

Parent/Guardian Manual 2024–2025

The PBS Parent/Guardian Manual is a guide to school-home partnership and was last updated on **September 28, 2024**. Your support of the policies and guidelines in this manual is essential to ensure effective teaching and learning, as well as to model PBS's mission and core values to our students.

Thank you!

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Introduction and Principles of Good Practice

The purpose of this parent/guardian manual is to outline PBS systems and expectations designed to support all members of our school community. Parents, guardians, and the school collaborate to create and sustain effective partnerships. The following principles of good practice are used by the National Association of Independent Schools to describe the respective roles and responsibilities of both partners. PBS endeavors to abide by these principles and expects parents/guardians to do so as well.

Parents and Guardians Working with Schools

- Parents and guardians recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
- In selecting an independent school, parents and guardians seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school.
- Parents and guardians are familiar with and support the school's policies and procedures.
- Parents and guardians provide a home environment that supports the development of positive learning attitudes and habits.
- Parents and guardians involve themselves in the life of the school.
- Parents and guardians seek and value the school's perspective on the student.
- When concerns arise, parents and guardians seek information directly from the school, consulting with those best able to address the concerns.

Schools Working with Parents and Guardians

- The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
- The school clearly and fully presents its philosophy, program, and practices to parents and guardians during the admission process and encourages dialogue that clarifies parental expectations and aspirations for the student.
- The school seeks and values each family's perspective on the student.
- Teachers and administrators are accessible to parents/guardians and model candid and open dialogue.
- The school keeps parents and guardians well informed through systematic reports, conferences, publications, and informal conversations.
- The school defines clearly how it involves parents and guardians when considering major decisions that affect the school community.

- The school offers and supports a variety of parent/guardian education opportunities.
- The school suggests effective ways for parents and guardians to support the educational process.
- The school actively seeks the knowledge it needs to work effectively with a diverse parent/guardian body.

(Source: National Association of Independent Schools [NAIS], *Principles of Good Practice*.) These principles define high standards and ethical behavior in key areas of independent school operations.

Furthermore, parents and guardians agree to accept and abide by PBS's mission, philosophy, rules, policies, and standards and must not act in a manner that impairs a positive and constructive relationship with the school or interferes with the school's educational purpose.

Mission and Core Values

Mission

The Phillips Brooks School community inspires students to love learning, to develop a spiritual nature, to communicate effectively, to be kind to others, and to respect the uniqueness of each person.

Core Values

COURAGE

We value strength of character and the integrity to do what is right in spite of the risk of fear or discomfort.

KINDNESS

We value empathy and respect for self and others through honest and effective communication.

COMMUNITY

We value ourselves as responsible members of both our local and global communities and in doing so demonstrate a deeper understanding and compassion for others.

LOVE OF LEARNING

We value learning as a lifelong process, driven by intrinsic motivation and focused on process rather than product.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

PBS admits students of any sex, race, color, religion, ancestry, national origin, sexual orientation, physical or mental disability, gender identity, or gender expression to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on

the basis of these statuses in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Community Norms for Families

Introduction and School-Home Partnership Charter

PBS is committed to inspiring students to love learning, to communicate effectively, to be kind to others, and to respect the uniqueness of each individual. As community members, we all must daily model our compelling values of courage, community, kindness, and love of learning. We believe that authentic relationships and school-home partnerships are the surest path to doing this and to maximize each student's potential. We therefore count on PBS families to be in strong alignment with our core values and mission (who we are), to support the school's culture (the way we do things), and to help us meet our goal of a positive school climate for teaching and learning.

To ensure we do this successfully, both as individual families and as a full community, it is important to be upfront about our expectations and community norms, which are rooted in the PBS School-Home Partnership Charter:

The Charter reads:

As partners, we want to feel **respected, engaged, and confident**. Empathy questions ensure our actions are aligned with our charter words:

- As a teacher: Does every interaction with parents and guardians reflect these words?
- As a parent/guardian: Does every interaction with teachers reflect these words?

Community Norms

Model the behavior we want to see in our students and assume goodwill among children, teachers, staff, and other families.

All adults in the PBS community are teachers. Students learn from and model the behavior they observe among adults. We expect parents and guardians to be mindful of modeling community values. This includes greeting others in passing and pausing before responding to an issue that comes up, as well as maintaining a safe space on campus and off, composure, neutrality, and a reasonable approach.

Be on time and present.

We expect families to adhere to the attendance policies outlined in the Parent/Guardian Manual. In particular, it is important that students are in their classrooms by the posted start of each day.

In addition, we expect parents/guardians to arrive enough in advance of meetings and volunteer opportunities so they have time to sign in at the school's front office and then sign out when they leave.

Communicate respectfully and follow the appropriate communication chain.	If a problem arises, meet with your teacher first before scheduling time with an administrator. If needed, a meeting with the Interim Head of School should be scheduled only after a discussion with your teacher and the Associate Head of School for Academics.
School issues are handled at school.	Communicate directly with the teacher most closely connected to the issue so that you have the context for anything that happened related to your child.
Respect confidentiality.	The following behaviors do not support the PBS mission and core values, nor a positive climate for teaching and learning: Parking lot chatter, spreading rumors or unverified reports, gossip, and passing along sensitive information about other families and students.
Read emails and school/teacher communications.	Follow communications, knowing that they contain important information for you and your children.
Follow the teacher's lead and encourage your children's developing independence.	We know that all learning (academic, social, and emotional) is acquired as children progress in mastery and independence. Our program is therefore designed to promote developmentally appropriate independence and mastery. Follow the lead of the teacher when assisting in their classroom spaces and with home learning activities to ensure that instructional and social-emotional goals can be consistently realized.
Use technology appropriately.	Engage in minimal phone use when on campus, including when walking across campus, in the car line, or when volunteering. If an emergency arises, step out of the classroom or meeting space. Be respectful when taking photographs or videos, and do not take photographs of children other than your own without permission.

These norms for families are essential for upholding our school's mission, culture, climate, and educational philosophy. Consistent with our Behavior Management Model for students, there are a variety of possible outcomes if families do not follow our community norms and expectations:

- Loss of privileges (e.g., volunteering and chaperoning opportunities).
- A range of logical and increasingly impactful consequences if concerning patterns persist (e.g., conversation with the Associate Head of School for Academics, meeting with the Interim Head of School, temporary separation from campus).
- Opportunity to repair possible harm done with restorative measures (e.g., an apology or required meeting with other families together with a school leader).
- Identification of troubling patterns and repeated behaviors that make it difficult or impossible for a family to continue in the PBS community (e.g.,

non-renewal of next year's enrollment agreement or immediate required separation from the school).

Like PBS, our peer middle schools place a high value on family partnership. They expect their families to be in strong alignment with their school's mission, culture, and educational philosophy. As part of the middle school application process, our peer middle schools review PBS's official school recommendation, which includes information on each family's partnership with the PBS faculty and administration.

Resolving Issues and Answering Questions

As questions arise throughout the year, the school encourages parents/guardians to communicate with the person at school who can most directly work towards a solution. The classroom teacher or specialist teacher is the first person to consult. If, after speaking with the appropriate teacher, a concern needs further attention, parents and guardians are invited to contact the Associate Head of School for Academics. Other questions or concerns regarding school-wide issues should be brought to the attention of the appropriate administrator. A listing of faculty and staff teams is available on the Community Portal to help you find the right person to answer your question.

Email and Phone Messages

When emailing or leaving voicemail messages for faculty members, staff, or administrators at PBS, please allow a full business day for a response. At times, a message may require additional time to craft a response or find the answer to a question, or it may otherwise be appropriate to take a pause before responding in full. In those cases, you may expect a brief email letting you know that your message has been received and when you can expect a more complete response. In some cases, that more complete response may be a request for a phone or in-person conversation.

Academic Guidelines

Class Assignments

The process of designing class lists begins in the spring each year. Teachers and administrators who best know each student discuss individual learning strengths and needs, friendships, and classroom dynamics, among a wide variety of other factors. Their goal is to create learning environments that are balanced, successful, and joyful. We do not take requests for changes because of the thought and care required to create the best possible class lists at each grade level, in addition to the reality that moving any one child has implications for the entire group. Parents/guardians can best support their children and partner with the school by expressing the confidence in their children's ability to transition successfully into the group and navigate the year, and in the school's

diligence in making these decisions. Additionally, we all can support students by expressing confidence that it will be a great year with caring teachers, old and new friendships, and many exciting learning opportunities.

Homework

Homework at PBS is designed to:

- Help students develop independent responsibility and organizational skills
- Create strong work habits
- Reinforce concepts already covered in class
- Introduce a new skill to explore with your family
- Build a connection between school and home

Homework is one indication of a student's comfort with a skill; therefore, please make sure your child is doing their work independently. If you have any concerns or questions, reach out to your child's classroom teacher.

In order to accommodate after-school activities and free time, homework is often assigned early in the week and due near the end of the week. Students are encouraged to communicate with their classroom teacher if they have questions about the content or need adjustments to the due date. Homework begins gently in 2nd grade and increases as students get older. Teachers will provide specifics in each homework or home-learning package.

Standardized Testing

The Comprehensive Testing Program (CTP) is a rigorous assessment for students in areas such as reading, listening, vocabulary, writing, science, and mathematics. Beginning in 3rd grade, verbal and quantitative reasoning subtests are part of the CTP. The CTP helps compare content specific, curriculum-based performance to the more conceptual knowledge base found in reasoning tests.

These tests are offered by the Educational Records Bureau — thus they are often referred to as the ERBs — and are administered to PBS 3rd-, 4th-, and 5th-grade students in the fall. We use the test results to assess the strength of our academic programs and refine our instructional practices. Furthermore, taking standardized tests provides additional data points about student strengths and challenges within specific content areas, which may indicate the need for further support for individual students. The test results will be shared with parents and guardians. CTP scores are not shared with other schools to which PBS students are applying except by request of the student's family.

Tutoring and Evaluation

The school's program is carefully designed to serve a wide range of social, emotional, and intellectual development at each grade level. The school employs two learning specialists who support instruction and work directly with students.

The Literacy Enrichment Coordinator, Math Instructors, and Director of Student Life and Belonging also support instruction and individual students based on need. The school does not recommend outside tutoring except in circumstances discussed with a member of the PBS student support team (classroom teacher, learning specialist, curriculum coordinator, Associate Head of School for Academics). For cases in which outside help is deemed necessary, the tutor must work closely with the school to determine an appropriate focus.

The learning specialist or Associate Head of School for Academics, in consultation with the classroom teacher, may suggest an outside professional evaluation. Since such evaluations include recommendations and strategies for the child in the classroom, the results from any evaluation greatly benefit the partnership between school and home and should be shared with the school.

Evaluation reports are kept confidential and shared only with the teachers and administrators at PBS currently working with the student.

Student Records

Parents/guardians of currently enrolled or former students may review any and all student records related to their children that are maintained by the school, with the exception of subsection B below. If parents/guardians are divorced or legally separated, both parents/guardians have the right to access student records unless the school is provided with a court order that specifies otherwise.

A. Procedure for Requesting Student Records

All requests to review student records must be directed to the Executive Assistant to the Interim Head of School. Student records will be made available for parent/guardian review during school hours and the review will take place on the school's campus or sent to the parent/guardian or former student via electronic means. A school employee will be present to assist and to oversee the inspection of records. Parents/guardians may also request assistance from school staff in interpreting records. To the extent that a student's records are not located at the school, the parent/guardian will be notified of where all official student records of the student are located.

B. Circumstances Where Parent/Guardian/Student Access to Student Records May Be Restricted

Grades, transcripts, and diplomas may be withheld from parents, guardians, or students where a student has failed to return loaned school property or willfully damaged school property. The parent/guardian and student must be notified of the unreturned or damaged property. The parent/guardian and student will be offered an opportunity to return the property, pay for the damage, or, in lieu of payment, the student may perform community service. If these efforts fail, the school may notify the parent/guardian/student that the school will withhold the

grades, transcript, and diploma of the student from the parent/guardian/student until the issue is resolved.

C. Disclosure of Student Records to Third Parties

Parents and guardians of students under 18, and former students 18 and over, may provide written consent for third parties to access student records. The written consent must specify the records to be released and the party to whom the records may be released.

Written consent is not required to disclose student records in the following circumstances:

- School officials and employees may access student records when there is a legitimate educational interest or as necessary as part of their job duties.
- Information contained in student records may be released to state and local officials or agencies to the extent that the information is required to be reported pursuant to state law.
- Information contained in student records may be released to appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a student or other persons.
- Information contained in student records may be released to officials and employees of private schools or school systems where the student is enrolled or intends to enroll.
- Student records may be released to those authorized in compliance with a court order or lawfully issued subpoena or as otherwise required by law.

Athletics

The school is a member of the Menlo Park After-School Sports Program. Students compete against teams from other local schools. In the fall, 5th-grade students are invited to play volleyball. In the winter, 3rd- through 5th-grade students are invited to play basketball. All interested students are welcome; PBS does not have tryouts, cuts, or ranked teams. The coaches strive to have all players enjoy playing time in games, dependent on commitment to practices. In order to facilitate consistent language and training practices, games will be led by PBS coaching staff.

The coaches publicize the practice and game schedule. The games take place after school and/or on weekends at an off-campus location. Students are expected to make this team commitment their after-school priority. Parents/guardians help support this expectation by minimizing conflicts with practice and game times. If a student is going to miss a team commitment due to illness or a planned absence, the parent or guardian should communicate directly with the team coach.

Parents and guardians are expected to model appropriate fan behavior at games:

- Support the players and coaches of our own teams as well as the opponents. Always refrain from making negative remarks about opponents, officials, or coaches.
- All communication with officials should be handled exclusively by the coaches. In addition, parents/guardians are requested to refrain from stepping into a coaching position during PBS sporting events unless directed by PBS staff.
- Parents and guardians should not criticize or address concerns with the coaches in front of the students. As with all community concerns, the dialogue should be conducted at an appropriate time with constructive communication.

Attendance

General Expectations

Students are most successful when they are present and on time in their learning environment on a consistent basis. PBS places a high value on student engagement in learning, and our faculty believes that this engagement is the surest path to students' success in their intellectual growth and social-emotional development. The school therefore takes attendance and punctuality seriously and considers them essential to an effective teaching and learning environment. They are also essential to a strong school-home partnership.

Definitions

A student is considered absent if they:

- Miss an entire day of school
- Leave school before the end of their assigned lunch period
- Arrive at school after their assigned lunch period has begun

A student is considered tardy if they:

- Arrive in their classroom after school has started but before lunch has begun

An absence or tardy may be excused if it is the result of:

- An illness as documented in writing by a parent/guardian to the Health Office (health@phillipsbrooks.org or in person).
- A decision by the Health Office or other PBS staff to send a child home due to illness. (Students asked to go or remain home as part of a response to inappropriate behavior will not have their absences excused.)
- A documented middle school shadow visit and the school is notified in advance using the Future Absence Form. Documentation from the school being visited must be forwarded to attendance@phillipsbrooks.org showing

that the student did attend a shadow visit or interview on the day to be excused.

- The observance of a religious holiday and the school is notified in advance using the Future Absence Form.
- Bereavement leave approved by the Associate Head of School for Academics.
- A documented accommodation for academic support, occupational therapy, or similar arrangements made with the Associate Head of School for Academics.

Reporting

Unexcused tardies and unexcused absences are recorded and are part of the permanent academic record sent with any transcript requests, including transcripts that are part of the middle school application process. Like PBS, middle school leaders and teachers place a high value on student engagement in learning and believe that this engagement is essential to student success in middle school.

Responses

The school administration will contact families if there are concerns about unexcused absences and tardies (typically, more than 5 tardies or 3 unexcused absences would merit concerns). These will be handled on a case-by-case basis so that the school can understand individual family circumstances, including a required meeting with the family to partner on an intention plan for school attendance.

Students begin with a clean slate for absences and tardies each academic year.

If the administration determines that a student's excused absences and tardies have impeded their academic or social progress, the school may require a meeting with the family to discuss options for remediation.

What to Do When Your Child Will Be Absent

UNEXPECTED ABSENCE

If a student will be absent from school, the parent/guardian must contact the school by email (attendance@phillipsbrooks.org) or by phone (650-854-4545 x135) no later than 8:20 a.m. Please indicate the child's name, their teacher, and the reason for the absence.

If we have not received notification from a parent/guardian about a student's absence, we will contact parents/guardians to attempt to locate the child. If we cannot reach parents/guardians immediately, we may contact emergency contacts.

LATE ARRIVAL

Please contact the school by email (attendance@phillipsbrooks.org) or by phone (650-854-4545 x135) no later than 8:20 a.m. if you are running late.

Parents and guardians of K–5 students who arrive after 8:20 a.m. must sign in at the front office and then escort their children to their classrooms for purposes of safety and security. ELC families must always sign their children in at the ELC.

EARLY DEPARTURE

An early departure from school can be reported at any time. Notification of early departure allows the school to have your child at the front office when you arrive for pick-up. K–5 students leaving before the end of the school day for any reason must be signed in or out in the front office. ELC students must be signed out at the ELC.

PLANNED ABSENCE

Families are expected to build their schedules around the school calendar and to ensure their children attend school. When special circumstances require absences during the regular school year, parents and guardians are required to fill out our Planned Absence Form on the Community Portal. Teachers are not expected to prepare work for families that take a vacation outside of the school's vacation schedule; however, depending on the family and child's needs, assignments may be included at the teacher's discretion.

EXTENDED ABSENCE

It is assumed that students enrolled in the school will complete the full school year. Leaves of absence for one or more semesters will be granted only in special circumstances and must be discussed with and approved by the Interim Head of School. These will be handled on a case-by-case basis.

Behavior Management

Introduction

PBS is committed to inspiring students to love learning, to communicate effectively, to be kind to others, and to respect the uniqueness of each individual. As community members, we all must daily model our compelling values of courage, community, kindness, and love of learning. We believe that authentic relationships and school-home partnerships are the surest path to doing this and to maximizing each student's potential. We count on PBS families to be in strong alignment with our core values and mission (who we are), to support the school's culture (the way we do things), and to help us meet our goal of a positive school climate for teaching and learning.

Goals of the PBS Behavior Management Model

- Positive climate for teaching and learning
- Physical, emotional, and educational well-being for each student

Starting Points

Our values and educational philosophy require us to teach and build up student agency, self-advocacy, and conflict-resolution skills. We cannot do that if we solve all of students' problems for them; rather, we want to empower our students to focus on learning and our teachers to focus on teaching.

Our mission, culture, climate, and educational philosophy all demonstrate that children can and must learn from mistakes. The following are some examples of the kinds of logical consequences that students may receive when they make mistakes at school:

- A loss of privileges, so students understand that they must make choices between what's right and what's wrong
- A responsibility and opportunity to fix what has been broken, when appropriate
- An opportunity to reintegrate into the classroom community with a range of restorative measures to repair possible harm done

However, please keep in mind that the school may decide to use some, all, or none of these consequences, or may impose different consequences. The school has sole discretion to determine what consequences are appropriate in any given situation, up to and including immediate expulsion.

We need families to communicate directly with teachers if they hear reports from students or personally observe troubling behavior by other students. To that end, we expect families to take these actions:

- Treat this information with sensitivity by passing it along to the PBS teacher, not to other families.
- Support the school's goal of teaching agency, self-advocacy, and conflict-resolution skills even when there is troubling behavior by other students.
- We acknowledge that a strong educational culture requires judgment and discretion by teachers and administrators. We therefore rely on high standards of civility, respect, and alignment — from parents and students as well — especially when there is disagreement.

Bullying

This policy covers conduct that occurs both on and off of the school campus, and includes use of technology, regardless of whether it is owned by the school. This policy applies to all students and prohibits other students, and any other member of the school community, including teachers, staff, parents, and volunteers, from engaging in conduct towards students that is prohibited under this policy.

Bullying behavior is any intentional, unwanted, aggressive behavior by another child or group of children (K–5) towards another student that involves a real or perceived **power imbalance** and that is severe or **repeated** multiple times or has the potential to be repeated. Bullying behavior causes harm or places a reasonable student in fear or harm. Bullying behavior is harmful not only to the targeted child but also to the child who engaged in bullying, including physical, psychological, social, or educational harm.

Bullying behavior is *not*:

- Age-appropriate misbehavior
- Peer conflict or disagreement
- Occasional use of unkind words
- Impulsive acts of aggression or intimidation

While these behaviors do not fit the definition of bullying, they do merit adult response aligned with the approach to misbehavior above.

RANGE OF RESPONSES TO BULLYING BEHAVIOR

Students are encouraged to and should immediately report any incidents of bullying that they either observe or experience to any teacher or administrator on campus. Allegations of bullying behavior are investigated by a school-designated official, who may require logical consequences and restorative responses based on the type and severity of the behavior. PBS will provide appropriate interim support and reasonable protective measures, if and as needed based on the individual applicable circumstance during the pendency of any investigation. PBS will determine the necessity and scope of any interim support or protective measures.

Examples of possible responses to bullying behavior:

- Extended loss of privilege
- Required student reflection (oral or written)
- Administrator discussion with the student
- Conference discussion with family, teacher, student, and administrator
- Meeting with the Interim Head of School, family, and student
- Behavior improvement plan including specific steps to address the issue; may include a period of required sessions with the Director of Student Life and Belonging or outside support (e.g., counseling, therapy, professional evaluation)
- Incident report on file
- Temporary separation from school for a period determined by the administrator
- Required leave of absence for a period determined by the administrator

- Withholding, suspending, or revoking the student's enrollment contract for the coming academic year, with reinstatement dependent on satisfactory improvement in the student's behavior
- Immediate termination of the student's current enrollment

The lists of examples in this section are not comprehensive; there may be additional behaviors that trigger administrative responses, and specific consequences or restorative responses are at the discretion of the school.

Any student determined by PBS, at its sole discretion, to have violated this policy will be subject to disciplinary action, up to and including expulsion.

Birthdays

Birthdays are celebrated within classrooms. Teachers will communicate with you about classroom-based celebrations and traditions. We do not allow birthday gifts or treats to be brought to school.

Invitations to birthday parties are not to be passed out at school. We ask that you keep inclusivity in mind when planning a party. One way to do this is to ask your child not to discuss birthday parties at school, regardless of who is invited.

Campus and Community Safety

Emergency Drills and Preparedness

The school is prepared for a range of emergencies and has established procedures to ensure the safety of all students. PBS uses an Incident Command system so that the school can interface well with local emergency authorities and responders. The school has stocked supplies and equipment to be used in the case of an emergency. Fire drills are scheduled monthly. Earthquake and other kinds of drills are scheduled sporadically throughout the year.

All PBS employees are trained in CPR and first aid.

In the event of an all-school emergency, our alert system will be deployed. This system will send voice and text messages to all numbers that parents, guardians, faculty, and staff have provided the school for this purpose. Emergency contacts will also receive messages in very serious circumstances.

In the event of an earthquake or other disaster, all children will be kept at school until picked up by a family member or a designated person. Parents and guardians are encouraged to arrange for someone near the school to pick up their child in case their own access to school is blocked. The emergency form updated each summer lists all persons authorized to pick up your children. The school will monitor all student departures. It is likely that phone service will be compromised in extreme emergencies. Text messaging has proven to be the

most reliable form of communication in case of emergency. Parents and guardians will receive updates from our alert system as conditions change.

Campus Use

If you are hosting a PBSA or other event on campus during school hours and need to reserve a space and request setup support, please submit a Schedule Request by logging into FMX. (On your first visit, create an account using the appropriate link.) All space requests must be submitted using this system.

Our use permit from the City of Menlo Park and our lease agreement with the Las Lomas Elementary School District restrict the nature of the events we can hold on campus, as well as the times during which we may reserve the space. In particular, weekend events are limited, as the campus is not staffed and is expected to be a public space when school is not in session. Generally speaking, we cannot reserve outdoor spaces on weekends at all, and reserving indoor space on weekends requires the presence of PBS staff at overtime rates. If you have questions about what is permitted, please contact the Associate Head of School.

Car Line, Drop-off, and Pick-up

Avy Avenue

It is essential that everyone in our community work to keep traffic moving safely and efficiently during drop-off and pick-up times. If the car line is backed up on Avy Avenue, drivers should be mindful not to block driveways and intersections. Drivers arriving before dismissal time should wait in the St. Denis Church parking lot located directly across from the school. If turning left into the PBS parking lot requires a wait, drivers should loop through the St. Denis Church parking lot to join the queue of other parents and guardians waiting to turn right into the parking lot.

We are committed to being a great neighbor to our Menlo Park community. Part of that commitment is making sure that PBS families park in agreed-upon areas and observe the following expectations:

- Parking by PBS families is prohibited on the side of Avy Avenue opposite PBS and on either side of Zachary Court, Deanna Drive, and Bellair Way. These areas are marked in red on the following map.
- Parking is permitted in the PBS lot, either of the St. Denis Church lots, and on the PBS side of Avy Avenue (away from red-painted curbs). These areas are marked in green on the map. (Thanks to St. Denis Church for their kind permission to use their lots.)

Parking



PBS Parking Lot

- The PBS parking lot has one-way traffic from the entrance to the exit. Parents and guardians who wish to park should turn left immediately after entering the parking lot.
- Parking is prohibited in the pick-up and drop-off lanes.
- A crosswalk is provided for the safety of pedestrians at the end of the parking lot near the administration building. Parents/Guardians are asked to use the crosswalk at all times.
- During drop-off and pick-up, only right turns onto Avy from the parking lot are permitted.

Procedures in Car Line

- Drivers must stay in the same lane from the entrance through the pick-up and drop-off area. Do not switch lanes.
- Drivers should continue forward until a staff member is ready to load or unload their children.
- A placard with the child's name should be clearly displayed during pick-up. Contact help@phillipsbrooks.org if you need help downloading your placard to print.
- Only employees should escort students and belongings in and out of cars. Students in kindergarten through 2nd grade may not get in or out of the cars on their own. Drivers should never get out of the car in the drop-off and pick-up line.
- Parents and guardians are not to enter the car line until the dismissal time of the oldest child to be picked up. If the child has not been released yet, the driver will be asked to exit the lot and return when the child is ready to be picked up. Remember that drivers must exit the parking lot and turn right before re-entering the pick-up line. Drivers are allowed to wait in the St. Denis Church parking lot, located directly across from the school, and enter the PBS car line at the dismissal time of the oldest child.

Safety

- Please proceed slowly and carefully through the school parking lot at all times and pay attention to any pedestrians in the lot.
- Texting and other mobile device usage at any time during drop-off and pick-up is prohibited.

Communicable Diseases

The school is required by law to report to the local Health Office the presence or suspected presence of any communicable disease, including but not limited to measles, mumps, rubella, polio, whooping cough, or in some cases COVID-19. Reportable events or diseases may change from time to time and will depend on

the laws, statutes, or orders from the California Department of Public Health and local public health departments in effect at that time.

The school may exclude from school any individual affected with a disease that is presumably communicable until that individual's doctor has given written permission for them to return to school or until the expiration of the prescribed period of isolation for that particular disease as dictated by a state or local health authority. The school may prohibit an individual who has been in a quarantine area from returning to school until the person has been cleared by the local health officer or physician. This may include not permitting someone who has been exposed to a communicable disease to come on campus until such time as they are cleared and are no longer being exposed to said communicable disease.

The school will require that an individual who is suspected to have a communicable disease either leave campus on their own or be immediately picked up by a parent, guardian, or other authorized individual and taken home. The school may need to inform the community that someone in the community, without disclosing that person's identity, has been diagnosed with the communicable disease and recommend others in the community speak to their doctor if they have any concerns about exposure.

In the event that there is an epidemic in the City of Menlo Park or County of San Mateo or the State of California, or any future epidemic, pandemic, or outbreak that relates to a communicable disease, including but not limited to measles, mumps, rubella, polio, or whooping cough, COVID-19 or other viruses, and the Department of Health requires an individual to remain away from the school or take certain precautions because either that person has contracted one of those conditions, or has not been immunized against them, or cannot provide a written record of immunization against them, then that person must adhere to the Department's requirements.

From time to time, certain communicable diseases may require additional safety protocols. They may also require distanced or online learning or small-group cohort learning. The school may be required to institute such protocols due to a public health order or as a best practice, and will require all employees, students, and families to comply with the requirements of such safety protocols.

For up-to-date information about COVID-19, see the [Centers for Disease Control and Prevention](#) (CDC) and the [San Mateo County Department of Public Health](#) websites, as well as the [California Department of Public Health K–12 Guidance](#).

COVID-19 Protocols

PBS's COVID-19 Protocols are aligned with county/state authorities and guidance. We all have a collective responsibility to do our part in supporting COVID safety and PBS community health.

- The school continues its policy of optional masking indoors and outdoors for all employees, students, and campus visitors.
- PBS encourages all employees and students to remain up to date on COVID-19 vaccinations and boosters, but this is not required unless directed by the school.
- The school encourages symptomatic testing for all students. If a student tests positive for COVID-19, please report the positive result to the Health Coordinator (health@phillipsbrooks.org) and follow the school's directions and response plan based on then-current county and/or state guidance.
- If a member of a student's household tests positive for COVID-19, the student's family is encouraged to report the positive result to the Health Coordinator so that we can support community health and safety.
- The school may amend COVID-19 protocols from time to time based on updated county and/or state guidance or changing health conditions.

Air Quality

- PBS uses the government's [official air quality resource](#) to support decision-making about keeping campus open when there is poor air quality or a prediction of poor air quality. If this site is not available, we consult official resources that are available locally.
- The school monitors the air quality index ([AQI](#)). If needed, we will limit physical activity. We will also spend time inside, where ventilation is supported by an effective filter system in addition to keeping windows and doors open on a limited basis.
- The decision to close campus is a judgment call, because air quality is hard to predict from one hour to the next. We closely monitor trending and forecasting overnight, as well as conditions in the surrounding area.
- If we anticipate poor air quality, we will send an all-school message as soon as the decision is made.
- If air quality gets worse while children are already on campus, we may ask families to come to campus for an early pick-up.

Communication

PBS Gazette

The *Gazette* includes notification of upcoming events and important information. It is the school's primary vehicle for family communication, and parents/guardians are expected to read it each week. It is emailed to current families on Sundays throughout the academic year and posted on the Community Portal. There are periodic *Gazette* editions during the summer months, containing important action items. The *Gazette* includes important PBS news, the latest announcements from the PBSA, and a recap of events on campus.

Website and Community Portal

The school's website is divided into public areas and a password-protected Community Portal, accessible only to current parents, guardians, faculty, staff, and other members of the PBS community.

The public site includes a wealth of general information about the school and its history and programs, including a blog with regular updates from various departments and events.

The Community Portal contains information that is private: family directories, class lists, event calendars, and other information about the operation of the school that is restricted to community members. Please make prudent use of anything posted on the Community Portal and do not share information found there with unaffiliated people. The family directories are provided on the Community Portal for PBS-related interactions only. Commercial use of the directories — or providing directory access or data to a third party — is a violation of our expectations and the privacy of our families. To safeguard your data, the school does not distribute lists of parent/guardian email addresses to members of the community, nor are PDF copies of the family directory available for download. The online directory is available to all parents/guardians and is by design unable to generate mass exports of data.

Classroom Blogs and Emails

Teachers maintain a blog to keep families involved in and informed about what their children are learning in the classroom. Teachers and Room Parents have access to the group email list for the class and will post messages when there are urgent matters or routine reminders requiring your attention. Individuals other than teachers and Room Parents are not permitted to post messages to the class lists.

Privacy

In the course of their studies and research, students at PBS use an array of web- and app-based services. Many of these sites are separate entities and not operated by the school, such as Google Workspace, Classlink, and Brainpop.

We are strongly interested in protecting the privacy of all of our students. The law permits schools to consent to the collection of personal information on behalf of all of its students, eliminating the need for individual parents and guardians to consent to individual uses or to personally create the accounts for their children's use.

The Director of Strategic Operations and Technology is responsible for approving any websites/services that require the disclosure of students' personal information. Each determination of whether to disclose personal information is

made based on the privacy and security policies of the potential services ensuring that student privacy and security are appropriately protected.

If parents and guardians have questions or concerns about this, they are encouraged to reach out to the Director of Strategic Operations and Technology.

Custody Arrangements and Rights of Non-Custodial Parents/Guardians

PBS requires all parents/guardians to keep the school informed about changes to a student's home location, family contact information, custody arrangements, or other changes that might impact the student's educational experience.

Non-custodial parents/guardians generally retain the same rights as custodial parents/guardians unless a court order restricts the rights of the non-custodial parent/guardian. These rights include but are not limited to accessing their child's pupil records, participating in school activities, receiving communications from the school, and visiting the child at school. Any custody-related court order binds the parties to the proceeding and not the school. However, the school recognizes that certain court orders impact the child's educational experience. For that reason, the school requires parents and guardians to notify the school of any applicable and relevant court orders that impact the child's educational experience, and to provide copies of such court orders when requested by the school.

When custody arrangements or disputes among parents/guardians regarding the child's educational experience impede the school's ability to maintain a positive and constructive relationship with parents/guardians, the school may terminate the student's enrollment or prohibit one or both parents/guardians from entering school property or participating in school-sponsored events.

Daily Schedule

Monday to Friday

	Early Learning Center	Elementary
Morning Care Begins	7:30 a.m.	7:30 a.m.
Drop-off Window	8:05–8:20 a.m.	8:05–8:20 a.m.
Classrooms Open	8:05 a.m.	8:05 a.m.
School Begins	8:20 a.m.	8:20 a.m.
Snack	10:15 a.m.	—
Morning Recess/Snack	—	10:25–10:55 a.m.
Lunch and Rest	12:00–1:30 p.m.	—
Recess and Lunch	—	12:30–1:10 p.m.
Dismissal/Pick-up	2:45–3:00 p.m.	K–1st: 3:05 p.m. 2nd–3rd: 3:10 p.m. 4th–5th: 3:20 p.m.
Extended Day Programs	3:00–5:30 p.m.	3:30–5:30 p.m.

Diversity and Inclusivity

PBS is committed to creating and sustaining a diverse, inclusive, equitable, and just community that is safe and welcoming for all. We also strive to build and support an environment in which each child can become a confident, respectful, and compassionate individual by accepting and valuing the uniqueness and full identity of self and others.

PBS respects, affirms, and protects the dignity and worth of each member of our community. PBS values the representation and full engagement of individuals within our community whose differences include — but are not limited to — sex,

race, color, religion, age, ancestry, national origin, sexual orientation, physical or mental disability, marital status, gender identity, and gender expression.

Dress Code

Daily Dress

Students in kindergarten through 5th grade wear Daily Dress each day unless Full Dress is required. Students in the Early Learning Center are not required to wear Daily Dress but may choose to do so.

BOTTOMS

- Plain, navy-blue pants, shorts, skirts, skorts, polo dresses, or jumpers
- Plain, khaki pants, shorts, skirts, skorts, or jumpers
- PBS-logoed navy-blue athletic shorts, polo dresses, or jumpers
- PBS-logoed PBSA Spirit Store items, including those embellished with PBS wording or other PBS graphics
- No non-PBS logos or graphics may be printed or embroidered

TOPS

- Plain, white short-sleeved t-shirts, long-sleeved t-shirts, short-sleeved polo shirts, long-sleeved polo shirts, short-sleeved button-front shirts, long-sleeved button-front shirts, or turtlenecks
- Plain, navy-blue short-sleeved t-shirts, long-sleeved t-shirts, short-sleeved polo shirts, long-sleeved polo shirts, short-sleeved button-front shirts, long-sleeved button-front shirts, or turtlenecks
- PBS-logoed, white short-sleeved t-shirts, long-sleeved t-shirts, short-sleeved polo shirts, long-sleeved polo shirts, short-sleeved button-front shirts, long-sleeved button-front shirts, or turtlenecks
- PBS-logoed, navy-blue short-sleeved t-shirts, long-sleeved t-shirts, short-sleeved polo shirts, long-sleeved polo shirts, short-sleeved button-front shirts, long-sleeved button-front shirts, or turtlenecks
- PBS-logoed PBSA Spirit Store items including those embellished with PBS wording or other PBS graphics
- No non-PBS logos or graphics may be printed or embroidered.

FOOTWEAR

- Athletic/tennis shoes of any color
- Dress shoes of any color
- Socks of any color, or those from PBSA Spirit Store
- Rain boots are permitted only in inclement weather.
- Sandals, flip-flops, or any open-toes shoes are not permitted.

OUTERWEAR

- Plain, navy-blue sweater, cardigan, sweatshirt, fleece jacket, or vest
- PBS-logoed, navy-blue sweater, cardigan, sweatshirt, fleece jacket, or vest

- Other outerwear, including hats, may be worn outdoors only.

Full Dress

Students in kindergarten through 5th grade wear Full Dress when it is required. These days include school pictures, holiday programs, and special events (e.g., Celebration of Learning and the Arts, Graduation). Full Dress may also be worn at any time for daily wear.

BOTTOMS

- Plain, navy-blue pants, skirts, polo dresses, or jumpers
- Plain, khaki pants, skirts, polo dresses, or jumpers
- PBS-logoed, navy-blue polo dresses or jumpers (PBS logo required unless student is also wearing a sweater or sweater-vest)

TOPS

- A PBS-logoed, white or navy-blue short-sleeved polo shirt, long-sleeved polo shirt, short-sleeved button-front shirt, or long-sleeved button-front shirt
- Optional, acceptable outerwear: PBS-logoed, navy-blue pullover sweater, sweater-vest, or cardigan sweater worn over an item listed above

SOCKS

- Navy-blue or white dress socks, knee socks, or tights

SHOES

- Black or brown dress shoes are preferred.
- Athletic/tennis shoes of any color are also permitted.
- Sandals, flip-flops, or any open-toed shoes are not permitted.

Free-Dress Days

Free- or theme-dress days may be approved from time to time by the Interim Head of School or Associate Head of School for Academics. On these days, clothes must be clean, modest, and in good repair. Closed-toe, closed-heel shoes are required.

Community Closet

Previously worn dress code items can be found in our Community Closet in the Multipurpose Room and are offered at no charge to all parents/guardians throughout the year at designated events.

Families are encouraged to donate outgrown clothes to this collection by bringing contributions to the school's front office. Please donate items in good condition with no rips, tears, or stains.

All non-labeled dress code items will be placed in the Lost and Found and moved, at announced cleanup times organized by the PBSA, to the Community Closet; all non-labeled, non-dress code items will be donated to charity at the end of each semester.

Extended Day Enrichment Programming

Morning Care

The school offers early morning care for all students every day from 7:30-8:05 a.m. There is no charge for this service. K–5 students do not need to sign up for it in advance; ELC students need to be registered for morning care to allow for adequate staffing to meet regulatory requirements.

Extended Day Options

AFTERCARE

The AfterCare program is a service provided by the school for families who pick up their children later than the end of the school day. Students in preschool through 5th grade are eligible to participate, though the ELC program is run separately from the K–5 program due to California licensing requirements.

The students in this program will enjoy a snack, participate in daily indoor and outdoor activities and programming, and work on homework assignments if necessary. The program is managed and supervised by a dedicated team.

ENRICHMENT CLASSES

After-school enrichment classes for students in preschool through 5th grade are offered throughout the year. Class offerings and registration instructions are published in the *Gazette* and on the Community Portal. After the classes, students may continue to be supervised in AfterCare until they are picked up.

PARENT-, GUARDIAN-, OR CAREGIVER-SUPERVISED PLAY ON CAMPUS

Families are invited to use the playgrounds after school. Students must be supervised directly by their parents, guardians, or caregivers at all times. Students are expected to adhere to all of the rules and boundaries that have been established with teacher supervision during the school day. To provide a safe environment for all and ensure the best care for all students, families are asked to use playground equipment not being used by the AfterCare programs.

Family Engagement

Phillips Brooks School Association (PBSA)

The PBSA is an association of all parents and guardians at the school. Parents and guardians are automatically members of the PBSA upon enrollment of their children. The association coordinates volunteer opportunities, sponsors community-building events, and hosts meetings. The PBSA is led by a president, vice president, secretary, and treasurer. Each spring, the PBSA invites the parent/guardian community to self-nominate for volunteer leadership responsibilities for the following year.

Room Parents

Each year, a number of parents and guardians are asked to serve as Room Parents for their child's classroom, a role that includes the following responsibilities:

- Serve as ambassador for the parent/guardian community in the classroom
- Encourage parent/guardian engagement and participation in classroom activities
- Support volunteering in the classroom setting
- Be a link between the teacher and fellow parents/guardians

Classroom Volunteers

As requested by classroom teachers, Room Parents coordinate parent/guardian volunteer needs in each classroom. Parent/guardian liaisons from the PBSA coordinate opportunities in specialist classrooms.

Chaperones

Occasionally, parents and guardians are needed to help supervise children during class field trips. The Room Parents in each classroom will organize this.

Welcome Families

Each spring, the school asks returning families to welcome a new family matriculating in the fall. Welcome families are asked to meet the new families at PBS events in the spring and are encouraged to contact the new family over the summer for possible play dates.

Field Trips

Field trips are an integral part of our curriculum. Any adult chaperones on overnight field trips must go through a background check in order to ensure the safety of all students on the trip.

Food Safety

Safeguarding the well-being of each PBS student is one of our top priorities as a school community. This responsibility is rooted in our mission and core values, which guide our decisions. Making PBS a safe environment for children with food allergies is essential. That means:

- We ask that our community refrain from bringing tree nuts or peanuts onto campus. This includes items labeled as containing "traces of nuts."
- These expectations also apply to off-campus school events.
- Our lunch vendors offer nut-free options prepared in facilities that are also nut-free.

PBS families occasionally provide food for field trips, class parties, and other milestone events throughout the year. We want to balance this tradition with the safety of our students. In all grade levels, parents and guardians may provide snacks for field trips and class parties, but all expectations of the food-safety policy must be observed. The Health Coordinator will ensure that parents and guardians are aware of grade-level specific allergies so that appropriate snacks may be brought.

If you have questions about how this policy affects a specific event or practice, please reach out to the Health Coordinator to make a thoughtful, informed determination.

Governance

PBS is a private, non-profit corporation operating under the direction of the Board of Trustees.

Members of the Board are nominated by the Board's Governance Committee and elected by the full Board for a term of three years.

The Board is responsible for overseeing the governance of the school and adopting policies on fiscal matters, facilities, and long-term strategic planning. The Interim Head of School is responsible for day-to-day school operations, including employment matters and all academic programs and policies. The Interim Head of School welcomes and encourages communication with individual parents and guardians about school programs and policies.

Lost and Found

The Lost and Found is located in a bin outside of the Kindergarten-West classroom, on the wall facing the parking lot. Sweatshirts, fleece jackets, and other items that are left outside on the playground and around campus are collected at the end of the day and placed in the Lost and Found. Your child can find items there the following morning. PBSA volunteers will clean the Lost and Found periodically throughout the year; during these cleanings, all items that are clearly labeled with a child's name will be distributed to that child's teacher. Unlabeled, dress code-approved items will be donated to the Community Closet.

Lunch and Snack

PBS Lunch Program

The lunch program is an optional service for families.

Individual Lunch

Children may choose to bring their own lunches to school. Please note that we are not able to refrigerate or heat student lunches. We recommend food items that include protein and vegetables or fruit. Soda and candy should not be brought to school.

For younger children, lunch is a great opportunity to practice self-help skills; we encourage parents and guardians to provide containers and packages that children can open independently.

Water Bottles

PBS requests that parents and guardians pack a labeled, reusable water bottle every day for their children.

Snacks

Parents and guardians of elementary school students will pack a healthy snack for their children. To help children maintain balanced energy, we recommend no more than 12 grams of added sugar a day along with protein-rich foods. All snacks must adhere to the food safety policy.

Parent/Guardian Supervision on Campus

Parents and guardians are required to supervise their children at all times when on campus for non-school activities, including after-school hours. Any on-campus after-school activities that are not supervised by PBS faculty and staff must be approved by the Interim Head of School or Associate Head of School. These activities are conducted with the understanding that PBS is not responsible for providing supervision, health services, or janitorial or campus support. PBS may ask for a waiver or other legal forms, including insurance for non-PBS supported after-school programs that occur on campus.

Use of the playground by families is limited to times when there are no school programs occurring in the area, including recess, the physical education program, and the extended day program. Parents and guardians are responsible for ensuring that their children are playing on age-appropriate structures. The Big Toy (lower playground) and North playground equipment (Spider Web) are all designed for children aged 5–12. We ask that you monitor your children according to the following guidelines to ensure consistency and safety for the school community.

Recess Guidelines

- Take care of our playgrounds and natural materials
- Snacks should be eaten while seated on a bench, a curb, or at a table.

- Students may only use play equipment as intended and that they can reach themselves.
- No climbing on fences or in trees.
- Group games must be inclusive to others who want to join.

Parent-Teacher Conferences

Parents and guardians are expected to attend conferences to discuss their child's growth and progress with individual teachers three times each year. These conferences are held before school starts, in the fall, and after February Break for students in all grades. The purpose of the first meeting is to establish effective partnerships; teachers will listen and learn about their future students. During the second and third conferences, the focus is on social and academic progress.

Information will be provided to parents and guardians so they can sign up for conferences online. You will receive an email that invites you to schedule a conference for each of your children. Please note that families with multiple children at PBS are given a head start so that they may schedule conferences back-to-back.

Conferences are intended to occur when scheduled, and families are expected to make themselves available during the allotted times. Carving out additional time from teachers' schedules takes them away from their other responsibilities and can be difficult to coordinate. For that reason, families requesting to schedule their conferences outside of the regularly scheduled dates must make that request of the Associate Head of School for Academics. A family emergency is an appropriate reason to miss conferences; extending a vacation is generally not. The annual academic calendar is released well in advance of the coming school year so that families can plan around the school year.

Additional meetings, emails, and phone discussions with teachers are available when needed. Parents and guardians may reach out directly to teachers to schedule these optional conversations. Please remember, however, that our teachers' first responsibility is to the students in their classroom.

Personal Items

The following items should be left at home:

- Electronic games and trading cards
- Matches and dangerous objects
- All electronic devices, with the exception of conventional digital wristwatches (no smartwatches)
- Caps and hats, unless they are meant to be worn for protection from the weather

- Skates, rollerblades, skateboards, scooters, and Frisbees
- Money

Philanthropy and Guidelines for Giving

Philanthropic and volunteer support of PBS empowers us to strive towards the next big ideas, cultivate exceptional learning opportunities for our students, and create a supportive environment for faculty and staff. The generosity of our family community empowers PBS leadership to make choices instead of compromises and helps sustain the school's financial health and viability. Philanthropic gifts support the people and programs that make our school so special — talented teachers, innovative curriculum, and the best possible learning environment for our students. Your involvement and commitment to our school will ensure an exceptional and memorable experience — not only for your children, but also for every lifelong learner at PBS.

PBS Annual Fund

The PBS Annual Fund represents the school's philanthropic priority each year. Every member of the PBS community is invited to make a gift, as we strive for 100 percent participation. The PBS Annual Fund is a significant part of the total school budget and allows critical investments that help students flourish and support our faculty. These funds are used in the fiscal year in which they are raised.

Every PBS family will receive a PBS Annual Fund request letter in the fall of each year. Securing PBS Annual Fund gifts allows us to more accurately budget and plan for the upcoming year and ensures that all gifts are stewarded appropriately. Schoolwide participation in this effort is a testament to our core value of Community and demonstrates our collective commitment to support our students, our faculty and staff, and each other.

Spring Benefit

The Spring Benefit is a themed, ticketed, fundraising and community-building event that brings together PBS parents and guardians, friends, faculty, and staff, alums, and alum families. The evening typically features entertainment, food, drinks, dancing, a silent auction, a live auction, raffles, and much more. With the support of a dedicated team of volunteers, we celebrate our spirit of generosity and invest in specific strategic priorities for PBS.

The Spring Benefit proceeds support our need-based financial aid program, and each year we aim to raise as much as possible for this important program.

Volunteering

We are excited about the daily presence of parents, grandparents, alums, and friends who support our mission and core values by giving of their time. In return,

volunteers have the opportunity to get an inside look at our program, see our students in action, enjoy the success of working together towards common goals, and experience firsthand the impact of their philanthropy. The PBSA and the school host a volunteer fair early in the year, and Room Parents coordinate classroom volunteer time.

Major Gifts, Endowment, and Capital Campaign

Generations of parents, guardians, alums, families, and friends have strengthened PBS's legacy with major gifts to support strategic initiatives and endowment. Through our major gifts program, you are able to give additional support towards strategic and transformational programs and projects.

Currently, PBS is reaching out to our community on an individual basis to support the Strategic Plan 2022–2027. Rooted in our commitment to providing the best education for students, the plan has eight initiatives built from our core values. We look forward to partnering with you directly to invest further in PBS for our current and future students.

Gifts to Employees

The school discourages group gifts and large monetary gifts to PBS employees. While our faculty, staff, and administrators love to feel appreciated, high-value gifts and gifts of money can put recipients in an uncomfortable position. It can also be awkward when some teachers receive gifts and others do not. We believe it's best when individual families can choose when and whether to recognize teachers and staff with a note and/or a small gift, but nothing is expected.

Fundraising for Other Non-Profits

The school requests that parents/guardians not fundraise on campus or use school lists to solicit for outside organizations. There are many wonderful causes and organizations that are dear to members of our community, but fundraising on campus for other causes can give the impression that PBS is officially endorsing that organization.

There are opportunities throughout the year for students to learn about giving, philanthropy, and service. Our teachers are intentional about helping students select projects that are meaningful to them and that do not center around collecting money or other purchased merchandise.

Third-Party Fundraisers

On occasion, a local business or merchant will offer PBS parents an opportunity to shop at their stores and will donate a percentage of profits or proceeds to PBS. While these events can be fun, they can also feel exclusive to portions of our community and can put the school in the position of over-asking or seeming

to endorse the company's products. The school will therefore vet each opportunity before advertising it to the community, keeping in mind the event's specific details and its proximity to other requests for support.

We're Here to Help

If you have questions about PBS philanthropy or these guidelines, please reach out to any member of the Advancement Team.

Protection of Community Members

PBS is committed to fostering a supportive and compassionate educational environment for all community members, free from discrimination, bullying, and harassment of any kind. Therefore, PBS upholds the following guidelines to ensure the well-being and safety of all:

- As an educational community, PBS recognizes that social-emotional development, as any other subject, takes time to master and involves mistakes and missteps. As such, adults are charged to help students reflect upon their behavioral choices, especially when these choices hurt or deny the rights of others. In cases of severe or repeated negative behavior that falls short of expected conduct, further action may be taken. PBS prohibits sexual harassment and any other harassment of any student or employee.
- Adults need to recognize that, because of the differences in power and role between adults and students, any type of inappropriate behavior toward young people creates in them tremendous conflict, embarrassment, and often silence. Adults in the community must therefore consider themselves protectors of each individual student.
- Adults have an obligation to report to the Interim Head of School or any member of the senior administration any behavior they reasonably suspect may be inappropriate. PBS prohibits retaliation against anyone reporting in good faith any suspected inappropriate behavior.

Harassment, Discrimination, and Retaliation Policy

It is the policy of PBS to maintain a learning and community environment that is free from harassment and discrimination due to a person's actual or perceived sex, race, color, religion, ancestry, national origin, sexual orientation, physical or mental disability, medical condition, marital status, gender identity, gender expression, age (40 and over), military and veteran status, or any other basis protected by federal, state, or local law ("Protected Classification[s]"), as applicable, or association with an individual because of that individual's actual or perceived Protected Classification(s). It is also the policy of PBS to maintain a working and educational environment that is free of retaliation.

Conduct that violates this policy is prohibited on school grounds and at school-sponsored events, activities, functions, and programs, as well as on school

buses and other vehicles owned, leased, or used by the school. This conduct is also prohibited through use of any technology or any electronic device. This may include conduct that occurs off campus or via social media or other electronic communications. Harassment, discrimination, and retaliation which occurs at locations and activities that are not school-related, or through the use of technology or an electronic device that is not owned by the school, is prohibited if the conduct impacts, affects, or adversely reflects upon the school community or any member of the school community.

Violations of this policy will not be tolerated and will result in corrective action, up to and including expulsion from the school. Stricter standards of conduct than those provided by law apply under this policy. The school has the right to take corrective action in a case of a single expression, act, or gesture in violation of this policy. Conduct need not meet the legal definitions of harassment, discrimination, or retaliation to violate the school's expectations for appropriate behavior or this policy.

Harassment

This policy prohibits harassment based on an individual's actual or perceived Protected Classification(s), as applicable, or association with an individual based on that individual's actual or perceived Protected Classification(s). This policy prohibits both harassment by students and families toward students and employees, and harassment by others in the community toward students and employees.

Harassment violates this policy and will not be tolerated. Harassing conduct by students and/or families will result in appropriate corrective action, which includes discipline up to and including expulsion from the school. Harassment of students by employees will result in appropriate corrective action, up to and including termination of employment, and is addressed in a separate policy in the Employee Handbook.

EXAMPLES OF HARASSMENT

Harassment can take many forms, and may include verbal, written, physical, or visual conduct: making disparaging statements; telling inappropriate jokes; using epithets, slurs, stereotypes, insults, or labels based on an individual's Protected Classification(s); and threats of physical harm or statements designed to intimidate, abuse, or humiliate another, whether communicated verbally, in writing, electronically, or in posters, cartoons, drawings, or gestures. This may include comments on appearance including dress or physical features, or dress consistent with gender identification, or stories and jokes focusing on race, national origin, religion, or other Protected Classification(s).

Physical harassment includes intimidating conduct, such as touching of a person or a person's property, hazing, assault, grabbing, stalking, or blocking or impeding a person's movement.

EXAMPLES OF SEXUAL HARASSMENT

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress;
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment;
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution;
- Sexually harassing conduct can occur between students of the same or different sex or gender.

Sexual harassment may include, but is not limited, to:

- Unwelcome verbal or written conduct, including notes, letters, emails, text messages, social media postings, such as suggestive comments, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations or comments, pestering for dates, making threats, spreading rumors about or rating others as to sexual attractiveness, activity, or performance;
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings, graffiti of a sexual nature, or use of obscene gestures or leering;
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault, or interference with work or study directed at an individual because of the individual's sex, sexual orientation, gender, gender identity, or gender expression.

COMPLAINT PROCEDURE

Students and families who believe that they have experienced, witnessed, or have relevant information about harassment should immediately report the matter to the school, either verbally or in writing. Students and families may report the matter to the Interim Head of School, the Associate Head of School, the Associate Head of School for Academics, or their teacher. Alternatively,

students and families may choose to report harassment to any other employee of the school with whom they are comfortable, such as another teacher or coach, all of whom must report the matter to the Interim Head of School, the Associate Head of School, and/or the Associate Head of School for Academics under this policy. While the school does not limit the time frame for reporting, immediate reporting is important as the school may not be able to investigate as thoroughly or consider as wide a range of corrective actions the longer the time that has passed between the alleged misconduct and the report.

INTERIM MEASURES

The school may provide appropriate interim support and reasonable protective measures, if and as needed based on the particular applicable circumstances, to protect against further acts of harassment, to provide a safe educational environment, and/or to protect the integrity of an investigation. The school will, in its sole judgment and discretion, determine the necessity and scope of any interim support and/or measures.

INVESTIGATION PROCESS

Upon receipt of a report of alleged harassment, the school may request clarification and/or conduct an initial inquiry to determine whether the verbal report or written complaint alleges a potential violation of this policy. To request clarification and/or conduct an initial inquiry, the Associate Head of School or their designee may meet with the individual(s) who made the report and/or who was reportedly subjected to conduct that violates this policy.

If the school determines that the report pertains to conduct that may be in violation of this policy, the school will undertake an investigation related to the reported conduct. Any investigation may be conducted by designated school personnel or by an outside investigator at the school's sole discretion.

Students and families are expected to fully cooperate in any investigation as needed. The withholding of material information in an investigation by the individual(s) who made the report and/or who was reportedly subjected to conduct that violates this policy, the witnesses, or the individual accused of engaging in conduct that violates this policy, is prohibited. Any individual who fails to fully cooperate with the investigation or abuses the process by withholding material information or providing false information may be subject to appropriate corrective, disciplinary, or other action, up to and including expulsion from school.

CONFIDENTIALITY

Reports of harassment will be kept confidential, except as needed to conduct an investigation, to take interim measures, to protect and safeguard students and employees, to take disciplinary, corrective, or other action, to conduct ongoing monitoring, if already known to multiple students, employees, or other community members, as needed in relation to any administrative or legal proceedings, or as otherwise required by law.

Discrimination

Discrimination is treating an individual differently because of the individual's actual or perceived membership in a Protected Classification(s) as defined in this policy, by taking an adverse action against or denying a benefit to that individual. Students or families who believe they have experienced, witnessed, or are otherwise aware of discrimination should immediately report the matter using the same complaint procedure provided for in this policy under the above section on harassment. The above sections on interim measures, investigation, and confidentiality for harassment reports also apply to reports of discrimination.

No Retaliation

The school prohibits retaliatory behavior against anyone who complains in good faith or participates in the complaint and/or investigation process pursuant to this policy, regardless of the outcome of the investigation. Retaliation constitutes a violation of this policy and may result in disciplinary, corrective, or other action. Retaliation includes, but is not limited to, taking sides against an individual, spreading rumors about or shunning or avoiding an individual, making real or implied threats of intimidation toward an individual, or taking adverse actions against an individual because that individual reported harassment or discrimination or participated in an investigation related to a report of harassment or discrimination. Students or families who believe they have experienced, witnessed, or are otherwise aware of retaliation should immediately report the matter using the same complaint procedure provided for in this policy under the above section on harassment. The above sections on interim measures, investigation, and confidentiality for harassment reports also apply to reports of retaliation.

Remedial And Disciplinary Action

PBS will determine if the conduct violates school policy and, if so, the appropriate disciplinary, corrective, or other action will be taken.

Reasonable Accommodations Policy

PBS adheres to the requirements of Title III of the Americans with Disabilities Act, which prohibits discrimination against qualified individuals with disabilities in public accommodations. As part of this policy, students with qualified disabilities, or their parents/guardians, may request reasonable accommodations that would permit the student full and equal access to the goods, services, and operations of the school.

REQUEST FOR ACCOMMODATION

A student with a qualified disability who desires a reasonable accommodation in order to access the goods, services, or operations of the school, or their parents/guardians, should make a request in writing to the Interim Head of

School and/or the Associate Head of School. The request must identify (a) the goods, services, or operations to which the student requests full and equal access; and (b) the desired accommodation(s).

REASONABLE DOCUMENTATION OF DISABILITY

Following receipt of the request, the Interim Head of School and/or Associate Head of School may require additional information, such as reasonable documentation of the existence of a disability.

INTERACTIVE PROCESS DISCUSSION

After receipt of reasonable documentation of a qualified disability, the school will arrange for a discussion with the student and the student's parents/guardians. The discussion may include other individuals that may be helpful for the school to better understand the student's disability or limitations or the need for accommodations. The purpose of the discussion is to work in good faith to fully discuss all feasible potential reasonable accommodations.

CASE-BY-CASE DETERMINATION

PBS determines, in its sole discretion, whether reasonable accommodation(s) can be made and the type of accommodation(s) to provide after it has engaged in the interactive process described above unless the parents/guardians and student refuse to engage in an interactive process. The school will not provide accommodation(s) that would pose an undue hardship upon the school finances or operations, or that would endanger the health or safety of the student or others, or that would fundamentally alter the nature of the school or its goods, services, or operations, or that would cause undue burden to the school. The school will inform the family of its decision as to reasonable accommodation(s) in writing.

Student Health

If a child is ill, please do not send them to school. As stated in the Attendance section, parents or guardians are required to call the school's front office (650-854-4545 x0 or x135) or send an email to attendance@phillipsbrooks.org by 8:20 a.m. if the child will be absent. See below for tips on when to keep your child home.

A child will be sent home in the case of injury, fever, nausea, or suspected contagious conditions including head lice. Students must be fever-free without the aid of fever-reducing medicine for 24 hours before returning to school. Please notify the Health Coordinator by email (health@phillipsbrooks.org) or phone (x136) if your child has a communicable illness. The school may notify other parents in the class (without identifying your child) so that they can watch for symptoms in their own children.

Parents and guardians are responsible for ensuring that there is a designated person, whether it be themselves, a relative, or a friend, available to promptly pick up their child from school in the event of illness (such as fever or suspected contagious conditions) or injury.

When to Keep Your Child Home from School

Here are some guidelines to help you know when to keep your children home from school.

APPEARANCE OR DISCOMFORT

If your child appears unusually tired, irritable, pale, or has an unusual lack of appetite.

COLDS/FLU-LIKE SYMPTOMS

If your child has a combination of a runny nose and a fever, along with symptoms such as a severe cough or sore throat, headache, or nausea, it's important to keep them home. Additionally, if your child feels excessively tired or uncomfortable to the point where they cannot fully engage in regular school activities, it is advisable to keep them home.

If your child has been diagnosed with influenza or the flu, they should remain home for a minimum of 5 days from the onset of the illness or until they have been fever-free without the use of fever-reducing medication for at least 24 hours, whichever is longer. This is important to ensure that they have fully recovered and are no longer contagious before returning to school.

DIARRHEA

Keep children home for persistent watery stools (three or more watery stools in a 24-hour period), especially if the child looks or acts ill. Persistent diarrhea, especially if accompanied by fever and cramps, should be evaluated by your healthcare provider.

EYES

Contagious symptoms include drainage from the eye, intense redness, irritation, itchiness, and light sensitivity. Consult your doctor before sending your child to school with symptoms of bacterial pinkeye. Once the symptoms have improved and, if needed, with prescribed eye drops, your child can safely go back to school 24 hours after the start of treatment.

FEVER

If your child has a temperature of 100.4 °F or higher, they may be contagious. While giving them fever-reducing medication like acetaminophen or ibuprofen can lower their temperature and provide comfort, it does not prevent them from spreading their illness to their classmates. To return to school, a child must be free of fever for 24 hours without the use of fever-reducing medication. It is important to stay at home if the child has had a temperature of 100.4 °F or higher within the last 24 hours.

HAND, FOOT, AND MOUTH DISEASE

A child must be fever-free for 24 hours without fever-reducing medication before returning to school. Any open sores or blisters are infectious until all are dried and crusted over before sending the child back to school. Keep your child at home until they are no longer contagious.

HEAD LICE

Children cannot return to school until their hair has undergone treatment and all nits (eggs) and lice have been removed from the hair. The student needs to check with the Health Coordinator before returning to class.

NASAL DISCHARGE AND/OR CHRONIC COUGH

These conditions may be contagious and may require treatment. Your child should be seen by your healthcare provider for evaluation, especially if symptoms also include fever and a large amount of mucous drainage.

RASH

Any skin rash of unknown cause may be contagious or require medical treatment, especially with fever and itching. Consult with your health care provider. You may be asked to present a medical excuse from your physician stating that the rash is not contagious or no longer contagious.

SEVERE SORE THROAT OR COUGH

Especially with fever or swollen glands in the neck. A frequent or severe cough can be a distraction in class. Please feel free to send cough drops for your child to be kept in the Health Office.

VOMITING

If your child has vomited in the last 24 hours, please keep them home. However, if the vomiting was induced by coughing, an exception can be granted. In the instance of an ill child who is vomiting, they should stay home for 12–24 hours following the episode and return to school only once they have tolerated at least two normal meals. If the vomiting is caused by a head injury, it is critical to seek medical attention from the child's doctor or visit an emergency room. Please remember to notify the health office of any head injuries.

Prescription Medication

All medications will be stored in the Health Office for K–5 students and in the ELC for preschoolers and pre-kindergarteners. Parents and guardians must provide a completed Student Medication Authorization Form signed by the child's physician detailing the method, amount, and time medication is to be taken in order for school personnel to assist the student as indicated by the physician's orders. All medication must be in the original prescription container with the pharmacy label, including the date dispensed, physician's name, student name, medication name, and instructions for administering the medication. If a change in dosage or timing is prescribed by the doctor, a new Student Medication

Authorization Form must be signed by the child's physician and submitted prior to the change taking place at school.

If a child has an allergy and requires an epinephrine auto-injector, parents must fill out a Food Allergy Emergency Plan Form and an Individual Allergy Health Care Plan in addition to the Student Medication Authorization Form, and provide two sets of allergy medication. One set will be kept in the Health Office, one in the child's classroom.

Non-Prescription Medication

Parents and guardians have the option to provide PBS with permission to administer certain over-the-counter medications by completing an annual authorization form during summer registration. All other non-prescription medication must be provided by the parent/guardian and must be in the original packaging. Parents and guardians must complete a Student Medication Authorization Form that authorizes school personnel to assist with dispensing of medication, consistent with the dosage and frequency outlined by the parent/guardian. All medications will be stored in the Health Office.

Sun Protection

Students are encouraged to wear sunscreen and hats when outdoors only to increase sun protection. To get good sun protection, a thick layer of sunscreen should be applied, not forgetting exposed areas of the scalp, face, ears, neck, and hands. SPF measures the penetration of UVB rays; make sure your sunscreen is broad-spectrum, also covering the UVA range. These sunscreens will include one of the following: titanium dioxide, zinc oxide, mexoryl, avobenzone, helioplex, or parsol 1789.

To ensure sun protection for our students, we kindly request parents/guardians to provide their child with their own personal supply of sunscreen. The sunscreen should be in its original container and stored in a ziplock bag labeled with the child's name. It is recommended that students keep their sunscreen in their backpacks at all times, making it easily accessible while in the classroom. Students must apply their own personal sunscreen.

Before using the sunscreen regularly, we strongly recommend conducting a patch test. This involves applying a small amount of sunscreen to a small area of skin, such as the underside of the forearm. Please observe the skin for any signs of irritation within the next 24 hours to check for possible allergic reactions.

In the interest of student health and safety, it is strongly advised that students do not share sunscreen with others. This precaution is taken to prevent potential allergic reactions. Each student should use their own personal supply of sunscreen.

Technology

Values

PBS is pleased to offer its students access to digital resources and the internet. The primary purpose of technology at PBS is to improve and enhance teaching and learning. It is expected that students and teachers will use physical and digital resources responsibly and for educational purposes. The guidelines below will help students, parents, and teachers understand the appropriate use of technology resources. By using technology in a responsible way, students will have the opportunity to do some fun, interesting, and exciting work.

USE TECHNOLOGY WISELY AND RESPONSIBLY

- Students will only use apps and programs that are allowed and only with permission from the teacher.
- Students will not change settings unless they have permission from a teacher.

KEEP ACCOUNTS SECURE

- Students will not share their password with anyone except their parents and teachers.
- Students will tell a teacher if someone learns their password.
- Students know that teachers have their password and may look at their devices or accounts.

BE CONSIDERATE

- Students will respect other students' accounts and devices.
- Students will use technology without affecting the work of others or their ability to use technology or resources.

FOLLOW DIGITAL ETIQUETTE

- Students will use appropriate language.
- Students will be respectful with the people they interact with while using technology.

BE HONEST

- Students will give credit when using someone else's work (writing, videos, pictures, etc.).

BE SAFE

- Students will help themselves and others be safe with technology.
- If a student does not feel safe while using technology, the student should tell a parent, guardian, or teacher.

FOLLOW RULES

- Students will follow all school and classroom rules while using PBS technology and resources.

- Students will keep devices at school except when students are told by a teacher to take them home for distance learning.

BE CAREFUL

- Students will handle their devices and other electronic equipment carefully.
- Students will return the device in good condition at the end of the year.

Accidental Damage, Loss, and Irresponsible Use

- Each case will be reviewed at the discretion of the technology team.
- Accidental Damage: Students will be responsible for caring for their device and accessories. If there is accidental damage or normal wear and tear, the school will be responsible for repair or replacement, including up to one replacement of each device's screen over its life.
- Irresponsible Use: If a student is not responsible with technology, their right to use technology and electronic resources may be taken away for a period of time. If the student's device or other PBS equipment is lost, damaged through irresponsible use, or if the screen breaks two or more times over its life, the family will be contacted and be charged to fix the problem or provide a replacement.

Visitors on Campus

For the safety of the entire school community, all visitors must sign in at the front office in the administration building to obtain a badge. Faculty and staff have been advised to send any visitor on campus without a badge to the front office. Please also remember to sign out as you depart campus so that we are able to maintain an accurate accounting of all adults on campus in case of an emergency.

ELC-Specific Guidelines and Information

We have established detailed guidelines to ensure that the beginning and ending of each day makes your child feel safe and connected to the PBS community. Please note the arrival and dismissal "windows" of time to allow flexibility and choice for families with or without PBS siblings in K-5.

Brief Statement of Program Purpose, Goals, and Methods

The Early Learning Center at PBS is a play-based, child-centered learning environment to support the growth and development of our youngest learners on campus.

The children expand their skills through activities in which they can be engaged through play and exploring their classroom environments at their own pace and at their own direction. The teacher's role during the school day is to support student independence and to help and coach children through social and

emotional hurdles that naturally arise in an early learning environment. The school cultivates children's emotional awareness, both intrinsically and empathetically, while also helping develop their skills in being a part of a larger community.

The teacher prepares the student learning environment with provocations that support and develop their academic, pre-literacy, early math, art, small motor, gross motor, imaginative, and creative thinking skills. Teachers adapt the learning spaces to the needs and desires of the children. Children are encouraged to take risks and are active participants in solving problems with their work and in their social play. Teachers facilitate conversations among students when problems arise and bring those learning experiences to the group through class discussions and meetings.

Student Independence

We expect students to independently:

- Pack up their bags
- Carry their backpacks/belongings
- Put their materials away

Independently managing materials is a building block for productive executive functioning. Managing their own materials helps children grow in a variety of ways, including core strength, organization, planning, and working memory. If your child needs support, caregivers may use verbal reminders. We appreciate your partnership in fostering these independence skills.

Arrival Monday–Friday

Please bring your child to the ELC between 8:05 and 8:20 a.m. and sign them in each day. Your child's teachers are busy preparing for the day before 8:05 a.m., so we ask you to respect that the ELC is not open until then.

ELC Dismissal

ELC dismissal is 2:45–3:00 p.m., Monday–Friday. Children leaving school at this time will wait for pick-up with their teachers in their classrooms. Please come to the ELC playground gate for pick-up.

ELC children staying beyond 3:00 p.m. for AfterCare will be in the ELC Tent on their upper playground or inside an ELC classroom, or we will leave a note on the playground door with their location on campus.

Parent/Guardian Presence

ELC teachers value the bookends of each day to connect briefly with parents and guardians. At arrival, we like to know if your child had a good or tricky morning; at dismissal, we may report successes from the day or any important conversations

that might be continued at home. During these times, it is important to help your child transition with your full attention. We request that you not be on your cell phone so that the ELC team can connect with you and your child.

Sign-in and Sign-out

Every day, your child must be signed in and signed out of the ELC. This is a safety and California licensing requirement. At drop-off and pick-up, including in the carpool lanes, teachers outside the ELC will have clipboards for you to sign. If you come into the ELC, you will find a clipboard for each classroom.

Student Health

If your child is ill, please do not send them to school. Please refer to the student health section for detailed guidelines for when to keep your child home. Families should check in with the Health Office at health@phillipsbrooks.org if your child will be absent and/or if you need any guidance.

Parking, Drop-off, and Pick-up

When you choose to park and walk into the ELC, please use the mandatory crosswalk that connects the lot to the sidewalk in front of the administrative building. If the PBS parking lot is full, you may park across the street at St. Denis Church.

Late Arrival or Early Pick-up

Please email your child's teacher and the attendance office (attendance@phillipsbrooks.org) if your child will arrive late or needs to leave early. You may also leave a written note on your student's respective sign-out sheet.

Pick-up Person

Please let your child know each day who is picking them up. If the pick-up person is not the parent/guardian or the regular caregiver, please email or inform your child's teacher, make a note of it on the sign-in sheet, and make sure they are on your child's approved pick-up list.

Birthdays

On or near your child's birthday, your classroom teacher will invite you to come to your child's class to read one of their favorite stories at an agreed upon time that works best for the family and the classroom's schedule.

We do not allow birthday treats or gifts to be brought to school.

Field Trips

Field trips in the ELC are not common occurrences. We sometimes seek to involve parents and guardians to support them when they occur. Field trips are

typically within walking distance of PBS due to the nature of transporting younger students and meeting licensing requirements for the state of California.

Communication

Teachers routinely post photos and narratives about classroom work on the classroom blog; posts are emailed to families.

If you would like to have a longer conversation with your child's teacher beyond what you can communicate during drop-off and pick-up, please email your child's teacher to set up a time to talk in person or on the phone, and give a brief overview of the topic.

If you have questions, comments, concerns or discussion topics regarding the Phillips Brooks School Early Learning Center, please contact the Assistant Director of the ELC.

Dress Code

ELC children have free choice with their clothing, and PBS recommends outfits of comfortable pants, leggings, shorts, and shirts that are suitable for indoor and outdoor play that might include climbing, sand play, floor play, messy play, and rest time. Comfortable shoes are important. Please, no flip-flops or open-toed shoes.

Morning Care

Morning care is available 7:30–8:05 a.m. each morning. There is no charge for this service, but advance signup is required in order to ensure appropriate student-teacher coverage ratios.

AfterCare

After-school extended care (AfterCare) is available from the time of dismissal to 5:30 p.m. each afternoon.

In advance of each semester, a menu and sign-up for enrichment classes will be sent to PBS families. AfterCare and enrichment programs are offered at an additional cost and require advance sign-up. Drop-in care is not available due to licensing requirements. The students are offered a healthy snack and are encouraged to participate daily in outdoor exploration activities that will feel like an extension of the ELC day.

A student may only be picked up from the extended care program by the student's parents/guardians or anyone authorized by the parent/guardian on the appropriate form. Identification must be provided before the student is permitted to leave the program. The parent/guardian must notify the school if there is a change to the student's authorized pick-up for that day. The appropriate form

should be updated and submitted to the Health Coordinator for changes to the authorized pick-up list.

Lunch

In order to establish a consistent and comfortable lunchtime routine for your children, ELC children bring their own lunches to school each day following these guidelines:

- Lunch boxes or bags should fit in a child's school backpack.
- We will not be able to heat up or keep lunches cool. Please provide temperature-controlled lunch-bags and containers. This is a California licensing requirement.
- We recommend lunch items that include protein and vegetables or fruit.
- Please provide water bottles, which we will use during snack and lunch, as well as any utensils your child may need for lunch. To reduce our environmental impact, please send reusable utensils.
- Please avoid sending sweets and treats, such as sugary baked goods or candy.
- Lunch is a great opportunity for children to practice self-help skills; we encourage you to provide containers and packages that your child can open independently.
- In compliance with the school's Food Safety policy, foods that contain tree nuts or peanuts are prohibited. If students in the ELC are reported to have specific other serious or life-threatening allergies, we will notify parents and guardians that those items are also restricted. For more information, please review the appropriate section in the Parent/Guardian Manual.

Outdoor Play

Outdoor play provides a great opportunity for children to practice gross motor skills, negotiate play with peers, and interact with the natural world. When inclement weather is predicted, please send your child to school with clothing appropriate for outdoor play (rain boots, raincoat with hood) and a change of clothing.

When it rains, children are given the option to play in the rain or choose activities under the patio or inside the classroom.

While shaded areas are provided, some outdoor areas are in the sun. We recommend daily application of sunscreen by parents or caregivers prior to drop-off every day. Teachers are not able to apply sunscreen due to California licensing regulations.

Rest Time

Each day after lunch, ELC children will have a quiet rest time. During this time, children may choose to nap or rest on their mats with quiet choices. PBS will

provide rest mats, and families will be asked to provide a crib sheet and child's rest blanket. We will send these home with your children periodically throughout the year for laundering.

School Supplies

Please bring the following items from home:

- A crib bed sheet and blanket for rest time
- Three changes of clothes and underwear in a labeled plastic ziplock bag: This will remain at school in case of accidents or spills. We will let you know when these items need to be replenished.

Daily, please bring a backpack or bag large enough to hold the following items:

- A healthy lunch and a filled water bottle
- An extra layer of clothing for cool days
- Materials/student work that students will bring home from school

Snacks

Each day, ELC children will eat a nutritious morning snack together with their cohort. With a focus on student health and energy levels, PBS will provide fruit, vegetables, whole grain crackers, and cheese. Students in the extended day program will have an additional afternoon snack.

Toileting

The daily routine provides time for children to visit the bathroom. ELC teachers will be available to accompany children to the bathroom when needed. All ELC students must be potty trained to be part of our program.

Volunteers

Volunteering is a wonderful way for you to connect with the ELC program and teachers. Parents and guardians may be asked to volunteer in the following capacities: helping with lunch, cooking snacks with children, chaperoning field trips, gardening, and helping in the classroom. Room Parents will work with the teachers to determine and circulate volunteer sign-ups.

Admissions

The PBS Early Learning Center program is dedicated to providing high-quality early education and care for children ages 3 to 5 years. The ELC mixed-aged program serves preschool and pre-kindergarten age children. Students who are classified as preschool age would be age 3 by September 1. Children who are classified as pre-kindergarten would be age 4 by September 1.

The re-enrollment process begins in January. Families will receive communication regarding the re-enrollment timeline through the *Gazette* and

email. The re-enrollment commitment of the family is due to the school in February.

If it becomes necessary for a family to withdraw their child during the school year, for any reason, written notification must be sent to the school. Parents and guardians are responsible for paying the full tuition and fees for the following academic year if they have not withdrawn by the May 1 enrollment deadline. Because the school's expenses are incurred on an annual basis, the school cannot release families from their financial obligation until all financial obligations have been satisfied.