

## **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*

## APPENDIX

### EMERGENCY PREPAREDNESS PLAN

In 1984 the California Legislature passed the **Katz Bill** to minimize loss of life and disruption during an earthquake and to assure that school students and staff act instinctively and correctly during an earthquake. The Katz Bill amends the Education Code to require that schools establish an earthquake emergency system.

#### **Summary of the School Emergency Preparedness Plan**

(The entire plan is available to families at the school reception desk or in the Library.)

#### **MONTHLY PRACTICE AND DURING AN ACTUAL EARTHQUAKE**

##### **INSIDE EMERGENCY PROCEDURES:**

Immediately following each monthly fire drill, the DUCK, COVER and HOLD procedure is practiced. Division Directors remind the teachers and students at fire drill dismissal. Teachers ensure proper procedure.

##### **OUTSIDE EMERGENCY PROCEDURES:**

(e.g. PE class) Students are moved to an open space, away from buildings, trees and overhead wires and instructed to lie down or crouch while watching for any falling or flying debris and to be prepared to move out of harm's way.

##### **STUDENT PERSONAL COMFORT PACKS**

Each student may bring a gallon zip lock bag with personal emergency supplies to be stored in her homeroom. **Students with daily medication are required to bring a three-day supply.** The comfort pack and may include a comfort token.

##### **EVACUATION PROCEDURE**

##### **COMMON SENSE SUPERCEDES ANY EMERGENCY PROCEDURE**

In an earthquake, everyone is to remain in his/her emergency protective positions until the bell signal is given or common sense indicates that it is safe to evacuate rooms and proceed to Shimoda Field. The Search and Rescue Team will advise

Upper School employees about the safest route to Shimoda Field.

Safety, student care and dismissal procedures have been established and are practiced on a regular basis.

**IN THE EVENT OF AN EARTHQUAKE AFTER 4P.M.** Molly McCracken will be the decision-maker for the Extended Care and After School Enrichment Programs. Additional personnel on campus at that time report to Molly in or near the cafeteria as soon as it is safe to do so.

##### **EMERGENCY COMMAND TEAM**

The Emergency Command Team includes Kim Wargo, Lois Kortum, Jeanette Moore, Roslyn Benjamin, Rebekah Wolman, Carlos Oliva, Mary Jizmagian, Elizabeth Coleman, Cathy Tritschler-Hall.

All available personnel not supervising students, will report to a safe, secure area in or near the administration building. This area will become the Command Post. The Command Team will prioritize and delegate essential duties.

##### **EMERGENCY CONTACT**

The school uses **InfoXchange** to notify school families of unexpected school closings and emergency dismissal procedures in the event that an emergency occurs while students are in school.

**CATLIN GABEL SCHOOL – (503) 297-1894** is our out-of-state, same time zone emergency contact. If a disaster incapacitates our local phone system, we will give Catlin Gabel School information regarding our status. They will remain our information center until our direct communication system is restored.

**STUDENTS ARE NOT ALLOWED TO USE THEIR OWN CELL PHONES DURING AN EMERGENCY.**

## FACILITIES: A GUIDE FOR SERVICES

This simple summary is to help families communicate their facilities-related needs to the Maintenance and Facilities Services Department.

**Every person planning an event to be held on campus, or depending upon school facility support, must fill out the event request form no later than two weeks before the event. Forms can be found at the reception desk and on the school website.**

It is helpful to understand how this department is organized, what they do and who to call to solve your specific problems and meet your needs. Their goal is to create a better process, so that they can support the Burke's community by efficiently managing our resources to offer quality services.

Since the facilities staff is responsible for maintaining the interior and exterior of all buildings, **we ask you to be mindful of their work and to offer to assist with set-up and clean-up.**

They are also responsible for assuring that all facilities, and associated utility systems and infrastructure, are safe and function properly. Routine repairs are performed as needed.

If you have questions or need additional assistance please feel free to contact Carlos by e-mail or voice mail.

Thank you.

Carlos Oliva  
Director of Maintenance & Facilities  
Services  
(415) 751-0177 ext. 245 - [carlos@kdbs.org](mailto:carlos@kdbs.org)  
Pager: 415-790-5491

### SERVICES PROVIDED:

#### CUSTODIAL SERVICES

Classroom and Office Services

#### LANDSCAPE AND GROUNDS

Exterior Services

#### MAINTENANCE AND REPAIR

Carpentry, Electrical, Plumbing, Locks & Keys, Painting, Heat & Ventilation

#### EVENT SET-UP

Tables and Chairs and other arrangement of furniture, Sound System, Minimum Refreshments

### PLEASE NOTE:

**All dates and facilities needs for and Parents' Association and class events must be cleared by the Assistant Head of School, Roslyn Benjamin or the Assistant to the Head of School, Cathy Tritschler-Hall before planning begins.**

Requests must be made at least two weeks in advance by use of the event request form and include:

- name and phone number of person making request
- detailed information related to the event, including any refreshment requests
- exact location, including building and room number

## FOREIGN LANGUAGES AND STUDY SKILLS

The study of French, Spanish or Mandarin Chinese begins in 5<sup>th</sup> grade, families having made a selection for/ with their daughters at the end of 4<sup>th</sup> grade. Once the study of a language has begun, the specific choice of language cannot usually be altered.

While foreign language study is an important element of high school preparation for most Burke's students, taking a foreign language before high school can be unusually difficult for some students, and giving language study the time it requires to be successful can negatively impact their overall academic progress in Upper School. Some such students may simply not be ready developmentally to handle another language at this time. Some students may have language-related learning disabilities or learning differences which make learning a new language inordinately difficult. Finally, some students may be struggling in other courses and with the overall academic load of Upper School and, for this period of time before high school, need to focus on four courses instead of five to centralize their efforts and master the fundamental academic skills of middle school.

Beginning in 6<sup>th</sup> grade, a Study Skills course designed to support students who would benefit from extra support with the academic challenges of Upper School meets at the same time as the foreign language classes. This is a graded course with set curriculum each year, emphasizing organizational skills such as note taking and homework strategies, as well as SSAT preparation in 7<sup>th</sup> and 8<sup>th</sup> grades.

If a girl begins to experience difficulty in a foreign language or other courses during the 5<sup>th</sup> grade year (or any year thereafter), several steps will be taken to assess the level of difficulty, the kinds of issues involved, and what assistance or strategies might be utilized to help the child be more successful. This process will include conferences with families and others such as the school's learning specialist or an outside evaluator. Tutoring might be a possible outcome of these discussions. (*See Learning Services, pages 38-39.*)

If concerns persist after the above steps are taken, the Upper School Director will arrange a series of meetings with the students' teachers and her parents to discuss the advisability of her moving from foreign language to Study Skills in the next school year. Because the Study Skills course begins in 6<sup>th</sup> grade, 5<sup>th</sup> graders for whom foreign language study is mid-year deemed detrimental to their overall progress may on rare occasions be withdrawn from language class and use the class time to meet with the Upper School Learning Specialist for remediation and with their other teachers for extra help. These students will then continue with Study Skills in 6<sup>th</sup> grade.

In some cases, Study Skills will be recommended, but not required, at the end of the 5<sup>th</sup> grade year. Because academic demands escalate steeply in 7<sup>th</sup> grade, families who choose not to follow such a recommendation should be prepared for the move to be required at the end of 6<sup>th</sup> grade depending upon the progress their daughter has shown.

Students may be moved from foreign language to Study Skills at the beginning of 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade. Entrance to Study Skills is limited to the beginning of the school year, with rare exceptions made at the discretion of the Division Director in consultation with the student's teachers and the Study Skills teacher. Such exceptions are usually made in the case of a previously undetected learning difference being diagnosed or when a student experiences unanticipated difficulty with the increased demands of her new grade level. Mid-year moves into Study Skills must take place at the beginning of a new trimester, and they are not allowed in 8<sup>th</sup> grade.

## LEARNING SERVICES

In 1981, drawing on new and important knowledge in the field of child growth and development, Burke's was the first local independent school to add specialized staff in the fields of learning skills and emotional development. The learning services team includes two Lower School Learning Specialists, one Upper School Learning Specialist and 5<sup>th</sup>/6<sup>th</sup> Study Skills Teacher, one 7<sup>th</sup>/8<sup>th</sup> grade Study Skills Teacher, and the K-8<sup>th</sup> grade Counselor. Parents and guardians are urged to contact a member of this team to discuss their daughter's development or request assistance with a particular problem, as appropriate.

### **PHILOSOPHY**

Among even the most capable of students, educators expect a range of abilities, learning styles, and rates of emotional and cognitive development. It is our firm belief that educational practices that acknowledge and provide for these differences enhance the educational experience of all students.

It is the mandate of the learning services team to provide information and support to all faculty, students, families and administration concerning the issues raised by these differences.

We embrace the reality and desirability of different types of learners within our classrooms, but we are not a school that specializes in serving students with significant learning differences, and the range of differences we can adequately serve is limited. We define that limited range as: **ABLE AND MOTIVATED GIRLS WHO CAN BENEFIT FROM THE ACADEMIC CHALLENGES PROVIDED BY OUR PROGRAM AND PARTICIPATE POSITIVELY IN THE CLASS AS A WHOLE, WHILE MAINTAINING A SENSE OF THEMSELVES AS COMPETENT LEARNERS.**

The school acknowledges the hard work and commitment required for some students to succeed in this challenging academic environment. We also acknowledge the absolute necessity of ongoing emotional and practical support provided by their families. It is the motivation of the student, together with the willingness of the family to work in close cooperation with the school that makes successful participation at Burke's possible.

### **PRACTICE AND PROCEDURE**

Sometimes children enroll at Burke's with significant learning differences already documented; more commonly these differences appear as the academic and social demands change with a child's age and development. Sometimes changing family circumstances or other stressors disrupt a student's learning. It is part of our commitment to our students to notice when a student is struggling and to intervene. If, after consultation with the learning services team, it is suspected that a student's learning or emotional well-being is significantly impacted by learning or social/emotional issues, then outside support/intervention such as a tutor or counselor may be helpful. If the problem persists for more than a year, such intervention may be required as a condition of the child's continuation at the school.

**PLEASE NOTE THAT ANY DECISION TO ENGAGE AN OUTSIDE TUTOR SHOULD BE MADE IN COLLABORATION WITH THE SCHOOL, AND THAT OUTSIDE TUTORS SHOULD MAINTAIN REGULAR COMMUNICATION WITH A STUDENT'S BURKE'S TEACHER(S) ACCORDING TO GUIDELINES THAT WILL BE PROVIDED WHEN A STUDENT BEGINS WORKING WITH A TUTOR.**

**FOR STUDENTS RECEIVING FINANCIAL ASSISTANCE, THE SCHOOL WILL ASSIST THE FAMILY IN EXPLORING AVAILABLE OPTIONS, INCLUDING DEFRAYING COSTS THROUGH SPECIALLY DESIGNATED SCHOOL FUNDS.**

Every reasonable effort will be made to help each of our students succeed, but no school can meet the needs of every child. The school has the responsibility to put the welfare of the student first and to assure reasonable success without undue emotional cost. If, in the school's judgment, the student would be better served in another educational environment, alternative school placement will be discussed with the family and will be recommended.

*Learning Services, (continued)*

## **LEARNING SERVICES** *(continued)*

### **LEARNING SERVICES PROVIDED AT SCHOOL**

The school does not ordinarily provide intensive individual services such as psychological testing or counseling, in-depth learning evaluation or extensive one-to-one remediation. Members of the learning services team work with children throughout the school for a variety of reasons and on a variety of projects. Like other faculty, they need not seek parent or guardian permission to work with students but are always ready to discuss that work with the families of the children involved. Learning services currently provided at Burke's are:

#### **CONSULTATION WITH FACULTY, PARENTS OR GUARDIANS & STUDENTS CONCERNING**

- Issues of normal development and learning differences.
- Needs of the variety of learners present in any classroom.
- Specific needs of individual children.

#### **ACADEMIC SCREENING/TEST ANALYSIS**

- Whole class screening of key academic skills.
- Individual screening and/or observation to monitor the development of specific academic or developmental skills (at parent/guardian or teacher request).
- Assistance to teachers and families in understanding and implementing testing information from outside sources.

#### **INTERVENTION**

- Study skills instruction, in the regular classroom and through the Study Skills courses in Upper School.
- Whole class work on issues of normal social, emotional, and physical development.
- Academic or social/emotional support, usually time limited and in a small group setting, at the request of teacher, parent or guardian or student.

#### **CASE MANAGEMENT**

- Referral to outside resources for evaluation, consultation or tutoring.
- Conferencing and ongoing communication with families and with outside specialists to share information and measure progress.
- Facilitation and monitoring of accommodations for students for whom these have been negotiated.
- Maintenance of confidentiality of reports and other private information shared by the family to enhance our work with their child.

### **ACCOMMODATIONS**

With regard to course content, the school holds the same high expectations for all students. In evaluation of learning and the methods employed to learn, however, students who have been identified as having learning disabilities or significant learning differences may need specific accommodations. Accommodations that we may reasonably provide include:

- Modifying of specific assignments and procedures (e.g., adjusting the length or form of assignments, prioritizing assignments, allowing alternative handwriting styles or pencil grips, providing alternative homework assignment systems).
- Allowing the use of learning aids (e.g., duplicate texts, word processors, spelling aids, calculators, taped books, laptop computers, and tape recorders).
- Providing additional work time through advance notice and/or extended time.
- Making allowances in everyday writing for spelling and/or handwriting problems.
- Accommodations in testing (e.g., additional time, opportunity to take some tests orally, quiet workspace outside the classroom).
- Waiver of the foreign language requirement for graduation with Study Skills taken in its place.

Alternative classroom approaches and procedures such as these often have broad usefulness and may be employed at the discretion of the classroom teacher for any student.

**IF ACCOMMODATIONS ARE TO BE REQUIRED IN A SPECIFIC CASE, APPROPRIATE ACCOMMODATIONS WILL BE DECIDED UPON AND REVIEWED YEARLY IN CONSULTATION WITH THE STUDENT WHEN APPROPRIATE, PARENTS OR GUARDIANS, AND TEACHERS, OUTSIDE SPECIALISTS, ADMINISTRATORS, AND THE BURKE'S LEARNING SERVICES STAFF.** The aim of all accommodations will be to provide the academic scaffolding necessary for the student to be successful in our program while working toward self-advocacy and independence as a learner.

## PARENTS' ASSOCIATION

The Parents' Association is open to all parents and guardians. Its Board consists of room parents and chairs of special committees. Elected annually, the Board ordinarily meets monthly. Meetings are open to all Burke's families. Committee Chairs are expected to attend all meetings.

### OFFICERS & COMMITTEE CHAIRS

**PRESIDENT:** General Executive Officer. Presides at monthly board meetings. Works closely with the school administrators, room parents, and committee chairs.

**VICE-PRESIDENT:** Acts in the President's behalf in the President's absence. Assumes the role of President in the following year.

**SECRETARY:** Sends out notices of monthly Parents' Association Board meetings. Takes attendance, and writes, and distributes the minutes for these meetings.

**TREASURER:** Prepares the financial statements of the Parents' Association Board. Keeps track of all revenues and expenditures, and presents a monthly report at board meetings.

**BURKE'S ITEMS:** Orders T-shirts, shorts, sweatshirts, etc. with the Burke's logo and sells them to Burke's families at different events throughout the school year.

**FAMILY FESTIVAL:** With the Festival Auction Chair, oversees the annual Festival

**FESTIVAL AUCTION:** With the Family Festival Chair, oversees the Auction Dinner.

**HEALTH AND SAFETY:** Works with the school administration to support provisions for emergencies and student health and safety.

**HOSPITALITY:** Heads up a group of volunteer assistants who organizes refreshments for various parent, faculty and Parents' Association events throughout the year.

**LEARNING STYLES FORUM:** Works with the PA and school administration to provide resources for families to understand and know how to support differences in learning styles.

**NEW FAMILY LIAISON:** With the Director of Admissions creates and implements plans for new family transition into Burke's.

**NOMINATING:** With elected committee, prepares the slate of officers and committee chairs for the Parents' Association Board.

**PARENT EDUCATION:** Plans and implements adult discussion events with relevant topics and speakers.

**ROOM PARENTS:** Provides a communication link between teachers, families, and the Parents' Association Board. Assists classroom teachers when requested, such as organizing carpools for field trips. Reports class activities at monthly Parents' Association meetings.

Responsibilities of room parents, as set forth by the Parents' Association, are:

1. Assist classroom teachers in areas where parental assistance can be helpful (e.g. field trips, classroom parties, school-sponsored activities);
2. Represent that class on the Parents' Association Board by attending monthly meetings and giving a short report of the class activities, as well as discussing any concerns that parents of that class may have;
3. Organize a class social gathering for parents, out of school, to promote a spirit of friendliness and togetherness;
4. Serve as a link between the class parents and committee chairs, such as Festival and Hospitality. Class parents may also be asked to support the administration to facilitate communication during emergencies.
5. Assist Health and Safety Chairs in securing volunteers to staff the Morning Drop-off program in the month assigned to their class.
6. Include the Vice President of the PA on any class e-mail distribution lists.

To avoid schedule conflicts, transportation problems, or the like, any communications or invitations which involve the school, staff, students, site, or programs (e.g., class picnics, coffees or social events) must be cleared with the Parents' Association President (who will check with the school administration) well ahead of time as to content, form of release, and time of release.

**USED UNIFORMS:** Organizes donations and sales of used uniforms throughout the summer and school year. Responsible for sorting, cleaning, and pricing uniforms and acknowledging tax-deductible donations.

**VOLUNTEER COORDINATOR(S):** Oversee library program and recess and lunchroom volunteer monitors.

*Parents' Association (continued)*

## PARENTS' ASSOCIATION *(continued)*

### PARENTS' ASSOCIATION OFFICERS 2009-2010

PRESIDENT: Lara Witter  
VICE PRESIDENT/PRESIDENT ELECT:  
Michelle Hackett  
SECRETARY: Katherine Phipps Ramm  
TREASURER: Jennifer Boutet

### SCHEDULE FOR PARENTS' ASSOCIATION MEETINGS: 2009-2010

Parents' Association Meetings are required for PA Board members and open to all Burke's parents and guardians. Agenda items may include presentations from faculty, administrators, and outside resources.

Meetings are held on Mondays at 8:30 a.m. in the Lower School Library unless otherwise noted.

Parent Education Programs may be scheduled with the Parents' Association meetings. Subjects and speakers will be announced in *Tuesday Notes*.

September 14, 2009

November 16, 2009

January 11, 2010

March 15, 2010

May 17, 2010

Annual Meeting: Installation of 2010 - 2011  
PA Board - Lunchroom

### COMMITTEE CHAIRS

#### BURKE'S ITEMS CO-CHAIRS:

Caroline Doyle  
Julie Young

COMMUNITY SERVICE: Nina Srejovic

#### DINNER AUCTION CO-CHAIRS:

Evie Davis  
Gretchen Hansen

#### FESTIVAL CO-CHAIRS:

Julia Bolcerek  
Elaine You

HEALTH & SAFETY: Mary Steele

#### HOSPITALITY CO-CHAIRS:

Christie Weldon  
Ken Lew & Monique An

NEW PARENT LIAISON: Maria Ansari

NOMINATING: Lauren Bearden

#### PARENT EDUCATION CO-CHAIRS:

Jonathan Erb  
Gab Layton

#### USED UNIFORMS:

Laura Brugger  
Kirstin Gaddis

#### VOLUNTEER COORDINATORS:

Mary Farley  
Patti Kim-Gable

### ROOM PARENTS

#### KINDERGARTEN:

Stephanie Bailey  
Alicia Kjeldgaard  
Dolores Noonan

#### GRADE 1:

Wendy Beckman  
Grace Brett Kelly  
Lisa Gray

#### GRADE 2:

Linda Holmes  
Monique Tuller

#### GRADE 3:

Leith Brooks  
Susan Glen

#### GRADE 4:

Kerri Lehmann  
Juliet Kelley

#### GRADE 5:

Dorine Towle  
Anne Wattis

#### GRADE 6:

Susan Byrd  
Margaret Murray

#### GRADE 7:

Lisa Kirkland  
Victoria Johnston

#### GRADE 8:

Meg Autry  
Kathy Barish  
Pat Tracy

## PARENTS' ASSOCIATION ENRICHMENT FUNDS

### SUMMER GRANTS

Parents' Association Enrichment Funds are available to faculty for summer fellowships to complete work on curriculum and special projects that extend beyond their regular contractual expectations. These grants are funded by proceeds from the annual Parents' Association Festival.

Frequently, these projects involve collaboration with other Burke's faculty. Faculty submit written proposals to the school administration for these funds. Decisions are made by the academic administrators with consideration for program and faculty needs.

The Fellowship recipients are announced to the Parents' Association in the spring of each academic year and report to the Parents' Association during the following academic year. In addition, the Parents' Association gives teachers \$150 annually for classroom purchases. (Part-time teachers receive the % of \$150 equal to % of full-time worked.)

### BURKE'S RENEWAL GRANTS

The following is an excerpt from the Burke's Renewal Grant program adopted by the Board of Trustees in the spring of 2002. This program takes the place of the former Sabbatical Leave Policy. Parents' Association Enrichment Funds partially fund the Burke's Renewal Grant.

**PURPOSE:** to provide school employees opportunity for personal renewal and enrichment that will be beneficial to the individual and enrich the school community either through the employee bringing back ideas and educational resources or through the positive effect of the funded experience on the employee.

**ELIGIBILITY:** 7 years of continuous full-time employment or the equivalent.

**EXPECTATIONS:** that the applicant is an employee in good standing with the school and will return to the school for the year following the awarding of the grant and that the grant will be used with no interruption to normal workdays at the school. Special arrangements may be made for a twelve-month employee who receives a Burke's Renewal Grant for an opportunity that occurs during her/his normal workdays. Requests for such special arrangements will be considered on a case-by-case basis and in light of both individual and institutional needs.

**DECISIONS:** will be based on consideration of the following criteria:

- Funds available.
- Length of service.
- Other opportunities previously granted to the employee within the last seven years. (See EXPECTATIONS, above)
- Potential value to the community.
- Balance of grants among Lower School faculty, Upper School faculty and school staff.

Should more applicants meet the above criteria than grants are available, decisions will be based on overall distribution among Lower School, Upper School, administration and staff to address the school's priority that over time the balance of employees who receive a Renewal Grant will reflect the balance of staff within each division. Should that priority be inadequate to guide the decision, names of applicants will be put in a lottery from which the number of grants will be drawn.

## **PARENT AND GUARDIAN/SCHOOL COMMUNICATION & PROBLEM SOLVING**

We serve our students best when we establish sound family /school relationships, maintain appropriate and timely communication, and enact the common values of the community.

Burke's holds as essential that the family /school relationship be founded on mutual respect, good will, and productive dialogue. This requires both sensitivity on the school's part (when to call and give families a heads-up about student issues) and clear expectations in relation to parent /guardian and teacher department and school resources and expectations.

A potentially troubling moment arrives when a family has a concern or complaint and is unsure of how to deal with it. The following guidelines are designed to help families and teachers work productively together to address concerns.

### **WHEN TO CALL:**

**Bearing in mind the volume of calls that any one teacher might receive, if a question or concern is persistent or if you rarely worry and find an important question on your mind, it is usually time to call the teacher.**

### **WHOM TO CALL:**

**The professional directly involved with the situation – usually the homeroom or subject teacher.**

### **WHAT TO SAY:**

**Describe the situation in straightforward, factual terms. Assume good will! Both adults ultimately want what is in the best interest of the student(s).**

### **IMPORTANT NOTE:**

**Reported facts, particularly if there is a time lag between the occurrence and the telling, are always subject to distortion and inaccuracy and should be checked adult-to-teacher before the actual issues can be properly identified.**

### **SEQUENCE OF PROBLEM SOLVING STEPS:**

- Address the problem directly.
- Speak with the other adult(s) involved.
- Clarify any confusion or disagreement.
- Seek agreement as to the facts and implications objectively (avoiding blame).
- Engage in joint problem solving (make a plan).
- Agree to steps toward resolution and how the issue will be handled in the future.

In order for families and school to successfully support students, the team must work with the premise that every adult present is a part of the problem-solving team. No one person is the problem.

The following guidelines have been helpful and also appear in the *Employee Handbook* for faculty and staff.

### **GUIDELINES**

**CHECK OUT YOUR ASSUMPTIONS**

**USE "I" STATEMENTS**

**BE RESPECTFUL WHILE EXPRESSING YOUR DISAGREEMENT**

**MAINTAIN CONFIDENTIALITY WHEN PERSONAL INFORMATION IS SHARED**

## BURKE'S UNIFORM CODE: 2009-2010

The Burke's Uniform Code is set by the school administration in consultation with the Parents' Association and the Board of Trustees. It is the responsibility of all parents to know the code and assist their daughters in following the guidelines. Students are required to have all the basic and dress uniform items and to arrive on campus in uniform throughout the school year.

On Free Dress Days and Upper School Spirit Days, girls must be prepared for physical education classes (with athletic shoes and suitable clothing) and are expected to wear clothing that is neither excessively revealing nor distracting. (Bare midriffs, spaghetti straps, high-heeled shoes and flip-flops, for example, are considered inappropriate for the school environment or for field trips.)

For extra warmth, except on Dress Uniform days, students may wear solid navy blue pants or sweatpants under their school uniforms. (A white stripe on the pant leg is acceptable.)

**DRESS UNIFORM, required on pre-announced days listed in the calendar, is indicated by BOLD CAPITALIZED LETTERS. DRESS UNIFORM consists of all required items in BOLD CAPS and the OPTIONAL SWEATER.**

### REQUIRED ITEMS

#### LOWER SCHOOL

- **GREEN PLAID JUMPER\***
- **WHITE PETER PAN BLOUSE\***, white long sleeved jersey blouse\* or plain, white long sleeved turtleneck
- **WHITE OR FOREST GREEN ANKLE OR KNEE SOCKS**, sport socks or full- or capri-length tights
- **WHITE AND NAVY CLASSIC SCHOOL SADDLE SHOE (K-SWISS CLASSIC OR CHEERLEADER) OR PREDOMINANTLY WHITE, LEATHER LACE-UP ATHLETIC SHOES WITH WHITE LACES** (no high tops or velcro; no patterned or squiggly laces)
- **SOLID NAVY, GREEN, OR WHITE SHORTS UNDER THE UNIFORM** (no stripes or logos on the shorts; Burke's Items shorts are ok)

#### OPTIONAL ITEMS (Not to be worn on Dress Uniform days unless in **BOLD CAPS**)

- **FOREST GREEN CARDIGAN SWEATER\***
- Hunter green, white or navy KDBS logo sweatshirt\*
- Hunter green or navy fleece jacket\*
- Sweaters may have white monogram or name, not more than one inch in height, on left side of sweater
- Navy leggings with navy socks

#### **Headwear:**

- Bands or ribbons similar in size and style to Burke's Items headwear in green, blue or brown
- No bandanas or patterned scarves
- Hats may be worn only during recess and P.E. periods

#### UPPER SCHOOL

- **NAVY BLUE, ALL ROUND OR KICK- PLEATED SKIRT\***
- **WHITE AND NAVY MIDDY BLOUSE\***
- **ALL WHITE OR NAVY BLUE KNEE OR SPORTSOCKS\*\*** or navy or white full- or capri-length tights
- **CROSS TRAINERS OR OTHER ATHLETIC SHOES** designed to support lateral movement, predominantly white or navy blue (or other neutral color)\*\*\*
- **SOLID NAVY, GREEN, OR WHITE SHORTS UNDER UNIFORM SKIRT, SHORTER THAN THE SKIRT HEM** (no stripes or logos on the shorts; Burke's Items shorts are ok)

- **NAVY BLUE V-NECK\*, CARDIGAN\*, OR CREW-NECK SHETLAND SWEATER**
- KDBS white or navy sweatshirt\* or navy fleece jacket\*
- Plain white or navy sweatshirt without logo or lettering
- Plain all-white or all-navy turtleneck or T-shirt under midy – no writing of any kind on the T-shirt
- Navy leggings (no leg warmers)

#### **Headwear:**

- Bands or narrow scarves in white or navy blue
- No bandanas, hats (except during P.E. class) or patterned scarves. Sweatshirt hoods may not be worn indoors.

\*Must be purchased through Dennis Uniform \*\* Available at Dennis Uniform for Upper School

\*\*\* Students may also wear sports-specific shoes according to current P.E. unit

#### **Note:**

No dangling earrings nor more than one small necklace and no more than one small bracelet may be worn to school. Jewelry should be simple-not distracting to others. No unnatural hair color or adornment distracting to others is acceptable.

## UPPER SCHOOL AFTER-SCHOOL SPORTS PROGRAM

At Burke's, we place great value on the many benefits--physical, psychological, academic, and social--that middle-school girls gain from participation in athletics. Thus, the after-school sports program in the Upper School is organized to provide as many interested students as possible with opportunities to improve their skills, gain team experience, and compete in a variety of sports.

Burke's fields teams in the following sports: Volleyball, Cross-Country, Basketball, and Soccer for 5<sup>th</sup>-8<sup>th</sup> graders, and Softball for 7<sup>th</sup> & 8<sup>th</sup> graders only. The number of teams offered each season is determined by the number of students interested in playing and by the opportunities for games in the leagues in which we compete.

Burke's competes in two athletic leagues. Varsity "Green" and Junior Varsity "Green" teams in Volleyball and Basketball and Varsity teams in Cross Country and Soccer compete in the Bay Area Independent Athletic League (BAIAL). Members are Convent of the Sacred Heart, The Hamlin School, San Francisco Day School, Brandeis Hillel, Marin Country Day School, Head Royce School, Crystal Springs Uplands School, and French American International School.

Varsity and Junior Varsity "Gold" Volleyball and Basketball teams, Varsity Gold Soccer or Futsol teams, Varsity Cross-Country team, and the 7<sup>th</sup> & 8<sup>th</sup> grade Softball team compete in the San Francisco Athletic League (SFAL), which is composed of smaller San Francisco private schools (The Kittingredge School, San Francisco Christian School, San Francisco School, Discovery Center, The Children's Day School, Chinese American International School, Creative Arts, Live Oak School, Synergy School and Lycée Français) or in the Marin Small Schools League.

Practices generally run from 3:30-5:00 p.m. for all teams. Developmental team practices and games are offered Monday through Thursday, and team members are required to be available on at least two of those days. Each Varsity and Junior Varsity team's practices and games are generally scheduled on four specified days a week, and players must be available for at least three of those days. Varsity Team members must be available for competitions even when they are not on the student's usual practice day.

To play on a Burke's team, a student must fill out an availability form and have it signed by a parent or guardian prior to or during the first week of tryouts. A specific practice schedule for each team will be determined by the coach based on each player's availability. Once a student has been assigned to a team she must recognize that she has made a commitment to that team. Violation of that commitment through unexcused absence from practice or games may result in loss of playing time and, ultimately, dismissal from the team.

### COMMUNICATION

A sports calendar including season dates for each sport is e-mailed at the start of each school year. Game schedules for each team are provided at the beginning of the season, with changes and updates communicated to students during PE classes and to families via e-mail. Game schedules are also posted on the school's website. Families who do not have e-mail access should make arrangements with the Athletic Directors for alternative means of notification.

*US After School Sports Program (continued)*

## UPPER SCHOOL AFTER-SCHOOL SPORTS PROGRAM: *(continued)*

### CONDUCT

Burke's guidelines for student conduct (see *2009-2010 Family Handbook*, pages 13-15) apply during after-school sports. Students who decide to participate in the sports program should remember that a spirit of mutual cooperation among athletes and coaches must prevail if the program is to be successful in achieving its objectives.

Uncooperative or disrespectful behavior during games or practices may result in suspension from practices or games, reduced playing time, or, in serious cases, expulsion from a team.

Participation in the Athletics Program is a privilege involving both responsibilities and rights. The athlete has the responsibility to play fairly and to give her best effort and commitment to her team. She has the right to participate in a safe, well-regulated, wholesome environment.

### GAME TIMES

Games are played between 3:30 and 6:00 p.m. Developmental games are generally over by 5:00 p.m. and the games are often played at Burke's. League games are almost always double-headers, with the first game (Var. or J.V.) beginning at 3:30 or 4:00 p.m. and the second game beginning at 4:30 or 5:00 p.m.

In the BAIAL, Varsity games are played first and followed by J.V. games. In the SFAL, either team may play the first game. Approximately 50% of BAIAL games are away games; the majority of the SFAL games are played at Burke's.

Athletes waiting on campus for late games must be supervised; they may wait in the gym and watch the earlier game, or they may attend After-School Study Hall at no charge while they are waiting.

### PLAYING TIME

On Varsity and Junior Varsity teams, all team members normally participate in all games. Playing time is based on the amount of practice and effort each participant has devoted to the team and on game strategies for successful competition. Both playing time and positions played are subject to the coach's discretion. The general guideline for playing time on Developmental teams is, regardless of ability, "those who practiced will get to play." **NB:** Students who do not participate fully in scheduled Physical Education classes or are absent from school may not participate in After-School Sports on those days.

### TEAM SELECTION

#### DEVELOPMENTAL TEAMS (5<sup>TH</sup> & 6<sup>TH</sup> GRADES ONLY)

All interested 5<sup>th</sup> and 6<sup>th</sup> graders may sign up for developmental teams. When more than one developmental team is offered for the same sport, teams will be organized based on players' availability. Developmental teams, for 5<sup>th</sup> and 6<sup>th</sup> graders, are considered instructional. The 5<sup>th</sup> and 6<sup>th</sup> grade seasons last about 8 - 10 weeks, with approximately 8 - 10 games. The developmental teams do not participate in a formal league; thus, all games are considered "practice games." Developmental teams are designed to be flexible and aim to accommodate all interested players. Players commit to two days per week.

*US After School Sports Program (continued)*

## **UPPER SCHOOL AFTER-SCHOOL SPORTS PROGRAM: (continued)**

### **VARSITY AND JUNIOR VARSITY TEAMS**

Students in 5<sup>th</sup> through 8<sup>th</sup> grade Burke's sports and attend tryouts will be placed on one of the competitive teams. (In the instances when we do not have enough competitive team options in one sport to accommodate all interested students, those who are not selected for the team of their choice will be offered a competitive option in another sport.)

Fifth and 6<sup>th</sup> graders who are not placed on a competitive team will be offered a place on a 5<sup>th</sup> or 6<sup>th</sup> grade developmental team. The Varsity and Junior Varsity teams are competitive and require a minimum commitment of 3 days a week, including games.

Players are placed on teams based on their ability and according to the coach's judgment as to the best interests of both player and program.

### **UNIFORMS**

The school issues uniforms for all teams, and athletes must wear uniforms in games. Students who arrive at school without their uniforms may borrow a loaner uniform and may not play in the subsequent game unless the loaner has been laundered and returned. Students who do not return uniforms at the end of each season will be billed accordingly.

### **FAMILY COMMITMENT AND INVOLVEMENT**

The success of the after-school program is dependent on parent/guardian commitment and involvement. In addition to making it possible for their daughters to meet their commitments to their team by keeping practice and game days free of conflicting appointments, parents and guardians are needed to provide transportation; to help at games as scorekeepers, and scoreboard operators; or to provide refreshments. Those who are not able to fulfill this obligation by being present at games or by driving should speak with the Athletic Directors about other ways in which they can support their daughter's team.

### **TRANSPORTATION**

The primary responsibility for providing transportation to and from off-campus games and practices lies with parents, relatives or guardians of participants. This responsibility should be shared equally among all the eligible drivers. (Please refer to the Field Trips by Carpool section in the *2009-2010 Family Handbook*, pages 31-32, for guidelines and requirements for the use of private cars.)

At the start of each team season, a sign-up form listing all the driving dates will be made available. Parents/guardians are asked to indicate their availability and return the information to the coach by the requested date. An equitable assignment of driving will be made, and a final schedule will be sent to all families.

Burke's staff may provide transportation, but only as a last resort and for a limited number of players.

Drivers should generally drop players off at Burke's after athletic events. Drivers should not leave unattended students at Burke's if no one has arrived to pick them up; before 6:00 p.m., players should wait for their parents in after-school study hall; after 6:00 p.m.,

*US After School Sports Program: Transportation (continued)*

## UPPER SCHOOL AFTER-SCHOOL SPORTS PROGRAM: TRANSPORTATION *(continued)*

they must be in the care of an adult. With the parent's/guardian's consent, a driver may drive an athlete directly home. In these cases, the driver should not leave until witnessing the passenger's safe entry into her home.

Coaches will accompany their teams to and from the scheduled event whenever possible. In special cases, a designated chaperone will be appointed to make sure all players are accounted for and have transportation. Players are not allowed to leave away games or practices on their own unless they have their parent or guardian's permission.

### GAME MANAGEMENT

**Parents/guardians interested in helping with game management should contact the Athletic Directors for written instructions and special training for any of the following tasks.**

- Scoreboard Operator for volleyball and basketball – post scores and other information on the scoreboard.
- Scorekeeper for volleyball and basketball – record rosters, scores and other game-related information on score sheets.
- Occasionally, as a last resort, parents/guardians may be needed to officiate games.

### REFRESHMENTS

At the beginning of each season, parents/guardians will be asked to sign up to provide healthy post-game refreshments, to be shared with all participants. Refreshments must be nutritionally sound snacks such as fresh or dried fruit, nuts, juice drinks or water, unsalted or low-salt pretzels, or bagels. Chips or other junk food, sweets, or soft drinks are not appropriate refreshments.

### PARENTAL CODE OF CONDUCT

The BAIAL and SFAL schools subscribe to the following California Interscholastic Federation guidelines for adult spectator conduct at school games.

*As a parent/guardian, your sportsmanship goals should include:*

- *Realizing that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game.*
- *Encouraging our students to perform their best, just as we would urge them on with their class work, knowing that others will always turn in better or lesser performances.*
- *Participating in positive cheers that encourage our students, and discouraging any cheers that would redirect that focus – including those that taunt and intimidate opponents, their fans and officials.*
- *Learning, understanding and respecting the rules of the game, the officials who administer them and their decisions.*
- *Respecting the task our coaches face as teachers; and supporting them as they strive to educate our youth.*
- *Respecting our opponents as fellow students, and acknowledging them for striving to do their best.*
- *Developing a sense of dignity under all circumstances.*
- *Be a fan...not a fanatic!*

*US After School Sports Program (continued)*

## **UPPER SCHOOL AFTER-SCHOOL SPORTS PROGRAM:** *(continued)*

### **CONSEQUENCES FOR MISCONDUCT**

- *Persons not abiding by the Parental Code of Conduct may be required to vacate the game site. A prior warning is not necessary for this to happen.*
- *For more serious or recurring violations of the Parental Conduct Code, a person may be suspended indefinitely from any future athletic contests.*
- *Any person receiving a formal warning and/or having been ejected from a contest must review the Parental Code of Conduct with an athletic administrator before being allowed to attend another athletic event.*

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