

AWAKENING THE MIND



NURTURING THE SOUL

MADRONA SCHOOL

WALDORF EDUCATION

Family Handbook

September 2016

Accept the children with reverence, educate them with love, send them forth in freedom. – Rudolf Steiner

Madrona School is a non-profit, tax exempt public charity organization incorporated in the State of Washington. We do not discriminate on the basis of race, color, gender, ethnic origin, physical ability, or religion. Madrona School welcomes families and students of any race, religion, national or ethnic origin to all of its programs, classes and activities.

Contact Information

Mailing Address

P.O. Box 11371
Bainbridge Island, WA 98110

Administrative Office

219 Madison Avenue South
Phone: 206-855-8041
www.madronaschool.org

Office Hours

Monday through Friday – 8:30 a.m. to 3:00 p.m.

General Office Contact

Mackall Allen Office Manager
206-855-8041, office@madronaschool.org

Emergency Contact

Missi Goss 206-780-5879
(outside office hours only)

Our Mission

Madrona School educates children according to the evolving principles of Waldorf education, preparing them to engage in the world with creativity and compassion. We seek to grow as a community of families connecting to our greater community through service and education.

Emergency Preparedness / Contact Information

In the event of an earthquake or other emergency that renders the school building unsafe, students, teachers, and staff will congregate on the playground. Children will be supervised until released to a parent or person designated on the student's emergency card. Madrona School's full emergency preparedness plan is available for review in the office.

Weather- or Public Emergency-Related School Closures

Madrona School will be closed if the Bainbridge Island public schools are closed. Parent-Child, Preschool and Kindergarten classes are cancelled on delayed-start days. Please listen to your radio before 7:30 a.m. or check the BI School District's website (<http://www.bainbridge.wednet.edu>) and click on School Closures at the bottom of the Emergency Info list. In the event of a special closure for Madrona School, you will be notified by email, and secondarily, by phone.

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1. Logistics

School Hours

8:10 a.m. – Yard open for grades students
8:25 a.m. – Bell for grades students to line up
8:45 – Mixed-age kindergarten drop off both on campus and at Lowery Farm
12:45 p.m. – Pick up for mixed-age kindergartens at both locations
1:35 p.m. – Pick up for 1st grade
3:20 p.m. (M-Th) – Pick up for grades students
1:45 p.m. (F) – Pick up for grades 1-5
3:20 p.m. (F) – Pick up for grades 6-8

Arrival Expectations

Grades students are expected to play in the yard between 8:10 a.m. and 8:25 a.m. The bell rings promptly at 8:25 a.m.

Attendance

As a Waldorf school, we value rhythm and regularity for learning. These contribute to our students' individual and collective wellbeing in ways that are both subtle and profound. Habits of regular attendance and on-time arrival at school each morning are fundamental to your child's success in our program. On-time arrival strengthens social ties with classmates, creates a sense of belonging in the class, and contributes to supporting the teacher's work. Student attendance is taken at 8:30 a.m. by the teachers and the office.

Late arrival procedures:

Those grade school students arriving after 8:30 a.m., when school begins, **must come to the office with their parent to sign in, prior to going to their classroom.** The play yard door will be locked at 8:40 a.m., and will remain locked until morning recess; entry will be through the door off the south parking lot. Students who are tardy four or more times in a month will receive a letter. A meeting to discuss morning routines and school needs for punctuality will be necessary if another month with four or more tardies occurs in the school year.

Absences

Regular attendance of each student is expected every day. The absence of any student is felt by teachers and classmates. Parents should refrain from taking their student out of school on school days, including the days immediately preceding and following a school break. All field trips, special events, class trips or outdoor education are an integral part of our school curriculum and as such are not a suitable time to schedule appointments or additional vacation days. The school emphatically requests parents to schedule appointments for their children outside of school hours.

Excused Absences

When illness, or situations beyond your control, cause an absence or a late arrival to school, call the office before 8:30 a.m. to report your child's absence. Call the teacher for homework arrangements if your child is absent more than two days.

Departures

At the end of the school day, grades children will be dismissed to parents standing by the gate at the upper playground gate, and kindergarten children will be dismissed from the gate in front of their classrooms, or at the Lowery Farm shelter. For safety reasons, **we will not dismiss children to parents waiting inside cars.** Older students who walk or bike home alone need a previously arranged plan or note with the office. Should your child need to leave school early, please send a note for the teacher with the time of departure and reason, pick up your child at his/her classroom, and sign your child out in the office log book.

Parking

Parking for drop off or pick up for kindergarten and grades students is in the north lot with one-way circulation entering from Madison and exiting onto Winslow Way. Be aware of others and park your car appropriately. Street parking also is available on Winslow Way and Finch Place. The lot between the school and the office is reserved for faculty and staff parking. Preschool parents may park briefly along the preschool fence and curb, being careful not to block the staff parking lot exit.

Lowery Farm

In 2013, Madrona School signed a five-year lease on the five acre Lowery Farm property located at 11478 Madison Ave NE. This sunny property, both meadow and wooded, currently houses our school garden and provides a location for an outdoor classroom, festivals and other school events; throughout the year, various classes will be using the farm for outdoor days, gardening and practical life skills classes.

2. Communications

Weekly bulletins from the office

Tuesday Newsday is emailed out each week. Add @madronaschool.org email addresses to your contacts to ensure you receive this weekly email, as well as emails from your child(ren)'s teacher(s). Please notify the office of a change of email address. **It is your responsibility to keep yourself informed.**

Monthly teacher letters

Once a month, or more often as needed, you will receive an email from your child's teacher about classroom news and upcoming events.

Parent meetings

Your class teacher will schedule at least three parent meetings throughout the year. These meetings are an important part of building class community, and communicate a lot of what is happening inside the classroom each day. They should not be missed!

Parent-teacher conferences

Held twice a year in late October/early November and February. These in-person meetings strengthen the parent-teacher relationship, deepen the teacher's understanding of the children, and give parents a sense of their children's progress. In addition, the teachers appreciate ongoing communication about significant changes in your child's life as they may arise. You need not wait until conference time to schedule a meeting if you have a concern.

Evaluations / Grades & feedback

Teachers communicate to parents about their students' progress at parent-teacher conferences, class parent evenings and in individual conversations. Grades students receive a written year-end summary and report. Grades and testing are not a part of the evaluation of students at Madrona School before 6th grade. Frequent conversations between the teacher and parent as well as class parent evenings, bring to light development and growth of the student. In the middle school years, teachers increasingly use tests and grades as one of many feedback tools.

Sharing Concerns and Problem-Solving

You are encouraged to address any concerns about your child's educational experience by discussing matter directly with your child's teacher. If your discussion does not result in resolution of the matter to your satisfaction, bring the situation, within a week of the occurrence or as quickly as possible, either orally or in writing, to the attention of the Head of School. Difficulties using this procedure should be brought to the attention of the Head of School or Leadership Council. Complaints about the Head of School can be brought to the attention of the Chair of the Madrona School Board.

3. Supporting Your Child At School

2nd grade assessment policy

Assessments of student physical development shall take place in the winter of 2nd grade. The purpose is to identify any students who would benefit from extra therapeutic support. Additionally, a basic vision and hearing screening identifies children who need a more complete evaluation. Assessments are conducted over a 2-3 week period in January by a trained consultant or staff member. The class teacher will share the results with the parents of each child at the February conferences, with specific recommendations for follow-up support as needed. It is the responsibility of the parents to arrange and pay for any recommended therapies.

Educational support & tutoring payment

When Madrona School recommends that a student receive extra academic support during school hours, the school shall arrange for one-on-one or small group tutoring provided by a staff tutor or one of our educational consultants. Parents pay for part or all of the associated expense of tutoring depending upon their tuition level. Fees are established at the beginning of each school year. When two or more student share a tutoring session the cost shall be split between them. Billing will occur after services are delivered and will appear on the family's monthly statement.

Snacks and Lunches

Preschool and Kindergarten

A hot, organic nutritious snack is served midway through the morning. No food from home is needed.

Grades Lunches and Snacks

Pack healthy lunches and snacks, using reusable bottles and containers rather than disposable packaging as much as possible. Lunches should come in a basket or cloth bag with cloth napkins; NOT lunch boxes with commercial media or comic characters, please. No junk food, soda pop, gum or candy should come as part of a school lunch.

Nutrition, Lunches and Snacks

As part of their daily routine, Madrona students learn healthy eating habits and the connection of food to the natural world. Rituals such as lighting candles, holding hands, singing songs, and expressing gratefulness for the food begin each snack or mealtime. Some classes engage in organic gardening practices in our school garden boxes or at Lowery Farm, and early childhood students enjoy a hot, nourishing organic snack each day, such as millet or brown rice with flax seed oil. Kindergarten classes also participate in grinding wheat and baking bread.

Dress Code

Early Childhood

Your preschool and kindergarten teacher will provide you with a detailed list of recommendations and requests regarding clothing for indoor and outdoor play. Warmth and comfort are the primary factors at this age.

Grade School

We expect all students to wear clothing and shoes, which permit them to participate in a range of activities throughout the day (artistic courses, crafts, physical education, and recess.) We ask that you provide clothing that supports the activities of that age. The needs of younger students differ in several important ways from those of middle school students. Your class teacher will convey the requirements specific to each grade each year, as the students grow up.

Our requirements for school dress are based on considerations of health, warmth, neatness, cleanliness and respect. Students go outdoors for recess or physical education in all weather, making it very important that your **children come to school with appropriate raingear, hats and boots**. Given our Puget Sound weather, we ask students to come to school in **layers**, enabling them to stay warm and comfortable both indoors and out.

The school strives to create a healthy learning atmosphere devoid of commercial or fashion concerns. We ask that students refrain from wearing the following:

- Any writing.
- Clothing which includes commercial logos, media images or slogans. Written logos smaller than business card size are acceptable (for example, North Face logo on jackets). Madrona School logos and shirts from school events such as the Olympiad may be worn.
- Pictures or images derived from cartoons, movies, TV, computer games, Internet, etc.
- Clothing that is torn or ripped, excessively baggy, excessively tight or revealing.
- Make-up, nail polish, pierced body parts (other than ears), spiked or non-natural colored hair. Very moderate use of cosmetics and dangling earrings is permitted in 7th and 8th grade only, at the teacher's discretion.
- Having hair covering the face during class time .

Class teachers, specialty teachers, or teachers on recess duty may address a student's dress during the course of the school day, using their best individual judgment in the context of a specific activity or class.

Students who are inappropriately dressed for school will be provided with adequate clothing for the day. Parents may be called in to discuss the dress code with the class teacher and Head of School if students repeatedly dress inappropriately. This dress code does not replace the need for common sense and good judgment. Helping students develop sensibilities about appropriate attire is part of our work as a school.

Assemblies and Events

Children are asked to dress with special attention to honor the event. Extra finery adds to the celebration, and special dress lends significance to the event. No jeans or sweatpants. Class teachers will provide specific instructions for each event, most often light colored collared shirts and dark pants for boys, and skirts or dresses for girls.

Strings Concerts (grades 4-8)

White shirt for both boys and girls; black or navy pants for boys; black or navy skirts or pants for girls; dark (non-sneaker) shoes for all.

4. Health Policy

Supporting Health

Madrona School teachers share your desire for both the physical and inner health of your child and delight in seeing rosy-cheeked, bright-eyed children engaged in vigorous play and work. Teachers are happy to discuss your child's health with you at any time. Well-rested children who dress warmly and eat a wholesome diet are best prepared to withstand the onslaught of winter colds and ailments. We respect that parents may choose from a range of alternative and traditional approaches to promote their children's health, and we wish to support parents in all their efforts to build health in their children.

Keep your child home if he or she has:

- Started medication such as antibiotics for infection during the preceding 24 hours.
- Had three or more episodes of diarrhea during the preceding 24 hours.
- Had two or more episodes of vomiting during the preceding 24 hours.
- Rash not associated with diapering, heat or known allergies.
- Drainage from the eye not associated with allergies.
- Early cold or virus symptoms such as sneezing and very runny nose.
- Sore throat, earache, irritability, confusion, severe cough or breathing problems.

- Had a fever during the preceding 24 hours.
- Taken Acetaminophen (Tylenol) in the preceding 12 hours or Ibuprofen (Advil) in the preceding 24 hours. (NOTE: The use of acetaminophen or ibuprofen makes it difficult to tell if a child is well enough to return to school, or still requires special care. Your child may return to school if he/she has been free from fever for 24 hours **without** medication.)
- Lice – if nits or lice are found the child needs to be treated and nits removed, prior to returning to school. See below for our full policy.

After an illness, children often appear healthy in the morning but are not up to the vigorous activity of the school day. Please allow your child at least one full day of rest after an illness. If only one of several children becomes ill, please keep the other children at home as well. Viruses and bacteria are usually most contagious before the symptoms become obvious.

Food Allergies

Madrona School is aware that some children have serious food allergies. To serve your child's health and well being, any food allergies or sensitivities **must** be discussed with the child's teacher and the office prior to the first day of school. Newly discovered allergies must be communicated to the office as soon as possible. Some classes have children who are severely allergic to nuts. All parents in those classes will be asked not to send any foods with nuts in their child's lunch. No food will be stored in the hallways. All of our early childhood classes are nut-free.

Immunizations

Washington State law requires that all children have a completed Certificate of Immunization Status on file at school **before the first day of school**. If your child is exempted from immunization for medical, personal, or religious reasons, you may file an Exemption of Immunization Certificate instead. Exemptions require a health provider's signature. If there is an outbreak of a vaccine-preventable disease, students not immunized may be excluded from school as directed by the Kitsap Department of Public Health.

Individualized Health Plans

Madrona School complies with all state requirements regarding children with life-threatening health conditions, orders for medication or treatment, or individualized health plans for diseases such as diabetes and asthma. The parents, child, school, and health care provider will create an individualized health plan to meet the specific needs of the child including schedule, dietary needs, and medication. The attendance of any child with a life-threatening health condition requires a treatment order before the child will be allowed to commence enrollment at Madrona School.

Medicine

Please give your child medicine at home. If a child must take medication at school, the parent or other adult must provide a signed and dated note detailing their request and give the medication (in its original container with physician's instructions) directly to the teacher. Children may not have medicine or vitamin pills in their possession. Parents must bring medications to school, not the children.

Medical Emergencies

In an emergency, office staff will use the information you have provided the school regarding contact numbers, physician's name and phone numbers, and specific instructions. In the event that no parent or guardian can be reached, your signed consent permits your child to receive needed medical attention. **Please be certain that your child's student information form is current.**

Child Abuse Reporting

Madrona School is required by Washington State law to report any suspicion of child abuse immediately to Child Protective Services.

National or Regional Disease-Related Emergencies

In the event of a wide-spread local or regional health emergency, Madrona School will follow the best practices for educational institutions as recommended by the Centers For Disease Control and/or local or regional public health agencies. This may require the temporary closure of the school.

Lice

- If you find head lice on your child, please report it to the office immediately so that parents in that class can be alerted to check their children as well.
- If Madrona School teachers or staff find a previously undiagnosed case of lice, that child will be sent home immediately for treatment. Siblings will immediately be checked, and often will need to go home, too.
- If Madrona School teachers and staff find old nits on a child that has already been recently treated they may be sent home, or they may be allowed to finish out the school day. This call will be made on a case-by-case basis at the staff's discretion largely based upon the number of nits discovered. In either case, parents would be asked to re-check their child.
- Madrona School can provide basic information about head lice; however, it is the parent's responsibility to become educated about treatments and best practices in house cleaning procedures.
- Children who have had head lice need to provide documentation from a professional source that they are free and clear of bugs and nits, whether they have been treated at home or professionally. The cost of this screening is \$10 per child at LiceGirls on Bainbridge Island. There are other services available in Seattle, too.
- When head lice have been found in a class, the teachers will work with the children to isolate coats and hats to reduce the chance of reinfection. As needed, we may require parents to provide bags that hang on hooks to hold coats and hats.

Information on Meningococcal and HPV Disease

State law requires Madrona School to provide to parents (whose children are in 6th grade or higher) information about meningococcal disease and the human papilloma virus (HPV) disease. Printed fact sheets are available in the office, and information on both diseases can be found at

<http://www.doh.wa.gov/EHSPHL/factsheet/meningococcal.htm> for meningococcal disease and <http://www.doh.wa.gov/cfh/Immunize/diseases/hpv/default.htm> for HPV.

Dogs Not Permitted on Campus

Dogs, other than working service dogs, and all other pets are not allowed in any of the Madrona play areas or buildings. In order to protect children from possible physical harm and also respect children's natural fear of unknown animals, all pets must stay in cars or on leashes outside of playground fence.

5. Student Rules of Conduct

Rules of Conduct for Madrona Students

- Speak to others with respect and kindness and listen with an open heart.
- Include all who wish to be included.
- Follow the directions of the teacher or adult in charge.
- Obey Madrona School playground rules at the back of this handbook.
- Allow classmates to work without interruption.
- Treat school property, plants, trees, fences, buildings, and equipment gently.
- Respect the property of others.
- Ask permission before going to the restrooms or leaving for any reason.

- Leave your cell phone in your bag during school hours.

Behavior prohibited at Madrona School includes (but is not limited to)

- Possessing weapons, alcohol, drugs, tobacco, or any illegal substance.
- Showing physical aggression toward another person.
- Engaging in any action that endangers anyone's safety.
- Using verbal aggression, including bullying, harassment, gossiping, teasing, or intimidation
- Using profanity.
- Willfully damaging the school's or another person's property.
- Blatantly showing defiance or disrespect.
- Bringing electronic devices to school, including tablets, music and game players, radios, pagers and walkie talkies.
- Leaving school grounds without permission.
- Sexual harassment, whether verbal, physical, or through technology.

Class-Specific Guidelines

Because discipline needs change in accordance with student ages, at the beginning of the school year, teachers may post guidelines and disciplinary actions for their classrooms. All students are expected to comply with the rules of their classroom.

Disciplinary Policy

Madrona School practices compassionate, logical discipline to address a given infraction. Depending upon the student's age, consequences for misbehavior may be a service project, detention for the purpose of reflection or written apology, or after-school work. For drug, alcohol, weapons, or serious harassment violations, the Head of School will determine the appropriate action. Major violations may require probation, suspension, or expulsion. All incidents are handled on a case-by-case basis. Parents will be informed when disciplinary action is taken, and the school expects that families will consistently support all remediation efforts.

Reporting and Recordkeeping

Madrona School maintains "Incident Report Forms" in the Madrona School office. Within 24 hours of a behavioral incident or accident, the teacher shall complete a report of the incident. This report will be maintained in the student's file as well as in the general incident report file.

6. Supporting your child at home

Waldorf education is based on a holistic approach both to education and the preservation of childhood innocence. We strive to support and encourage parents in the nurturing of their children, modeling and teaching in ways that will maximize each child's natural growth and actualize their full potential. Many years of practical experience convinces us that the following aspects of home life can provide especially solid building blocks for supporting children's schooling at Madrona School.

Building Daily Rhythm

Children need adults to provide a daily rhythm that supports their health and development. Children develop optimally when they have:

- Wholesome meals at regular times
- A regular bedtime with ample sleep
- A calm, predictable daily routine

- Less, not more, daily activity and stimulation
- Limited exposure to media, including television, movies, computers, games or other “screens.”

Limiting Television and Media

At Madrona School, we strongly believe that children are best served when the influence of television, movies, video games, and other electronic media is kept to a bare minimum or avoided altogether. Various electronic media can have a dimming effect on a child’s normally vivid imagination, which provides the natural foundation for learning and growth. Avoiding screen time allows their imaginative play to flourish, unburdened by commercial imagery. Their attention spans are built through listening to ever-longer and more detailed stories. Keeping the press of adult themes and quick-flashing clips at bay allows them to grow at their own pace. The American Academy of Pediatrics published a policy statement in 1999 that children under 2 years should not watch **any** television at all and no child should have a television in his or her bedroom. We wholeheartedly support this statement, and further encourage families to curtail electronic media use through 8th grade. Brain researcher Jane Healy discovered that exposure to screens tends to shut down the neurological circuits responsible for social interaction and deductive reasoning for children of all ages.

We acknowledge that screen media use falls within the domain of the family and all parents must decide for their children what is permissible and appropriate. We also recognize that there is a vast difference between a situation where screen use (TV watching, videos, games or internet surfing) is unlimited, and one where parents carefully choose an appropriate show now and then. We ask parents to respect the following requests:

- No TV or screen-based games before school.
- Avoid violence, commercials, and adult programming.
- No TV, videos or screen games before bedtime, as they can disturb the child’s sleep life. A quiet, calm evening routine will best support your child’s development.

There are many rewarding and enjoyable alternatives to screen-media and our teachers will be happy to share ideas or suggest other alternative activities for your family. For more information and resources, please visit the websites for The Campaign for Commercial-Free Childhood (www.commercialfreechildhood.org) and the Alliance for Childhood (www.allianceforchildhood.net). If your child’s teacher observes media-inspired behavior that is detrimental to the classroom environment, he or she will discuss it with you.

We encourage parents to read Simplicity Parenting by Kim John Payne, for further inspiration and strategies to reduce the influence of screen media in our homes; available for purchase in the office.

7. Parent Involvement at Madrona School

Put Children First

Madrona School was founded on the belief that childhood is a sacred time, and our curriculum and teachers strive to honor and meet all students’ unique developmental needs. This Community Honor Code is rooted in our desire to keep the school community focused on how best to support the growth of our children.

Stay Informed

The Madrona administration will communicate with the school community regularly through weekly e-mailed and posted bulletins, general all-school messages, and communications specific to certain classes. All adults are responsible for staying informed by reading school communications in a timely manner. This will allow faculty and staff to communicate important information once in an efficient way, thereby allowing more time to focus on work directly

pertinent to the children. One parent must attend each of the three class meetings held for each grade during the school year, as well as all scheduled parent-teacher conferences.

Communicate Directly

In supporting children's growth – not only intellectually but also socially and emotionally – Madrona School hopes to teach students positive and healthy communication skills. In order to model good communication habits for our students, concerns or questions should be taken directly to a teacher, a staff member, or a board member. School administration will provide resources, to support the resolution of concerns in a healthy and direct way.

Be an Ambassador

Madrona School's future growth and success relies on all parents, teachers, and staff acting as ambassadors in the greater Kitsap County community. Madrona School trusts that all adults affiliated with the school can and will speak positively about their experiences at Madrona School to others. Should you have concerns that make it difficult to speak positively about Madrona School, we trust that you will discuss them directly with the school administration.

Support Inclusion

For information specific to incidents of bullying, see our social inclusion policy, attached. At our small school social inclusion is important – to children and adults – and helps to build a sense of community and comfort. We ask that regular play groups, children's birthday parties, and social events include all students in the class whenever possible; when not possible, please do not distribute invitations at school and encourage children to avoid discussing the event in front of classmates. Gatherings of a majority of parents in a class should also be open to all. Of course this guideline does not preclude playing with just a few children or plans among a small number of parents. Please use sensitivity and awareness about situations that could cause anyone to feel excluded. Parents also are asked to reach out to new families at Madrona, extending a warm welcome and creating opportunities for new students and parents to create connections.

Festivals and Events

The Madrona School community celebrates the rhythms of the seasons through several festivals held throughout the year: Michaelmas, Lantern Walk, Spiral of Light and May Day. You are invited to share these special school events with your children. In addition to our festivals, there are enrollment and parent enrichment events throughout the year which support and further Madrona School's mission. Please watch for these opportunities and participate as you are able.

Serve the Community

Like many small schools, Madrona relies heavily on parent volunteers. While Madrona has no set requirement and recognizes that different families contribute in varying ways, we strongly recommend parents contribute five or more hours work each month. Also, because tuition does not cover the full cost of educating children at Madrona, all parents, faculty, and staff are asked to assist in procuring items for our annual fundraising auction and to contribute to the Annual Fund campaign.

All preschool, kindergarten, and grade school families enrolled at Madrona are expected to support our school community in three ways each and every year:

- Give a donation to the Annual Fund campaign.
- Create or procure items or donate services for our annual Arts & Crafts Auction.
- Volunteer to serve on at least one committee by returning the family participation sign up form to the office by the beginning of school.

Volunteer committees at Madrona School

The Auction Committee plans, orchestrates, promotes and runs the annual auction. This is Madrona School's biggest, most festive fundraiser of the year and requires a lot of people to pull off. Auction roles range on time

commitment from small (set-up on the day) to large (helping plan the event over several weeks). You choose! New timing will mean that the auction will occur in spring 2015. Led by parent volunteers.

The **Campus Improvement and Maintenance Committee** helps to identify and execute necessary work, repairs and improvements to buildings, play yard, parking lots and other spaces to keep both the existing, and any future school campus safe, functional and beautiful. At least one member needed with aesthetic and design sensibilities for ongoing school beautification, especially before big events. Led by a faculty/staff member.

The **Outreach Committee** works with the Enrollment Coordinator to increase school visibility and enrollment through publicity, advertising and community events. **At least one member should lead hospitality needs.** Key responsibilities include implementing new outreach ideas, staffing booths at outside events, hanging posters and encouraging good word of mouth. Led by the Enrollment Coordinator.

The **Hearts & Crafts Committee** organizes and runs this community-wide event each year in early February. The event is a long-standing tradition that draws in many families from outside the Madrona School community. As with the auction, many helpers are needed for jobs both large and small. Led by parent volunteers.

The **Community Building and Inreach Committee** assists the Head of School, Enrollment Coordinator, faculty committees and board members with several events throughout the year, including Grandparent & Friends Day, curriculum overview nights (such as middle school), new family meet-ups, parent education events, all-school meetings and socials. **A key responsibility will be for event hospitality.** Led by a parent volunteer, in association with the Enrollment Coordinator.

The **Gardening Committee** is currently run by two faculty members and a parent volunteer. There is a lot of work to accomplish in this very active part of our curriculum, and more volunteers are most welcome.

Additional committees are at the board-level, including Campus Development and Finance. These committees are open by invitation, although those with a strong interest or experience are invited to express that to a board member or the head of school.

Parents who choose not to serve on a committee are asked to participate in a work pool and/or for hospitality, making themselves available to support events as requested by the office, volunteers coordinator or committee chairs.

8. Enrollment, Tuition & Financial Aid

Admissions

Admissions decisions at Madrona School are based upon multiple criteria, including but not limited to: academic potential, school achievement, readiness for the school's curriculum, developmental maturity, affiliation with the school, diversity and gender balance, and appropriateness of the match between the family and the school. There is a 12-week provisional enrollment period for all newly enrolled students, beginning on the first day of attendance at Madrona School.

Withdrawal

On a rare occasion, a family may be asked to withdraw child from Madrona School if it is determined that continued enrollment would be a disservice to the child, the family or to the school. Should this occur, the Head of School and at least one other school representative will meet with parents to explain the reasons behind the decision. If a student's withdrawal is necessary through no fault of the parent (such as the school's inability to meet a child's special needs), the tuition contract will be modified to reflect pro-rated tuition for the actual time attended. If a parent's failure to meet

obligations to Madrona School necessitates the student's withdrawal, the school reserves the right to enforce the tuition contract in full.

Mid-year withdrawal procedure

1. Written notice provided to the school upon decision to withdraw (via letter or email) at least one week before child's last day. This is very important to allow time for closure with teachers and classmates. 2. Exit interview conducted with Head of School and another faculty or staff member (preferably the child's class teacher). 3. Mutually agreeable closure for student and their class (in the grade school). 4. Financial discussions and agreements will be spelled out in written form. Any break in contract or special terms will be requested in writing through the board finance committee. 5. Letter to acknowledge withdrawal from the school, and an invitation to complete our written exit interview as a place to provide additional written feedback. 6. Entire process should be completed as soon as possible following written notice, within one month of withdrawal.

Re-enrollment and financial aid application process

In early March, re-enrollment contracts for the coming school year will be mailed to all currently enrolled families. These must be returned with the non-refundable enrollment fee by the stated deadline (or within two weeks of receipt) to retain your student's place in the class. Your prompt recommitment allows the school administration to know how many spaces are available for new applicants.

Families wishing to apply for financial aid must submit their current financial information and a tax return to SSS every year. Forms are available online at sss.nais.org.

Deadline Date	Key re-enrollment, admissions or financial aid activity
February 15, 2017	Priority deadline for applicants for financial aid send current-year information to SSS - both for returning students and new applicants.
February 15, 2017	Applicants for financial aid send 2016 tax return to SSS to verify previously submitted information
March 2017	Priority application deadline for new students. After this date, applications will be processed as space allows.
Week of March 13, 2017	Office mails out re-enrollment contracts - Watch your mail!
March 31, 2017	Re-enrollment contracts plus enrollment fee returned to office
April 2017	Office notifies new applicants of admissions

Tuition Payments

Two payment options:

- Entire annual tuition paid in total by June 30 prior to the school year for which payment is due, to receive a 1% early payment discount.
- 12 monthly payments from July through June, via automatic deduction from a bank account.

Financial Aid Priorities and Policies

Madrona School's mission is to provide Waldorf education to families who want it for their children, regardless of their ability to pay full tuition. About one third of grades students receive some level of financial aid. We value the

contribution that each family brings to the school community and work to find a way for currently enrolled children to remain at Madrona School through their grade school years. In considering allocation of financial aid, one of our primary goals is to make it possible for currently enrolled students to experience the benefits of Waldorf education through 8th grade; such families will have priority over new applicants in receiving financial aid.

- Families receiving financial aid are not eligible for other discounts, such as early payment discounts or sibling discounts.
- Financial aid is not available for students in the parent-child or preschool programs.
- Financial aid may be awarded to kindergarten students when the family expresses a strong desire to continue through the grade school.
- A family's failure to keep current with tuition payments and other school invoices could jeopardize its eligibility for future financial aid.
- Financial aid must be voluntarily relinquished or reassessed when a family's financial circumstances improve.
- Financial aid may be withdrawn for the failure of a student or family to observe and uphold Madrona School's code of conduct for students and families.
- Should a tax return be inconsistent with the information provided to SSS, we reserve the right to amend the tuition contract in favor of the school.

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2016-17 BOARD MEMBERS

(officers TBD)
Eric Engelbrecht
Jon Gleasman
Aurora Gregory
Isaac Kemsley
Greg Nottage
Craig Olson
Joanna Paterson
Cindy Smith

Madrona School Playground Rules

- Have fun and be nice. Respect everyone and everything, including plants.
- Respect other children's games, don't interfere or interrupt.
- No cutting in line.
- Follow the directions of the teacher or adult in charge every time.
- Shoes must be worn on school grounds at all times.
- No fighting - No teasing.
- When playing chase or tag, use the "one, two three, release" rule.
- No kicking balls. No games that require kicking of balls.
- No digging or building on the field.
- No more than three in a tree, never on a branch smaller than your arm.
- Only third grade and up allowed on top of monkey bars.
- Snowballs, dirt, pinecones, and bark may not be thrown at people.
- Only first and second graders allowed to play in upper play yard. Only two at a time on the see saw.
- In four square, only five serves per person before rotating.
- One child at a time on swing and the hanging ball, keep at least one hand on the rope.
- No standing on top of the Ark or the monkey bars.
- Sticks may be used as tools and may **not** be used as weapons. No running with sticks.
- No climbing on or over the fence.
- Do not use the water hose without teacher permission.
- No glass on the playground. Lunches must be taken back to classrooms before beginning play.
- Keep sand in sand areas, no throwing sand.
- Return tools and equipment to their proper storage area after each recess.
- Clean up after yourself, your lunch and others.
- When you see trash pick it up, it is everyone's play yard.



MADRONA SCHOOL

WALDORF EDUCATION

Lowery Farm Use Rules and Guidelines

Students will be visiting the farm on a regular basis for gardening, practical life and festival activities. At all times, students should be closely supervised, as there are various hazards known and yet-to-be-discovered. New rules may be developed as needed over time. At present, a few common sense rules must be followed. Parents who observe children breaking these rules are asked to stop the behavior right away or alert a teacher who will do so. As a working garden, there are materials, machinery and tools, which must be treated with respect and care at all times.

- No running in the garden.
- Parking is NOT allowed on the Madison or in surrounding neighborhoods; park along the north driveway, or in the southwest meadow only.
- No bare feet in the garden ever, as there is broken glass and rusty metal mixed into the dirt here and there.
- No playing in any part of the shed – students may only enter with an adult to get tools or other materials. Climbing on any machinery is forbidden.
- Leave things as you found them: gates closed, bales of hay intact, piles of chips or manure undisturbed by climbing, etc.
- No writing or drawing on any of the permanent structures including the fences, play house, shed or other buildings.
- Stay away from the fence lines where there may be rusty wire or other discarded farm equipment.
- Pick and eat from the garden and fruit trees only with permission from an adult. No throwing fruit or vegetables. Be respectful of the food others have grown.
- The portable toilet near the shelter is provided for all student and parent use.
- Students may use the kitchen and the indoor bathroom when they are part of a group working with a teacher or parent on curricular activities. Otherwise, they are not allowed in the farmhouse except to wash hands at the utility sink.



MADRONA SCHOOL

WALDORF EDUCATION

Social inclusion policy, including process for addressing allegations of bullying Updated and Adopted Fall 2015

Overview

When people bring their children to Waldorf schools, many times they are drawn to the beautiful and harmonious classrooms. People feel safe in these rooms and comfortable to have their children spend their days in these spaces. In these beautiful surroundings, it is hard to imagine that bullying and aggression can happen.

Yet it does because our children are human beings, and like the rest of humanity, they are learning to manage differences, handle conflict and power, come to terms with violence and aggression, and test their own human capacities.

When a group of children get together to manage competing interests and personalities, it is inevitable, despite our best efforts to take preventative measures, that aggression will assert itself. The question then is how do we successfully intervene when it happens?

The goal of Madrona School is to be proactive in building healthy human relationships and safe class communities that can provide a buffer against violence and aggression.

When incidents do occur, we take immediate action to intervene effectively and transform the situation. Successful intervention transforms both individuals and group dynamics and inoculates the group against further aggression.

Parents have an important role both in preventing aggression and bullying and in responding when a situation arises. When parents and teachers work together on behalf of a healthy class dynamic, the children have the best opportunity to deal confidently with situations that emerge.

What is bullying

Not all fighting, aggressiveness, teasing, name calling, etc. is bullying. In fact, much of it is not. Sometimes children are in conflict with each other, sometimes they even fight physically, but it is not bullying. The essential quality of bullying is that there is a power imbalance between the aggressor(s) and the recipient(s) of the aggression. One person can be physically larger or stronger than another. They might have a larger vocabulary, or have superior verbal skills. They could be quicker, or more

popular. It could mean a group of people against an individual or smaller group. Bullying takes many shapes and forms, but it is always characterized by this imbalance of power.

Bullying many times doesn't involve physical violence. It can be intimidation, verbal teasing, taunting, name calling, the destruction of another's property, or telling untrue stories about another.

Children who bully tend to focus their attention on those with a perceived weakness. There might be others who instigate the bullying, or who are in collusion with the aggressor. Instigators are those people who get other people to do the dirty work of bullying. Colluders are those who are aware that the bullying is going on and are supportive of an aggressor's actions. Many times people who bully do it in front of others in order to be seen as "powerful". Those who are witnesses and do not do anything to stop the bully are called "bystanders". We proactively combat bullying by empowering children to not be passive bystanders, but to intervene in bullying incidents or to report them to adults.

In bullying situations, we hold "colluders" and "instigators" as responsible for the bullying as the person doing the bullying.

Whatever form it takes, bullying is a destructive force that can cause physical, psychological and/or emotional harm to individuals and classes. It is incumbent on teachers and parents to work proactively to avoid bullying and to effectively address any incidents that arise in order to stop it.

Responding when a situation arises

A Parent's Response

Professionals tell us that 80% of bullying happens outside of direct adult supervision. Because of this, it is important to build and maintain open pathways of communication with our children so that they feel free to come to us when something happens. When a child does report an incident, it is important not to over-react. This can startle a child and cause them to not tell of further incidents.

Here are some helpful tips:

9. Listen to the story all the way through. Ask questions if there are parts that you don't understand. Try not to take sides or form opinions yet. Any emotional reactions will make it more difficult for a child to report anything else in the future.
10. Assure the child you will help sort the problem out.
11. Contact the teacher involved, keeping an open mind as to what took place, and try to work through the situation in a spirit of co-operation. If the teacher is hearing about the incident for the first time from you, give them as many details as possible to help them with their investigation.
12. Above all, show the child a positive role model in demonstrating how adults can meet together and work things out in a friendly and open way. When adults come into conflict over these issues, it only adds to the child's fears.

If you feel for some reason that the teacher does not understand your concerns or is not taking the matter serious, make an appointment to meet with the school's Leadership Council to share your concern.

Madrona School's Response

Early intervention is the most successful and appropriate way to prevent bullying. When a situation comes to our attention, the response of the school is to:

- ✦ Guarantee safety of the children
- ✦ Investigate
- ✦ Report
- ✦ Remediate
- ✦ Follow-up

The following principles underpin our work with children to resolve conflicts:

- Repetitive unkindness or teasing (bullying) and being bullied are ways of behaving that can be changed.
- Confronting wrongdoing, such as bullying, addresses a person's actions. It should not denigrate the whole human being.
- As children grow older, the harm done to themselves and others through repetitive unkind behaviors must be acknowledged.
- It is essential that reparation must be made for the harm done. This will vary with the ages of the children involved and the severity of the incident.
- Both aggressors and receivers are valued members of the school community whose supportive ties with others should be strengthened through participation in communities of support.

1. Guaranteeing the Safety of the Children - The first response of the adults who become aware of the situation is to make sure the children involved are safe. Any child who has been hurt must be attended to and both the recipient of aggression and the aggressor must be kept under direct adult supervision until the teacher has determined what has happened.

2. Investigate - Once the children involved are safe, the school begins to investigate and pull together as many facts about the situation as soon as possible. In the kindergarten, the teachers are usually told by children when something happens, or they see it directly. This makes the gathering of information more straightforward. In the grades school, the situation can be more complex.

A teacher will talk with the children directly involved – the recipient(s) and the aggressor(s). If there is a discrepancy in their stories, the teacher will turn to others in the area who might have seen the

incident, e.g., adult supervisors, other children from the class, children from other grades, etc. From these many reports of the incident, the teacher creates a scenario of what happened, and tells it to the aggressor and the recipient for their reaction. After this, the teacher, creates a report of the incident.

3. Reporting - It is always the responsibility of the teacher to report an incident to the children's parents. This is usually done after the investigation, except when a child has been physically hurt. In this instance, a preliminary report is made informing the parents of the child's injury, the action the school has taken to provide for the child's safety and the impending investigation.

At the end of the investigation, the teacher will report the findings to the parents and the Leadership Council at the end of the school day. The report needs to include a strategy for the continued safety of the children while the situation is being remediated. The teacher will alert the other teachers of the class as well as those on outside duty. If parents have concerns after hearing the teacher's report, they should contact the Leadership Council.

4. Remediate - Depending on the situation, the teacher may or may not have developed a plan to remediate the situation. In the Early Childhood, the plan is worked out by the teacher with the parents. In the grades school, the plan is worked out with the aggressor and sometimes the class or student body to remediate the situation. Teachers generally consult with parents as well.

The goal of remediation is to transform the social dynamics of individuals and groups. Remediation is like medicine. There are many different approaches depending on what the illness is. The common element in all remediation is that the perpetrator(s) of aggression take responsibility for what they have done. This means taking concrete steps to make the situation right.

5. Follow Up - In the days and weeks following an incident, parents are eager to know if the steps the school has taken are working. Teachers should provide enough regular contact to reassure parents that their child is safe or taking the appropriate steps to change his or her behavior.

Parents and teachers working together - Tips on how to bring an incident or suspicion to your child's teacher

1. Report early - Research shows that the best prevention for bullying is early intervention. It is most helpful for teachers to investigate and deal with issues that are current. While we recognize that some parents do not report some incidents right away because they think they are trivial, or don't want to bother the teacher, or want to see if it continues before they 'complain', it is helpful to talk to your teacher early on and not let issues build up. Emotions tend to build up as well when we hold concerns, which can make them difficult to manage when a bigger incident comes along. One key to successfully managing bullying is for the adults to be able to manage their feelings in volatile circumstances.

2. Suspend judgment - When your child brings up an incident of something that has happened, it is also helpful for your child's teacher if parents can suspend their judgment on both the situation and the children involved. This, admittedly, is hard at times. Writing down the facts, especially where

and when the incident happened and who might have been there to see it is very helpful for the teacher's investigation.

3. Arrange for a time to hear back - When you speak to your child's teacher, get an idea of when they plan to investigate, and when you might hear back about what they have found out. If you have not heard from the teacher by the specified time, give him, or her, a call to see what progress has been made.

4. Ask for more help - If, for some reason, you continue to have concerns after you have spoken with your child's teacher, or after an investigation, please contact the Leadership Council. This group will identify a third person to help to clarify conversations and make sure investigations are thorough and remediation appropriate for a given situation. Please summarize in writing what you have heard from your child's teacher and what your specific concerns are. The Leadership Council will likely arrange to meet with you and your child's teacher to sort out the situation.

Conclusion

Madrona School works with students and parents to resolve conflict so that all involved can grow through the experience. It takes a long time for children to grow into fully mature social beings. Along the way, they often make mistakes due to immaturity, impulsivity, lack of awareness of others' feelings, or lack of appreciation for the consequences of their actions. Our role as a Waldorf school is to guide them toward appropriate, healthy social behaviors, supported by a curriculum specifically designed to meet children where they are at each step of their development.

Thanks to the Toronto Waldorf School for permission to use portions of their well-researched and comprehensive social inclusion policy.