

SAN FRANCISCO PACIFIC ACADEMY

PARENT & STUDENT HANDBOOK

2019-20

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VISION

The vision of San Francisco Pacific Academy is to become the Bay Area premier K-8 private school that is highly regarded for its academic excellence.

THE MISSION

Our Mission is to provide a motivating and challenging high-quality educational program that inspires students to academic success.

We achieve this by offering a curriculum emphasizing higher-level mathematics as well as written and oral communication skills in several languages. Our interdisciplinary, hands-on approach takes place in a safe, orderly and nurturing multicultural environment, which promotes intellectual development and responsibility.

THE BELIEF STATEMENTS

Student achievement is the chief priority of our school.

Literacy in a bilingual environment and math prepare our students to meet the needs and challenges of the twenty first century.

All students can learn.

THE PHILOSOPHY

The school emphasizes students to be aware and sensitive to the experiences of others. These characteristics create a certain profile of a SFPA student, which help teachers and students, unanimously establish goals, plan units of inquiry, and assess performance.

Inquirers: Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

Communicators: They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

Risk takers: They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Knowledgeable: They have spent time in school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.

Principled: They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.

Caring: They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

Open-minded: They respect the views, values and traditions of other individuals and cultures, and they are accustomed to seeking and considering a range of points of view.

Well-balanced: They understand the importance of physical and mental balance and personal well-being.

Reflective: They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

To accomplish our mission, our **GOALS** are to:

- Teach toward mastery of the basic skills;
- Encourage the love of reading and writing;
- Promote critical thinking and problem solving;
- Improve social skills (i.e. self-control, self-esteem, self-respect, self-motivation, conflict resolution, cultural diversity awareness and acceptance);
- Increase opportunities for family involvement.

SFPA STUDENT LEARNING OUTCOMES

San Francisco Pacific Academy has the following School-Wide Learner Outcomes for all students. At the time of graduation, all students at SFPA will become T.I.G.E.R.S.

Trustworthy individuals who

- Demonstrate academic and personal integrity
- Strive to reach their potential and have a realistic understanding of themselves

Independent critical thinkers who

- Solve problems creatively
- Analyze, evaluate, synthesize and apply information

Global citizens who

- Value and preserve the environment
- Accept and respect the diversity inherent in a multi-cultural world

Effective communicators who

- Understand oral and written information
- Express themselves clearly, logically and creatively in oral, written and visual forms

Reflective learners who

- Achieve academic proficiency in reading, writing, and math
- Produce evidence of knowledge and problem solving ability by meeting and exceeding current standards

Socially responsible individuals who

- Collaborate meaningfully and efficiently in teams
- Value their own contributions and those of others

I. THE ACADEMIC PROGRAM OF THE SCHOOL

A. One Curriculum in Two Languages

The SFPA Program is a single academic program, taught and learned in two languages. Children spend approximately 50% of their time in Russian and 50% in English. They should become skilled and knowledgeable in the traditional primary school subject areas: language arts, mathematics, science, social studies, art, music and physical education, while some of them are achieving a level of fluency in the English language, and some in the Russian language. Since students vary in their abilities to learn a second language, some students will go beyond this functional level to achieve bilingualism. The most important point for parents to remember is that while SFPA students may be learning a second language, they are learning all of their important subjects in two languages. Nevertheless, they leave the Primary School with the same academic acquisitions and social skills as children from other good independent schools.

Some of our students enter Kindergarten or the first grade with no Russian language experience and Russian is not a requirement for entry at these two levels. Due to effective language teaching methods, children will be fluent in Russian after following the program for two years.

For non-Russian speaking students who enter Kindergarten at SFPA, the expectation would be to progress rapidly in the oral language, both comprehension and expression, and somewhat more slowly in the written language. Students entering after the kindergarten year would normally make less rapid initial progress than those entering in kindergarten, but, depending on their ability in their native language, they would eventually begin to close the gap.

B. Special Support and Counseling

Most of the children accepted into our program should function well within this complex system. If your child is adaptable, confident and comfortable with change, he or she will probably respond well to the challenges of our program. If there is a problem, teachers will want to meet with you as soon as possible to discuss the difficulty and to plan strategies for dealing with it. If you observe a difficulty at home you should share your observation with the classroom teacher. Sometimes a child should receive special support or counseling. Teachers may suggest that children receive such academic support or counseling either during or after school hours. When the classroom teacher observes the child struggling in a particular subject over an extended period of time, the school may recommend that the child receive professional support or counseling outside of school hours. Classroom teachers are available for paid, private tutoring. Otherwise, parents should make financial arrangements for services outside of school hours, including professional testing, counseling and tutoring directly with the individuals concerned.

II. CALENDAR AND PROGRAM.

A. CALENDAR.

The yearly school calendar, indicating vacations is distributed to all families enrolled in the school at the time of enrollment.

B. PROGRAM

Students learn in various ways and at differing rates. Because learning is more meaningful and enduring when basic skills are related rather than isolated, SFPA has adopted an interdisciplinary curriculum. Projects and group activities are structured to encourage students to work together using peer teaching, cooperative learning and spontaneous discovery.

Instruction is personalized for each student in classrooms with small student/teacher ratios. Each day, students work in their small groups on language arts: reading, writing, phonics, spelling and grammar. Hands-on math and science experiences and world awareness (social studies and geography) are integrated throughout the curriculum. To complete the education of the whole child, creative art, music, physical education is integral elements of the weekly schedule.

Classrooms contain books in Russian and English. Books are appropriated for Kindergarten through fifth graders and the interests of the students. The reading program is literature-based and designed to develop a deep love for books and reading.

In math, students gain a solid understanding of basic concepts using a multitude of concrete objects before beginning abstract concepts on written pages. Students are encouraged to make observations, reason, question and make connections to everyday life using various math concepts like addition, subtraction, multiplication, division, fractions and equalities and inequalities.

C. AFTER SCHOOL ACTIVITIES

1. EXTENDED DAY PROGRAM

Extended Day Program with Supervised Study is available for all students at SFPA. The program strives to provide a supportive, home-like environment for children, complete with after school snacks. Choices of outdoor activities, games, art, creative play, and quiet time for reading and homework under teacher supervision for older children, are scheduled daily. Students are encouraged to socialize with classmates as well as younger and older SFPA friends.

Most of the children accepted into our program should function well within this complex system. If your child is adaptable, confident and comfortable with change, he or she will probably respond well to the challenges of our program. If there is a problem, teachers will want to meet with you as soon as possible to discuss the difficulty and to plan strategies for dealing with it. If you observe a difficulty at home you should share your observation with the classroom teacher. Sometimes a child should receive special support or counseling. Teachers may suggest that children receive such academic support or counseling either during or after school hours. When the classroom teacher observes the child struggling in a particular subject over an extended period of time, the school may recommend that the child receive professional support or counseling outside of school hours. Classroom teachers are available for paid, private tutoring. Otherwise, parents should make financial arrangements for services outside of school hours, including professional testing, counseling and tutoring directly with the individuals concerned.

2. OPTIONAL AFTER SCHOOL CLASSES

After school classes are offered for the personal enrichment of the student and are not mandatory to complete a grade course. An additional fee per session per child applies to all enrolled children. Please request a copy of the after school classes schedule at the office. Please note: programs listed may not be available each term. We reserve the right to cancel any program should it not meet the minimum enrolment requirement.

III. SPECIAL EVENTS

A. SCHOOL ASSEMBLIES

There are assembly-presentations by each grade level every year, including special celebrations. Students perform for their fellow students and the parents of that class in Russian and English.

B. FIELD TRIPS

San Francisco is such a beautiful place to live, with so many places to go. Students extend their learning in the classroom by visiting sites and participating in activities outside the school. Therefore, field trips are very much a part of the academic program at SFPA.

Teachers, assisted by other teachers or parents, organize visits to places of interest in the San Francisco and Bay Area during the school day. Tuition fees do not cover the field trip expenses.

C. CELEBRATIONS

1. Class Parties and Celebrations. At certain times of the year, e.g. just before the Winter break and just before the Summer Holiday, teachers may organize celebrations either on or off campus. Teachers may request help from parents on these occasions, but the teachers accept responsibility for the organization of the celebrations and supervision of the children during normal school hours.

2. Birthday Parties. All birthday parties should be held outside of the school premises.

IV. POLICIES AND PROCEDURES

A. ATTENDANCE

1. Daily Schedule: Elementary School Students attend classes between the hours of 9:00 a.m. and 2:30 p.m. Monday through Friday. Middle School Students attend classes between the hours of 9:00 a.m. and 3:30 p.m. Monday through Friday. Regular attendance and punctuality are vital to their academic success and to their integration into our school community. Please make certain that your child can be present in her/his classroom by **no later than 8:50 a.m.** every morning.

2. Drop off/Pick up Parking

A white lane is on 34TH Avenue. This lane makes it easier for parents to park their cars when dropping off/picking up kids and should be used by SFPA parents.

Drop off time 8- to 9 am, pick up time 3:30- to 5:30pm, Monday through Friday.

PLEASE RESPECT OUR NEIGHBORS AND OTHER SFPA PARENTS!

DO NOT BLOCK NEIGHBOURS' DRIVEWAYS!

3. Morning Routine: Parents must drop off children in the School Building (Garage School doorway at 34th Avenue) no earlier than 8:00 a.m. There is no supervision of children before this time. We do not encourage such an early arrival for the Kindergarten and 1st grade children.

4. Authorized People for Pick Up: Each parent or person designated to bring children to/from school is responsible to notify the school if another person not specified on the Sign In/Out Authorization Form will be picking up a child. If a person is not familiar to a staff member a picture ID will be required before release.

Parents must send a written note (paper or e-mail) to school with details of any changes in Signing out Visitation Authorization Form which had been completed at the time of enrollment. This is particularly necessary when your child is going home with another child, as we cannot release children to anyone whom you have not authorized to pick them up. If in doubt, we will keep your child in the school until we can confirm the new arrangement with you. Children cannot use the telephone to arrange carpool changes.

We keep careful records of attendance and lateness for two reasons:

- (1) In the interests of the children's safety and security, we must know which children are at school each day and where they are throughout the day.
- (2) We will contact families of children who are more than occasionally absent or tardy.

5. Afternoon Routine: When classes are dismissed:

Children whose parents have arranged for the After-school program go under a supervision of a teacher of each grade to a designated area.

Other children remain under supervision until the duty personnel dismisses them to their parents or those designated in the Sign In/Sign Out form. Unless it is an emergency, parents do not enter the school building between 2pm and 4pm, as these hours are the busiest and the school becomes unnecessarily crowded. That distracts students and staff who continue during after-school activities.

Students are held at the entrance until their car arrives, at which time they are sent to meet their driver. Drivers should not arrive before dismissal time. If parents or those designated in the Sign In/Sign Out form choose to park their car, they should park legally, leave their cars and meet students outside the school.

Children who are not picked up according to the time indicated in the contract wait for their parents in one of the classrooms. However, parents who are more than occasionally late will be asked to enroll

their children in the After School Program. There is a fee charged for this service, and you must pay the fee when you pick up your child. So if you know that you will frequently pick up your child after 2:30 p.m., please enroll her/him in the After School Program.

If parents violate all or any of the above rules, three warnings will be issued. After the 3rd warning the school has a right to refuse its educational services to the family.

B. ABSENCES / TARDINESS

1. Absence for One Day or More for Reasons of Illness: In the case of illness, please provide a written note on your child's return explaining the nature of the illness and giving the details of any medication needed or possible after effects. (Education Code 46012). In some cases, the school may request a doctor's note as well.

Ordinarily, children who are not well enough to take part in recesses should remain at home. For children who are absent more than two days in a row, the school encourages parents to provide a note from the child's doctor.

2. Absence for One Day or More for Reasons other than Illness: It is not advisable to take students out of school for reasons other than illness or family emergency. When it is necessary to do so, please inform the Principal in writing at least one week prior to the day(s) of absence. Teachers will provide homework assignments in these cases, but completion of such assignments will not substitute for the child's active participation in the class sessions themselves.

3. For Absences during Part of a Day: The school prefers that parents schedule medical and dental appointment for children outside of school hours. However, if you must take your child out of school during the school day for any reason, e.g. medical appointments, family commitments, please provide a note to the office in advance. There may also be occasions when the school must send your child home (sickness for example). In all cases, sign your child out. We will not release a child to an unknown person without identification and prior permission from the parent or guardian.

4. Tardiness : Habitual tardiness cannot be permitted. A reasonable allowance is made for unavoidable tardiness. Students who are tardy to school or check out early for unexcused reasons 5 times during the school year will be considered absent from school one day. This will be considered an unexcused absence. Tardies and early checkouts will be combined.

Teachers will mark the number of absent/tardy days on each report card every quarter.

C. HOMEWORK

We view homework as an extension of class work, so teachers give homework to reinforce what the student has practiced in class (e.g. a few math problems to work on) and/or to complement classroom activities (e.g. a minor research paper or a model of a structure or a map, etc.). Homework should also encourage a student to become more responsible and help her/him to make effective use of her/his time.

We really do want to see what the children can actually do, so that we can adjust our teaching to their needs. Therefore, beyond some simple advice or a quick response to a child's question, parents should not assist their children with homework.

Generally, teachers give homework in the afternoon and most assignments are due the next day the children have that class. Sometimes assignments are due in a week, and others are longer term. What is difficult to gauge is the amount of time per night that a child should spend on homework. The times indicated below for each grade level are averages per night. If a child is working in her/his second language, more time may be necessary. Moreover, some students work more slowly or more quickly

than others, so that they will generally spend more or less time completing an assignment than the average indicated.

Children who pay attention in class and work steadily every afternoon/evening to complete their assignments should not feel undue pressure. The school does not wish homework to be a burden to either the children or their parents, and we realize that children should play at home and be in bed early every evening. Children should never stay up beyond a reasonable bedtime to complete homework. SFPA teachers know that it is more important that the children be well rested at the beginning of each school day than that they hand in "perfect" homework.

Here are the average recommended amounts of time for homework and reading on a daily basis:

Kindergarten: weekly assignments. We also encourage parents to read to and with their children, discuss activities, etc. with them.

Grade 1: up to 1 hour

Grade 2, 3, 4, 5: up to 1.5 hours

Grades 6,7, 8: up to 2 hours

If a child stays in the school for the Extended Day program he or she will do most (but not necessarily all) of the homework under qualified teacher supervision.

If a child does his or her homework at home and a parent sees that the child is spending more time than is designated above on homework every night, the parent should speak with the teacher(s).

D. SNACKS AND LUNCH

1. HOT LUNCH PROGRAM

For an extra charge, parents may sign up for our Hot Lunch Program. A delicious and well-balanced lunch and a morning snack a day is prepared fresh daily and delivered to the school doors by New World Market catering. Milk /Juice, fresh fruits and vegetables are included in the menus and all hot foods are either oven-baked or steamed to maintain the maximum amount of nutrients. Menus are published on a monthly basis and will be e-mailed to parents.

2. YOUR OWN LUNCHES / SNACKS

As children in other than kindergarten grades are often hungry by morning recess, we encourage parents to provide a nutritious snack in lunch boxes, in addition to a lunch suitable to your child's appetites and needs.

Please provide your child with a boxed lunch in a **NON-GLASS CONTAINER**. Plastic lunch boxes are more suitable than brown bags. If your child brings a thermos to school, please check to see that the thermos does not leak and that the lid comes off easily.

Please be sure to **MARK YOUR CHILD'S LUNCH BOX WITH HER OR HIS NAME AND GRADE**. Include napkins and eating utensils.

THERE IS NO MICROWAVE ON PREMISES. Please do not send any frozen food for your child's lunch as it will not be heated up.

Do not include food with a high sugar content (e.g. candy, cookies, chocolate, soda, etc.) Foods which are high in sugar or caffeine or which provide only "empty" calories may temporarily relieve hunger but do not sustain energy and often make children agitated.

Nutrition clearly influences the behavior and learning of children.

Here are some examples of healthy and easy to eat foods which provide energy throughout the day :

- ❖ Milk and milk products such as yogurt and cheese.

- ❖ Raw fruits and vegetables: celery chunks with peanut butter, carrot sticks, green pepper slices, apple slices.
- ❖ Crackers (especially whole grain), rice cakes.
- ❖ Whole wheat and other whole grain breads.
- ❖ Fresh fruits in season or 100% fruit juices.
- ❖ Cheerios or other low-sugar, high protein cereals in a plastic bag.

3. DRINKING WATER

Regardless of your child bringing a cold lunch (lunch box) or buying a hot lunch, he/she needs to bring a bottle of drinking water (an a plastic or metal container, NO GLASS CONTAINERS!) every day.

E. HEALTH ISSUES.

1. Health. If your child is well enough to come to school, he or she should go outside for recess. Arrangements may be made for students with injuries. Please dress your child appropriately for the weather. We will limit or cancel recess on days which are too cold or wet.

It is important that you can be contacted in case of an emergency. Please keep the office updated with the phone number, place of work, and contact people.

Minor injuries are routinely treated with soap and water, antiseptics, bandages and ice. If it is determined that an injury requires more attention or continued observation, the parents will be contacted.

Please do not send your child to school if he or she is ill. If your child becomes ill at school, you will be called, and your child will be dismissed.

2. Medications. Parents are urged to schedule administration of medication outside of school hours. Parents should never give children medication to take in school without supervision. Please provide a teacher with a written form giving her permission to give prescribed medication to a child and full instructions.

Medication brought to school must be clearly labeled with student's name, name of medication, dosage, time to be given.

If medication is not labeled as specified, it will not be administered by school personnel.

F. DISCIPLINE

Our discipline policy is to work with all children in a positive way. We believe that all children should have positive experiences that encourage academic achievement as well as emotional and social development. Children who are not responsive to teachers when requested, and those who consistently cause disruptions in class or any place on the school grounds are referred to the Principal. All disciplinary action taken by the Principal or her designee is intended to help the child accept his/her responsibility for being a student in the school. Parents will be informed by phone, written note, or by formal disciplinary form.

A copy of the SFPA Code of Student Conduct is published on the school's website. Please read and discuss this with your child. This Code of Student Conduct tells you about the rights of a student in the school and also tells you about the rules which must be followed by students. It informs you what will happen if the rules are not followed.

G. TOYS, CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are not allowed to bring toys or electronic devices to school. If they are brought, they will be removed from the child.

Use of cell phones, pagers, and other electronic equipment by students is prohibited during school hours. Prohibited equipment will be confiscated from a student and held until the end of the class period, school day, or activity.

In accordance with state law, students may not have their electronic signaling devices or cell phones on (or out) during school hours. They should be on silence or turned off until the end of the school day, securely placed in student's locker. Likewise, students shall not play any electronic entertainment equipment at school without the explicit permission of the school's principal, or by a teacher who authorizes the use of such a device for a classroom educational purpose. These will be taken and must be picked up by a parent. Cell phones and electronic signaling devices that are on during school hours will be taken and returned to a parent/guardian only! If an electronic item is taken once, it will be returned to an adult, if taken more than once the administration reserves the right to keep the item until the end of the semester the item is taken. Any loss of an electronic device is the sole responsibility of the user or owner. The school is not responsible for the cost of lost electronic items.

H. LOST ITEMS AND BOOKS

Student Valuables

It is required that removable articles of clothing, such as coats, sweaters, caps, etc., be labeled with the student's name to facilitate return of lost items. Please place your child's name on ALL of their property.

Library Books

If a library book is lost, students are expected to reimburse the school for the double price of the book. If a book is later found, no refund from the school will be given; the book becomes the property of the student.

I. SCHOOL UNIFORM

The school has an established school uniform and all students are required to wear it at all times he/she is at school. All uniform items are available for purchase through Dennis Uniform Company:

ADDRESS: 590 10th Street, San Francisco, CA 94103

TELEPHONE: (415) 864-3401

STORE HOURS: Tuesday-Friday 10am- 5pm, Saturday 10am-2pm, Open Labor Day 10am - 2pm

SUMMER HOURS (August 1-25): Tuesday-Saturday 10am - 5pm

DIRECTIONS:

From Downtown, travel South on Van Ness Ave. Turn east on 13th St. Turn northeast on Bryant St and turn southeast on 10th St. DENNIS is located at the corner of Division St and 10th St. From East Bay, travel north from Bay Bridge to 101 South and exit 101 at 9th St/Civic Center. Merge left onto 9th St. Turn southwest on Harrison St. Turn southeast on 10th St. DENNIS is located at the corner of Division St and 10th St. From Daly City, travel north on 280 to 101 North Civic Center. Continue to 101 North Golden Gate Bridge. Exit at 9th St/Civic Center. Merge left onto 9th St. Turn southwest on Harrison St. Turn southeast on 10th St. DENNIS is located at the corner of Division St and 10th St.

WEBSITE: www.dennisuniform.com

Jewelry is not an appropriate part of school dress and children are discouraged from wearing rings, earrings, necklaces and brooches at school.

Children are involved in a wide variety of activities at school and jewelry can easily become caught or snagged in hair or clothing. If an item of jewelry is broken or lost it can cause distress and upset to the

owner and interrupt the smooth running of the school day. Simple safety studs can be worn by those children whose ears have been pierced.

No nail polish or make up is allowed.

Physical Education (PE) : All students have PE classes. Classes use both indoor and outdoor facilities. In the interest of safety and hygiene, students should have a pair of suitable non-slip sneakers, a T-shirt with the school's logo (the T-shirt is a part of the required uniform; it should be purchased through the school, not with Dennis Uniform) and pants appropriate for PE activities.

Every effort will be made to use positive reinforcement and incentives to assure that the school achieve full compliance with its Uniform code.

Disciplinary action may be taken to encourage compliance with this policy only when incentives and positive reinforcement measures have failed to achieve compliance. Disciplinary action should be initiated only after all other means to secure support and cooperation as mentioned above have not succeeded.

Specific Steps to be Taken and Penalty for Consistent Violations:

a. For a first violation, the child's teacher contacts the parent(s) or guardian(s) and notifies the principal that a violation has occurred.

b. For a second violation, the teacher refers the student to the principal who contacts the parent(s) or guardian(s) by telephone and in writing that a second violation has occurred.

c. Repeated violations will be deemed as persistent disobedience or insubordination and will be dealt with in accordance with the Code of Student Conduct.

J. CHILD ABUSE

State and federal laws make it mandatory for school personnel to report all cases of suspected or known child abuse and/or neglect. Therefore, all school personnel at SFPA will report to the responsible authority any and all instances of suspected or known child abuse and/or neglect.

K. SCHOOL SAFETY POLICY

The school believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with school policies and rules, reasonable unwritten behavior expectations and applicable state and federal laws.

Staff is required to immediately report incidences of prohibited conduct by students to the Administrator. In an effort to ensure a safe environment for students and employees, all persons with the exception of law enforcement personnel are prohibited from the following conduct at all times on school premises or in school building before, during, or after school, or at any school sponsored activity.

1. Possession or use of any weapon. Possession or use of articles commonly used or designed to inflict bodily harm and/or to intimidate other persons. Examples of such articles include, but are not limited to: firearms, ammunition, explosives, knuckles, chains, switchblades, butterfly knives, clubs, stars and Kung Fu "stars".
2. Use of any object as a weapon. Use of any object, although not necessarily designed to be a weapon, to inflict or to threaten bodily harm and/or to intimidate, coerce or harass. Examples of such objects include, but are not limited to: belts, chains, combs, pencils, files, scissors, compasses, replicas of weapon (including some toys).
3. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g. verbal or written death threats, threats of bodily harm, bomb threats);

4. Using the mail or other manner of delivery as a vehicle to directly or indirectly communicate threats either through what is written or what is contained in the envelope or package, including powders or other substances that could be constructed as a dangerous or potentially life-threatening;
5. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
6. Any activities associated with gangs or secret societies, including but not limited to using slogans, gestures, handshakes or symbols that indicate membership or affiliation with a gang; promoting gang activity or affiliation;
7. Willful and malicious damage to school or personal property;
8. Stealing or attempting to steal school or personal property;
9. Lewd, indecent or obscene acts or expressions of any kind;
10. Violations of the school's drug/alcohol and tobacco policies;
11. Violations of state or federal laws, or any other school policies, including the hazing and dress code policies;
12. Any other conduct that may be harmful to persons or property.

I. EMERGENCY PROCEDURES AND DRILLS

EMERGENCY PROCEDURES AND DRILLS

Emergency Drills : It is mandatory that students regard drills with the same seriousness and respect that would be required in an actual emergency situation.

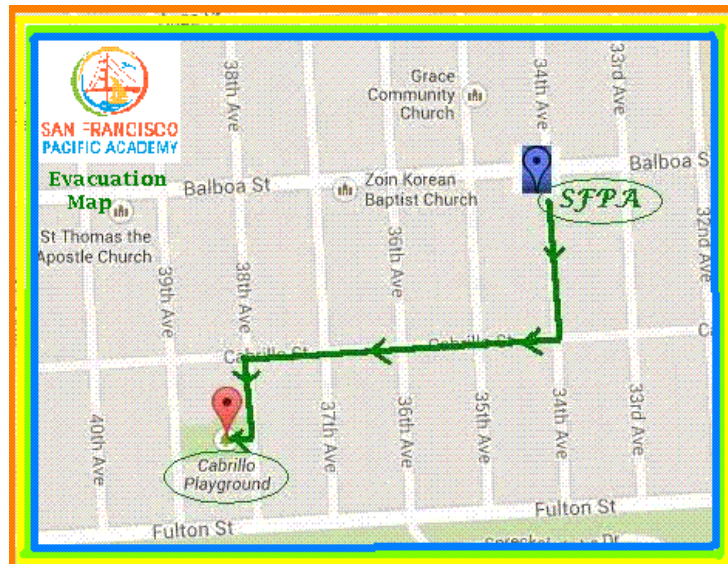
EARTHQUAKE DRILL PROCEDURES

In the event of an earthquake during school hours, the students, faculty, and support personnel will:

- *If indoors, stay indoors and take cover under desks, tables, benches, supported doorways or against inside walls. Stay away from glass, windows and outside doors.*
- *If outdoors, stay outdoors and move away from the building, utility poles/wires, tall trees, etc. Once in the open, stay there until the shaking stops.*
- *Please do not run through or near buildings. The greatest danger from falling debris is just outside doorways and close to outer walls.*
- *Please do not use candles, matches, or other open flames either during or after tremor. Extinguish all fires.*

1. The Bell will start with short, successive bursts of sound.
2. Children will STOP, then DROP, and COVER under their desks or tables for 30 seconds, wait for instructions then evacuate the building.
Make sure head is covered with arms, and head is in the opposite direction of any windows or other glass (rear towards glass)
3. Teacher should say, "Line up quietly," and all children should assemble in a single line in the classroom.
4. Teacher will assign a monitor to the rear of the line to control stragglers and to maintain silence.
5. Teachers should have their **Emergency Folder and a cell phone** in their possession as well as paper and pen to send notes on.
6. Teacher will take roll to assure all students are present.
7. Teacher will open the door and students will move toward the designated exit.
8. Children who are outside of the classroom will join their class immediately when the alarm sounds.

9. Children will line up on the side facing 34th Avenue. Walk north toward Cabrillo Street.
10. Teachers will ensure that students are silent during the fire drill.
11. Once it is certain that it is safe, students will return quietly to their classroom.



FIRE DRILL PROCEDURES

1. The Bell will start with short, successive bursts of sound.
2. Teacher should say, "Line up quietly," and all children should assemble in a single line in the classroom.
3. Teacher will check door to see if it is hot before opening.
4. Teacher will assign a monitor to the rear of the line to control stragglers and to maintain silence.
5. Teachers should have their **Emergency Folder and a cell phone** in their possession as well as paper and pen to send notes on.
6. After reaching to safe area and refuge, teacher will take roll to assure all students are present.
7. Teacher will open the door and students will move toward the designated exit.
8. Children who are outside of the classroom will join their class immediately when the alarm sounds.
9. Children will line up on the side facing 34th Avenue.
10. Teachers will ensure that students are silent during the fire drill.
11. Once it is certain that it is safe, students will return quietly to their classroom.

INTRUDER/LOCKDOWN PROCEDURES

- In the event of an intruder on campus, the office will announce the following statement using telephone intercom system: 'A stranger is in the building. This is a lockdown situation'. This will be followed with a description and approximate location of the individual(s).
- The office staff will call 911 immediately.
- Classroom teachers will direct students to move away from direct line of the classroom windows. Doors to the classroom will be locked. Classroom window shades will be closed.
- Designated staff will be responsible to lock internal and external doors to the building.

- The 'lockdown' will remain in effect until law enforcement officers verify it is safe to resume school.
- In the event that the school needs to dismiss students, the *'Emergency Closure Procedures'* will be in effect.
- During a lock down situation, parents **must not** attempt to enter the building until the area has been secured by local law enforcement officers.
- Once the lock down has been removed, parents waiting to pick-up their child(ren) will be directed to the hallway where the children will be called from the classroom and escorted to the front door by a school employee.

POWER OUTAGE

In the event of a power outage, teachers will remain with their students until a decision is made for the remainder of the school day. Students will not be released unaccompanied from classrooms to run errands or to use the bathrooms. The school day will continue as normally as possible. If a decision is made to send children home, the Emergency Closure Procedures will be followed.

EMERGENCY CLOSURE PROCEDURES DURING THE SCHOOL DAY

In the event it becomes necessary to send children home early from school, the following Emergency Closure Procedures will be followed:

- The normal learning environment will continue until dismissal of students is announced
- The parent pick-up area will be set up in the front entrance hallway. In the event of a real fire or earthquake at the Cabrillo Playground (at 38th Ave).

N. STUDENT/PARENT RESPONSIBLE USE OF TECHNOLOGY

Overview. San Francisco Pacific Academy makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence at SFPA by facilitating resource sharing, innovation, collaboration, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming SFPA, its students, and its employees. SFPA firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh the disadvantages. This Responsible Use Agreement is intended to minimize the likelihood of harm by educating SFPA students and setting standards which will serve to protect the school and its students.

Mandatory Review by Parent/Guardian and Student. To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines each school year. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of SFPA's Student Responsible Use of Technology Agreement (hereinafter referred to

as the Responsible Use Agreement) as part of the annual registration process, which includes signing and submitting a Summary Signature Form at the beginning of each school year.

Definition of SFPA's Technology System. SFPA's computer systems and networks are any configuration of hardware and software. The system includes, but is not limited, to the following: telephones, cell phones, and voicemail technologies; email accounts; servers; computer hardware and peripherals; software including operating system software and application software; digitized information including stored text, data files, email, digital images, and video/audio files; internally or externally accessed databases, applications, or tools (Internet or school-server based); school-provided Internet access including guest Wi-Fi; and new technologies as they become available.

Student Use Expectations. SFPA's information technology resources are provided for educational and instructional purposes. If you have any doubt about whether a contemplated activity is acceptable, consult with your teacher, supervisor, or administrator to help decide if a use is appropriate. You must do all of the following to keep your school technology privileges:

Respect and protect your own and the privacy of others by:

- Using only accounts assigned to you;
- Only viewing or using passwords, data, drives, or networks to which you are authorized;
- Never distributing private information about yourself or others.

Respect and protect the integrity, availability, and security of all electronic resources by:

- Observing all SFPA's Internet filters and posted network security practices;
- Reporting security risks or violations to a teacher or network administrator;
- Not destroying or damaging data, equipment, networks, or other resources that do not belong to you, without clear permission of the owner, (not hacking, uploading, downloading or creating computer viruses, sending mass emails or spam, or causing a disruption to electronic services);
- Sharing technology resources with other users by not deliberately causing network congestion or consuming excessive electronic storage;
- Immediately notifying a staff member or administrator of computer or network malfunctions.

Respect and protect the intellectual property of others by:

- Following copyright laws (not making illegal copies of music, pictures, images, videos, games, software, apps, files or movies)
- Citing sources when using others' work (not plagiarizing).

Respect your community by:

- Communicating only in ways that are kind and respectful;
- Reporting threatening or discomfoting materials to a teacher or administrator;
- Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are pornographic, obscene, threatening, , discriminatory, harassing, intimidating or bullying);
- Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, impersonating another person for harmful purposes, or illegal copies of copyrighted works);
- Not using the resources to further other acts that are criminal or violate the school's standards for student behavior, such as cheating;
- Refraining from buying, selling, advertising, or otherwise conducting business, unless approved as a school project;
- Participating positively in all digital learning environments and refraining from behaviors that negatively impact your peers or staff members.

Consequences for Violation. Violations may result in the loss of your privileges to use the school's information technology resources. Violations may also result in disciplinary action, imposed in accordance with SFPA's Standards for Student Behavior up to and including suspension or expulsion depending on the degree and severity of the violation. Violations could also result in criminal prosecution by government authorities.

Student Access to Computer/Network/Internet. Computer/Network/Internet access is provided to all students for educational and instructional purposes. Each school computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate

for students, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). The school makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Digital Learning Environments. Students may participate in online environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and online meeting sessions. The use of blogs, wikis, podcasts, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, podcasts, and other school-provided digital tools. For students under the age of 13, the Children's Online Privacy Protection Act (COPPA) requires additional parental permission for use of educational software tools and applications. Parents wishing to deny access to these curricular resources must do so in writing to the site principal indicating their child should be denied access to these tools.

Supervision and Monitoring. Authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with SFPA policies. Administrators reserve the right to examine, use, and disclose any data found on the school's networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. In other words, students must understand that computer files and electronic communications are not private and may be accessed by the school for the purpose of ensuring proper use. Administrators may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. The school reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The school also reserves the right to limit the time of access and priorities among competing acceptable uses.

Disclaimer of Liability. The school makes no guarantees about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the use of the network or accounts. Any additional charges a user accrues due to the use of the school's network are to be borne by the user. The school also denies any responsibility for the accuracy or quality of the information obtained through user access. The school denies any responsibility for material encountered on a computer network, including the Internet, which may be deemed objectionable to a user (or his/her parents, if a minor) or for any hostile or injurious actions of third parties encountered through a computer network. Any statement accessible on the computer network or the Internet is understood to be the author's individual point of view and not that of the school, its affiliates or employees. Due to the nature of electronic communications and changes in the law, it is also impossible for SFPA to guarantee confidentiality of email sent and received over any computer network.

SFPA Computer and Equipment Use. SFPA strives to reduce any purposeful damage and vandalism to computers and other technology at SFPA by students. Students who knowingly damage expensive computer equipment and technology will not have the privilege of using it. Also, there is limited money for technological resources at our school and a damaged (or stolen) computer or (or other pieces of technology) cannot be used by others, therefore the damage affects many other students and faculty/staff at SFPA.

All and any SFPA student must respect the computers and other technology (such as, but not limited to: laptops, digital video cameras, digital still cameras, digital voice recorders, etc.) at SFPA. Students promise not to inappropriately use or access SFPA computers or purposefully damage them in any way. They also agree not to steal or remove any computers or other technology from SFPA. They understand that if they damage or steal any technology, they will lose the privilege of using any

technology for the rest of my time here at SFPA and will be required to pay the cost of the damaged or stolen items immediately. They understand they may also face suspension, expulsion, and /or loss of other school privileges.

V. HOME - SCHOOL COMMUNICATION

A. Communications between the School and Parents

1. Grade Reports:

Kindergarten – twice a year: January and June

Grade 1 – three times a year: January, April and June

Grades 2-8 – four times a year: November, January, April and June

2. Portfolios. Teachers select pieces of students' written work in both languages each year so that they can monitor progress in writing during the children's years in the School.

3. Conferences with Teachers. Teachers are available for meetings with parents throughout the school year. Each family receives via e-mail a time-table containing teachers' availability times. Parents should request (by contacting the school office via e-mail) a parent-teacher conference. In some cases, teachers can request an appointment with parents to discuss their student's progress. In addition, in order to maintain a normal flow of the school day and to ensure that the educational process is not interrupted, parents/guardians are not allowed to casually walk in to the classrooms whenever they choose to. Depending on the child and the subject of the meeting, student participation in the conference can be a very positive experience both for the child and for the parents. We recommend student participation for the older children (grades 3-8).

B. Communications between Parents

1. Information from Parents' Association:

E-mails on behalf of the school's Parents' Association (PA) will be sent to all at SFPA through the school's e-mail database.

2. SFPA Families Roster is created by the PA in the beginning of each school year. This is a list of telephones and e-mail addresses of all parents of the students in each grade. This roster comes handy when parents want to arrange for a playdate, invite to a birthday party, find a ride among fellow parents, etc.

3. Facebook Page: <https://www.facebook.com/SanFranciscoAcademy>

C. Visits to the School by Parents and Others.

We invite parents to attend all special school events and meetings as scheduled during the school year. We also invite parents to participate in the life of the school as volunteer Room Parents, speakers to the classes on subjects of their expertise, etc.