Street, and on neighborhood streets must be certain that their cars are not blocking driveways or general street access.

THE SCHOOL IS LEGALLY BOUND TO USE ITS BEST EFFORTS TO PREVENT EMPLOYEES, AND VISITORS (INCLUDING PARENTS AND GUARDIANS) FROM PARKING ON 32ND AVENUE BETWEEN CALIFORNIA STREET AND EL CAMINO DEL MAR. This agreement is in effect throughout the school year and during the summer months.

THE ONLY ENTRANCE TO THE SCHOOL IS AT 7070 CALIFORNIA STREET. Any other school entrance may be used only with school permission for delivery or in an emergency situation.

CLIMBING OVER THE FENCE ON 32ND AVENUE IS STRICTLY PROHIBITED.

INTERNET ACCESS

The Internet is an integral part of our educational program. It helps us to facilitate better information retrieval, communication and innovation. Through the Internet, Burke's students and teachers have easy access to

- E-mail.
- Information and news from a variety of sources.
- Public domain and shareware software.
- Discussion groups on a wide variety of topics.
- Library catalogs.

In a school setting, it is essential to identify the principles and responsibilities that guide meaningful Internet access. With the unlimited information and communication potential of the Internet come certain risks, namely easy connection to people and materials not deemed to be in the best interest of our students.

Internet Access (continued)

INTERNET ACCESS *(continued)*

Burke's chooses not to install filtering devices because the school believes that the benefits of teaching students to be responsible and critical users of the Internet far outweigh the risks. It is important for families to recognize that their children may come into possession of inappropriate material via the Internet, that the risks of Internet use exist at home as well as at school, and that these risks can be minimized by responsible use.

The school counts on its families to support and extend student understanding of and adherence to responsible, safe, and meaningful use of the Internet. The school does not guarantee privacy of students using school computers; e-mail and patterns of Internet use can be read by those operating the system.

Burke's underscores its commitment to upholding the principles of safe and equal access to the Internet to further sound educational goals. The school confirms its commitment to responsible use by asking that every student and her family read the following Student Responsible Use Policy that outlines guidelines and expectations for student use of the Internet at school.

As students in grades 3-8 access the Internet more independently than students in grades K-2, **EACH STUDENT IN GRADES 3-8 WILL BE ALLOWED INTERNET ACCESS AT SCHOOL ONLY AFTER THE STUDENT AND HER PARENT(S) OR GUARDIAN(S) HAVE READ, DISCUSSED, AND SIGNED AND RETURNED TO SCHOOL THE STUDENT RESPONSIBLE USE POLICY (OR TECHNOLOGY PLEDGE FOR LOWER SCHOOL)** – a copy of which is included for 3rd – 8th grades in the school's summer mailing.

STUDENT RESPONSIBLE USE POLICY

While at school, whether on the school's computers or on their own computers, students are expected to

- Use the Internet for school-related work only. (Accessing discussion groups or personal e-mail or downloading inappropriate material is prohibited.)
- Be courteous and respectful. (Rudeness or use of the Internet to degrade others is prohibited.)
- Use appropriate language. (Swearing or using offensive words is prohibited.)
- Maintain their own privacy and that of others. (Students may not give out their names, addresses, phone numbers, pictures or school information on the Internet, nor may they give out any of this information about anyone else.)
- Be themselves. (They may neither pretend to be somebody else nor act anonymously.)
- Be careful. (Refuse to meet in person someone they have met on-line.)
- Tell a parent, guardian or teacher about anything on the Internet that makes them feel uncomfortable. (Get help from an adult when necessary.)
- Share the network. (Neither use more time than needed on-line nor do anything to disrupt the work of others.)

Burke's expects students to discuss these rules with their families and to understand that these rules are important for their own safety and the safety of others and that they promote courtesy and sharing. Internet access is a privilege and students can lose that privilege should they break these rules.

Internet Access (continued)

INTERNET ACCESS *(continued)*

When using the Internet outside of school in ways that may impact the school community, students are expected to demonstrate the same courtesy and respect towards members of the community that they are expected to show at school. The school reserves the right to take disciplinary action in cases where out-of-school Internet use has an impact on the school community or learning environment.

PARENT/GUARDIAN RESPONSIBILITY FOR STUDENT ACCESS TO INTERNET

Parents and guardians are expected to have carefully read and understood the Student Responsible Use Policy and to support the understanding that student access to the Internet is intended for educational purposes and that any violation of the Student Responsible Use Policy will be dealt with as a major offense. Such offenses are brought to the attention of the parent(s) or guardian(s) and may be considered to warrant severe consequences, including suspension or expulsion. (See *Conditions of Enrollment, 2009-2010 Family Handbook*, pages 13-15.)

PARTIES & HOLIDAY CELEBRATIONS

BIRTHDAY AND OTHER PARTIES

It is critically important that each girl feel welcomed and accepted at Burke's. A social snub, perceived or real, disrupts that comfort and makes it difficult for a child to participate in school life. Thus, we rely upon families to observe the following guidelines and to ask children to refrain from discussing invitations and parties unless an entire class is invited.

TO AVOID UNNECESSARILY HURT FEELINGS AND CONFUSION OVER CAR POOLS AND EXTENDED CARE ARRANGEMENTS, THE SCHOOL POLICY IS THAT:

- **AN ENTIRE CLASS, HOMEROOM, OR ADVISORY GROUP OR FEWER THAN HALF OF THE SAME BE INVITED TO ANY PARTY/SPECIAL OUT-OF-SCHOOL EVENT.**
- **INVITATIONS NEVER BE HANDED OUT AT SCHOOL.**
- **GIFTS AND/OR PARTY CLOTHES NOT BE SENT TO SCHOOL.**
- **STUDENTS NOT BE PICKED UP AT SCHOOL FOR PARTIES.**
- **PARTIES MUST BE HELD ON WEEKENDS WHENEVER POSSIBLE.**

To celebrate birthdays, families may send birthday cupcakes, muffins, or the like (not cakes or foods that require cutting or other preparation) to school for the girls to share with the whole class at recess. We encourage parents to consider sugar and fat content in making choices. We also encourage parents and guardians to check in with classroom teachers to be sure that they are taking any food allergies into consideration.

HALLOWEEN PARADE/COSTUMES: GUIDELINES

The Halloween parade is a special event at Burke's with interested students and faculty welcome to dress in costume for the first part of the morning. Because we want all community members to have a good experience unmarred by unintended disrespect, we ask parents, guardians and students to avoid cultural and ethnic stereotypes when they plan their costumes.

Parties & Holiday Celebrations (continued)

PARTIES & HOLIDAY CELEBRATIONS: *(continued)*

LOWER SCHOOL STUDENTS are invited to wear their Halloween costumes to school on Halloween. We ask that the girls bring their full uniform in a bag so that they can change after our morning parade. Please do not have your daughter wear face paint or hair dye because it is difficult and time consuming to remove. There is no change in the morning drop-off routine.

UPPER SCHOOL STUDENTS are also invited to wear costumes to school on Halloween. Upper School girls who do not wish to wear a costume are welcome to wear free dress for the day. Girls wearing costumes will change into free dress after the whole school Halloween Parade and the Upper School Costume Contest. At that time, classes will resume as usual. There is no change in the morning drop-off routine.

HOLIDAY CELEBRATIONS

Class and advisory celebrations may only take place through faculty planning. Students may not organize such gift-giving plans as 'Secret Santa' and execute them on campus.

STUDENT FUNDRAISING

At Burke's, student participation in school-sanctioned fundraising activities is encouraged. Normally, our emphasis is on doing service rather than contributing money for special causes. Fundraising for outside organizations is prohibited unless it is part of a school-organized effort by grade or one sponsored by a school organization such as Youth Voice for Community Service.

Thus, students who are interested in external fundraising opportunities should give the relevant information to their classroom teachers, advisor, Division Director, or Youth Voice for consideration in our annual calendar of fundraising efforts.

In Upper School, the 8th grade holds 5 bake sales per year (one per advisory to raise money for their class gift, and one as a whole class to raise money a particular cause, such as a natural disaster). Fifth, 6th and 7th grades may each hold one bake sale in support of a cause chosen by the whole class. Youth Voice may also hold two bake sales per year. Decisions about causes to be supported by bake sales will be made in keeping with our community service goals of serving the wider community and with consideration given to other projects already in place.

Because of our policy that students not be expected to bring money to school, students may not bring candy or other items to sell to their peers at school.

STUDENT TRAVEL: TRAFFIC COMPLIANCE AGREEMENT

Because of the importance of student safety when traveling to and from school and our responsibility to adhere to our neighborhood agreements and be respectful of our neighbors' concerns, we require all parents, guardians, designated adults (including babysitters) who come to and from Burke's to comply with our drop-off, pick-up, and traffic regulations as stated below.

Student Travel: Traffic Compliance Agreement (continued)

STUDENT TRAVEL: TRAFFIC COMPLIANCE AGREEMENT *(continued)*

BURKE'S PARENTS AND GUARDIANS ARE REQUIRED TO READ AND SIGN THE TRAFFIC COMPLIANCE AGREEMENT that concludes this section no later than September 1 each year.

The policies, procedures and expectations in this document are mailed to school families in August and included in the *2009-2010 Family Handbook*, pages 18-22 to be readily available for review during the school year.

DROP-OFF/PICK-UP

TO PROVIDE FOR STUDENT SAFETY AND A SMOOTH AND QUICK DROP-OFF AND PICK-UP that allows cars to move smoothly through the process and protect students walking on and off campus, we require all school families to comply with the procedures below.

- Students crossing any street must use the crosswalks!
- Students should walk onto campus using the walkway at the west school driveway.

DROP-OFF

- Drivers are to Drop-off students at the assisted drop-off zones in the cul-de-sac on California St. and may make U-turns **ONLY** at the Lincoln Park steps.
- Between 7:50 a.m. and 8:30 a.m., students will be assisted from the cars by helpers - an Upper School student, a parent, or a member of the faculty or staff. Please be aware that the heaviest traffic time is between 8:00 and 8:15 and plan accordingly.
- Drivers waiting to enter the cul-de-sac must not block the crosswalk or intersection of 32nd Avenue and California Street.
- For the safety of the students, drivers must refrain from using cell phones while in the cul-de-sac.

Drivers are expected to prepare to unload as quickly as possible by having backpacks on student laps or on the car seat or floor (not in the trunk) and saying good-byes before crossing 32nd Ave.

Drivers with children who need extra help or those needing to help children with large items must park and enter Burke's on foot. Please be sure to allow at least 15 minutes to find legal parking and walk to campus.

- As double-parking on all City of San Francisco streets is illegal, even while waiting in your car, we expect drivers to find a legal parking place or circle the block if they arrive before the students are ready to be picked up. This holds true for the cul-de-sac north of California St. at 31st Ave. as well as for Marvel Court.
- We expect school families to be respectful of the expectations of neighborhood businesses and to comply with their parking restrictions.

Faculty, parents, and administrators who assist at drop-off will not be available for discussions. Drivers who wish to arrange for a discussion should call the school and leave a message for the teacher or administrator.

Student Travel: Traffic Compliance Agreement (continued)

STUDENT TRAVEL: TRAFFIC COMPLIANCE AGREEMENT *(continued)*

PICK-UP

Students may be dismissed directly to their parents, guardians, or designated driver or they may be given permission to go home alone.

- **All cars in our pick-up lines are required to display clearly the family placard provided by the school.** Drivers of cars without a placard will have to find a legal parking place off campus and walk to the school steps to pick up students.
- Drivers more than 10 minutes Late for Pick-up are expected to find a legal parking spot and walk onto campus to get the student from Extended Care or Study Hall.
- Any student not picked up within 10 minutes of her normal dismissal time will be sent to Extended Care or Study Hall. (See *Extended Care & After School Study Hall* below.)
- **No cars are allowed on campus from 3:30 p.m. to 5:00 p.m., Monday – Friday** because of students using the school field for afternoon athletic practices and competitions.
- **Adults who arrive between 3:30 p.m. and 5:00 p.m. will need to find a legal parking place off campus and walk up the school driveway to pick up students.** If an athletic event is still in progress at 5:00 p.m., cars will be kept off campus until the event has concluded.
- DRIVERS MAY NOT DOUBLE-PARK IN THE CUL-DE-SAC OR ON NEIGHBORHOOD STREETS OR BLOCK THE SCHOOL DRIVEWAY WHILE WAITING FOR THE CAMPUS GATES TO OPEN.
- UNSUPERVISED STUDENTS MAY NOT WAIT TO BE PICKED UP AT THE BOTTOM OF THE DRIVEWAY OR ANYWHERE OFF CAMPUS WITHIN A FIVE-BLOCK RADIUS OF THE SCHOOL.
- All transportation changes should be made and communicated to children **BEFORE** they leave for school and Lower School teachers notified in writing.
- Unexpected or emergency changes in plans must be given to the **school no later than 11:30 a.m.**

Drivers picking up students for appointments or students who become ill during regular school hours must come to the reception desk and await their children. Students will NOT be allowed to wait to be picked up anywhere off campus during regular school hours.

K-2ND GRADE STUDENTS ARE PICKED UP AT THE CAMPUS STEPS

- Adults picking up students in K-2nd grades drive onto campus to pick up students at dismissal times but not before.
- ONCE DISMISSAL HAS BEGUN, DRIVERS ARRIVING BEFORE THE STUDENTS THEY ARE PICKING UP WILL BE REQUIRED TO CIRCLE to avoid blocking cars picking up the class CURRENTLY being dismissed.
- While waiting for students, drivers are required to stay at their cars so that they can keep the circle of cars moving smoothly.

UNLESS ACTIVELY GETTING A STUDENT INTO THE CAR AT THE SCHOOL STEPS, DRIVERS MUST WAIT BEFORE THE STRIPED CROSSWALK AS THE FIRE DEPARTMENT REQUIRES US TO KEEP THE PORTION OF THE DRIVEWAY DIRECTLY IN FRONT OF THE SCHOOL STEPS CLEAR OF CARS AT ALL TIMES.

Student Travel: Traffic Compliance Agreement: Pick-Up (continued)

STUDENT TRAVEL: TRAFFIC COMPLIANCE AGREEMENT: PICK-UP *(continued)*

3RD – 8TH GRADE STUDENTS ARE PICKED UP AT THE LINCOLN PARK STEPS SAFETY ZONE

- We urge drivers to arrive on time but not before!
- Drivers who arrive before the students they are picking up are required to circle the block or pull into a LEGAL parking place while they wait.
- Drivers are permitted to stop in the cul-de-sac ONLY when their students have arrived at the western Safety Zone and are available for pick-up.
- U-turns are prohibited on California between 32nd Avenue and the Lincoln Park steps.

We expect all drivers to cooperate with the faculty and staff who supervise dismissal and to avoid delaying the dismissal process through failure to stay in their cars or refusal to circle when their passengers are not ready to be picked up.

EXTENDED CARE & AFTER SCHOOL STUDY HALL PICK-UP IS AT RECEPTION

- Before 5 p.m., drivers must park LEGALLY off campus and walk to Reception.
- After 5 p.m. drivers may drive on campus and park in one of the two parking spaces available.

Please depart as soon as possible to avoid blocking other vehicles.

THE FIRE DEPARTMENT REQUIRES US TO KEEP THE PORTION OF THE DRIVEWAY DIRECTLY IN FRONT OF THE SCHOOL STEPS CLEAR OF CARS AT ALL TIMES.

For AFTER-SCHOOL STUDY HALL:

- Adults who pick up students from must come to reception to sign the student out.
- Students who walk, bike or take the bus home are required to have a signed permission note on file and are not permitted to wait for drivers within a five-block radius of the school. Upon departure, these students are required to sign themselves out at the reception desk.

AFTER-SCHOOL SPORTS

Upper School students who are picked up at the close of after-school sports will wait to be picked up in After-School Study Hall until their parents or guardians arrive. If practices or games end at 5:45 p.m. or later, students will stay with their coach at the reception area until they are picked up.

Student Travel: Traffic Compliance Agreement (continued)

III. ACADEMIC & SPECIAL PROGRAMS

AFTER-SCHOOL AND OTHER AUXILIARY PROGRAMS

AFTER-SCHOOL ENRICHMENT PROGRAM (ASEP)

Enrichment classes are offered in semester sessions. These classes may include such offerings as karate, drama, ceramics, dance and introductory language. They require separate enrollment and fees. Details and registration forms are available on the school website before each semester begins.

EXTENDED CARE/AFTER-SCHOOL STUDY HALL

Extended Care is available to all of Burke's students between dismissal and 6 p.m. for an extra fee and with flexibility for pick-up time. There is no Extended Care for Kindergarten during the first week of school and no Extended Care K-8 on Pansy Day, the last day of school

Families fill out a registration form and purchase "blocks" of Extended Care time from the Business Office. Students may be enrolled for set days or may 'drop in' for individual days. For drop-ins and any change in plans, families must notify the school receptionist of their daughter's plans, preferably in writing and **before 11:30 a.m.**

Extended Care begins at dismissal time. Students may be picked up at any time, but no later than 6:00 p.m. The program for students in Kindergarten through 4th grade consists of supervised indoor and outdoor play. Upper School students attend After-School Study Hall.

On **LOWER SCHOOL EARLY DISMISSAL DAYS**, K- 4th grade Extended Care is offered when there is a minimum enrollment of five students.

K- 4th grade Early Dismissal Extended Care sign-up sheets are distributed with *Tuesday Notes* at least two weeks prior to the early dismissal day.

On **UPPER SCHOOL EARLY DISMISSAL DAYS After-School Study Hall** for 5th – 8th grades is not available.

SUMMER CAMP

Burke's normally runs Summer Camp programs during the months of June and July. Program content changes from year to year. The camp normally includes group activities for younger students and special programs and/or academics for the older students.

Further information can be obtained from the school office and is available on the school website each spring.

GRADUATION REQUIREMENTS AND SUMMER STUDY

Burke's students in grades five - eight are required to take full-year courses in Humanities (English and History), Mathematics, Science, and Foreign Language or Study Skills, in addition to Physical Education and a combination of required and elective Arts classes. Summer work may be required to attain a minimum level of mastery of the material.

In the case of foreign language, a student who has shown by the conclusion of the 7th grade year that she is unable to maintain satisfactory progress even with extra support will be required to take Study Skills instead. (See *Foreign Languages* - Appendix.)

Eighth grade students must maintain a grade no lower than a D in each of their courses in order to receive a diploma. A student who fails a course in the first or second trimester will need to do additional work to bring her grade up to a D. A student who fails a course in the third trimester of 8th grade will not receive a diploma. In the case of incomplete work at the end of the 8th grade year, a student's diploma may be withheld until she completes the work in question.

HIGH SCHOOL ADMISSIONS

Under the guidance of the school's High School Counselor, Lisa Spengler, families and students work closely with the school on the transition from Burke's 8th grade into high school.

An overview of the high school application process is explained at the 7th grade family meeting in the spring. In the spring of the 7th grade year, students and their parents or guardians meet with the High School Counselor and, on occasion, the Director of Upper School to receive more detailed information about the application process. They then begin family consultations with the High School Counselor to discuss possible matches between each student and Bay Area and national high schools.

Students take a practice SSAT at school in the spring of the 7th grade and then take the SSAT at school in November of 8th grade.

During the 8th grade year, students and their families visit schools, refine their application lists, and make application to appropriate high schools. The school prepares transcripts and the requisite letters of recommendation. School personnel also maintain close relationships with high school admissions offices in order to advise families and students more effectively about elements of the match between student needs/talents and high school opportunities.

In March, high schools mail their decision letters. Students and their families decide which offer to accept and begin working with that high school on academic subject placement.

HOMEWORK

The primary purposes of homework are to develop a child's sense of responsibility and pride in individual effort and to provide practice in independent application of skills learned in the classroom. The family's role is to provide a quiet place and adequate time for study. This may include scheduling family events so as to avoid conflict with students' school responsibilities. Adult assistance should be limited to occasional help with specific items of difficulty, unless the school and family have developed a different strategy together. (See *Learning Services*, following.) If an assignment proves too difficult or time consuming, the teacher needs to know this in order to make appropriate instructional

Homework (continued)

HOMEWORK *(continued)*

plans and modifications. When adults do part of the homework, difficulties are disguised, the teaching process is subverted, and the child's self-esteem is lowered. Inappropriate adult assistance can actually deprive the child of the learning experience that homework is intended to provide.

Homework will be rare in grades K-1. While it is not a very useful teaching tool at these levels, it can provide occasional opportunities for children to demonstrate some skills they have just mastered or to explore an area of interest.

Homework should normally take

30 minutes in 2nd Grade 45 minutes in 3rd Grade
60 minutes in 4th Grade 60 to 90 minutes in 5th & 6th Grades
2 hours in 7th & 8th Grades

Homework assigned on a given weekend including 3-day weekends, should not exceed daily homework in quantity.

If, over a period of several days, a student seems to be spending far more or far less time than this, please contact her teacher, advisor or Division Director. With the exception of the occasional special project or assignment, we do not encourage a student to spend more time than indicated above doing homework. Free time is particularly important in young lives that tend to be so scheduled.

Students are expected to notify teachers when they are unable to meet deadlines for assignments. The length of time given to complete an overdue assignment not connected to illness will be determined by the teacher, working with the student. If the new due date has passed and the homework has not been completed, a permanent zero will be recorded for that assignment.

Teachers will maintain communication with parents and guardians about chronically late work or unsatisfactory work, while also working with students to develop self-directed organization and academic independence.

Homework will not ordinarily be assigned during vacation periods. Occasionally upper school students will have long-term assignments that extend over vacations, but no assignment will be due on the day ending a vacation period. Days during which a significant number of students will be unable to do homework because of religious holidays or other events will be identified and designated 'no homework days.'

LIBRARY GUIDELINES

Burke's Library is open

Monday, Tuesday, Thursday 8:00 a.m. – 4:00 p.m.

Wednesday, Friday 8:00 a.m. – 3:00 p.m.

(Occasionally, the Library closes earlier due to faculty meetings.)

- LOWER SCHOOL STUDENTS may use the Library after school with their families, or if in EXTENDED CARE, may come with permission to the Library to do homework.
- UPPER SCHOOL students may use the Library independently after school when the Library is open, normally until 4:00 p.m. on Monday, Tuesday and Thursday.
- FAMILIES may use the Library before and after school or by appointment. (Classes are often scheduled during the school day.)
- Students' parents and guardians have borrowing privileges. (Borrowing cards are on file for them in the Library.)

Library Guidelines (continued)

LIBRARY GUIDELINES *(continued)*

CIRCULATION

Lower School students may have up to 4 books out at a time.

Kindergartners may borrow one book during the scheduled library time.

1st through 4th graders may borrow up to two books during each library class period. A book is due 3 weeks from the borrowing date, but it may be returned any time before that date.

Upper School students may have up to 6 books out at a time.

Books are checked out to parents and guardians for 30 days, and to teachers for 60 days. Overdue notices come out four times a year.

The Library publishes summer hours during which students and families may continue to use the school's library services.

OUTDOOR EDUCATION TRIPS

Outdoor education trips are considered part of the academic program. Participation is expected of all students.

Students unable to go on trips for medical reasons will be excused after prior notification to the Division Director. Other absences are excused only at the discretion of the Division Director and may be accompanied by alternative academic requirements.

PARENT/GUARDIAN CONFERENCES

Conferences are a vital link between home and school, and therefore, we expect all families to familiarize themselves with our annual cycle of conferences. Lower School parent/guardian conferences are required. Upper School conferences are optional unless requested by the school.

Specific days are set aside each year for conferences. Unless there are specific arrangements made between the parents/guardians and the school, we expect conferences to take place on these days. A conference that involves a team of teachers or outside specialists, for example, might require additional time and be scheduled on a day other than the regular parent/guardian conference day.

While we are happy to reschedule a conference in case of illness, we do not make special accommodations for families who use the conference day as a school holiday. For all students, we ask that parents or guardians meet together with the teachers and not request separate conferences.

In addition to the conferences described below, conferences may be scheduled throughout the year at school request to address concerns or needs that arise between the regular conference days.

LOWER SCHOOL

In grades K-4, parent/guardian conferences are held twice a year in November and March. Parents and guardians sign up for conferences at the fall Curriculum Evening and confirmation slips are sent out two weeks before the conference dates.

Parents/guardians who find that they need to change their conference time should contact their daughter's classroom teacher to make appropriate arrangements.

Parent/Guardian Conferences (continued)

PARENT/GUARDIAN CONFERENCES *(continued)*

Conference reports are available in the Front Office prior to the conferences. Parents and guardians are asked to arrive before the conference to pick up the report packet and read it before meeting with the teachers.

Specialist teachers are available on conference days to answer questions about their program(s). Parents / guardians who have a question about their daughter's work are to call the specialist and arrange a time during the conference day for a brief conference. If specialists have concerns about a student's progress, they will call the parents or guardian to schedule a conference to discuss her work.

UPPER SCHOOL

Upper School conferences are also held twice a year (November and March) and are optional unless requested by the school. In both the fall and spring, parents / guardians of all Upper School students are welcome to request conferences with individual teachers, or, when appropriate, with a group of teachers and the student's advisor. Conference request forms will be distributed at Curriculum Evening for fall conferences and sent home with *Tuesday Notes* in early February for spring conferences.

FOR THESE REGULAR CONFERENCES, PARENTS AND GUARDIANS ARE EXPECTED TO SCHEDULE THEIR CONFERENCE(S) ON THE DAYS DESIGNATED BY THE SCHOOL. Teachers are not expected to make themselves available outside of the scheduled conference dates unless, in Upper School, there are more conference requests than can be accommodated on the regular conference days.

As with the Lower School, team meetings occasionally take the place of the regular parent / teacher conference. These conferences extend for a longer period of time, may be scheduled on days other than the semi-annual conference days and may include learning specialists, outside professionals engaged by the family, additional teachers and administrators.

Conference dates are listed in the annual calendar.

TEACHER AVAILABILITY TO PARENTS AND GUARDIANS

While teachers make themselves appropriately available to parents and guardians throughout the year, conferences are more effective when scheduled after the teacher has had time to see how the student settles into the year and progresses with the new materials and challenges. Thus, as a matter of routine, parents / guardians should not expect to schedule conferences before the designated conference dates in the fall.

Please refer to *Appendix*, page 43 of this handbook for additional information about the family / school relationship.

PROGRESS REPORTS

Each year all students receive three report cards, either mailed or delivered during a parent / guardian conference.

STANDARDIZED TESTING

We administer the Educational Records Bureau Comprehensive Testing Program (CTP 4) each spring. This is a standardized achievement test designed to measure verbal and quantitative aptitude and achievement. We test 3rd – 7th grades yearly and 8th grade in alternate years, according to a timetable and standards set by the California Association of Independent Schools. In addition, 7th graders take a practice Secondary School Admissions Test (SSAT) in the spring, and 8th graders take the SSAT in November. One make-up test day is scheduled to accommodate students who miss the CTP 4 testing because of illness.

We use test results to gather statistical information through which we can identify trends and questions that we might ask about our academic program. We look for patterns in each girl's individual results, including how she demonstrates her competencies on standardized tests and whether her test performance is consistent with our own experiences of her as a student. While we believe that there is far more to a valid assessment of student progress than one standardized test, these tests can give us useful information about our program and can help us identify patterns in an individual girl's academic progress.

Individual student results are most significant when we have results of a few years to use for comparative purposes. Third grade testing is considered to be practice for group administered standardized testing, hence results are not sent home.

In 4th through 8th grades, we mail CTP 4 results to families in the fall for their information and, for 7th and 8th grades, in preparation for discussions of SSAT testing and high school admissions. The results mailed are those from the tests taken the prior spring each year. 7th and 8th grade families also receive their daughter's SSAT results, which are used in the high school admissions process.

To assist families with standardized test results interpretation, the school mails explanatory material with the test results and invites parents and guardians to a training meeting after the mailing.

When there are overall concerns reflected in a student's standardized test results, those will be discussed in the fall conference and ongoing parent/guardian conferencing. Although the learning specialists and teachers are always available for general questions, the school will not routinely offer individual consultation about the standardized test scores.

IV. HEALTH AND SAFETY

AIDS POLICY

The school's policy is given in complete form in the *Employee Handbook* and is available for inspection to any interested party. Briefly, it states that no adult or child who is HIV-positive shall be excluded from the school or from any activities, that such status will not be recorded in a student or teacher file, and that all staff and students will be provided with appropriate AIDS awareness education.

CHILD ABUSE

State law requires that we report any suspected instance of child abuse to Child Protective Services immediately by telephone and submit a written report within 36 hours.

We draw the attention of our families to the fact that our making such a report is mandatory and does not indicate knowledge on our part that an actual case of abuse has occurred. It simply transfers responsibility for investigation to the appropriate governmental agency. We will continue to do whatever we can to support all members of the family within the school setting while investigation is taking place by the appropriate authorities.

EMERGENCY PREPAREDNESS (See also *Appendix*, page 35.)

THE SCHOOL HAS CONTRACTED WITH INFOXCHANGE TO NOTIFY EVERY SCHOOL FAMILY BY TELEPHONE OF UNEXPECTED SCHOOL CLOSINGS AND EMERGENCY DISMISSAL PROCEDURES in the unlikely event that an emergency occurs while students are in school.

SHOULD LOCAL TELEPHONE LINES BE OUT OF SERVICE, THE SCHOOL'S OUT OF STATE EMERGENCY CONTACT IS THE CATLIN GABEL SCHOOL, PORTLAND, OR, 503-297-1894.

The school has an *Emergency Preparedness Plan*, sections of which are included in the Appendix to this handbook.

IN THE EVENT OF A NATURAL DISASTER THAT DISRUPTS ORDINARY PUBLIC SERVICES:

1. Students on the way to school should proceed to school. Students on the way home should proceed home.
2. All students at school will remain until information is made public by radio that it is safe for students to go home by regular transportation, or an adult arrives to take responsibility for the student.
3. Once it is safe to do so, students will be moved to the front field in class groups under teacher supervision. Injured students will be given first aid in the lunchroom or in the lower schoolyard. One front gate will be open for emergency vehicles and pedestrian traffic. Supervised checkout will be set up inside the gate to keep a log of each leaving student, time of departure, and with whom the child left. If a student needs immediate medical attention, transportation to a medical facility will be arranged as soon as possible and the destination recorded.
4. The school makes provision for minimal care of students at school until all students have left campus. Each homeroom will have a backpack containing a first-aid kit, Mylar blankets, first-aid instructions, and a copy of each child's emergency card. Additional supplies will be stored on campus.

Emergency Preparedness (continued)

EMERGENCY PREPAREDNESS *(continued)*

PARENTS' AND GUARDIANS' RESPONSIBILITIES IN EMERGENCIES

- The school should be notified of any change of any information on a child's emergency card (one copy of which each family has been asked to retain for reference).
- Families should refrain from calling the school. Telephones may be needed to call out. If a parent/guardian is able to come to the school, s/he must walk on campus and check any child collected out at the checkout site. Only the eastern gate on California Street may be used. If an adult not listed on the child's emergency card is sent, written permission to pick up the child should accompany that adult.

STUDENT COMFORT PACKS: Each student may bring a gallon zip-lock bag containing personal emergency supplies to be stored in her homeroom. The contents should include any daily medications, a bottle of water, a wrapped snack, a light-stick (optional) and a comfort token (optional).

FIELD TRIPS

Field trips are normally announced in the *Tuesday Notes* and by classroom or subject teachers.

EACH CLASS HAS A DESIGNATED FIELD TRIP INFORMATION PHONE NUMBER THAT CAN BE CALLED TO FIND OUT WHETHER STUDENTS WILL BE RETURNING TO SCHOOL FROM A FIELD TRIP LATE OR ON TIME. THESE PHONE NUMBERS CAN BE FOUND ON THE SCHOOL WEBSITE.

If the students are expected to return on time there will be no information on the information line.

IF THE STUDENTS ARE EXPECTED TO RETURN LATE, THE INFORMATION LINE WILL HAVE THE APPROXIMATE RETURN TIME.

It is the parent/guardian/designated adult's (including a babysitter) responsibility to check the information line to find out if students will be late.

FIELD TRIPS BY BUS

When field trips are by bus and extend beyond school hours, as they may in Upper School, students need not return to school. They may go directly home or to a parent's or guardian's office or job site by public bus or prearranged car pool. In such cases the school needs to know of these arrangements in writing well in advance of the trip. Cell phones, pagers and personal electronic devices such as iPods or MP3 players **are not allowed on field trips unless the students are told otherwise by a teacher or Division Director.**

FIELD TRIPS BY CARPOOL

POLICIES & REQUIREMENTS:

1. Seat belts or car seats required by law must be provided for and used by all passengers in every vehicle used for the purpose of a school field trip.
2. Child Safety Seats (SB 42-Speier) clarifies legislation requiring that beginning on January 1, 2002 all children under the age of 16 must be properly secured in either a child restraint system or a properly fitted safety belt.
3. Students under the age of 6 or weighing less than 60 lbs. must travel in a forward facing car seat.
4. Car seats may be in the front seat of cars only if there is no passenger side air bag or if the air bag is disengaged.
5. No child under the age of 12 years, with the exception of the driver's child secured in an appropriate restraint system, may ride in the front seat of the car.
6. No one is to drive in place of the designated parent or guardian.
7. Students must be kept entirely, including hands, within moving cars.
8. Speed limits are to be strictly observed.
9. Drivers assist the teachers in providing discipline and supervision at all times – in the cars and at the trip's destination.
10. If excessive rowdiness occurs in a car, the driver is to pull over and stop in a safe place until order is restored.
11. Drivers must commit to driving both ways with their assigned students.

Field Trips: Field Trips by Carpool (continued)

FIELD TRIPS: FIELD TRIPS BY CARPOOL *(continued)*

12. All drivers must complete and return to the school any required insurance/liability forms provided by the school office.
13. Drivers should arrive at the front steps five minutes before each trip. Teachers will review rules with students and drivers, give each driver a list of students in each car pool and directions for the trip. Drivers may park in the driveway (FROM 8:40 A.M. - 1:45 P.M.). To avoid blocking delivery trucks or other vehicles, drivers should not arrive earlier or depart later than necessary. **AT ALL TIMES, THE DRIVEWAY IN FRONT OF THE STEPS MUST BE CLEAR.**
14. Parents/guardians may not ask that their children be assigned to a specific car.
15. Siblings may not attend field trips.
16. No stops are to be made en route for snacks, unless planned before the trip by agreement of all drivers. Drivers may not provide snacks without teacher approval.
17. Names of students who are discourteous or fail to cooperate with drivers, docents, or guides are to be given to the teachers.
18. No alcoholic beverages may be present during a field trip.
19. The last two cars should leave campus or the trip destination together in case one car has engine trouble.
20. Upon arrival at school, car pool drivers are required to stay with the girls who traveled in their car until all have been picked up by their families or received by a school employee.
21. Cell phones are not to be used while driving with students in the car. They may be used for trip-related purposes if the car is stopped and in a safe place off the road.

INFECTIOUS OR CONTAGIOUS CONDITIONS

All families must advise the school immediately if your child shows signs of exposure to any infectious or contagious condition. Families will be advised through bulk e-mail of the possibility of such exposure at school.

LICE

Head lice infestation is common in the United States among children 3 to 12 years old. While head lice are not a health hazard or a sign of uncleanliness and are not responsible for the spread of any disease, unattended lice can easily spread from one head to another. Therefore, the most effective course is treating lice thoroughly and carefully, once discovered, and rechecking to make sure the infestation has been treated completely.

BURKE'S LICE POLICY & FAMILY EXPECTATIONS: 'LICE AND NIT FREE'

- The identification and effective treatment of head lice begins with education, both of students and families. Periodically the school will provide links to the Centers for Disease Control website in school e-mail communications regarding upcoming lice checks. Parents are encouraged to consult their own physicians and to educate themselves and their daughters about ways to prevent the spread of head lice.

Lice (continued)

LICE (continued)

- It is the responsibility of the parent(s) or guardian(s) to check students for lice and nits (lice eggs) periodically and to inform the school immediately if a student is being treated for lice or nits.
- It is the responsibility of the student's parent(s) or guardian(s) to notify all parties who have had recent contact with their daughter e.g. carpool members, friends, recent sleepover guests etc. that their daughter is being treated for lice.
- All of Burke's students will be checked for lice and nits at each grade level, by professionals four times per year; at the opening of school in September, when school resumes in January after the holidays, after Mid-Winter Break, and after spring vacation. Lice check dates will be posted on the school calendar and announced in *Tuesday Notes*.
- **STUDENTS ARE ASKED TO ARRIVE AT SCHOOL ON LICE CHECK DAYS WITH LOOSELY STYLED HAIR.**
- When live lice or nits are discovered, we will notify families of all members of that grade level that lice/nits has been discovered in that grade. We ask that all families check their daughters' heads carefully and, if lice/nits are discovered, to treat them as soon as possible.
- Upon request, Burke's will provide information regarding head lice treatment and follow-up to the parents/guardians of a child who is found to have live lice/nits. Such information will be provided to other families on request. A notebook containing information regarding lice and treatment options will be kept at the reception desk for reference. Parents/guardians should consult with their pediatrician regarding recommendations for treatment.
- Before the student may return to class, she must be rechecked in the office to be sure that she is free from lice/nits. A parent/guardian or designated adult must accompany the child for the follow-up check. These checks begin at 8:30 in the school office.

If no lice/nits are found, the student will be allowed to return to class and will be rechecked again on the subsequent Friday prior to dismissal to ensure the lice/nits have been adequately treated. If lice/nits are found during any recheck, the student will not be able to return to class until her head is free of lice/nits.

Successful treatment for lice requires determination and perseverance on the part of families. Once lice are detected, plan on spending one full day for initial treatment. Thereafter, expect to spend at least one hour daily for several weeks to ensure that the lice and nits are permanently eradicated.

Please take time to reassure your daughters that many children get lice. The myth still persists that getting lice is a sign of poor hygiene and that lice are very contagious. Today, we know better. We know that it requires school and families working together to stop the spread of these tenacious and pesky creatures. Being informed about lice and diligent about periodic checks is the best way to minimize the nuisance.

Our lice and nit free policy is intended to assist the school and families with containment.

MEDICAL & EMERGENCY INFORMATION

- The State of California requires that all immunizations be completed before a child may attend school. Burke's requires notification that the immunizations are complete and a current health/emergency card for each student must be on file.
- A copy of this card is kept in an emergency kit in each homeroom and accompanies students on field trips.
- **IT IS CRUCIAL THAT ALL INFORMATION CONTAINED THEREIN, INCLUDING EMERGENCY TELEPHONE NUMBERS, IS CORRECT AND UP TO DATE AND THAT THE SCHOOL BE INFORMED OF ANY CHANGES IN HOME, WORK, AND EMERGENCY TELEPHONE NUMBERS THROUGHOUT THE SCHOOL YEAR.**

MEDICATION FOR STUDENTS

Burke's can store and administer students' prescription medication ONLY with a written note from the prescribing doctor that includes the dosage, timing, reason for the prescription, any directions for storage, and possible side effects and with a written note from the student's parents authorizing a representative of the school to administer the medication. Over-the-counter medication must also be accompanied by a parent note to the receptionist including instructions for administration.

All medications are to be delivered to the reception desk. The receptionist will deliver them to the appropriate office where they will be kept under lock and key and administered according to the doctor's instructions. Upper School medications will be kept in the office of the Upper School Administrative Assistant, who will dispense the medication. Lower School medications will be kept in the main administration building and will be dispensed by the receptionist or an administrative assistant.

Similarly, a doctor's note is required for any student who requires crutches or any other medical device.

SEXUAL HARASSMENT

The school forbids all forms of sexual harassment of or by any adult or child. Sexually harassing conduct, be it physical or verbal, which may create a hostile environment is absolutely prohibited in any form. Any member of the school community who has concerns about harassing behaviors should speak immediately with the Head of School.