



2007-2008
School Bulletin

**A Seventh-day Adventist Co-educational Day School
Kindergarten to Grade 8**

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STAFF

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Mrs. Kris Martell	After-School Care Hot Lunches	(415) 626-9183
Mr. Mike Youngberg	School Board Chair	(650) 291-4721

Please see Appendix A for a list of Constituent Churches and Pastors

2007 - 2008 SCHOOL CALENDAR

August

- 14 Registration (4:00 - 7:00 PM)
- 23 School Starts 8:00 AM - Minimum Day (School out at noon)
- 26 Summer's End Picnic (12 – 4 pm)
- 30 Back-to-School Night (7:00 pm)

September

- 3 Labor Day (No School)
- 12-21 ITBS Testing (Grades 3-8)

October

- 8 Columbus Day (No School)
- 14 Walk-a-thon (8:00 AM at Lake Merced)
- 29 End of First Quarter (48 days)
- 29 Second Quarter Begins

November

- 1 Fall Conferences (No School)
- 4 Daylight Savings Time Ends – Set clocks back 1 hour
- 20 Minimum Day (School out at noon)
- 21-23 Thanksgiving Vacation (No School)

December

- 13 Christmas Program - 7:00 PM
- 19 Last Day of School
- Minimum Day (School out at noon)
- No After-School Care
- 20-31 Christmas Vacation (No School)

January

- 1-2 Christmas Vacation (No School)
- 3 Classes Resume
- 18 End of Second Quarter (46 days)
- 21 Martin Luther King, Jr. Day (No School)
- 22 Third Quarter begins
- 28 Winter Conferences (No School)

February

- 6 Ice Skating (Grades 1-8)
- 18 Presidents' Day (No School)

March

- 5 Ice Skating (Grades 1-8)
- 13 Spelling Bee
- 21 End of Third Quarter (42 days)
- 24-28 Spring Vacation (No School)
- 31 Cesar Chavez Day (No School)

April

- 1 Fourth Quarter Begins
- 3 Spring Conferences (No School)
- 6 Daylight Savings Time Begins—set clocks ahead 1 hour
- 28 Staff Development Day (No School)

May

- 22 Spring Musical
- 26 Memorial Day Observed (No school)
- 29 Kindergarten Celebration (7:00 pm)

June

- 4 Last Day of School (Minimum Day)
End of Fourth Quarter (44 days)
No After-School Care
Eighth Grade Graduation (7:00 PM)

PHILOSOPHY

San Francisco Adventist School (SFAS) was established in 1912. SFAS has continued to provide Christian education in the bay area for 90 consecutive years.

SFAS is a ministry of the constituent churches in the San Francisco bay area. It is jointly operated by these constituent churches and the Central California Conference of Seventh-day Adventists. The churches provide the financial basis, while the Office of Education of the Central California Conference supervises the instructional process. The school is accredited by the National Council for Private School Accreditation, the North American Division of Seventh-day Adventists, and by the Pacific Union Conference of Seventh-day Adventists.

Whether a school is new or old, as is SFAS, it is going to step back and ask three very fundamental questions. The first is, “Where are we going?” The second is, “How are we going to get there?” Then finally, “How do we know if we’ve arrived?” Stated in more specific terms, we need to articulate the philosophy and mission of the school, the instructional strategies, and finally the assessment techniques. The emphasis of much of this bulletin is on the first two, philosophy and strategies, with less on the assessment. We believe that this is how it should be in an educational setting. Although evaluation tools, such as standardized testing, have been with us for many years, many feel it is only partially adequate to evaluate the totality of learning. The assessment component of SFAS will be as dynamic and changeable as the students in the class.

SFAS is structured on the tradition of Seventh-day Adventist education—the harmonious development of the physical, the mental, and the spiritual powers—to restore in human beings the image of their Maker. This tradition is well accomplished by the students being at the center of instruction where all students are considered gifted; gifted in many different ways.

Core Values

The following core values indicate the high esteem and respect that is placed on the infinite worth of every student. Our school exists:

- To assist students in developing a closer relationship with Jesus Christ.
- To provide an environment conducive to the development of Christian values and character.
- To encourage students to assume a growing responsibility for unselfish service to the community.
- To provide an atmosphere of learning in which each student can realize his or her full potential.
- To promote a high level of academic achievement with emphasis on independent thinking, problem solving, cooperation, and self-control.
- To structure learning based on individuality.
- To celebrate the diversity of students in living and learning.

- To assist students in choosing responsible actions and attitudes.

Our school is a school about people—kids, parents, teachers, pastors, university professors, and church members—people who are all on a journey. San Francisco Adventist School is that journey—a journey where all are students, all are teachers, and all are learners. Welcome aboard!

Mission Statement

The mission of San Francisco Adventist School is to provide a learning environment that fosters a growing Christian experience in each child, and also nurtures and encourages optimum cognitive, physical, social, emotional, spiritual, and creative development in each child, that will result in increased personal self-esteem needed for a happy, productive life.

INSTRUCTION

The instructional aspect of SFAS is a student-centered program. The following are five components of the philosophical model for teaching and learning:

- Constructivism
- Contextual Learning
- Empowerment
- Multiple Intelligences
- Teacher-facilitated Learning

These five concepts put the student at the center of all teaching. The instructional program is not monolithic in concept but is polyolithic in terms of strategies and activities for students. Constructivism takes students where they are in terms of knowledge and interest and builds on it. Multiple intelligences provide strategies for learning on an individual basis. Empowerment makes students responsible for their own learning and provides them with the knowledge to become lifelong learners. Contextual learning shows the students the interrelationship of knowledge and its relationship to life. Teacher-facilitation makes the other four happen. A brief description of each will be given with its relationship to instruction.

Constructivism

The concept emphasizes the idea that students' learning is based on what they already know and its relationship to their environment. A constructivist is constantly determining, by a variety of ways, where a student is and where he or she is coming from. Each student is viewed as an individual and, where necessary, the teaching program is adjusted to meet the individual needs of the students. This necessitates flexibility in teaching that is not driven by either a textbook or worksheets. The constructivist position requires planning with the student at the center of the learning and teaching process. These are major concepts that are to be considered in instructional planning:

- Posing problems of emerging relevance to students
- Structuring learning around primary concepts (big ideas)
- Seeking and valuing students' knowledge and points of view
- Adapting the curriculum to address students' suppositions

Contextual Learning

The thematic teaching approach involves all subjects and provides a framework for the relationships of knowledge within a meaningful context.

Empowering Students

Students set their own individual goals and determine their own grades. Students take responsibility for their own learning and are to explore the world of knowledge. The students are given the tools by which they can explore the world in a systematic and orderly manner. A large part of the empowerment is the care given to each student so that natural curiosity is never suppressed. The sense of wonder and questions of the world around us is encouraged and maintained.

Multiple Intelligences

Howard Gardner's *Theory of Multiple Intelligences* suggests that there is not just one intelligence, but a profile of intelligences that characterize people. He suggests eight intelligences, although admitting there may be more. Traditional IQ tests measure the linguistic and logical/mathematical intelligences while ignoring the musical, kinesthetic, visual/spatial, interpersonal, intrapersonal, and naturalist. These concepts have helped professionals, teachers, administrators, health care workers, students, bosses, co-workers, and friends look at others and themselves in a more tolerant and understanding way.

The concept of multiple intelligences provides a template to facilitate learning. It provides a realistic view of students as to who they are and value the differences among them. Having a "MI approach" to instruction does not mean that every lesson has eight options or that every lesson addresses all intelligences. It does mean that teachers will consider all intelligences when planning lessons, units, and themes so that during the week all of a student's intelligences can be brought into classroom activities. It does mean that instructional strategies will be based on the multiple intelligences so the students will be able to learn through all the intelligences. This approach allows for individuality, creativity, experimentation, and opportunities to share with the class.

Teacher Facilitation

The primary role of the teacher is a facilitator and catalyst in the learning process. Knowledge is not only something the student learns but also something he or she does! That "doing" is learning and developing a process of thinking. The "Seven E's" model provides a framework for such learning.

- Expectations: a goal/expected learning outcome
- Enticement: provides an introduction of high interest
- Engagement: kids get actively involved in the learning process
- Explanation: encourages hypothesizing and inferring
- Exploration: allows students to do activities based on the hypothesis
- Extension: requires students to try out their ideas
- Evidence/Evaluate: provides an assessment matrix for teacher, students, and peers

CODE OF ETHICS

I am responsible for my own actions as well as holding others accountable for theirs. This includes:

1. Being trustworthy.
2. Practicing the Golden Rule.
3. Promoting harmony and peace.
4. Being of service to others.
5. Upholding school policies at all times.

STUDENT PLEDGE

I understand that my participation at San Francisco Adventist School is a privilege. I have read and understand the Mission Statement and Guiding Principles of SFAS. I pledge myself to actively apply the Code of Ethics and Guiding Principles to my life. I also choose to live by the guidelines of this handbook and any other regulations which may be deemed necessary by the Administration or School Board. I understand that my attendance at San Francisco Adventist School is conditional upon the keeping of my pledge.

ADMISSION

San Francisco Adventist School is open to young people who desire a Christian education. Only students and families who support the principles of conduct of Christian education to grow physically, mentally, and spiritually, and wish to contribute to the development of a Christian community should apply. The school will not knowingly admit or retain those who are not in harmony with these principles.

Applications for admission are available through the school office. Students must reapply each year.

The school enrolls students:

- Who are in harmony with the school's goals and philosophy
- Who will abide by the policies and rules set forth in this handbook or in the future supplements to it
- Who have meet the specified application, immunization, and medical requirements
- Who will benefit from the school's program
- Who will not interfere with the attainment of the educational goals of the school or the education of other students
- Whose parents/guardian will not display behavior detrimental to the school, teachers, or students
- Whose families keep their financial accounts current

Non-Discrimination Statement

San Francisco Adventist School admits students of any race, color, religion, national origin, and ancestry to all the rights, privileges, programs and activities generally made available to students at SFAS. It does not discriminate on the basis of race, color, religion, national origin, ancestry, sexual orientaiton or gender in administration of its educational policies, admission policies, scholarship programs and other school-administered programs.

Kindergarten Entrance

To enroll in kindergarten, children must be five years old by December 2 of the year of enrollment. Students entering kindergarten must show proof of age (a birth certificate). First graders who did not attend kindergarten or pre-first must also show proof of age. Parents are encouraged to consider delaying kindergarten enrollment until a child is five years old because older children are often more successful in kindergarten and first grade. In addition, a child's first school experience is extremely important in the development of a strong self-concept as a student. School readiness is determined by many factors, including physical maturation, social skills, varied experiences, and the ability to cooperate and follow directions.

Admission Procedures

1. Complete and submit the student application. Providing false or misleading information may be grounds for denial of admission.
2. Pay registration fees and first month's tuition.
3. Submit all medical, health, and immunization records. Complete a "Consent to Treatment" form.
4. Interview with the principal. Bring the student's most recent report card and standardized test results.
5. Visit your child's classroom and meet the teacher.
6. All new students are admitted on a nine-week probation basis.

Readmissions Policy

Our goal at SFAS is that each student enrolled will have a positive and successful experience here at SFAS. On occasion, however, we may not be able to meet the needs of a given student for reasons beyond our control. It is our responsibility to carefully consider the practicality of readmission to the school for the upcoming year. Consideration of all aspects of the students experience/performance including academic progress, attendance record, behavior/discipline record, and student account will be reviewed as each student is considered for readmission.

The following performance standards will be used in the review process:

Academics—minimum GPA of 2.0

Behavior—no suspensions

Attendance—less than 15% absences per semester

Acceptance of Transfer Students

Prior to accepting a transfer student from another school, home school or an informal educational setting the following will be evaluated:

1. Prior school performance as evidenced by cumulative records, reports cards, and conversations with personnel of the previous school attended.
2. Age, physical and social-emotional development.
3. Student's and parent's attitude toward the Seventh-day Adventist Church and its educational system.
4. Willingness to cooperate with the school.
5. Performance on a standardized test and/or readiness test(s).

Academic Placement

Appropriate academic placement of the learner is a fundamental principal of education. The following factors will be considered in grade-level placement:

1. Chronological age
2. Emotional, physical, and social development
3. Scholastic achievement as determined by:
 - a. Standardized achievement test scores
 - b. Teacher observation of the student's ability to reason and express ideas logically

- c. Teacher evaluation of academic progress

Foreign Student Applicant Procedures

1. Submit a student application and include:
 - a. Application fee of \$50.00.
 - b. Medical Examination form with all immunization dates.
 - c. Request for Records form.
2. Show evidence of a parent/guardian in the U.S. mainland.
3. Submit a \$1,500 deposit (non-refundable) in advance before an I-20 form can be issued for entrance into the U.S. \$1000 will be applied on a prorated basis. Early withdrawal will forfeit any remaining funds.
4. Present membership in the Seventh-day Adventist Church or evidence of attendance in a Seventh-day Adventist school, or present a recommendation from a Seventh-day Adventist pastor or teacher.
5. Apply for admission by June 30 for the first semester and December 1 prior to second semester in order to meet visa, passport, and custom processing deadlines.
6. All prospective new students will be tested to determine appropriate placement.
7. Final acceptance into school will include an interview with the principal and meeting with the child's teacher. Please bring the student's most recent report card and standardized test results.

Access to Student Records

Parents/guardians of currently enrolled or former students and students 18 years or older have the right of access to the cumulative and permanent student records maintained by the school relating to the children in the family or the individual student. Access to the records shall be granted no later than five (5) days following the date of the request.

Parents/guardians will be notified of the location of all official student records if they are no longer located on our campus and provided qualifies certificated personnel to interpret records where appropriate.

FINANCIAL POLICIES

It is the intent of the school to make Christian education available to as many students as desire it. Therefore we have tried to keep tuition charges as low as possible. The total cost of operating the school is not met in total by tuition; the members of the Seventh-day Adventist churches invest large sums of money for the support of the School. For this reason, constituent tuition is lower than non-constituent tuition.

General Policies

1. Student accounts for the previous year must be paid prior to or at registration before the student is permitted to enroll for the current school year. A student owing an account in one school shall not be accepted until the account is paid or satisfactory arrangements are made with the former school. If SFAS becomes aware that a student has an outstanding account in a former school, after the student has been enrolled, the student will not be allowed to continue until satisfactory arrangements are made with the former school.
2. One-half of the registration fee of \$400 per student along with a signed financial contract are due at the time of registration. The remaining one-half of the registration fee is due at the beginning of the second semester. No student will be allowed to enter school without fulfilling all financial conditions unless prior arrangements have been made through the School Finance Committee.
3. Accounts must be paid in full before students will be allowed to graduate at the end of the year (K & 8).
4. Damage to school property is charged to the student account and will include labor and materials.

Tuition Rates

Tuition is in **ten** installments, beginning in September.

Grade	Monthly	Annually
K-4 Constituent	\$ 368.00	\$3,680.00
K-4 Non-Constituent	\$ 533.00	\$5,330.00
5-6 Constituent	\$ 426.00	\$4,260.00
5-6 Non-Constituent	\$ 540.00	\$5,400.00
7-8 Constituent	\$ 462.00	\$4,620.00
7-8 Non-Constituent	\$ 590.00	\$5,900.00

Additional Charges

After-School Care	\$95.00/month or \$7.00/hour
(Each additional child	\$85.00/month or \$6.00/hour)
(\$1 per minute for late pick up)	
Registration Fee	\$400.00

New Student Testing	\$75.00
Meal Ticket K-1	\$50.00/10 meals or \$5.50 for an individual meal
Meal Ticket Grades 2-8	\$60.00/10 meals or \$6.50 for an individual meal
Property Damage	as assessed
Friendship Games	\$50.00

Damage to Property

Families are financially responsible for damage to school property done by their children. This includes, but is not limited to, paying for lost or damaged books and materials and defacing or destroying school property.

Advance Payment Discount

Students will receive a 3% discount for paying the entire year's tuition in advance. This discount may not be combined with any other discount.

Multiple Student Discount

This discount applies only to tuition, and to be eligible, children must be brothers or sisters, not cousins, aunts, or uncles. The family will be billed at 100% for the child in the highest grade. The child in the next grade down will be given a 3% tuition discount. This discount may not be combined with any other discount. Families must keep their account current and meet all monthly payments or monthly discounts and scholarships will be forfeited.

Refunds

If a student withdraws during the school year, a refund is made based on the following formula: Withdrawal from the 1st through the 15th of the month equals one-half month's refund. Withdrawal from the 16th to the end of the month receives no refund for that month. Furthermore, it should be understood that there are no refunds for absences due to illness, holidays, or other causes. A written notice 15-days prior to the effective termination date of enrollment is required by the school before any refund will be made. Your financial obligation date will be 15-days from notification date. A written withdrawal must be on file in the school office to stop billing charges.

Collection Policy

1. One-half of the registration fee is due at registration.
2. Tuition payments are due on the tenth of the month.
3. Students whose accounts have not been paid by the 15th of the month will not be allowed to return to class on the sixteenth or until the account is brought current. Cash or money order will be required on payments made after the 15th.
4. Families must keep their account current and meet all monthly payments or monthly discounts and scholarships will be forfeited.
5. Payments received after the 15th are subject to a late fee of \$25.00.
6. Two-party or postdated checks will not be accepted.
7. Checks that are returned against insufficient funds (bounced) will incur a charge of \$35.00, and must be paid in cash, money order, or cashier's check.

After-School Care Fees

After-school care fees go into effect 15 minutes after the child's class is dismissed. The fees are charged on a half-hourly basis; any portion of a half-hour is billed as a full half-hour. Children who are not picked up by closing time will be charged a late fee of \$1.00 per minute. All fees related to after-school care are added to the monthly statement and are to be paid with the monthly tuition by the fifteenth (15th) of the month to remain current.

SCHOLARSHIPS

SFAS awards scholarships to students on the basis of financial aid needs, academic performance, and higher Adventist education.

Financial Aid Scholarships

Require:

1. Completion of the SFAS Financial Assistance application.
2. Submission of the application to the local Adventist pastor or principal.
3. A written church commitment of a worthy student amount to assist the family.
4. Application then submitted to the chairman of the Finance Committee for review.
5. Parents are notified of the actions of the Scholarship Committee from the school.
6. Parents are responsible for all tuition costs not covered by financial aid and church assistance.
7. Families must keep their account current and meet all monthly payments or monthly discounts and scholarships will be forfeited.

Academic Scholarships

These scholarships may be awarded after the third quarter based on recommendations from the faculty. The following criteria are used:

1. Student consistently performs at a GPA of 3.5 or higher.
2. Family meets all financial responsibilities to the school. Families must keep their account current and meet all monthly payments or monthly discounts and scholarships will be forfeited.
3. Student demonstrates good citizenship in the following areas:
 - a. Active religious life.
 - b. Exhibits strong religious character.
 - c. Demonstrates trustworthiness.
 - d. Shows respect to teachers and adults.
 - e. Demonstrates interest in academic learning.
 - f. Works hard and is dependable.
 - g. Cooperates with teachers and fellow students.
 - h. Practices hygiene and modesty.
4. Student is involved in school activities and leadership roles.

STUDENT HEALTH

Illness and Injury

A sick child should remain at home so that he/she can recuperate and so that any infection will not be spread at school. Please notify the school when your child will remain at home because of illness. Please remember, a child that is too sick to play outside is too sick to come to school.

If your child has a communicable disease, please notify the school so other families can be notified.

If a child becomes sick or is injured at school, immediate first aid will be provided if the situation is life threatening. A parent will be called and asked to come immediately and pick up the child. If a parent cannot be reached, the person listed on the application form as an emergency contact will be called to take the child home.

If a child is seriously injured at school during the day, you will be notified immediately to meet the child at the hospital. If parents cannot be reached, the school will contact the person specified on the "Consent to Treatment" form as one who can act for the parents in an emergency. If the emergency contact person cannot be reached, the school will call 911. If the injury is not life-threatening and it is safe to do so, the school will transport the student to the hospital. San Francisco General Hospital is normally used.

Health and Immunizations

Students entering school for the first time must provide a written immunization record of receipt of each required vaccine dose (or an exemption to the immunization requirements). This record must show the date (month, day, and year) of receipt of each required dose. A health provider's signature or initials must appear beside each designated dose. Newly entering students must show that they have received all currently due required immunizations in order to be admitted to classes.

The required does for each immunization are:

DPT/DT/TD	4 doses*
Polio	3 doses*
Measles/Mumps/Rubella	1 dose of each, separately or combined, On or after the first birthday
Hepatitis B	3 doses

*If the last dose of vaccine was received before two years of age, an additional booster dose is required.

TB Test

A Mantoux TB skin test (or chest x-ray) is required of all new students.

Physical Exam

Physical examinations (completed within the last 12 months) are required for all students entering a school in the Pacific Union for the first time, and for all seventh graders. The physical for the seventh grade must include scoliosis screening. These examinations must be done by a licensed physician and recorded on the form provided in the application packet. Physical examination reports must be on file in the school office before a student can be admitted to classes.

Transfer students have thirty days to have these records forwarded from the previous school; they will not be allowed to attend classes on the 31st day if the records are not on file.

Bloodborne Pathogen Policy

San Francisco Adventist School has a bloodborne pathogen plan in place with the proper equipment. The faculty and staff are trained annually on how to handle this type of emergency.

Medications

California state law does not permit students to administer drugs (either prescription drugs or over-the-counter drugs) to themselves or to others. Please do not put medications in your child's lunch to self-administer.

All medications are to be kept in the office. Any medication to be administered by school personnel must be accompanied by a written statement from the doctor detailing the method, amount, and time schedules by which such medication is to be taken. Prescription medication must be in the original container with a prescription label stating the exact dose.

Students with chronic medical problems (such as asthma) should have their medications, and the required form, at school at all times.

AFTER-SCHOOL CARE

Before-School Care

Care is available before school no sooner than 7:30 am. Once a child arrives at school, they must stay on campus. There is no charge for morning care.

After-School Care

After-school care is available from the time school dismisses until 6:00 pm, Monday through Friday. Students left on campus after school dismisses will automatically be enrolled in after-school care.

Besides supervised play time, students are required to spend time on their homework to prepare for the next day's classes. Snacks are not provided by the school, although snacks are available for sale. Students may also bring their own snacks.

After-School Care Basic Guidelines

1. Charges begin 15 minutes after school dismisses for a student.
2. There is no charge if a younger child is waiting for an older sibling's class to dismiss.
3. Parents/guardians must sign out each child when they are picked up.
4. All school guidelines regarding student conduct and behavior are to be followed at after-school care. An inability to follow these guidelines may lead to a child being excluded from after school care.

ATTENDANCE

California state law and the Pacific Union Education Code require that all school-age children attend school for a total of 180 days each year. Days missed due to illness; quarantine; medical, dental, optometric, or chiropractic appointment; attendance at a funeral of an immediate family member; or for other justifiable personal reasons (appearance in court, observance of religious holidays, etc.) are excused. Nevertheless, excessive absences may lead to lower grades. When the total absences exceed 15% the student will be asked to withdraw.

If a parent/guardian is planning to take a child out of the classroom early, the parent/guardian needs to notify the office or the child's teacher in advance. The child's teacher will have an "Early Dismissal Form" for the parent/guardian to sign before the child is dismissed.

School Hours

A student's school day consists of the time when he/she comes on the campus until the close of his/her last class or study period. Students are not to leave the classroom without the permission of the teacher. Students are expected to leave the building and playground as soon as they are dismissed each day, unless they are enrolled in after-school care. Students are not allowed to leave the campus during the school day without permission from their family and the principal. School hours are as follows:

Kindergarten - 2	8:00 AM-2:15 PM
Grades 3-4	8:00 AM-2:50 PM
Grades 5-8	8:00 AM-3:20 PM

Friday Hours

On Friday, school is dismissed at 12:00 PM for all grades to allow time for families to prepare for the Sabbath.

Absences

If a student misses school for illness or any other reason for which previous notification has not been provided, parents are requested to call the school office by 8:15 AM and speak to the secretary or leave a message on the machine. The following reasons constitute excused absences:

1. Medical, dental, optometrical, or chiropractic appointments.
2. Attendance at a funeral service of an immediate family member.
3. Due to quarantine under the direction of a county or city health officer.
4. Other justifiable personal reasons (appearance in court, observance of a religious holiday or ceremony, attendance at a religious retreat, attendance at an employment conference, etc.)

Following an absence from school, a student is required to bring a note from a parent or guardian.

Credit for missed work will be given for excused or approved pre-arranged absences only. For illness, one school day will be allowed to make up work for each school day absent. If a student is taken out of school during school hours, the parent/guardian must sign an "Early Dismissal Form."

Prearranged Absences

If a student is to be gone because of personal family time, arrangements must be made at least one week in advance. In order to respect the academic plans and activities of the classroom and school, medical and dental appointments must be cleared with the teacher, administrator, and office 24 hours in advance.

Leaving Campus

Students planning to leave campus with persons other than their parents are required to bring written permission from their parents. Phone calls are not accepted to release a child to another family.

Tardies

Students must be on time to school. If a student is late, he/she must bring a note from the parent. (If the note is not brought, the parent will be called.) A pass must be obtained from the office before students are admitted to class. Students who miss more than ½ of the school day will be considered absent for the day.

SPECIAL PROGRAMS

Our school is financially supported by the Seventh-day Adventist churches in San Francisco. To thank the members of these churches for their support, promote Christian education to other students, and give our students an opportunity to express their God-given talents, students perform in these churches throughout the year. Attendance is mandatory for these programs as performance is a part of the students' music grades. If a conflict arises with scheduling, parents are requested to contact the school in advance and make arrangements to have their child excused.

ACADEMICS

Curriculum

The curricula of grades kindergarten through 8 conform to the requirements of the Pacific Union Conference Department of Education. Grades and credits earned at SFAS are accepted in all Seventh-day Adventist schools as well as public schools. SFAS is accredited by the National Council of Private School Accreditation, the North American Division of SDA, and the Pacific Union Conference of SDA.

Scholastic Standards

Since the school and its faculty are committed to excellence in education, teachers will focus on challenging students to achieve at higher levels mentally and physically, inspiring them to grow spiritually and socially. Parents play a key role in the success of their child by (1) providing a quiet, comfortable place for their child to study and (2) maintaining open communication with the teacher to work as a team to support their child. Remember: Grades, good or poor, are earned, not given.

Students desiring to hold an organizational office must maintain a C average with no D's or F's currently or for the preceding quarter. A student officer whose grades drop below these requirements will not be eligible to hold office. To participate in sports events, a student must maintain a C average with no F's. Any student with a grade point average below a C- or citizenship grade below a C- will be placed on scholastic probation.

Acceleration, Retention and Talented and Gifted (TAG) Policies

A major goal of SFAS is to find the level of knowledge of each child and to challenge them to grow academically toward their maximum potential. Through acceleration, retention and the TAG program, we assure that our students feel challenged and that their time is well used.

Acceleration means accomplishing the work of two grades in one year. Appropriate academic placement of the learner is a fundamental principle of education. When considering advance placement for a student, the following procedures will be followed:

1. On a standard achievement test battery, a student is expected to have a composite score, which places him/her at the 90th percentile or above.
2. The student must demonstrate to the school staff and to the parents' satisfactory evidence of academic, emotional, and social readiness for advanced placement.
3. Prior written request for advancement of the student (i.e. two years in one, or three years in two) must be submitted to and approved by the Conference Office of Education BEFORE a student is permitted to begin work on advanced placement. The application must include the written consent of the parents. A copy of the ITBS Student Profile Sheet must also accompany the application.
4. The end of the second week of November is the deadline for submitting acceleration requests to the Conference Office.

Retention means that a child will be retained in the same grade level for a second school year. Consideration to retain a student at given level must involve counseling with the student and the parents so that a decision regarding placement is reached cooperatively. Students will be considered for retention when:

1. Student receives an “F” grade for the year in any class, that class will need to be retaken the following year, if:
 - a. the student does not attend summer school, or
 - b. the parents do not provide him/her with a tutor.
2. Student receives an “F” grade for the year in two of the following three core classes, he/she shall be retained for the following year:
 - a. English
 - b. Reading
 - c. Math
3. Student receives an “F” grade for the year in three of the following six core classes, he/she shall be retained for the following year:
 - a. English
 - b. Science
 - c. Reading
 - d. Social Studies
 - e. Math
 - f. Bible

When considering the retention of a student, the following procedures will be followed:

1. Written parental/guardian approval not later than April 1.
2. Completion of the Light’s Retention Scale to be submitted along with the request form.
3. Written approval from the Conference Office of Education. No student is to be retained for more than one year during the elementary school years.
4. The student will be referred to the admissions committee if the parent/guardian does not provide written permission.

Talented and Gifted (TAG)

We always want our students to feel challenged and that their time is well used. For students who are mastering a subject, we offer the TAG program in literature, mathematics and social studies. This program exposes the student to a deeper knowledge of those areas.

Promotion

Promotion for Grades 1 through 8 will be based on overall maturity as well as scholastic achievement and attainment of specific competency levels in basic skills of mathematics and reading.

Eighth Grade Graduation

Students must complete the following required subject areas:

- Bible/Religion
- Mathematics
- Language Arts (English, handwriting, spelling, composition)
- Reading
- Physical Education
- Science-Health
- Social Studies
- Fine Arts
- Computer literacy/Key boarding

Credits

All students must present a transcript of previous schoolwork or the equivalent upon entering San Francisco Adventist School for the first time. New students will be tested to determine proper grade placement.

Mandatory Probationary Status

New students will be accepted for a probationary period of up to nine (9) weeks. Probation may be extended if the faculty feels this is advisable.

During the probationary period, the school will observe the student and review previous school records. Likewise, the student and parents will have an opportunity to evaluate the school and its programs for meeting their needs. At the end of the probationary period, the teacher(s) and principal will evaluate the student's social adjustment, behavior, achievement, and rapport with teachers and peers. A report of this evaluation with a recommendation from the teacher(s) and principal will be taken to the Admissions Committee at which time the student will:

- be admitted on a regular basis, or
- have the probationary period extended, or
- be asked to consider another school.

Scholastic Probation

A student who is failing in several subjects may be placed on scholastic probation by the Admissions and Discipline Committee to determine whether attendance should be continued. This committee may also prohibit the student from participating in school activities.

Grading Policy

<u>Grades 1-2</u>	<u>Grades 3-6</u>	<u>Grades 7-8</u>
E = 100-90%	A = 100-90%	A = 100-90%
S = 89-70%	B = 89-80%	B = 89-80%
N = 69%-below	C = 79-65%	C = 79-70%
	D = 64-60%	D = 69-60%
	F = 59%-below	F = 59%-below

Incompletes

Incompletes must be removed within nine weeks. If work is not completed within these limits, the incomplete becomes an "F." No incompletes will be given 4th quarter.

HOMWORK POLICY

Homework is an important aspect of the educational experience. Homework assignments can bring the home and school closer together by facilitating parent understanding of topics taught at school. The objective of homework is to assist and improve learning, and to strengthen skills and understandings gained in the classroom. Homework allows students to reinforce what has been taught in the classroom and further supplements their learning experiences. It also fosters student initiative, independence, study habits and responsibility. Assigned homework will be an application or adaptation of a classroom experience. It will not be assigned for disciplinary purposes.

It is the student's responsibility to complete homework neatly and correctly; homework must be turned in on time.

The homework recommended for elementary students is 15 minutes for each grade level completed. For example, a child in third grade could expect 45 minutes each day of assigned homework. Homework will consist of routine assignments and review and preparation of specific academic subjects. Major tests, examinations, research papers and required reading may vary the amount of time suggested for students in grades 7-10.

Parents are encouraged to provide instructional assistance to their children at home. Some suggestions that may assist that process are:

- **Provide a study area.** The specific room chosen for study makes little difference. However, the atmosphere in the room is important. The area should afford good lighting, proper seating and sufficient space for materials. Distractions, such as radio, TV or other children, should be avoided.
- **Provide a specific time period.** Your child should have a specific time period each day for homework. You should establish firm rules against using the phone, watching TV or other activities until homework is completed. Breaks may be provided during the homework time period.
- **Think positively.** Homework assists your child's progress in learning. Try to get your child to understand the value of the knowledge being taught; more than just grades are at stake. Don't tell your child that it is not necessary to complete all assigned work, and don't do the work for your child. Praise the things your child does well, and don't dwell on shortcomings.
- **Call the teacher.** If your child is having difficulty with homework, a call to the teacher will often clarify or solve the problem. Try not to complain about the homework. That may cause your child to lose confidence in the teacher or lose interest in school. If it appears that your child has too much homework, check with the teacher.
- **Watch for signs.** If your child is having difficulty completing homework, check his/her study habits. Discuss work that has been completed. Encourage your child to talk about schoolwork and to share ideas. Be watchful for other signs that may

- indicate learning or other problems, and call the school if you have questions about anything.
- **Supervise homework.** Make sure your child has enough time, understands directions and works carefully. Your supervision and discipline will gradually help your child develop self-discipline. Provide assistance with memory drills by calling out words or questions. Help provide materials and resources, and help with ideas for projects.
 - **Help get the homework habit.** When your child does not bring work home, find out if s/he is completing it at school or failing to complete it. Get your child into the habit of doing homework.

COMMUNICATING WITH FAMILIES

Family Conferences

Special time for conferences is set aside after the first, second and third quarters for families to meet with teachers about the progress of their children. All families are expected to come to these conferences as report cards will be issued at this time. Conferences at other times are held on the basis of a special request by either the teacher or the family.

Reporting to Families

Report cards are issued at the end of each quarter. Families can expect report cards to be mailed approximately 10-days after each grading period ends.

Progress reports will be sent home during the middle of each quarter to be signed by a parent/guardian and returned to school.

It is important for your child's welfare that we work together in his/her educational development. Family conferences will be scheduled three times a year for this purpose, but don't wait for them if you suspect a problem is developing or if you would like further suggestions on how to help your child.

Academic Integrity

It is expected that the student will live by a code of academic integrity at all times. Integrity is a critical aspect of the educational process, and both students and instructors are expected to adhere to the highest standards of academic integrity. Students are obligated to take an active role in the preservation of the standards of academic integrity and honesty, encouraging others to respect these standards. This includes, but is not limited to, the student being responsible for his/her own work under all circumstances and refraining from cheating and plagiarism. Plagiarism is cheating. It is academically dishonest as well as an ethical offense. It violates the school's mission and expectations for students, and will not be tolerated at SFAS.

DRESS AND APPEARANCE

Students should dress neatly, modestly, safely, and in a way that is consistent with a Christian lifestyle. The way we dress affects our behavior. To help interpret the general statement above, the following specifics should be given special attention:

1. All clothing should be in good repair, neat, clean, and free from patches, pictures, logos, and writing. Clothing should not be excessively tight or revealing. Offensive, gang-affiliated dress (including bandanas), oversized/baggy clothing, or immodest clothing is not allowed.
2. Ornamentation and conspicuous cosmetics (including nail polish) are not acceptable. Jewelry, including items such as rings, bracelets, earrings, locket, and necklaces, are not to be worn.
3. Hair should be neat, well-groomed, and free from gang-related hairstyles. Hairstyles and colors that are extreme in nature are not appropriate for school.
4. Outerwear, jackets, and coats are not to be worn in the classroom.
5. Shoes need to completely cover the toes or foot for maximum protection. Sandal-type footwear should be avoided.
6. "Free Dress Days" can be called by the school administration.
7. Plain hats/caps may be worn outside the building.

Uniform Standards for Grades 1-8:

Girls: Girls may wear the McBeth plaid skirt or jumper from the Dennis Uniform Company. A white blouse is to be worn with the jumper or skirt. Girls may also wear standard navy uniform docker-style pants with a navy, light blue, yellow, red, or white shirt in place of the jumper or skirt. Shirts may be polo, turtleneck/mock turtleneck, or long sleeve dress- or button down shirts. Pants can be cotton twill, cotton, or corduroy. Cargo pants, or hip-huggers, or pants that are baggy/tight are not acceptable. Modest navy walking shorts may also be worn. A red cardigan may be worn. In addition to the red cardigan, a plain, long-sleeve sweater or sweatshirt of red, white or navy may be worn.

Boys: Boys' pants are standard navy uniform docker-style and can be navy cotton twill, cotton, or corduroy. Cargo pants, or pants that are baggy with excessive pockets are not acceptable. Modest navy walking shorts may also be worn. Shirts will be white, navy, light blue, yellow or red and can be long or short sleeve, polo, turtleneck/mock turtleneck, or long or short sleeve dress or button-down shirts. Navy Cardigans may be worn. In addition to the navy cardigan, a plain, long-sleeve, sweatshirt of red, white or navy may be worn.

Students not complying with the above standards may be verbally warned first and families notified; however, in cases of continued disregard, students may be detained in the office until parents can bring proper attire.

School uniforms may be purchased from Dennis Uniforms—(800) 257-1796.

CHRISTIAN CONDUCT

Every student who enters SFAS agrees to willingly observe all its expectations. He/she agrees to uphold the Christian principles upon which the school operates. To break this agreement may cause him/her to forfeit his membership at the discretion of the the Board of Trustees. It is also a part of the student's contract that he/she perform all duties assigned to him in connection with the school.

Parents are expected to support the school by upholding its standards and regulations in the home. Parents who, after consultation with the Principal and School Board, find themselves in disagreement with the school practices or policies, should withdraw their children.

Behavior

A basic objective of education is the development of character. The character of the student is, in part, determined by the way in which he/she relates himself to the principles of Christian living and conduct for which the school stands. Effective learning in school requires discipline, which is defined as the absence of disturbances which interfere with the effective functioning of the school community; and also the presence of a friendly and business-like atmosphere in which students and school personnel work cooperatively toward mutual goals. We all have fundamental rights: the right to be treated with respect and the manner in which we are spoken, the right to have our bodies respected, the right to safety, and the right to privacy. Every student also has the right to learn and every teacher has the right to teach. Anything or anyone interfering with these rights should be corrected or removed from class and/or school. San Francisco Adventist School owes to its students, their families, and staff the maintenance of such standards as they will be a source of guidance and value orientation for the students and a positive witness to the community.

Discipline

School discipline and classroom management is often modeled after a retributive system, where punishment equals accountability. Our school strives to shift how people think about dignity, respect, responsibility, and accountability. By building a strong community, and allowing all members to take responsibility for the community, discipline takes on a new dimension. Repairing the harm, restoring trust, and preparing and equipping students to return to the community becomes more important than which "rule" was broken. When the authority "administers "discipline" (usually punishment) the opportunity for the individual and the whole community to take responsibility, and be accountable, is lost. At SFAS, building competencies and finding solutions to problems becomes the focus.

SFAS is a caring community dedicated to the guidance and education of young children. The principles of dignity, respect, and responsibility are the foundational beliefs that motivate all interactions within our community.

Encouraging Positive Behaviors

The faculty and staff will develop and maintain a proactive stance on discipline. Faculty and staff will teach, promote, model, and maintain positive attitudes and healthy habits. They will use praise, creative awards, incentives, and activities to recognize and encourage positive behavior among the student body.

Principles of Discipline

- Misbehavior is viewed primarily as an offense against human relationships and secondly as a violation of a behavioral expectation.
- The faculty and staff have the responsibility to discipline with dignity and to model the principles of respect and responsibility, in addition to holding students accountable to those standards of behavior.
- Teachers approach classroom management as part of an ongoing effort to promote and maintain the good habits inherent in a caring community.
- Students have a right to be treated with respect; to expect fair and consistent treatment from the faculty and staff; and to be able to voice their concerns and have their opinions listened to in a respectable forum.
- Students have the ability to be aware of and follow the school and classroom procedures and expectations.
- The primary victim of the misbehavior is the one most impacted by the offense. The secondary victims are others impacted by the misbehavior and might include students, teachers, parents, administrators, local community, etc.
- Discipline is a process to make things as right as possible.
- We recognize both the danger and opportunity created by misbehavior and the conflicts that underlie the misbehavior. As soon as immediate safety concerns are satisfied, the misbehavior and conflict is viewed as a teachable moment.
- Resolving the conflict or handling the misbehavior at the earliest point possible and with the maximum amount of cooperation is preferred, with as little coercive force as possible.
- Consequences are established and used in an educational manner: to help students understand the reasons and purpose for behavioral expectations, to repair the damage to relationships as a result of wrong doing, and to take responsibility for improving their behavior.
- Most conflicts and misbehaviors are handled using a cooperative structure directly between the ones in conflict.
- We recognize that not all persons misbehaving will choose to be cooperative. At times, there may be a need for an outside authority to make decisions for the misbehaving person who is not willing to be cooperative. The consequences will be reasonable, relative, restorative, and respectful.
- Students who misbehave and are unwilling to be cooperative are continually invited and encouraged to become responsible and cooperative, and they are given that opportunity at the earliest possible time they so choose.
- Follow up and accountability structures are required, since keeping agreements is the key to building a community of trust.

The following behaviors are not consistent with the goals of a caring community and constitute breaches of trust that could result in the expulsion of a student from our school:

- Disseminating atheistic ideas or undermining the religious ideals and principles of the school and the Seventh-day Adventist Church.
- Using narcotics, tobacco, or alcoholic beverages in any form, or furnishing them to others.*
- Gambling, getting or possessing gambling devices.
- Improper sexual conduct or suggestion; possessing or displaying obscene literature or pictures.
- Using profane, obscene or lewd language, obscene or improper conduct or suggestion; making comments, gestures or otherwise calling attention to another person in an obscene or suggestive manner.
- Dishonesty, including stealing, cheating, lying and deception regarding violation of school regulations.
- Defacing or destruction of school property.
- Tampering with employee's cars, staff or school vehicles.
- Tampering with fire extinguishers, alarms and switches.
- Illegal entry to school grounds or any building the school owns, rents, or uses.
- Entering an unsupervised classroom or area without permission from a teacher.
- Possession of the following on school grounds: firecrackers, matches, firearms, knives, weapons, cigarette lighters or explosive devices.*
- Involvement in gangs, gang activities, gang writing, dress, symbols, language or implements.*
- Violence or sexual activity between students.*
- Belittling someone because of race, color, culture, nationality, sex, mother tongue; using racial slurs, comments, names or nicknames, insinuated or spoken.
- Insubordination to any faculty or staff member.

*Serious incidents involving violence, gangs, drugs, or weapons will be immediately reported to the San Francisco police.

**Students are automatically expelled for bringing weapons, explosives, or illegal drugs onto the campus.

Being Expelled From School

Only the school board can expel a student upon the recommendation of the faculty. Policies and procedures from the Central California Conference of SDAs guide this process. The student's parents may observe the discussion and may, at the board's discretion, speak to the board. ***The board will consider expelling a child from school:***

- If the school is unable to meet the child's needs
- If the child or others in the school are not benefiting from the child's enrollment
- If the tuition and fees are not paid as designated
- If the policies in this bulletin are disregarded

- If the parents behave in a way that is detrimental to the school, teachers, or students
- If the student is not in harmony with the goals, philosophy, and atmosphere of the school
- If the student's behavior is in violation of the rules listed under "Student Behavior" and "Code of Conduct"

STUDENT BEHAVIOR

The Board of Trustees holds the school personnel responsible for the proper conduct and control of students while legally under the supervision and jurisdiction of the school. The responsibilities of all those involved include:

Principal

The principal may implement necessary procedures and expectations consistent with applicable provisions of law to render effective the policies of the Board of Trustees of SFAS relating to standards of student behavior. The principal may involve representatives of all are of school personnel, students, parents, and citizens of the community.

Teachers

Teachers shall be responsible for the instruction of students in behavioral expectations and acceptable conduct, as well as be responsible for proper and adequate supervision of teachers. The responsibility and authority of any teacher extends to all students under the assigned supervision of the teacher and to other students so situated with respect to the teacher as to be subject to the teacher's control.

Parents

Parents shall be expected to cooperate with school staff and administration regarding the behavior of their children. Parents shall be held responsible for the willful and chronic misbehavior of their children. Parents shall instruct their children regarding the behavioral expectations of acceptable conduct.

Students

Students shall be properly instructed, at home and at school, in the behavioral expectations and acceptable conduct; they shall be responsible for understanding and complying with the standards of behavior described therein. Any student who fails to comply with these rules and regulations concerning student behavior is liable for disciplinary action, which may include, but is not limited to, suspension and expulsion.

Off-Campus Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct, even if such misconduct occurs off-school property and during non-school time.

Such discipline may result whether: 1) the incident was initiated in the school or on the school grounds, or 2) even if reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process by threatening; the incident occurred or was initiated off-school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process by threatening;

1. The school's orderly operations;
2. The safety of the school property; or

3. The safety and welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in such discipline include, but are not limited, to:

1. Use, possession, sale or distribution of dangerous weapons;
2. Use, possession, sale or distribution of illegal drugs; or
3. Violent conduct, where any such activity has the reasonable likelihood of threatening the health, safety, and welfare of school property, individuals thereon, and/or the educational process.

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a reasonable likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and/or expulsion.

DRUG-FREE SCHOOLS AND COMMUNITY

In accordance with Federal law, SFAS provides a sequential drug and alcohol educational program for its students in grades K-8. The program includes information on legal, social, and health consequences of drug use and will teach students effective techniques for resisting peer pressure to use illegal substances. It also addresses the role and dangers of drugs in society. The school will also provide the necessary rules and regulations concerning the use and abuse of drugs, including tobacco.

The school prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school, in school approved vehicles, or at any school related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance (as defined by state statute) or substance that could be considered a "look-alike" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in our student handbook, up to and including expulsion from school. When required by State law, the school will also notify law enforcement officials.

It is the objective of SFAS to support the development of healthy individuals. The school is concerned about the health of any student suffering from the disease of chemical dependency. While school officials will adhere to the procedures established in the preceding paragraph, they will also facilitate the process by which students receive assessment and appropriate treatment for their disease. Students and/or parents should contact the school principal if they have concerns or need help in this regard.

Although the primary responsibility for obtaining treatment for students is that of their parents, the school recognizes its duty to offer an intervention procedure for drug dependent students. This will be accomplished through the use of education, and providing families with available agencies and resources that include counseling and support groups. School officials will also assist families in facilitating the identification, treatment, and aftercare of drug dependent students.

Possession, Use, Sale or Transmittal of Harmful Substances

Students of SFAS shall not knowingly possess, use, sell, give or otherwise transmit any drug, the possession of which is prohibited by law, including narcotic or hallucinogenic drugs, or intoxicants of any kind. Also included are the "look-alike" drugs as defined in the California Education Code. The restrictions on these activities shall include drug paraphernalia or instruments such as pipes, roach clips, syringes, hypodermic needles, cocaine spoons or kits, and any other items normally or actually used for the packaging, conveyance, dispensation, or use of drugs. Any such items will not be permitted on any school property or at any school function and will be subject to confiscation. This policy will be enforced by the administration:

- during the course of any school year and extracurricular activities.
- on any property owned, leased by, or under the control of SFAS including vehicles used for the transportation of students.

SCHOOL HARRASSMENT POLICY

San Francisco Adventist School is comitted to providing a school environemnt free of, and to protecting students, faculty and staff from sexual harassmt, as well as harassment based on such factors as race, color, religion, national origin, ancestry, sexual orientation, marital status, age, medical condition, disability, or other legally protected classification. Harassmnet includes verbal, p[hysical, nad visual conduct that creates an intimidating, offensive or hostile school environment or interferes with work or the educational process. Harassment can take many forms and incudes, but is not limited to, the following: slurs, jokes, or statements; gestures; assault; impeding or blocking another's movement, or otherwise physically interfering with normal school activities; and pictrures, drawings, or cartoons. Sexual harassment can include any of these prohibited actions as well as other unwelcome conduct, including requests for sexual favors, conversation containing sexual comments, and unwelcome sexual advances.

Any student who believes he or she is the victim of harassmt and personons who have observed or become aware of harassmt involving a student should immediately report the harassment to the principal, the vice-principal, a faculty member, or the Central California Confernce Superintendent of Schools. Every complaint of harassment will be investigated thoroughly, promptly, and in a confidential manner. In addition, San Francisco Adventist School will not tolerate retaliation against any student for cooperating in an investigation of harassment or for making a good-faith complaint or report of harassment. If an investigation reveals that an employee of San Francisco Adventist School is guilty of harassing another student, that employee shall be subject to discipline, up through and including termination, in accordance with the employee policies of the Central California Conference of SDAs. If an investigation reveals that a student is guilty of harassment, that student shall be subject to discipline, up through and including expulsion.

GRIEVANCE POLICY

At times, concerns, misunderstandings, and difficulties will arise between the school and parents, students, or others. Our policy for addressing and resolving these issues is based on Matthew 18:15-17. We feel that all concerns need to be addressed and resolved in a timely manner so as to preserve the smooth operation of educating our students.

In the event that a family has a concern or a problem with how their child was treated at school, the following procedures will be followed:

1. Make arrangements to meet with the teacher to resolve the problem. Please make an appointment directly with the teacher.
2. If no solution seems immediate, the problem should be brought to the school administrator.
3. If no solution can be reached, the conflict should be brought before a local school administrative council for a final decision. The council will include the principal, chairperson, and pastor(s). The party or parties may, if not satisfied with the decision, request in writing that the decision be appealed and referred to the local school board.
4. The local school board's decision is final unless the decision conflicts with existing Central California Conference Office of Education policies or guidelines. In this case, the decision becomes a recommendation from the local school board to the Superintendent of Schools. The Superintendent of Schools will determine whether a final disposition should be made and whether the matter should be brought before the K-12 Board Reconciliation Committee (ADCO) for final resolution or recommendation to the K-12 Board.

DISASTER EVACUATION PLAN

In the event of a disaster, (earthquake, bomb attack, riot, or civil disorder) occurring at or near the school, the following plans will be in effect:

Plan I: Goes into effect upon the occurrence of any disaster that allows time to evacuate the school.

1. School will be closed immediately, and the children will be sent home. Those who go home other than by city bus or walking will be held at the school until parents or a designated adult arrives.
2. Insofar as possible, parents will be notified by phone that school has closed.
3. Faculty/staff will be notified by the Principal's office.

Plan II: Goes into effect upon the occurrence of any disaster that does not allow time for the school to be evacuated.

1. All children will remain at school with their teachers.
2. Children will be held at the school until parents or a designated adult arrives to take the child or until an all clear is given by civil or military authority.

GENERAL INFORMATION

Custody Disputes

In case of a custody dispute, the school will abide by the rulings of the court if there is a copy of the court document on file in the school office. If there is no court ruling, or if there is no copy of the court document on file in the school office, the child must be released to either parent.

Home and School Association

The Home and School Association is designed to provide parent education and unite the homes, school, and churches in providing a Christian education to the children., The Home and School often takes on fund raising projects to benefit the students and school. Students, parents, teachers, and pastors members of the constituent churches are all members of the Home and School Association. All are cordially invited to attend the functions sponsored by the Home and School and to assist in the programs of the school. Your active support of the Home and School Association provides significant support for the attainment of the goals of the school.

Back-to-School Night

At the beginning of the first quarter, parents are invited to the school one evening to be oriented by their child's teacher on the operation of the room, grading policies, homework information, etc.. For the success of our students. All families are expected to attend.

Kindergarten Open House

During the fourth quarter, a half day is set aside for prospective K-1 families to visit SFAS to see the programs we offer and get a feeling of what school is all about.

School Relationships

Students should manifest good taste in all social relationships. Mixed association should be in a group setting at all times. Inappropriate displays of affection are not acceptable at school or during school activities.

Food

Quality performance in any endeavor is closely related to good nutrition and eating habits. We encourage eating a good breakfast before coming to school, and bringing a good lunch. We discourage bringing excessive sweets or caffeinated beverages (coffee, sodas, etc.). Eating at times other than those designated by the teacher is not permitted unless required for medical reasons.

Microwave Ovens

Microwaves are not available for students to use to heat/reheat their lunches.

Personal Items

Materials such as yo-yo's, water pistols, toy guns, action figures, electronic games, radios, portable mp3 players, headphones, tape recorders, beepers, cell phones, etc. which could interfere with the educational process are not to be brought to school. Such items brought without permission will be held by the teachers or administrator and returned only to the parents/guardians.

Wireless Communication Devices

Students may bring wireless communication devices to school and/or to school sponsored events. They must be turned off and stored in a locker or backpack at all times while at school and/or at a school sponsored event. The school is not liable for items that are damaged or stolen.

Telephone

The telephones of the school are for business use. Students will be allowed to use the office phone in case of illness, injury or other extenuating circumstances. For personal calls, (forgot lunch at home, etc.), parents should be sure their student is supplied with phone money. Students making personal phone calls will be charged \$0.50. Teachers and students should not be called during school hours except in cases of emergency or to leave messages. No cell phones are allowed to be used during school hours. Students must check all cell phones into the office before school and pick them up after school. The school is not liable for items that are stolen.

Lockers

Students must keep their lockers locked at all times. You are responsible for all items in your locker. Students are responsible for providing their own padlock for their locker. Do not give your combination or keys to anyone else. Lockers are school property and can be inspected at any time. Students will be held liable for any and all damage to lockers.

Gum

Gum-chewing is not allowed on school premises.

Property Damage

Deliberate damage done to school property or that of another student will be the financial responsibility of the student causing the damage and his/her parents/guardians.

Textbooks

Textbooks and workbooks for Grades K-8 that are furnished by the school are provided on a rental basis to the students. Because books are used for several years, they must be properly cared for by the students. Excessive wear or damage to a book will result in an additional charge to the student on a pro-rated basis.

Closed Campus

By School Board policy, SFAS operates a closed campus. Students are not permitted to leave during school hours without a written request from their parents, permission from their teachers, and authorization from the Principal. This covers the time period from the moment the student initially arrives on campus until he/she leaves for home after school is dismissed. Any unauthorized leave or absence will be considered a truancy and will result in disciplinary action.

Visitors

Parents are welcome to visit classes in session. They are requested to make arrangements through the school office and check in upon arrival. As a courtesy to both the teacher and the students, no parent should interrupt a class to converse with the teacher or student. Students who want to bring relatives or friends to school must obtain prior permission from their parents, teachers, and principal. It is the student's responsibility to inform the visitor about the philosophy and objectives of the school and the visitor's need to abide by school standards of dress and conduct. Student visitors are to check in with the office as soon as they arrive on campus to obtain a Visitor's Pass. Students visiting in the parking lot during school hours are not allowed.

Accident Insurance

All students enrolled in the school are covered by mandatory insurance, which covers accidental injuries sustained on the school campus or on authorized field trips. Accidents should be reported immediately to the school office. An informative brochure containing complete information is distributed each year to families. This secondary insurance covers only what the parents' primary insurance does not. Parents are responsible for submitting the forms to the insurance company. The school does not pay insurance claims.

General Transportation

All drivers must have a valid driver's license and proof of insurance. These documents must be on file at the school office. All passengers must behave in a responsible manner and be secured with a seat belt (one student per seat belt).

Overnight Trips

All adults who accompany students on school sponsored overnight trips must be fingerprinted and clearance must be received by the Central California Conference Office before the trip.

Use of Computers

Due to the unsupervised nature of the Internet, guidelines have been drawn up for its use at SFAS. Every student and his/her parent/guardian is required to sign a Computer Lab User Agreement at registration time. See Appendix B.

Special Education Clarification

Seventh-day Adventist schools usually do not have the equipment or staff for special education, therefore, we may not be able to accept students who have mental, physical, social, or behavioral challenges which would require the school to provide special staff or resources.

Unpublished Rules and Regulations

All rules and regulations adopted by the faculty or School Board have the same authority as those published in this handbook.

Dessemination

The school administration shall distribute a copy of this policy to all present and future employees of the school. A copy of this policy shall also be distributed to all present and future students enrolled in the school and/or to their parents and guardians.

This policy was reviewed on August 20, 2007
San Francisco Adventist School
66 Geneva Avenue, San Francisco, CA 94112
(415) 585-5550

APPENDIX A: GRIEVANCE POLICY FLOW CHART

Questions or Concerns???



See the teacher

Concern Unresolved???



See the Principal

Concern Unresolved???



Contact the School Board Chair

Concern Unresolved???

If your concern is regarding personnel:

➡ Contact the Office of Education

If your concern is regarding a student:

➡ Admissions and Discipline Committee

APPENDIX B: CONSTITUENT CHURCHES AND PASTORS

Church	Pastor
Central Church 2889 California Street San Francisco, CA 94115	Mark Ferrell (415) 921-9016
Chinese Church 7777 Geary Blvd. San Francisco, CA 94121	Chapman Wong (415) 387-5222
Filipino Church 533 Hickey Blvd. Pacifica, CA 94044	Gerry Eborá (650) 355-8864
Hillside Community Church 363 El Camino Real, Suite 216 South San Francisco, CA 94080	Rob Robinson (650) 872-1960
Japanese Church 2403 Washington St. San Francisco, CA 94115	(415) 346-8481
Korean Church 2520 Bush Street San Francisco, CA 94115	Byung Shin (415) 929-1343
Pacifica Church 2218 Francisco Boulevard Pacifica, CA 94044	Chapman Wong (650) 355-9724
Philadelphian Church 2520 Bush Street San Francisco, CA 94115	David Hudgens (415) 567-0263
Rainbow Church P. O. Box 34335 San Francisco, CA 94134	Steve Mackey (415) 342-4821
Russian Church 649 8 th Avenue San Francisco, CA 94118	Valeriy Topchiy (415) 752-3732

Church	Pastor
Samoan Church 209 Country Club Drive South San Francisco, CA 94080	(650) 742-9107
San Francisco Latin American Church 3024 24 th Street San Francisco, CA 94110	Raul Gonzales (415) 282-9680
South San Francisco Latin American Church 500 Miller South San Francisco, CA 94080	Antonio Rodriguez (650) 992-7576
Tabernacle Church 676 Capp Street San Francisco, CA 94110	Gerry Ebor (415) 657-9090
Voice of Hope Church 66 Geneva Avenue San Francisco, CA 94112	Raul Gonzales (415) 282-9680

APPENDIX C: COMPUTER USE POLICY

San Francisco Adventist School

Educational Purpose

Computers are a wonderful resource and have been provided at SFAS for classroom activities, career development, and high-quality personal research. The Web is a global database system providing access to information from around the world. Students may have access to Internet Web information resources through their classroom, library or school computer lab. It is the hopes that the users of the SFAS network will be guided by a sense of responsibility, honesty, and purity.

Computer Use Protection

1. Personal Safety and Personal Privacy.

Students may not post Personal contact information about themselves. Personal information includes, but is not limited to address, telephone, school address, name, etc. This information should not be provided to an individual, organization or company, including web sites that solicit personal information.

2. Illegal Activities.

Students may not attempt to gain unauthorized access to SFAS domain or to any other computer system through SFAS or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. Students may not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means. You are responsible for your individual account and must take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person. If another person uses your account to gain access and to do anything illegal your will be responsible. Students may download files only as requested by their teacher.

3. Plagiarism and Copyright.

The rights of copyright owners must be respected. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If you are unsure whether or not you can use a work, you should ask a teacher.

4. Inappropriate Access to Material.

The SFAS Internet connection must not be used to access material that is designated for adults only or is profane or obscene (pornography), or any material that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim that you have intentionally

violated this policy. The school server has a security log which will log any attempt to access any questionable sites or any unauthorized accounts or files. We have a commercial sensor program, which will block questionable material to the greatest extent possible.

Disciplinary Actions

You should expect only limited privacy in the contents of your personal files or record or web research activities using SFAS Internet connection. Routine maintenance and monitoring of SFAS network by faculty, staff, or an administrator may lead to the discovery that you have violated this policy. Violation of this policy will result in a loss of computer use privileges, paying for the cost to repair or to replace damaged parts or materials, and other disciplinary actions.

I have read the policy regarding computer use at SFAS including use of the World Wide Web and Internet and agree to abide by the policies outlined above.

Date: _____

Parent Signature: _____

Student Signature: _____

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