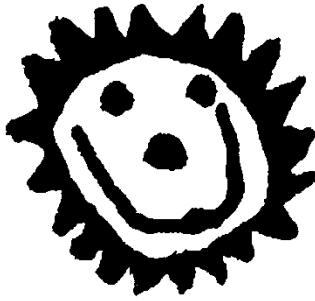


# PACIFIC PRIMARY



## PARENT HANDBOOK 2011-2012

**Orange Sun School**  
1501 Grove Street  
San Francisco, California 94117  
Phone (415) 409-1961  
Fax (415) 409-6396  
[www.pacificprimary.org](http://www.pacificprimary.org)

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# PACIFIC PRIMARY

## ORANGE SUN SCHOOL 2011-2012

<b>AUGUST</b>	27	Maintenance Day
<b>SEPTEMBER</b>	5	Labor Day
	6	First Day of School
	13	Parent Orientation Meeting, 7 PM
	22-23	School T-Shirt Sale
	25	Orange Sun Fall Family Picnic, 12-3pm (Sun.)
<b>OCTOBER</b>	2	Flora Grub Family Garden Event
	7	Class/Staff Photos - Subject to change
	10	Staff Development Day -- School Closed
	15	Open House - Prospective Parents, 10:30AM - 12:30PM (Sat.)
	28	Book Fair 6:00 PM-8:30 PM
	T.B.A.	Classroom Parent/Staff Potluck Dinners, 7 PM
<b>NOVEMBER</b>	11	Veteran's Day -- School Closed
	24-25	Thanksgiving -- School Closed
<b>DECEMBER</b>	2-16	Parent/Teacher Conferences
	23-30	Winter Holiday -- School Closed
<b>JANUARY</b>	2	New Year Day Observance -- School Closed
	3	School Resumes
	13	Dr. King Peace Parade
	16	Martin Luther King Jr.'s Birthday -- School Closed
<b>FEBRUARY</b>	20	Presidents' Day -- School Closed
	21	Staff Development Day -- School Closed
<b>MARCH</b>	3	Auction
	26-30	Spring Break -- School Closed
<b>APRIL</b>	20	Special Friend's Day
	21	Spring Maintenance Day
<b>MAY</b>	10	New Parents' Social
	7-21	Parent/Teacher Conferences
	28	Memorial Day -- School Closed
<b>JUNE</b>	2	Spring Family Picnic, 11AM - 2PM - Orange and Yellow Sun
	24	Pride Parade
<b>JULY</b>	4	Independence Day Holiday -- School Closed
	10	Summer Bus Program begins (July 10th - August 17th )
<b>AUGUST</b>	16	Orange Sun Graduation
	21	Last Day of School
	26	Maintenance Day
	27-31	School closed for Work Week



## **Pacific Primary Mission Statement**

Pacific Primary provides an exceptional and nurturing learning environment for young children. The school makes use of a variety of educational approaches with the goal of achieving deep and meaningful learning. The curriculum includes: learning through hands-on exploration and play, expressive arts, and teacher and child-inspired work. The staff guides the child's unique social, emotional and intellectual growth with considerable attention being placed on the child's conflict resolution skills. The child's experience at Pacific Primary is the foundation for a life of learning, caring and creating.

The diverse community of the school expands opportunities for the children to learn from those whose life experiences differ from their own. It is reflected in the family structures, cultural and ethnic backgrounds of the children and staff. Economic diversity is supported by the tuition assistance program. The appreciation of these differences is not an abstract concept at Pacific Primary; it is a natural part of the child's experience.

The involved and supportive community of Pacific Primary is united by a genuine dedication to the children. The family role as partners in their child's school experience is supported through communication with staff, parent education and abundant opportunities to volunteer. The expected active participation of the parents allows the school to achieve its goals. The school seeks out the highest caliber staff, supports their continuing education and aims to compensate them well. The staff is the school's most valuable asset.

Founded in 1974, Pacific Primary's original mission remains fundamental to the school today: focus on the children, foster a strong, diverse community, provide tuition assistance, support working parents, emphasize the creative arts, and support an outstanding staff.

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## **HISTORY OF PACIFIC PRIMARY**

In January, 1974, a group of parents and Mary Norland Bodo, our first Director, saw the need for a full-day, year-round school which offered a strong commitment to diversity and the creative arts.

Pacific Primary was incorporated as a non-profit organization on February 1, 1974. Election of a Board of Directors followed and fundraising efforts began. From the beginning, an attempt was made to obtain an ethnic and socioeconomic cross section of families, both within the school and on the Board of Directors.

We discovered the 1500 Grove site, which we leased with the option to purchase. After the Planning Commission approved our plans, we moved into the building on August 14, 1974 and began remodeling. Pacific Primary opened on September 23, 1974—just seven months after our incorporation.

Our second Director, Charlotte Burchard, was hired in August 1982. Pacific Primary continued to gain respect as a leader in the early childhood community. Child Magazine named the school as one of the top ten childcare centers in the nation. Contributions from a wide variety of people, corporations and foundations have made it possible to provide scholarships and to continue our devotion to the teaching of the arts.

In July, 1995, we welcomed Executive Director, Belann Giarretto. Belann has over 30 years experience in the Early Childhood field as a Director, Teacher and Parent Educator in San Francisco. She also taught parent education classes for the San Francisco Community College. Belann considers her experience as the mother of two sons an important part of her education. We were delighted when Lynn Turner, Director, was hired in August, 2008. Lynn has over 20 years experience as a Director and Teacher in San Francisco cooperative nursery schools. Lynn was a Trustee at Live Oak School and worked on the site committee as well as serving as Assistant to the Head of School.

In early 2006, we acquired a site directly across the street from 1500 Grove. After 3 years of planning and fundraising, the construction of a 7,400 square foot facility— the Orange Sun School – which has allowed the School to increase its enrollment from 80 to 155 students. The Orange Sun School opened its doors on September 1, 2008.

## **COMMUNITY**

We are delighted to welcome you to the Pacific Primary community and look forward to a rewarding year! Pacific Primary parents and staff share the common value of putting the needs of children first. We work together collaboratively and many life-long friendships are formed. A supportive environment for all allows for growth and connection. Parents leave the school as committed and active participants in the broader community.



## **EDUCATIONAL PHILOSOPHY**

The Yellow Sun School, the original site which opened in 1974, and the Orange Sun School, the newer site which opened in September 2008, have the same educational philosophy as well as an equal number of classrooms and teachers.

Pacific Primary believes that young children, between the ages of 2 ½ -6 years old, need a learning environment that supports the whole child. We believe in the importance of partnering with each parent to reach our goals for the child. Our teachers' skill, dedication and knowledge are what create the exceptional learning environment at Pacific Primary. Children feel respected and they respect their teachers in return. Teachers put the needs of the children first. They provide an emotional climate that is safe, loving and secure, which allows for creativity, meaningful learning, connection and the joy of discovery. The diversity of the school allows children to feel comfortable with both differences and similarities, which helps to prepare them for the diverse world that awaits them. This also fosters a disposition that welcomes change.

We take great pride in the diversity of our children and staff and celebrate our differences in many daily activities. We believe that every person in the school adds to the diversity of our community. Family, economic, racial and ethnic diversity is reflected in each classroom and we strive to create groupings where the child can see another child with her/his family structure and racial/ethnic background. There is a school-wide tradition of starting each new academic year with the theme "Love is a Family." A child who experiences diversity, and who feels comfortable asking questions about it, is well on the way to becoming an open and flexible adult who will embrace differences and feel comfortable living in a multicultural society.

Learning how to resolve conflict is considered to be of prime importance at Pacific Primary. The goal is for all children to learn how to solve their problems verbally, in a manner that respects the feelings of each child. Pacific Primary children work towards becoming independent problem-solvers, with teachers providing the needed assistance. Each classroom has a "Peace Place" featuring a place to sit and a poster on the wall that uses words and pictures to describe the process. The five steps are: sit together; take turns talking and listening; offer solutions to the problem; choose a mutually agreeable solution; do it!

### **Growth Areas**

The program is designed to foster growth in the following areas: emotional, social, cognitive and physical.

All children reach particular developmental milestones at different ages. A child may reach one milestone "early" (before, or at the beginning of, the age range shown on a chart of such milestones) and another one "late." Therefore, a variety of activities and materials are present in each classroom to reflect the different developmental levels found there.

Pacific Primary believes that children construct their knowledge through developmentally appropriate activities and projects that are meaningful to them. Through careful observation of the children's interests and their interaction with peers and adults, along with thoughtful

curriculum planning, each child can be challenged and “scaffolded” to reach the next level in his/her cognitive, social/emotional and fine and gross motor development.

**Emotional:** Our most important job is to help children understand their emotions and to find acceptable ways to express themselves through communication skills. We also build self-esteem by helping children to see themselves as capable participants in their community. Teachers expect all types of behavior and are skilled in positive discipline techniques. The staff’s ability to set appropriate limits and use discipline to teach children new and vital skills is what creates security for the children and allows them to be creative and to feel loved and cared for.

**Social:** Children learn social competence, how to work in groups and how to handle conflict through problem-solving and communication skills so that they are confident and capable. They also learn to respect and accept differences. Social skills are imperative for academic success, as there has been a shift from individual to group work in elementary and high school. Children should learn social competence by 6 years of age.

**Cognitive:** Our curriculum helps children develop into excited and confident learners. We cover the following areas: literacy (reading and writing readiness), math, science and the creative arts. Open-ended activities are encouraged, so children are not limited, but are able to expand their skills and deepen their knowledge. For example, at a collage table, each child can approach the material without a pre-conceived idea of what should be created. The 2- year-old may find spreading paste most challenging and may put one or two objects on the paper. The 3-year-old may create a design with the collage items. The 4-year-old may use scissors to cut elaborate shapes and find patterns in the work. The 5-year-old may cut each item into exact squares and create an intricate mosaic design. As we learn more about early childhood brain growth, we’ve learned that we must use sensory motor (experiences that stimulate all the senses), small muscle (small muscle growth and eye-hand coordination), and gross motor (large muscle and perceptual motor) activities to stimulate brain growth. These activities develop neural pathways in the brain that help facilitates learning.

Our emphasis on the creative arts - music and movement as well as the arts also develop many cognitive skills, as well as giving children the satisfaction and joy of self - expression.

**Physical:** We have long known the importance of physical activities to help build healthy bodies, release energy and develop physical skills such as jumping, hopping, skipping, climbing and running. We now know that these physical activities are important in brain growth and resulting readiness skills.

We hope to also develop a love of the outdoors, a sense of wonder and respect for nature.

## **Curriculum**

Children learn by doing and need experiential “hands-on” activities for learning. Play is considered the “work” and play-based curriculum is the vehicle for learning. According to the NAEYC, “Children need years of play with real objects and events before they are able to

understand the meaning of symbols such as letters and numbers.” Child-initiated activities are encouraged and supported by teachers.

We use a combination of both thematic and emergent curriculum to help children develop emotionally, socially, cognitively and physically, and to learn more about their world. The curriculum is presented in a variety of activities and materials. These child-centered activities are presented through “hands-on” active exploration and are developmentally appropriate. Multi-cultural and anti-bias materials are important tools in our curriculum.

Here are definitions of some of the terms used to describe our curriculum.

**Thematic:** The teachers plan and implement curriculum activities that they know the children will find interesting and engaging. Thematic curriculum may include favorite topics such as Our Community, Emotions, Our Families, etc. Emergent curriculum ideas may be discovered while implementing thematic curriculum.

**Emergent:** Through observation of the child’s play, the teachers discover the play themes that their group of children find interesting e.g., insects, islands, cooking, planting, volcanoes- and develop curriculum around the interest that invites meaningful and deeper learning experiences through projects that extend the child’s understanding. A “web” may be used to find out what children already know and what children would like to know about the topic.

**Child-centered:** The needs of the child come first and this is reflected in a curriculum that respects and understands the way young children think, feel and interact. Adults listen to children and create an environment that supports young children.

**Developmentally appropriate practices:** The two most important dimensions are:  
Age appropriateness – predictable sequences of growth and development  
Individual appropriateness – recognition of each child’s unique abilities

All children learn and develop to their fullest potential through their relationships with their teachers and peers. Teachers’ knowledge of developmental stages and awareness of individual differences is crucial.

### **PACIFIC PRIMARY CELEBRATIONS**

Holidays and celebrations provide an opportunity to highlight the values and traditions of our community. These values should be interwoven in our activities throughout the year and not just at a celebration. This handbook was created by the Celebration Committee comprised of staff members and the director.

The four special characteristics of Pacific Primary celebrations are:

- ◆ Secular (no religious aspects)
- ◆ Developmental appropriateness (low key/age appropriate)
- ◆ Anti-Bias
- ◆ Anti-Commercialism

Many of our celebrations are school-wide events, but some are celebrated in the individual classrooms. Each team of teachers has their own unique way of celebrating and will follow the guidelines listed above.

### **September**

The beginning of the school year is a great time to introduce the concept of different kinds of families through a celebration of "Love Makes a Family." We emphasize that we all have families, all families are different and love is what makes a family. Children may bring in pictures of their families, share stories and draw pictures. These are displayed for everyone to share. Related books, songs and other art activities are also part of the celebration. This is done in lieu of celebrating Mother's Day and Father's Day. Each classroom creates a "Family Tree" that holds each child's family photo and is a permanent part of the classroom throughout the year.

### **October**

Halloween is a very exciting time of the year, but it can be overwhelming for our younger children. We have Halloween art activities – pumpkins and other Halloween symbols. The classrooms may visit the pumpkin patch and bring pumpkins home. The children learn Halloween songs and chants. Instead of costumes, we have "Black and Orange Day." Everyone wears black and orange clothing, if possible. We make black and orange necklaces, hats, etc. to wear for our parade at the end of the day. We also have a sing-along before the parade and invite the parents. Cooking activities and a black and orange lunch make the day very festive. We also make time for children to talk, draw and work out fears that may peak during this time. They love to talk about their costumes and the older children may write and draw stories about their costumes.

### **November**

Thanksgiving is a special time at Pacific Primary. The idea of being "thankful" may be discussed and may be a language and art activities. Some classes may make a snack to take home to share at Thanksgiving dinner. A Thanksgiving sing-along is also held and all parents are invited. Songs of harvest and the traditional "Over the River" are part of the program. We also start our quarterly food drive in November.

### **December**

Our goal is to keep the month of December as peaceful as possible, despite all the excitement, so that our children are not overwhelmed and over-stimulated. We stress sharing, caring and peace. The fact that two holidays (Hanukah and Christmas) are celebrated by many of our families is discussed with the children. Classrooms may have the children bring photos from home to illustrate how their families celebrate the holidays. These may be used in a writing activity and displayed. We do not have commercial or religious images of the holiday in our school or in our art projects.

Art activities may reflect the winter/snow theme. We do not include typical holiday art. Children may want to make “gifts” to give away or keep themselves. Food that reflects the holiday traditions are appropriate – gingerbread or latkes.

Other winter holidays such as Kwanzaa or Persian New Year may be celebrated if there are families or staff that would like to share with the class.

We have a Winter Candlelight Sing–Along at the end of the month that promotes the idea of peace, sharing and caring and reflects the winter theme. The school also collects toys or books for programs that serve children from low-income families.

### **January**

Dr. Martin Luther King, Jr.’s birthday is celebrated with an all-school Peace Parade. The children are given age-appropriate information about Dr. King through books and stories. The children make hats, necklaces or signs to wear in our parade and they reflect the child’s understanding of peace, such as “Peace, no biting.” We focus on many of Dr. King’s accomplishments and do not think it’s age-appropriate to tell the children that he was assassinated. The entire school and many parents march around the block and sing peace songs and happy birthday songs. We all meet in one of the classrooms and hear a story about Dr. King and then sing “Happy Birthday” and have popsicles. The theme of peacemakers is discussed throughout the year and the older children may have more involved books and discussion.

### **February**

Valentine’s Day is a time to talk about love and friendship. Heart-shaped art activities may be included in the curriculum. We do not exchange commercial valentines. If a child makes valentines at home, they must have one for every child in their class.

Lunar New Year is a special time and we celebrate with an all-school parade. Each class makes a dragon head or a special hat to wear and we have our parade in the yard. Parents who want to share a special food with the class are invited to do so. Lucky envelopes with stickers instead of coins may also be shared with the class.

### **March**

The Coyote/Polar Bear play is held in March. These oldest classes choose a favorite story that is transformed into a musical with beautiful costumes and wonderful songs. It is presented for the children, the parents and our visitors.

Every March, we look forward to visitors from Japan. Families learning English visit the school with translators and many new friendships are made as we each learn about our different cultures. Our visitors share songs and musical instruments with us and we share our food, songs and present the Coyote or Polar Bear play.

## **April**

We celebrate spring through planting, art and song. We discuss that our families may be celebrating Passover or Easter, but we do not do specific art activities. Dyeing eggs is a great activity to do when it is not Easter, but we do not dye eggs at this time because it is too connected to the religious holiday.

The Rainbow Dolphin/Panda play is celebrated in April. A children's story or folktale with creative costumes and meaningful songs is acted out and presented to the children and parents.

## **May**

At the first of May, we hold Special Friend's Day, a wonderful Pacific Primary tradition. Each child invites a special adult friend (it may be a parent) to spend the morning with them at school. Special activities are set up so that everyone can participate. We have a special May Pole Dance outside and share songs. Lunch is served and then we say goodbye to the special friends.

## **June**

The staff, parents and children are invited to join the Pacific Primary contingent at the Pride Parade, held in San Francisco on a weekend. Both gay and straight staff and families participate. We make sure that we are placed with other schools in the parade. We make signs and banners for the parade. The parade may be discussed in the classroom and related books and activities may be offered in the classrooms.

## **August**

Graduation is held on the last Thursday and Friday of the school year before SFUSD begins. Please check the school calendar for the specific day for the YSS and the OSS. Graduation is held in a park with an all-school potluck picnic. All the children participate in the graduation, sing special songs and receive a flower or a plant. We make a huge circle and sing a closing song before we have our picnic.

## **PRESCHOOL FOR ALL**

In March 2004, San Francisco voters passed Proposition H, a Charter Amendment, declaring, *"It shall be the policy of the City and County of San Francisco to provide all four-year-old children who are City residents the opportunity to attend preschool..."* This initiative provides access to high quality part-day preschool for all San Francisco's four-year-olds, regardless of household income. In January, 2010 Pacific Primary was selected to be part of the Preschool For All program.

For the 2011-2012 school year, all eligible Preschool for All students must be a San Francisco resident and turn four-years-old between December 3, 2005 and December 2, 2006. Once enrolled, Preschool for All families receive a monthly discount on their tuition. In addition to the tuition discount, Pacific Primary receives improvement funds based on the number of enrolled children that enhance the school's programs.

# WHAT YOU NEED TO KNOW ABOUT YOUR CHILD

## MEALTIMES

Most children at Pacific Primary love to eat! We consider mealtimes an important part of the day. Children are encouraged to discuss topics that are suitable for mealtimes and to take part in the preparation of the tables, clean-up and serving. Most of the classrooms have “lunch helpers” and the children really look forward to the day when it is their turn to help.

We try to provide a menu of food that is nutritious and that children like and will eat. Our aim is to reduce sugar, salt and fat, and to serve organic produce, milk, meat, whole grains and unprocessed food as frequently as possible. The weekly menu is posted in the Sunroom. **Please do not bring food from home, for any meal, as we want children to have the opportunity to eat the same food together. If there is a problem, talk to the Lead Teachers or a Director.**

A light breakfast is served in the early morning. Lunch is prepared every day by our chef and served between 11:30 AM and 12:00 PM. We encourage children to try a taste of everything, but do not insist. Second helpings are offered on most days—some children want seconds, thirds, or however much there is! Fruit is served to everyone at the end of the meal regardless of whether or not the plate is cleaned. Parents are welcome to come to lunch.

Snack is served in the morning, if needed, and between 3:15 - 4:00 PM. We do not intend to serve so much food at that time that we diminish the appetite for dinner.

Parents should check with their Lead Teacher to be sure their children’s allergies are listed correctly. Each classroom and the kitchen have a list of food allergies for specific children.

We feel it is very important for young children to have a nutritious lunch each day with sufficient protein for body and brain growth. Our food program provides a comfortable period for socializing before quiet rest time. Our quiet rest time provides a time for relaxation, a nap for many of our children and a break from the activity of the day.

## CLOTHING

Pacific Primary is a school with lots of sand, water-play, and hands-on art activities. We would like our children to participate in all the activities offered. **They should wear comfortable, washable clothing and appropriate, sturdy shoes.** If your child wears dresses or skirts, they should cover their legs with pants, shorts, tights, or leggings, if possible. This helps to prevent scrapes on legs and knees. Children should wear pants with elastic tops for ease in toileting and changing. Avoid belts, suspenders and overalls, which always require a teacher's help.

**All clothing must be marked with the child's name, including underwear, shoes, sweaters, jackets, hats, and rain boots. Please use a permanent marker and/or iron-on or sew-on tape, and mark everything!**

Inappropriate clothing may cause some accidents and magnify others. School safety dictates additional clothing regulations that we need and expect you to follow:

1. **No “croc”, western boots, party shoes, jellies, thongs, sandals, or any shoes which do not fasten. Sneakers are highly recommended.**
2. No clothing with long strings, as these are a choking hazard. Long dresses or skirts also must be avoided, as they are unsafe on the playground.
3. Please do not send your child to school in violent/media imaged t-shirts or other clothing as it influences children’s interactions.
4. No jewelry should be worn to school, since it can be dangerous and cause accidents. This includes bracelets, necklaces, and any earrings other than studs in pierced ears.
5. All children must have a complete, extra set of clothing (including underwear, socks, pants, shirt, and sweatshirt) at school at all times. Please check your child's cubby for soiled clothes each day and replace as necessary.
6. Sand may get in your child's hair. You may send a knit cap to be worn outside and instruct your child and his/her teachers that the hat is to be worn when outside.
7. Since the weather is changeable, please bring a jacket to school with your child. Very heavy jackets are often not needed as the children are very active.
8. Field trip clothing should include long pants, walking shoes, warm coat or sweater, headscarf or hat in cold weather.

### **HEALTH AND SAFETY**

Young children pick up many contagious illnesses in an early childhood program. Though some childhood infectious diseases are now preventable through immunizations such as measles, mumps, rubella, flu, and hepatitis B, others, including pinkeye, strep throat, impetigo and flu viruses, may spread quickly through the school community. Many of these illnesses are contagious in their early stages, often before the child complains of feeling ill, or has signs of illness, such as fever.

Please call the school and report all absences including any information regarding your child’s illness.

**Parents need to be alert to early signs of illness: fever, lethargy, poor appetite and general crabbiness. Please do not bring your child to school when you suspect that they might be coming down with an illness. The health of the entire school depends upon parents keeping their children out of school whenever they might be infectious. All parents must set up a stand-by person to call when their child is ill at school and must be sent home.**



1. **Teachers are required to make an informal health inspection of each child as they arrive at school as mandated by the State of California (Title 22, section 101326.1) While greeting the child, and before the parent leaves, the teacher will assess the general health of the child before the adult dropping off leaves the school. Children who appear ill or unable to participate fully in the day's activity, will be asked to return home.**
2. **Parents, staff and children must wash their hands before entering the classroom. Children and staff wash their hands throughout the day, after toileting and before all meals. Tables are washed before all meals with soapy water and a diluted bleach solution mandated by state licensing.**
3. Each child's health form in the office file must be kept up-to-date--this includes emergency numbers, health care provider's phone number, and immunization records.
4. The licensing agency requires that a Physician's Report and Immunization Records for children be submitted to the school before the child enters school. **No child whose records are not up-to-date may attend Pacific Primary School.**
5. We encourage you to have your child's vision and hearing screened at each annual check-up. It is sometimes necessary to request this screening from your child's health care provider.
6. Allergies of any kind (food, pollens, medications, etc.) should be told directly to the child's teacher(s) and to the Director who maintains the master allergy chart for the school.
7. Routine health and dental appointments should be scheduled as best as possible into the child's school day. Generally, either early morning or late afternoon appointments work best. Please let your child's teacher(s) know of any change in the child's usual schedule.
8. The school maintains a complete record of every accident that occurs at school. The reports are placed daily in your parent folder. More serious events, which may require the care of a health care provider, will be reported immediately to the parent by phone.
9. Alert us as soon as possible to any health information about your child, which may affect the health of others in the school community, such as infectious or contagious diseases to which others may have been exposed. This confidential information will allow us to advise families by notice or email about exposures.
10. **If your child has a fever, a temperature of 101 F, in the evening or night, do not bring the child to school the next day. Children must be without fever for 24 hours, without the use of fever reducing medicine, before returning to school. Children must not return to school for 24 hours after vomiting or diarrhea.**

11. Children should be kept at home if they have coughs, colds, or other symptoms, which make them feel too ill to participate in all school activities. There is no way to keep one child indoors due to illness when the rest of the group is outdoors.
12. **If your child is no longer contagious, is without fever for 24 hours, and is able to fully participate in the school program, a dose of a prescribed medicine can be administered by the classroom teacher. You must sign a medicine permission slip, and leave the slip and bottle of medication with the teacher who will place it in a locked medicine box or in the refrigerator. Do not leave medicine in backpacks. All bottles must have the original prescription label with your child's name and dose of the drug. A child may not self-administer medicine, including vitamins. Holistic or non-prescription medicine must have a permission form, with dosage, signed by a physician. When the course of medication is finished, please take medicine home promptly.**
13. Because of liability issues, no medication that is not specifically prescribed and dispensed for a particular child will be administered by the school. **Children who require over-the-counter non-prescription drugs for symptom control, such as acetaminophen (Tylenol) for fever and cough, or cold medicine for respiratory problems, should not be sent to school. We understand that your child may function well at home with a mild-to-moderate cold, but the school program is unable to accommodate children who are ill.**
14. We expect you to apply waterproof UVA/UVB blocking sunscreen **daily** to your child's face, ears, neck, and arms. Each family must complete a Sunscreen Permission Form. If parents specify a specific brand of sunscreen, it must be provided for the classroom. Teachers will reapply as needed. For summer field trips, also apply sunscreen to the trunk, arms, and legs. On field trips, the teachers will re-apply sunscreen after the children have been in the water. **Sun screen or chapstick may not be left in a child's cubby.** The teachers will store such items.
15. We watch for signs of head lice when necessary. If we find nits (egg cases) or lice in your child's hair, you will be advised on what to do. We have a no-nit policy and children will need to stay home until they are nit free. A child will be sent home from school if s/he has lice and may return to school only after the proper treatment and removal of all nits has been completed.
16. A federally approved child passenger safety seat is mandatory for children under the age of six or less than 60 pounds. All children in a moving vehicle must be in an approved child car seat. This applies to your driving your child to and from school and to children riding in your car on field trips or other times. Children sixty pounds and over must use a seat belt. Never use one seat belt on two children.
17. Please observe the clothing regulations previously stated to avoid accidents resulting from inappropriate clothing, shoes, and jewelry.

## **EMERGENCY PROCEDURES**

Medical and dental emergencies will be handled, depending on severity, by calling 911, the parent and the appropriate physician or dentist and offering immediate care. All teachers have completed CPR and first aid training. Pacific Primary has monthly fire and earthquake drills. Fire drills are conducted by the San Francisco Fire Department. Earthquake drills are conducted by the school the day after the fire drills. In case of an earthquake, if the building is undamaged, our plan is to stay in the building with the children. We have the necessary supplies for up to three days. **If evacuation of the school is required by the City and County, the staff and children will walk to the mass care facility indicated by the emergency broadcast system. Parents must listen to the radio to know where we have been directed.** The mass care facility is operated by the Red Cross and the City of San Francisco. The mass care facility is equipped to provide registration, first aid, food, clothing and lodging after a disaster.

## **BIRTHDAYS**

At school, each class has created its own special ritual that celebrates one of the most important occasions in a child's life – the long-awaited BIRTHDAY! Classroom celebrations, to which parents are invited, often include a special Birthday Circle in the morning or afternoon during which the child receives birthday wishes from each classmate and, perhaps, a birthday necklace made by them. The child may jump over a rope to signify moving from one age to the next and hold a special candle as the children sing "Happy Birthday" to him or her.

If you would like to bring a special food treat:

1. Please bring **JUICE POPSICLES ONLY**. There are children with many different allergies in the school, so this is the safest and easiest way for us.
2. Please do not bring hats, balloons, toys, napkins, etc., with the special treat. You may wish, however, to donate a book in honor of the day. Please consult the teacher about an appropriate selection.

About birthdays in general:

If you are going to have a birthday party at home or in a park, please do not pick up the children **at school**. Often children are broken-hearted that they cannot go too. Please ask parents to bring children to the birthday location. Weekends are the best time for parties.

**Mail invitations to the homes of children you plan to invite. Do not put them in the cubbies or in the folders at school.**

Follow up your written invitation with a personal telephone call to be sure the children are coming. If you have accepted an invitation, be sure to appear!

Home birthday party suggestions:

- Birthdays for children in the two and three-year-old rooms are best celebrated with family and a few personal friends.
- Larger parties that include all the children in the class may be fun for the four, five and six-year-olds. Parties should be about the child and need not be expensive. If you are going to a special place, the children seem to understand that only 2 or 3 can go.

## **FIELD TRIPS**

The field trip program at Pacific Primary is one of the most important aspects of our curriculum. Field trips help broaden the children's experience and knowledge of the world around them. After a month-long period of adjustment to school, all classes try to schedule a field trip for children each week. The Penguin/Sandpiper and Prairie Dog/Gray Whale classrooms require two parent volunteers to accompany them on all field trips and the Panda/ Rainbow Dolphin and Polar Bear/Coyote classrooms highly encourage parent volunteers. Sometimes our trips are connected to a project and sometimes they are to experience play in various parks. In addition to concept building, our field trip program provides change and variety for the children.

Since we travel a lot on public transportation—buses and streetcars—we must move on schedule. We also need time, in advance of leaving the building, to hold a safety circle. We review safety rules, brief the children on our destination, put on Pacific Primary identification scarves and make sure all children have used the bathroom. For these reasons, we must have children at school no later than 9:15 AM on field trip days. **To keep field trips safe and enjoyable for all, the children must listen to the teachers. To be able to go on field trips, children must consistently follow teachers' directions or they will visit another classroom. If a child is unable to listen while on the field trip, they may miss the next field trip and visit another classroom.**

**If children arrive late and are not on time for safety circle on a field trip day, they are invited to visit another class until their regular class returns. No child may join a field trip at the bus stop or at the destination.**

On rare occasions we use private cars belonging to staff or parents for trips. We need help from parents if we are to have a successful field trip program. Family members are welcome and needed. If you have a day off and can participate, please let your child's teacher know that you are available. In order to drive on school field trips, drivers must provide a copy of their certification of insurance and a current California Driver's License.

The following procedures and safety rules are important for drivers to know:

**MUSTS!**

1. Drivers may not bring babies or siblings.
2. The "Child Restraint Law" went into effect in September, 2000. Every parent transporting his or her child under the age of 6 or under 60 pounds, in a car (or a truck under 6000

pounds) must provide and use a federally approved child passenger safety seat. A driver transporting someone else's child (under age six or under 60 pounds) must secure that child in whatever seat belt might be available. When a parent is riding with his or her child (under six or under 60 pounds) in someone else's car, he or she must buckle the child into any available seat belt.

3. Children 60 pounds and over must also be in any available seat belt.
4. The cargo area of station wagons should not be used unless there is a seat designed for children. Any rear window should be rolled up tightly to prevent exhaust fumes from entering the vehicle.
5. All children must sit on their bottoms with feet forward.
6. All doors must be securely locked. All windows near children should be rolled up.
7. Children must not touch door handles or locks.
8. No wrestling, pinching, poking or teasing in the car.
9. Upon arrival at destination, all children wait while car is unloaded and proceed following the adult in charge. Children should never go ahead of the adult who is accompanying them.
10. At the destination, adults should station themselves where they can see as much of the area and as many children as possible. Adults must assume responsibility for supervision of children assigned to them. The primary function of parent volunteers is to keep our children safe by watching, listening, and paying attention to the special activities of the field trips.

### **Summer Program**

In July and August, we hire a bus with age-appropriate child safety restraints so that each class can take a weekly field trip to a Bay Area destination outside of San Francisco. We hire Summer Assistants to provide extra supervision for each class. Parents sign up to join us for additional supervision and to share in the fun! Our regular staff may take vacations in the summer (one teacher at a time in each classroom), and we incorporate substitute teachers into the program. You will receive more information on the summer program in June.

### **CAR POOL SUGGESTIONS**

Pacific Primary encourages carpooling, but cannot arrange car pools, nor can we supervise them. However, we would like to make the following suggestions:

1. Try to arrange a car pool of no more than three children.
2. Fasten seat belts before starting the car.
3. Announce the rules of car travel firmly, positively, each time children enter the car: "We always sit on our bottoms and face forward".

4. Upon arrival at school, children wait in the car until the driver gets out and opens the car door on the passenger side. Then the adult should escort the children through the school door, to the name tags, and then to the classroom(s) to sign the children in. Adults must accompany children into the school. Do not leave children unattended in a car.

## **CLASS PLACEMENT AND READINESS**

The class in which a child is placed at Pacific Primary is determined by chronological age and may vary from year to year. In general, children 2.6 to 3.4 years old are placed in the Penguin (OSS) and Sandpiper (YSS) classrooms, children 3.5 to 4 in the Prairie Dog (OSS) and Gray Whale (YSS) classrooms, children 4 to 5 in the Panda (OSS) and Rainbow Dolphin (YSS) classrooms and children 5 to 6 are placed in the Polar Bear (OSS) and Coyote (YSS) classrooms. Children are moved to the succeeding class at the beginning of the new school year.

The child's chronological age is of prime importance in placement decisions. Class placement is made by the Director in conference with the teachers. We discuss classroom placement with parents when it is necessary, but we are always available for questions.

The staff at Pacific Primary is aware of the developmental tasks of each level, and helps each child develop the skills and secure emotional base needed to move ahead. The staff confers often about the progress of children. Parent-teacher conferences are available at any time and we have regularly scheduled conferences as well. Teachers are eager to have an opportunity to discuss your child with you. We ask only that an appointment be made with the teacher in advance. On-the-spot conferences in the classroom are not possible because teachers are involved in meeting the needs of all the children. Conferences should not be conducted in the Sunroom, hallways, or classrooms with children present. Discussions about children and schools (e.g. kindergarten possibilities) should be conducted privately.

Actual attendance hours of each child may be determined in conference between parent and Director, based on family needs and child's maturity.

Please do not hesitate to discuss questions you may have with either your child's teacher or the Director. We are here to help you with your child. We will arrange as many conferences as needed. You are encouraged to observe your child's class and to call us at school if you have any questions regarding your child's progress.

## **PARENT INFORMATION**

### **SCHOOL INFORMATION AND RULES**

Pacific Primary is operated on a non-discriminatory basis, according equal treatment and access to services without regard to race, color, religion, national origin, ancestry, or sexual orientation. Pacific Primary accepts children by need of the school and not by date of application.

Pacific Primary's Orange Sun School enrolls 75 children and Yellow Sun School 80 children, ages 2 1/2 through 6, based on city and state licensing requirements. Dismissal of a child will occur ONLY after all efforts have been made (5 parent conferences with the director) and if the school can't meet the needs of the child.

**Pacific Primary's hours of operation are 7:30 AM to 6:30 PM (pickup by 6:15PM), 12 months a year, with holiday closings approved by the Board of Directors each year.**

#### **DROP OFF/PICK UP:**

- 1. Parents or caregivers must accompany children inside to their classrooms, spend time with the child to help with the transitions, talk to the teachers and sign the child in. FOR THE SAFETY OF ALL CHILDREN: YOU ARE REQUIRED TO SIGN YOUR CHILD IN AND OUT EACH DAY IN THE CLASSROOM. YOUR SIGNATURE MUST BE LEGIBLE. The person picking up or dropping off the child must be at least 18 years of age.**
- 2. No child may be picked up by a person(s) not on the emergency form, without prior authorization from the parent. Please leave written authorization for the Afternoon Staff on the Alternative Pick-up form in the Sunroom and alert Sunroom person and your child's teacher. All persons picking up a child must have a valid photo ID.**
- 3. All children must be picked up by 6:15 PM to allow time for signing out and gathering needed items - school closes promptly at 6:30 PM. If parents arrive late or linger, the Afternoon Supervisor must work beyond the assigned hours. After the second late pick-up, parents will be asked to meet with the Director. Please call if you have an unforeseen emergency. Children will not be taken home by teachers.**

#### **CHILDREN:**

- 1. No toys, money, candy, gum, or small objects may be brought from home. Toys and clothing associated with violent behavior or sexist role models are not allowed at school. Reminder—when such toys, videos, TV shows or clothing are allowed at home, the child is given a mixed message.**
- 2. Arrangements for visiting in other children's homes after school must be made a day in advance--in telephone conversation between the parents. The school will not allow impromptu visiting arrangements, or allow the children to use the phone to arrange such**

visits. Written authorization from the parent of the visiting child is required. **School mail folders and email correspondence are to be used for school business only.**

3. When going home, children must be with the adult picking them up to enter the Sunroom. The parent or adult goes first and only adults are to open the door. Once you have announced your intention to leave, do so. It is not fair to keep children waiting while you engage in conversation. The kitchen, staff room, staff bathroom, and Director's office are off limits to children without an adult.
4. Parents should not use the school phone for personal calls, unless it is urgent. **Cell phones must be used outside of the school and parents may not conduct business on their cell phones during field trips.**

### **PARKING:**

1. Doug Diboll, our Parking Coordinator, works in the morning and late afternoon to help facilitate pick-up and drop-off times. **Please: Never leave children unattended in the car. Children must exit from the passenger side only.**
2. We have a white zone running the entire length of both schools. **THE WHITE ZONE PARKING IS FOR 10 MINUTE PARKING ONLY.** The city granted us a large white zone to eliminate double parking. The first white zone, one car length long, directly adjacent to the crosswalk, is available from 7am to 6:30pm. The next white zone is four car lengths long. These spaces are available from 8AM-10AM and 4PM-6PM.
3. The driveway should be available all day for PARALLEL, SHORT-TERM parking only. Please park your car in a legal parking spot.
4. Do not use the white zone or driveway if you are parking for more than 10 minutes.
5. No U-turns
6. Do not block the crosswalk.

### **WHAT TO DO IF YOU HAVE A PROBLEM**

It would not be possible to operate a school for 155 children and their parents without a few problems. We would like to recommend procedures for handling problems:

1. Financial problems: The Finance Director and Director are the ones to see in confidence about finances. Call on the phone or email if you do not have time to stop in, or leave a note, and we will call you. The Director should be consulted regarding confidential financial aid requests at the time you receive your contract for the next school year.



2. Concerns about your child: First, contact your child's Lead Teacher as soon as possible. Teachers prefer that you to talk with them before the problem is magnified. If you have been unable to reach them by phone or by email, leave a note in the teacher's mailbox. If the teacher does not get back to you, give the Director a call at school. We prefer to keep communications verbal and direct. We will gladly set up a conference whenever you ask for one. There is no problem too small or too big for us. If there are significant changes at home which might affect your child's behavior, please let us know.
  
4. Problems with a staff member: We strongly urge you to discuss the issue with the staff member in question as soon as possible. Just as we encourage open and direct expression among the children, we want open communication among parents and teachers. If the problem is not settled to your satisfaction, please contact the Director as soon as possible. We will all work together to solve the problem. If parents, teachers, Director and Board members all invest some time and energy in solving the problem, an answer can be found.

## **TUITION AND TUITION ASSISTANCE**

Pacific Primary makes a concerted effort to keep tuition costs within the ability-to-pay for all families. The budget is supplemented by fundraising, donations and Preschool For All in order to provide tuition assistance and creative arts programs.

Because we operate on a cash basis, it is essential that all parents pay tuition in a timely manner. We may refuse to admit your child to school if you fall behind in your payment. Financial emergencies must be discussed with a Director, so that a method of payment may be arranged.

The important things to remember about tuition are:

1. Upon acceptance, each family must pay a last month's tuition deposit, which is equal to one month's tuition; this deposit will be applied to your child's last month of tuition upon graduating from the school.
2. Tuition must be paid by the first school day of each month. If there is a special circumstance in which a family cannot pay tuition in a timely manner, please let the Finance Director know as soon as possible. A late fee of \$35.00 will be charged for tuition past due for more than five school days.
3. A \$20.00 fee will be assessed for all returned checks.
4. Tuition for the year may be paid annually, semi-annually, quarterly, in ten equal installments, or in 12 installments. No tuition payment is made in July or August on the 10-month plan.
5. No credit is given for absence due to illness.
6. No credit is given for school holidays, vacations or early starting date of kindergarten.

7. One month's notice is required for withdrawal from school. No tuition will be refunded.

### **Tuition Assistance**

Pacific Primary has a long history of honoring economic diversity and is deeply committed to making our school accessible to families from a wide range of economic situations.

Our Tuition Assistance Program is designed for families that feel that the cost of attending the school would pose a financial hardship. We treat each application individually and confidentially, and Tuition Assistance varies with each family. The typical range of tuition reduction is between 10 – 85%.

The funding for the Tuition Assistance Program is made possible through our fundraising efforts and interest income from our Tuition Assistance Endowment. Our goal is to assist approximately 25% of our families. Families who are able to donate all or a part of their PFA discount have allowed us to create an emergency tuition fund. Please see the Directors for more information.

Families who apply and qualify for a reduction in tuition will be offered assistance in future years at approximately the same level, if the family's financial circumstances remain essentially the same. **FAMILIES MUST RE-APPLY EACH YEAR FOR TUITION ASSISTANCE.**

To apply for tuition assistance you can download a Tuition Assistance Form from the school's website or request an application from the Business Office. Applying for tuition assistance is a two step process. First, the confidential application needs to be completed and returned to the Business Office in a sealed envelope by January 10, 2012. Second, you must send in your 2011 W-2 and/or 1099s along with your completed 2011 tax return by Wednesday, February 15, 2012. Tax returns from prior years will not be accepted.

For more information on tuition assistance, please contact a Director.

### **PARENT PARTICIPATION**

Pacific Primary requires and encourages parent participation. The Board is responsible for the fiscal and legal activities of the school. It elects its own members from parents nominated either by themselves or others.

The Board of Directors has charged the Director with the responsibility of enrollment and the management of the school. It is the Staff and Director who are responsible for the planning and direction of the curriculum, with input from the parents, community and other professionals.

Parent participation is required in the following ways-

1. **Orientation Meeting:** Parents are required to attend this early September meeting that provides essential information about classroom and school procedures and curriculum.
2. **Maintenance Days:** Parents help paint, clean, make repairs; work in the garden or do whatever is needed. There is a Maintenance Day in August and one in April. One parent of each child is obligated to attend at least one Maintenance Day per year.
3. Each family participates by volunteering for one job on the Parent Volunteer committee.

In addition to the areas of participation listed above, there are other opportunities for parents to participate in their child's education. These include:

- Working at the school in the classroom on special projects
- Aiding the teacher in the preparation of materials for curriculum development
- Participating on field trip days
- Visiting your child's room
- And any other contribution you are able to make

Parents' comments and opinions regarding the school are encouraged in the following ways:

1. Concerns relative to the classroom should be taken to the appropriate staff member. This may be done by phone or by scheduling a conference at the earliest possible time.
2. The Directors are available on a daily basis to answer questions or discuss problems with the parents.
3. Conferences between parents and teachers are scheduled twice a year. These offer an opportunity for the teacher and parents to discuss the individual child's development and experience at school.
3. Parents may contact any Board member individually on any matter of concern. A parent may address the Board in writing at any time and all parents are welcome to attend regularly scheduled Board meetings. The annual Board meeting schedule is posted in the Sunroom.

## **FUNDRAISING**

Pacific Primary has a deep and abiding commitment to sustaining economic diversity, requiring that a significant portion of our annual budget be made available for Tuition Assistance students.

The cost of providing this unique full-day program is not covered by tuition alone. In fact, tuition covers only 89% of the actual cost of educating a student, with a gap of \$2,051 per child. We rely on contributions and fundraising to balance our budget, but to preserve the Pacific Primary experience and community for all our children.

Proceeds from the school's annual fundraisers enable us to keep the tuition as low as possible, maintain the Tuition Assistance fund, to increase our Endowment Fund and sustain the school's dynamic programs.

Fundraising is a school wide effort with ways that everyone can be involved. As outlined in the enrollment contract families agree to participate in the following fundraising activities:

### **ANNUAL FUND:**

Each fall, Pacific Primary begins a year-long Annual Fund campaign. Donations to the Annual Fund come from current families, alumni families and students, extended families and friends of Pacific Primary. Although the Annual Fund has an anticipated budget goal, there is the ongoing objective to receive 100% participation from current Pacific Primary families. Donors and Foundations look to support organizations that have 100% participation in their Annual Fund. Your participation in this campaign is important and donations can range anywhere from \$5 and up.

### **AUCTION:**

The auction is the one of the school's main fundraisers and requires every family's participation. This event is planned, organized and staffed entirely by Pacific Primary families. This year's auction is on Saturday, March 3, 2012. Families are asked to:

- Work on an Auction Committee
- Donate three items to the Auction
- Contribute two Catalog Ads and two Teacher/Staff Greetings

There are ways that all families can contribute to this fun event and you will receive more information in early December.

### **OTHER FUNDRAISERS**

- **Book Fair:** Pacific Primary holds two Book Fairs each year. The fall Book Fair is scheduled on Friday, October 28th at Books Inc. Opera Plaza. This is a fun event for Pacific Primary families to attend. Pacific Primary receives 20 percent of all sales generated at this event.
- **School Photos:** Alumni parent-photographer, Larry Rosenberg, has been taking the class photos for years. Class and staff photos will be taken on Friday, October 7th and available for purchase.
- **School T-Shirts:** School t-shirts will be available throughout the school year. Our first t-shirt sale is scheduled for Thursday, September 22nd and Friday, September 23rd.
- **Escrip:** The Escrip program lets you raise money for Pacific Primary while you do your grocery shopping. Once enrolled, this program will donate a portion of all your purchases back to Pacific Primary. Escrip is confidential and does not cost families anything. More information is available through the Business Office.
- **Rainbow Scrip:** Rainbow Scrip is just like money. You purchase your Rainbow Scrip vouchers in the Business Office and use these vouchers while shopping at Rainbow

Grocery. Pacific Primary will receive 10% of the voucher amount that you spend at Rainbow.

- **Foundation donation/grants:** Some companies will match donations made to the school by employees. Additionally, suggestions of potential donors that may contribute to the school are welcomed.

## **ADMISSIONS**

Pacific Primary strives to obtain socioeconomic and racial balance similar to that of the city of San Francisco. Priority is given to siblings of families currently and previously enrolled. Some priority will be given to children residing in the neighborhood of the school.

Siblings of current or previous families must submit an application by November 1, 2011 to be considered for enrollment. Applications can be downloaded from the school's website or requested in the Sunroom.



# PACIFIC PRIMARY 2011-2012 STAFF LIST

Executive Director: Belann Giarretto

Financial Director: Amie Haiz

Business Administrative Manager: Seeka Yang

Administrative Assistant: Joan Vigliotta

Director: Lynn Turner

## Orange Sun School

### Penguins

Saeda Fuller                      Lead Teacher  
Patricia Phillips                Teacher  
Mary Nolan                        Teacher

### Prairie Dogs

Leanne Foley                    Lead Teacher  
Roxanne Latif                    Teacher  
Aimée Scorza                    Teacher  
Carmen Gorritti                 Afternoon Teacher

### Pandas

Kelly Fox                         Lead Teacher  
Alyssa Chazen-Richards        Teacher  
Kathleen Hernandez            Teacher

### Polar Bears

Brian Silveira                    Co-Lead Teacher  
Veronica Lee                     Co-Lead Teacher  
Shirin Kelley                     Teacher

### Specialist: Music and Movement

Kevin Gerzevitz

### Specialist: Expressive Arts

Elyse Jacobs

### Support Teacher:

Sean O'Connor

### Sunroom Coordinator

Sabrina Brewer

### Sunroom Afternoon Teacher

Sean O'Connor

### Afternoon Supervisor

Rebecca Walsh

### Chef

Amy Fernandez

### Permanent Full-Time Substitute (OSS/YSS)

Sarah Watkins

## Yellow Sun School

### Sandpipers

Eric Wilson                      Lead Teacher  
Hanna Alemayehu                Teacher  
Tammy Barchas                 Teacher

### Gray Whales

Mahroushka Papazian         Lead Teacher  
Anna Vongvixay                 Teacher  
Chelsea Hepner                 Teacher  
Jane Kolb                         Afternoon Teacher

### Rainbow Dolphins

Jamie Solomon                 Lead Teacher  
Bianca DiPalma                 Teacher  
Nichole Huffman                Teacher

### Coyotes

Nadia Jaboneta                 Lead Teacher  
Ida Ahmadpour                 Teacher  
Darby Hillyard                 Teacher

### Specialist: Music and Movement

Melodi Dalton

### Specialist: Expressive Arts

Ellen Scarpaci

### Support Teacher:

Roxie Jones

### Sunroom Coordinator

Kate Long

### Sunroom Afternoon Teacher

Nancy Anderman

### Afternoon Supervisor

Lisa Fox

### Chef

Kali Polk-Matthews

### Parking Coordinator

Doug Diboll





## PACIFIC PRIMARY 2010-2011 BOARD OF DIRECTORS

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Michael Dunn (*Alumni Parent*)

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