



Parent Handbook

The Founding of SunRidge Charter School

The impetus for SunRidge Charter School began with a small group of parents who wanted a Waldorf-based education made available to families regardless of their income level. These parents approached the Twin Hills Union School District with a proposal to start a Waldorf methods charter school in early 2002. The Superintendent of the district was fully supportive and the timing was opportune: a school site just down the street from the district offices was to be vacated that summer.

The work of writing the charter began quickly, as was the enlisting of support from the School Board of Trustees, district teachers, and the securing of necessary signatures on petitions of support from potential families. On May 1, 2002 the charter was approved unanimously by the School Board, and on June 27, 2002 SunRidge School was officially approved as the 481st charter in the state of California.

Through a combination of dedication, hard work, and dogged determination, a growing group of volunteers quickly laid the groundwork for the opening of the school. Funds were raised, teachers and administrative staff were hired, enrollment procedures were developed and implemented, the school site was secured and prepared. Community interest and support for the school was quick and strong. Applications exceeded available spaces in most classes and SunRidge opened its doors on September 1, 2002 with almost 180 students in two kindergartens and grades one through seven.

Vision and Mission

Vision

The vision for students and the school community that supports them is to create a safe and caring educational environment where parents, teachers, staff, children, and the land we share come together to nurture each student's intellectual, artistic, emotional, social, and physical development.

Students will graduate with a love of learning well-prepared to pursue further academic and personal goals, and motivated to make positive contributions to the world.

Mission

We progress toward our vision for our students and our school community by:

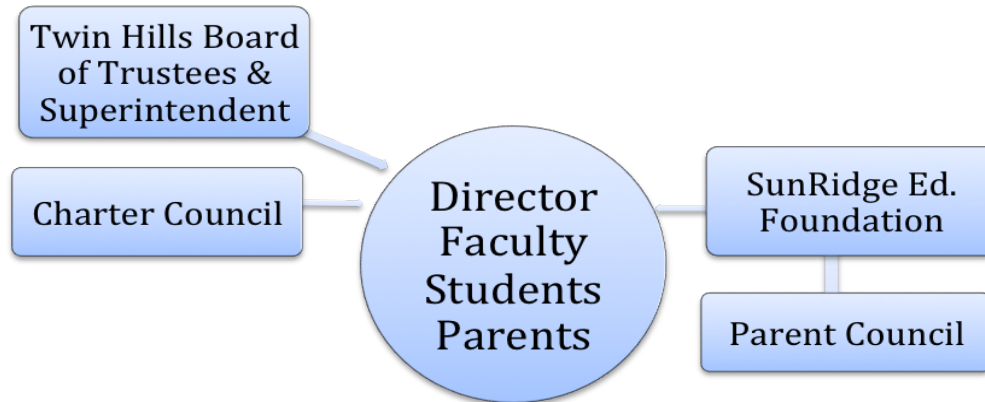
- Striving to meet the educational needs of each child at every stage of his or her growth through a curriculum based on the core principles of Public Waldorf Education.
- Supporting our students in developing capacities for independent and creative thinking, self-confidence, self-directed learning, social and environmental responsibility, and in affirming individual and cultural diversity.
- Governing our school based on the principles of participation, collaboration, cooperation, and open communication, accountability, respect for individuality and diversity, and a shared responsibility toward the life of the community.

- Attracting and supporting excellent teachers and staff.
- Cultivating and encouraging parent and school participation through education, community, and contribution.

SunRidge School Organization & Connection Chart

Governance Line of Authority Operations

Support of School Culture and Operations



Description of Organizational Chart Roles/Positions

Twin Hills Board of Trustees: Legal governing body for the school; sets policies, approves calendars, hiring, handles payroll, accounting, insurance, etc.

Charter Council: SunRidge governing body serving as the delegate body of the Twin Hills Board for purposes of overseeing the operations of SunRidge School. Develops and recommends school policies, programs, budget, calendars, etc. Evaluates School Director. Includes 4 faculty (3 certificated, 1 classified), up to 4 parents, and 1 non-parent community member. Director is a non-voting member.

Director: Responsible for the daily operations and management of the school, hiring, supervision and evaluation of all staff, budget development and implementation, educational program, site needs, enrollment, coordination/leadership, etc.

Faculty: Responsible for the delivery of the educational program; works collaboratively with the Director in developing, evaluating, and implementing school procedures, plans, and programs. Four representatives serve on the Charter Council.

Parent Council: Parent representatives from each class support a thriving school community through committees and workgroups set up to support school activities, fundraising, parent education, and community forums.

Coordinating Committee: Group comprised of the Director, a Faculty member, the Parent Council Chairperson, a Charter Council member, and a Foundation member that meets as needed to ensure that school-wide activities are well planned, coordinated, and successfully implemented.

SunRidge Educational Foundation: Not-for-profit corporation that exists to support SunRidge School through serving as fiscal agent for fundraising, and fund development through grant writing and donor campaigns.

Our Educational Philosophy

SunRidge Charter School is a parent-initiated school of the Twin Hills Union School District that was created to bring the best of Waldorf methods and philosophy to the public sector. Embracing Waldorf curriculum and methods, SunRidge addresses the whole child, framing rigorous academics in an artistic, creative and multi-sensory curriculum. Our method follows a developmental model that respects the nature of children and how they best learn. A play-based, half-day Kindergarten resists the current cultural trend for “more-sooner-faster,” allowing young children to enjoy the wonder of childhood through imaginative play.

In the grades, the SunRidge curriculum covers an exceptional range. Core subjects are taught in three- to four-week-long Main Lesson blocks, immersing the students in language arts, math, science, geography and history. Concepts are interwoven throughout the curriculum and are taught through oral presentations, writing, reading, recitation, drama, painting, drawing and movement. This multi-dimensional approach engages students in a powerful and concentrated experience and promotes active listening, memory, imagination and vocabulary. Enrichment subjects, most taught by specialty teachers, include Spanish, singing, flute and recorder, violin, painting, drawing, modeling, knitting, sewing, woodworking, drama and movement.

Learning to Think

Perhaps the most valuable aspect of a Waldorf-methods education is that it teaches students how to think. Imaginative play, emphasized in the Kindergarten, develops into imaginative thinking as a child matures into the grades. The capacity for imaginative thinking enables students to perceive events with clarity, to comprehend complex situations fully, and then to envision creative solutions for life’s challenges. In the SunRidge capacity-building curriculum, academic mastery is achieved through immersion in experiential learning. By building a playhouse, third graders first imagine their construction, then learn measuring, reinforce math skills, and master practical building abilities in order to bring their playhouse into form. A fifth grader studying ancient Greece will compete in an Olympic pentathlon and might play the role of Pythagoras in his annual class play. Reading is taught on a foundation of rich oral literacy that begins in Kindergarten and continues to develop as children progress through the grades. In addition to academic mastery and artistic development, learning how to learn is a primary goal for SunRidge students.

Learning to Care

The arts are integrated throughout the SunRidge curriculum in order to access and develop the emotional intelligence of our students. Artistic activities such as painting, drawing, drama, singing and instrumental music are used in combination with core academic standards to enrich the learning experience. Through the arts, we teach to the child's heart as well as her head, facilitating the development of compassion, responsibility and stewardship.

Overcoming challenges through common artistic effort builds individual self-esteem, builds the feeling of class community and inspires in students the confidence to meet life's challenges with creativity and imagination. An orchestral performance or a class play requires enormous teamwork among teachers and students. By working together consciously throughout the curriculum, students develop a capacity for emotional involvement that is both sensitive and resilient. They become caring individuals committed to one another and to the greater good.

Learning to Create

Children drawing, painting, knitting, playing flutes or violin, carving wooden utensils, reciting poetry and rehearsing plays are common sights at SunRidge. While one might think their purpose is to train students to be accomplished artists, the real intention is quite different: all these activities are exercises for the will. To express the typical movements of an animal in wood or cloth or clay, to knit a pair of socks, to master a violin piece—these activities are experienced as a challenge to both the child's courage and his patience.

There is no better way of training the will than to practice again and again something one finds difficult. Children need tasks that give them pleasure and satisfaction in overcoming difficulty, and the arts are a central area for this opportunity. The SunRidge curriculum nurtures students' capacity for resolute determination so that they have the will, the ability and the confidence to turn their hopes and dreams into reality.

Waldorf Methods Education

Waldorf methods emerged from a pedagogical model of the child that stresses the developmental stages of childhood. At the heart of the philosophy is the conviction that education is an art. Whether the subject is arithmetic, history or physics, the presentation must be alive, must speak to the child's world, through direct experience, and is often filled with art, music, movement and imagination. The goal is to teach children in a safe, protective and naturally beautiful environment using methods that fill them with delight, wonder and enthusiasm. Our teachers engage the whole child through a multi-year relationship, addressing children not solely as beings of intellect (head), but physical (hands) and emotional beings (heart) as well.

SunRidge has developed a powerful educational vision that incorporates Waldorf education methods and embraces the developmental model of the unfolding child. This education, built on a strong academic foundation, also brings forth creative imagination, critical thinking, self-confidence, and a sense of delight, wonder and respect for nature and humanity.

Thank you to Woodland Star Charter School for much of the content of this section on Waldorf education and curriculum.

Our Curriculum

"One of the strengths of the Waldorf curriculum is its balance and depth: the emphasis on the arts....the rich use of the spoken word through poetry and storytelling...Above all, the way the lessons integrate traditional subject matter is, to my knowledge unparalleled."

Ernest Boyer, President, Carnegie Foundation for the Advancement of Teaching

Kindergarten

Our Kindergartens offer a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors.

Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The foundations of written language and literacy are laid with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

We believe that kindergarten is not a time to expose children to the pressures of society, or to make strong intellectual demands. Through healthy imitation, imagination, and play children learn about their world and build a solid foundation for the work to come.

The Grades

In Waldorf-method elementary schools, the Main Lesson is the cornerstone of the day, a two-hour period in the morning when children are most awake and eager for academic work. The class teacher focuses on one subject over several weeks so students have an opportunity to develop a strong relationship with every subject studied.

In each main lesson block, the teacher incorporates storytelling, movement, music, poetry, drama, drawing, painting, modeling, reading and writing, presenting vivid descriptions and experiential opportunities each day that engage the student in a harmonious and joyful way. Students record and illustrate the lesson content in their Main Lesson books, which are treasured for years to come.

The ideal is for the Class Teacher to remain with the same class for multiple years, enabling close, secure relationships with each child and a deep appreciation of individual needs. This allows a close partnership to develop between parents and teacher as well, which fosters a much deeper understanding of the ever-changing stages of child development.

After the morning Main Lesson, the students engage in practice periods that deepen the academic skills introduced in the main lesson and attend special subject classes that may include Spanish, Handwork, Movement and Games, Instrumental Music, Choir, Eurythmy, and Woodworking.

Grades 1-4

The Waldorf-methods curriculum is designed to give children meaningful experiences at every age. An approach is taken that strives to maintain the protective veil of childhood for students in the first four years of grade school. Through fairy tales, fables, legends, creation stories and Norse mythology, the teacher slowly builds a bridge that crosses from the innocent, imaginative world of childhood to the more conscious, empirical world of adolescent life.

Grades 5-8

In Grades Five through Eight, the developmental capacity for thinking radically shifts and the curriculum grows progressively more complex from year to year. The beginning of this transition is marked by the "nine year change," a time when the child's individuality becomes more pronounced and when a child first begins to view everything in his/her surroundings with a "critical eye." At this time, many children begin to question their place in the world, which was hitherto taken for granted.

Curriculum Overview

SunRidge has adopted the Curriculum standards published by the Alliance for Public Waldorf Charter Schools. This comprehensive tool provides a detailed, grade-by-grade delineation of Common Core Standards that have been adjusted by grade to fit the developmental approach of the Waldorf curriculum. What follows here is a brief outline of our curriculum:

First Grade:

Storytelling is a large part of the First Grade curriculum encompassing Fairy Tales, Folk Tales and Nature Stories from around the world. Explorations of nature, pictorial and phonetic introduction of the alphabet, word recognition, qualities of whole numbers, Roman numerals, introduction to the four processes in arithmetic, mental math games, lower multiplication tables, form drawing.

Second Grade:

Legends, Animal Fables and Native American Indian Legends and the multi-cultural studies of noble and heroic people. Small letters, reading, basic elements of grammar and sentence structure, form drawing. Broadening arithmetic processes, continue observations of natural phenomenon (i.e. weather, seasons, etc.).

Third Grade:

Ancient legends and creation stories from many cultures. Study of practical life: farming, housing, clothing. The children grow food, cook meals and build a simple housing structure like a garden shed or playhouse. Reading, spelling, cursive writing, original compositions, grammar, punctuation, parts of speech. Higher multiplication tables, weight, measuring, money, primary numbers, word problems.

Fourth Grade:

Stories from Norse mythology and Celtic sagas and legends. California and local history, geography and cartography. Study of animal kingdom. Fractions, long division, square roots, averages, factoring.

Fifth Grade:

Ancient Civilizations of India through classical Greece. Participation with other Waldorf-methods Fifth Grades in a spring Pentathlon. Composition and poetry, spelling, reading, grammar. U.S. Geography related to vegetation, agriculture and economics. Decimals, ratio and proportion, freehand geometry, decimals, metric system, mixed numbers. Study of plant kingdom.

Sixth Grade:

Roman and Medieval history, composition and poetry, reading, formal letter writing, grammar, spelling, North and South American geography. Mineralogy, physics (acoustics, electricity, magnetism, optics and heat), astronomy. Percentages, interest, profit and loss, ratios, proportions, geometric drawing with instruments.

Seventh Grade:

Renaissance, Reformation and Age of Discovery, literature and poetry (Chaucer and the Crusades, Arthurian legends), biographies. Composition, complex grammar, spelling. World geography and ocean currents. Physics (mechanics and electricity), physiology, research, inorganic chemistry. Business math in depth, graphing and powers of numbers, pre-algebra.

Eighth Grade:

Shakespeare and Elizabethan Age to modern poetry, writing short stories, dramatic scripts and journalism, spelling, grammar. Continue world geography and climatology. Age of Revolution to Current Events. Physics (hydraulics), physiology, organic chemistry, meteorology. Applied mathematics (review of solids and measurements), set concepts, algebra, solid geometry.

Special Education:

As a public school, SunRidge accepts all students. Special education needs are currently met by our Resource Teacher and a teaching assistant, with additional contracted services from a Speech Therapist, an Educational Psychologist, and other specialists as dictated by an IEP.

Electronic Media Concerns and Guidelines

In our society, electronic media in all its forms is an ever-growing presence and influence in our lives. As adults we face the difficult choices of deciding how to use various media wisely, and when and how various media should be introduced into the lives of our children.

It is a well-documented fact that the experience of watching television affects the

development of children. Strong evidence shows that habitual TV use can negatively affect IQ, attention span, reading abilities, imagination, play, language patterns, critical thinking, self-image, perception of others, and moral values. Recent studies indicate that even a single viewing of violent behavior through electronic media can increase violent behavior in children. Habitual use of electronic media affects the child physically as well, altering brain waves, reducing critical eye movements, immobilizing the body, and undermining nutrition, eating habits, and exercise. The content of most TV, video and computer games, and movies shows a glaring disregard for the sensitivity and impressionability of the developing child, and gives commercial interests direct access to a child's forming mind and character.

At SunRidge, there is a conscious intention and effort to provide an educational environment that nurtures the imagination and healthy development of every child. Because electronic media exposure tends to work at cross-purposes to this intention and effort, SunRidge teachers need the support of parents in restricting media use in the home. Similarly, parents who choose our school because they want to protect their children as much as possible from the negative effects of electronic media also need the support of the parents of their children's classmates.

For these reasons, the Kindergarten and class teachers request that parents protect their children from exposure to electronic media. As a guideline, we strongly recommend that children from kindergarten through 3rd grade not be exposed to electronic media at all. If electronic media is introduced to children in grades 1-3, it should be limited to wholesome content, on weekends only, and kept to minimum. We ask that any exposure to electronic media with children in grades 4 and 5 also be limited to weekends only. Attention to content is particularly important if use is allowed, keeping in mind that electronically received images, language, and meaning lodge in the child's inner being and affect their behavior and sense of well-being at home and at school. Early adolescence (grades 6-8) marks a time of increased exploration and desire to learn about the world. It also is a time when children do not yet have the maturity to make important life-affecting decisions, and need parental guidance and clear boundaries set by the responsible adults in their lives. We ask that parents of these older students work in partnership with our teachers to limit exposure to electronic media in ways that protect them from its negative influences while also encouraging their increasing capacities for discernment, critical thinking, and self-discipline (i.e., media literacy). We strongly recommend that any TV and movie use be limited to weekends only, and that parents supervise and restrict the use of TV, movies, computer and videogames, the internet, recorded music, and radio use due to the extremely varied content that is present through these media.

We recognize that restricting electronic media use in the home requires a commitment to a family lifestyle that runs counter to our mainstream culture. We also recognize that protecting children from media exposure is especially challenging in homes where older siblings are present, and when a child lives in more than one household. A whole-hearted effort to thoughtfully protect children from media exposure can only be successful when we educate ourselves about the effects of electronic media on children, and then exercise continual determination to go "against the grain" in order to do what we believe is most healthy for them. We ask that every parent join us in this challenging, but so very important, commitment.

Parent Partnership

One of the central tenets of SunRidge School is parent participation. Parental involvement is what makes our school a true community, and we will be most successful in our work if our students' parents are informed about, engaged, and involved in helping to meet the needs of the school.

There are many faces to the partnership between parents and the school. Some of the more significant ones are included in the Parent Participation section of this handbook on page 14. Beyond the obvious volunteer help and pledge donations there is the equally important need for every parent to take the time to be part of ensuring the success of their child's education. This means more than helping them with their homework. It includes ensuring that your child gets enough sleep each night, has a good breakfast before school, brings a healthy snack and lunch, and is dressed appropriately for the weather. It includes ensuring that your child has good attendance and arrives each day before class begins. It includes scheduling your family trips during our breaks so that your child receives everything that his or her teacher works so hard to provide.

Working in partnership also means becoming informed about the policies and procedures of the school, so that you can help things run smoothly. It means following our campus driving and parking guidelines, and being courteous and patient with others, as we are occasionally challenged by the limitations of our site. It means supporting your child's adherence to our student rules and expectations for grooming and dress. It means making the effort to learn about and understand our Waldorf curriculum and methods, how it develops through the grades to meet your child's needs, and how exposure to electronic media works at cross-purposes to what our teachers are trying to give your children here at SunRidge.

Parents enrolling their child at SunRidge Charter School are making a choice to participate in a specific approach to education. As part of this choice, they agree to:

- 1) Providing a home environment that works in partnership with the curriculum, methods, and values of the school.
- 2) Participating in the essential parent pledge program to the degree they are able.
- 3) Participating in community service (volunteer) activities for the school (40 hours per year per parent).
- 4) Attending regularly scheduled parent-teacher meetings and conferences, and parent education events that are offered throughout the year.
- 5) Reading and following the policies and procedures of the school as described in the Parent Handbook and other documents published by the school.
- 6) Reading and following the conflict resolution procedures as described on page 18.

It takes a whole community to raise a child and a whole community to educate one as well. SunRidge offers the opportunity and the support to every parent to be part of an inspiring educational initiative that can have a significant impact on the quality of children's lives. We wholeheartedly encourage your full participation.

The Weekly Bulletin

One of the challenges of a school is having effective ways of getting important messages to parents. Our primary means of communicating school news, schedules, dates, announcements and other information is through our weekly *Bulletin*. The *Bulletin* is prepared *every Wednesday* and sent to all parents on our email list. It is also available on our website (as are other forms and information), www.sunridgeschool.org. If email doesn't work for you, you may request that a hard copy be given to your child to bring home each week. Please take the time every week to read the *Bulletin* and stay informed.

Kindergarten Handbook

Because our kindergartens operate in a space separate from our grades, and have needs often different from the rest of the school, there is a separate Handbook for parents with kindergarten children. Please consult your Kindergarten Handbook for any questions that may be specific to Kindergarten needs, activities, and operations.

Parking and Traffic

Morning drop-off can be done at multiple locations: on Hayden Street in the yellow zone in front of the school, in the front parking lot yellow zone, or in the back parking lot yellow zone. Please, *no parking* in the yellow zones! Parents who want to park are asked to park in the back parking lot rather than in front to leave front spaces for kindergarten parents whose children must be walked in to one of the classrooms at the front of the campus.

Pick-up of students takes place at the rear of the campus where we have a pick-up lane expressly for that purpose. Any arrangements to pick up your child at a location other than the rear pick up area should be communicated to the school office and the class teacher. Also, if you'd like your child to walk or ride their bike home from school, you will need to provide that authorization to the school office in writing.

Arrivals and Pick-ups

Adult supervision is provided before school on our lower playground between 8:00am and when class starts at 8:25am. It is helpful for the children to arrive a little earlier than the start of class so they can socialize a bit before class begins. Students should not be dropped off at the school before 8:00am as there is no supervision available.

For picking up after school we have designated "pick-up windows" so that traffic congestion is minimized. Please do your best to pick up your child during the specified window as the ending time of the window is when the supervising staff go off duty.

Office Hours and Phone Usage

Our school office is open from 8:00am to 3:30pm each regular day. The office closes on early release days at 2:00pm. Phone messages can always be left on our message machine. Student use of the office phone is for emergencies only. Please arrange playdates, and communicate pick-up arrangements to your children before school so they are not asking to use the phone for these reasons.

Cell Phones on Campus

We make every effort to minimize electronic devices on our campus and request that parents be mindful of that when here. While on campus, if you must use your cell phone, please do so in your car, in a parking area away from the children, or in the office. Photography and videography are not allowed at school events, with the exception of designated class or event photographers.

Attendance & Punctuality

Punctuality and good attendance are vital to your child, and to the school, for many reasons. Because there is a rhythm to the school day, beginning with a welcome and an opening activity, it is extremely important that all children arrive on time to reinforce their sense of belonging and connection to their class, and so that they do not disturb the focus of the teacher and the other children on activities that have already begun. Good attendance is also important because much of the daily lesson is presented orally and as a group interaction. A student who is absent or late frequently may find it difficult to make up work or to fully understand the material. Absences and tardies are reviewed regularly and letters are sent home to encourage consistent prompt attendance.

In addition, the operating budget for our educational program is dependent on state funds that we receive for days of student attendance. Each day of student absence costs the school approximately \$50.00 of lost income—an amount that may seem small, but when only 10 children are absent each day (about our average), the lost income for the year is over \$87,500.00!

Please limit absences to times of illness or injury, and schedule appointments after school hours if at all possible. For appointments that can only be scheduled during school hours, it is helpful if a student comes to school for as much of the morning as possible so that they can be recorded as being in attendance and also so that they do not miss main lesson. Please call the office as early as possible in the morning if your child will be absent that day.

Students who arrive late need to check in at the school office before joining their class. Students who must leave school prior to the official dismissal time also need to check out at the school office before leaving the school grounds.

Good attendance is extremely important, but for the health of your child, and his/her teacher and classmates, please do not send your child to school if they are sick.

Excused and Unexcused Absences

State regulations that apply to charter schools specify that students must attend all scheduled school days except for “excused” absences. Excused absences are defined as absences due to illness, medical or dental appointments, attendance at a funeral of an immediate family member, or participation in religious instruction release time as allowed under Board policy 6113.1. Other reasons for considering an absence as “excused” may be approved if those reasons are requested by the parent(s) in writing and are judged legitimate by the school director.

Students not in attendance for three or more scheduled school days for other reasons, such as for family or personal preference, are defined by State regulations as “truant.” As a public school, state education code specifies that we inform parents of truant students of their legal obligation to ensure their child’s attendance in school. Labeling students as truant who are on family trips or whose parents allow them to stay home on a day when they “don’t feel like going to school” is not a course of action we would prefer to take. Please limit your child’s absences to those that meet the definition of “excused,” and request approval for others that may be in question.

Independent Study

Under some circumstances, a student may be able to miss between 3—40 consecutive days of school if he or she completes a plan of “independent study” assigned by the class teacher. The amount of work specified in the independent study agreement should be comparable to the amount of work the student would be expected to complete if they were in attendance at the school, and work samples in each curricular area must show that the plan was followed. Work samples, and the completed agreement form are supposed to be submitted to the office within two days after the student returns to school. Independent study agreements enable the school to collect state funds for the attendance of the student only if he or she completes the required school work specified in the agreement.

Not all extended absences justify or qualify for an independent study arrangement and all independent study agreements must be approved by the teacher and the director of the school. The first step is to speak to our school manager in the office about the specified process for doing independent study with your child. Your request to do independent study should then be discussed with the teacher well in advance of the time of anticipated absence (at least 10 working school days, 30 days is better). Once agreed to, independent study work must be completed as agreed or the school is unable to “sign off” on the agreement as completed. In such a case, the school would forfeit all attendance funds for the time period, and, since independent study did not take place as agreed, the student would be considered to have been out of school for an unexcused absence, and considered truant for that period of time.

Lunch and Snacks

Please make sure your child has an adequate breakfast at home that includes protein and something warm to eat or drink. Students need to bring a mid-morning snack (unless otherwise specified by your class teacher) and a lunch. These should be nutritious and well balanced, avoiding gum, candy, soft drinks and sugary foods. Please pack lunches in baskets or soft lunch bags (cloth or insulated), free of advertisements and media images.

Medications at School

As per district policy, students cannot bring and self-administer medications at school, and school personnel cannot administer medications (including over-the-counter items) without a physician’s written authorization. If your child needs to take a medication of any type during the day, contact our School Manager for information and the form needed for this purpose.

Protocol Regarding Lice

The common head louse turns up on students from time to time, and, while lice are not a health concern, infestations can be extremely time-consuming to eradicate. For this reason, it is essential that parents take quick and thorough action when nits (lice eggs) or lice are discovered on their children.

As an ongoing proactive measure to minimize possible lice infestations, SunRidge School encourages parents to conduct regular lice screenings at home. More frequent checking at home is advised if there are cases of nits or lice in a class. As a general preventative, students should be advised to avoid hair-to-hair contact, and to not share clothing, hats, brushes or combs.

Twin Hills District Schools, including SunRidge, follow the recommendation of the California Department of Public Health that students not be kept out of school if nits or lice are discovered in their hair. Research indicates there is no benefit to sending children with nits or lice home for the day in terms of lice eradication or limiting the spread of lice. All major health organizations now recommend against removing children from school if nits or lice are present on a child.

If nits or live lice are seen on a child, the child's parents will be informed. Parents are expected to provide treatment that night. Parents are to bring their child to the office to be checked by school personnel prior to returning to class. If nits or lice are still present upon re-examination, the parents are informed and the child may return to class. When the school has been made aware of nits or lice being present, the parents of all students in that class will be notified of the occurrence without divulging the name of any child. Please help us respect each child's confidentiality.

SunRidge School cannot prescribe which lice treatment products parents should use. When nits or lice are identified on a child, we will provide resources for information about lice and their treatment. It is the parent's responsibility to become informed about treatment options and to use their own judgment in choosing a treatment. It is also the parent's responsibility to begin a treatment program if their child has nits or lice, and to continue treatment as needed until the infestation is eliminated. The California Department of Public Health recommends the following brochure, *A Parent's Guide to Head Lice*, and it can be found at:

<http://www.cdph.ca.gov/health info/discond/documents/2012headliceeng.pdf>

Clothing

The weather in our area varies considerably from early morning to late afternoon and children should come to school dressed for that variety. Except on the warmest days, every child should have several layers of clothing including a warm sweater or coat, so that they can keep themselves warm when outdoors and remove layers as the temperature rises. All students should also have rain gear for rainy days. We allow outside play even when there is light rain if a child has proper protection (weatherproof coat, boots, and hood or hat). Labeling your child's clothing is highly recommended.

Lost and Found

Lost clothing has a way of accumulating on school grounds as the children play and shed layers. We gather it up and put it on the lost and found rack in the central hallway of the lower grades building. Please check the lost and found if you are missing something. We donate the build up of lost and found items to charity at the end of each month, after announcing this plan and the date in the *Bulletin*. Labeling your child's clothing and lunch bag with their name is strongly recommended so that we can return it more easily.

Field Trips

SunRidge School has considerably more field trips than most other public schools. We believe this adds much to the richness of our educational program, but to keep this aspect of our school viable, we must ensure that all trips are safe and that all necessary regulations and procedures are strictly followed.

It is especially important that we have received the necessary administrative information for students and parent drivers prior to the day of the field trip. For walking field trips, permission slips can be found on our website and are good for the whole school year. For driving field trips, insurance clearance should be submitted to the office *at least three days before the trip* so that any problems can be remedied in time. No student or driver will be able to go on a field trip without the required clearances. Questions about forms and requirements should be directed to our School Manager.

Parents are needed and welcome on most field trips, to serve as drivers and helpers. Teachers may put a limit on the number of parent participants if they deem that to be best for the type of trip or other reason. Parents on field trips are considered supervising assistants. They are expected to follow the teacher's directions and act in a manner that supports safe, respectful, and responsible behavior by all participants. Designated parent supervisors are not permitted to bring other children with them who are not students in the class.

District policy is that all parent chaperones for overnight field trips must be fingerprinted through our district prior to the trip. The office has printed information about the procedure for getting the proper fingerprinting done in a timely manner.

The cost of all field trips is typically covered by the parents in each class. Every student is entitled to participate regardless of financial means, and fundraising is used to cover all or part of the expenses for those who cannot afford the amount needed. When fundraising is conducted the following policies apply:

- Any fund raising activities undertaken in the name of the school must be approved by the SunRidge administration prior to initiation.
- All money raised in the name of the school for school field trips must be deposited in the SunRidge Student Body account.

Parents incurring expenses for class field trips can be reimbursed from the SunRidge Student Body Account as follows:

- All expenses by parents must be pre-approved by the teacher.
- Reimbursement is made by submitting a reimbursement form (available in the office) with the teacher's signature and original receipts.
- Requests for reimbursement must be submitted no later than two weeks after the completion of the field trip.
- Receipts should include only the field trip related expenses—do not include other items on the same receipt with field trip expenses, and do not make written adjustments on the original receipt.
- Reimbursement requests for expenses put on credit cards by phone (i.e., no receipt issued) must be submitted with a copy of the credit card statement.

Student Release Procedures Following an Emergency

In the event of an emergency or disaster situation while school is in session, it is essential that we work together to ensure the safety of every child. SunRidge has emergency plans and supplies in place, and, in the event of an earthquake, flood, or other disaster, we are prepared to take care of your child(ren) until they are released to you or another adult you have authorized to pick them up. We need parents to be knowledgeable of, and follow, our student release procedures so that there is a safe and responsible transfer of care.

We realize that parents will want to get their children home as soon as possible after a disaster. Unfortunately, road conditions may make getting to the school difficult. We may also need to keep cars out of our driveways and parking areas so that emergency vehicles can access our buildings. And, we will need to exercise great care in tracking the whereabouts of each child. With these circumstances and needs in mind, please follow these guidelines:

1) Communication with the school during an emergency may be difficult or impossible. There is a system for schools to report status in an emergency that is then announced by radio station KSRO 1350 AM. In addition, you can try calling the Twin Hills District emergency hotline at 523-9550 for updates. If the phones are working, we will also activate the phone trees for each class. We also have a robo-calling system that we can activate in case of emergencies.

2) Because our campus may be closed to cars in a disaster, you may need to park on the street and walk in to the campus. If this is the case, be sure to park without blocking street traffic—emergency vehicles may need to get through and will push cars out of the way if necessary.

3) Following a disaster event, we will need to follow strict procedures for releasing the students in our care. A “*Student Release Station*” will be set up with clear signage. Parents will need to come to the *Student Release Station* first to sign out and have their child (and any others they are authorized to take) brought to them. It is essential that this sign out procedure be followed as it is critical for us to maintain an accurate record of each child's whereabouts and who picked up each child. To do otherwise would result in confusion, upset, and time-consuming searches at the worst possible time.

4) Be reminded that school staff are authorized to release students only to those whose

names are on the emergency release cards that we have on file for each child. If you want to include additional people on your authorization form, please add them now

Parent Participation

Email Policy

Communication is most effective person-to-person where the full range of language and meaning is expressed through eye contact, tone, pitch, and other social cues. For this reason, we request that emails be used for informational purposes and not as a forum for discussion and debate. Disputes or disagreements are best addressed in a medium other than email, such as a face-to-face meeting.

SunRidge teachers use a class email group list to communicate with parents. This email list is for the classroom teacher's use for sharing information regarding class news, events, and other class-specific communications at the teacher's discretion.

If a parent wishes to send a group email to parents and/or teachers, it is the school's policy that a prior request is made to the respective class teacher or the director. For example, the class parent may, at the direction of the teacher, send out a group email regarding an upcoming class event. Email is a quick, convenient way to communicate and reduces paper use. To ensure that messages don't confuse or exclude others, it is important to keep in mind "best practices" for email etiquette within our community. Keep email language brief, specific, objective, and solution-oriented.

The SunRidge directory is provided to facilitate communication between members of our community for sharing information such as assignment due dates, social invitations, and arranging carpools. Please respect that our directory is for the use of SunRidge community members for school related business only and should not be used for promotional, marketing, solicitation, political purposes, or dispute resolution.

Approved by Charter Council on October 11, 2016

Communication with Teacher

SunRidge teachers each have a way in which they communicate to parents about class news, activities, and needs. Please read these communications so that you can support the efforts of your child's teacher in a timely way. Teachers also specify how and when they would like to receive communication from parents. Please be clear on what your child's teacher requests in this regard (e.g., times for phone calls, available times to meet, when and when not to use email, etc.). Following these requests allows communications with the parents to be managed in a way that respects the needs of the teacher as well as the parents.

Class Meetings

Our teachers are expected to schedule a minimum of five class meetings for parents across the year. Participation in these meetings by at least one parent of each child is essential as they provide information about your child's school program, homework, field trips and other upcoming events. Teachers also use these meetings as a time to provide needed information to parents about Waldorf education and how parents can support the school's efforts at home. Class meetings can also be a time for parents to build their class community, ask questions, and discuss class needs or concerns.

Parent/Teacher Conferences

Individual Parent/Teacher conferences are scheduled at least once per year and as needed. This is a time for the class teacher to provide you with individualized attention about your child's progress, to hear your suggestions and concerns, and to refine plans for working together for your child's benefit. All parents are expected to participate in these conferences.

Parent Education Events

SunRidge offers a variety of parent education evenings throughout the year. Some focus on the younger grades, some on the older grades, and some are whole-school events. We strive to make them relevant and stimulating to promote good attendance. Parents are expected to participate in at least two of these educational events each year.

Community Service Needs

It is through volunteering one's time and energy to address needs that new and lasting relationships are built, ownership is engendered, and a healthy school community is built. The volunteer needs in a Waldorf methods charter school are significant, and the more of us that participate, the less there will be for each of us to do. We ask that every parent contribute approximately 40 hours of SunRidge community service during the school year (4 hours per month). For most families, this is not hard to do and the opportunities are many and varied.

Volunteers are needed to serve as class parents, field trip drivers and chaperones, classroom cleaners, flower bringers, and food preparers. We need those who can build and make repairs, beautify our landscaping, coordinate and help with fundraising and festivals, and serve as representatives on our Parent Council, Charter Council, or a working committee. We need others who can help edit and lay-out written materials, plan and put together our yearbook, plan and execute site improvements, and write grants. There is something for everyone, and with everyone helping, there is so much done, and so much to feel good about.

Pledge Program

The SunRidge Pledge Program is a voluntary parent effort to fund that part of our school curriculum that would not be possible to fund with current state funding. The pledge program is needed to fund the full cost of such classes as Handwork, Woodwork, Music, Eurythmy, Choir, Foreign Language, and teaching assistants. Without pledge program funds, SunRidge would not be able to offer these essential parts of what makes our school unique.

The way our pledge program works is simple. Parents are asked to commit to making a monthly donation, or pledge, that goes into a pledge fund that pays for certain expenses. This commitment is voluntary and tax-deductible, and everyone is asked to contribute to the degree they are able. Most SunRidge families participate in meeting this goal. A significant number contribute the amount that we have specified is needed to meet our current budget needs: \$250.00 per child, per month. Some families contribute more to this community effort, which is

much appreciated as it helps balance the contributions of others who cannot afford to pledge the needed amount. Those who cannot afford the full amount are asked to contribute what they can, so that together we can meet our financial needs for maintaining an enriching and stable educational program.

It is a tribute to the vision, sense of community responsibility, and dedication of SunRidge parents that our pledge program has been consistently successful since our inception in 2002.

SunRidge Conflict Resolution Procedure

1) Conflict Resolution Procedure

Disagreement and conflict are natural and inevitable in any school, but conflict isn't necessarily negative. When conflict is addressed in a direct and caring manner, it can help build healthier relationships and a stronger community. The purpose of our *Conflict Resolution Procedure* is to foster this outcome by providing a framework that helps community members resolve conflicts in a non-adversarial way. Our *Conflict Resolution Procedure* is a model available to all members of the SunRidge community: parents, teachers, the administration, and other SunRidge employees.

2) Complaint Procedure

Alternately, our *Complaint Procedure* applies only to situations where a parent has a complaint about, or dispute with, a SunRidge employee. Unlike the *Conflict Resolution Procedure*, in which the involved parties determine the outcome themselves through collaborative problem solving, in the formal complaint process a third party renders a decision about any action that may be taken to address the complaint. The timelines and steps of the SunRidge *Complaint Procedure* are determined by the Twin Hills School District and the Twin Hills Teachers' Association. A copy of the *Complaint Procedure* follows this description of the *Conflict Resolution Procedure*.

Conflict Resolution Procedure

The communication lines described below are the vehicles that SunRidge promotes for resolving conflicts within our community as they arise. These steps form a structure and process that encourage the parties involved to work together to reach a mutually agreeable resolution. *It is emphasized that the first step in the resolution of conflicts in our community is direct communication between the involved parties.*

Level I: Direct Communication

Whatever the nature of the conflict, it is essential that the person feeling the conflict speak directly to the other party as soon as possible after the conflict arises. SunRidge community members can help build a healthy school community by following, and encouraging others to follow, this simple, but powerful, principle. Generally, it is most productive if a discussion occurs within a few days of an incident of concern, and at a time and place that is conducive to effective communication (e.g., in person, in private, without distractions, etc.). If a conflict is not addressed early on, negative feelings usually increase, and it becomes even more difficult to speak to the other party. Of course, while early communication is important, it is never too late to speak to someone about

a conflict that is interfering with an honest, mutually supportive relationship.

Level 2: Conciliation

A. For conflicts concerning an employee other than the Director

If a conflict is not resolved through direct communication, the Director should be notified by any of the parties involved as soon as possible. The Director will schedule a meeting to help the parties resolve the conflict through “conciliation.” Conciliation is defined as a process in which a third party attempts to help parties to collaborate, but it is less structured and formal than mediation. More than one conciliation meeting may occur by mutual agreement of the involved parties.

Note: By mutual agreement, the involved parties may choose to request someone other than the Director to assist with conciliation.

B. For conflicts concerning the Director

If a conflict with the Director is not resolved through direct communication, a description of the conflict should be submitted in writing to a representative of the Charter Council. The Charter Council will appoint a Council member to conduct the conciliation meeting(s).

Twin Hills District Complaint Procedures

Any teacher who encounters a student-teacher conflict or parental complaint which he/she cannot resolve shall communicate that conflict or complaint to the school Director as soon as possible.

Any parent or guardian of a pupil enrolled in the District may make a written complaint regarding any district employee. All such complaints shall be on complaint forms (as per school board policy #1312, available in the school office), signed by the complainant and submitted to the Director within thirty (30) days of the event giving rise to the complaint. The employee will be given a copy of the complaint. Complaint forms include a place for the complainant to indicate whether a response from the Director is requested. If no such request is made the Director shall not be required to respond to the complainant.

Upon request, by either the involved teacher or the Director, the teacher shall have the right to meet with the complainant in order to question the complainant regarding the accuracy and validity of the complaint. The Director shall schedule a meeting at a mutually agreeable time with the complainant. A district representative may be present at said meeting at the Director’s discretion or by teacher request. At any successive meeting where a District representative is present, a Twin Hills Teachers’ representative may be present if so requested by the teacher.

If a response is requested by the complainant, the appropriate administrator or the District shall reply in writing within twenty (20) working days from the receipt of the complaint and a copy provided to the teacher.

The complainant or teacher may contest the response of the Director by written appeal

to the superintendent within twenty (20) workdays of such response. The Superintendent, upon receipt of such appeal, shall respond within twenty (20) workdays. After response from the Superintendent, any complainant or teacher still dissatisfied with the District resolution of the complaint may make a final written appeal to the Governing Board within fifteen (15) working days of the Superintendent's decision. The final decision regarding disposition of the complaint shall be by the Governing Board.

Any complaint filed by a parent or guardian will not be used in the evaluation of an employee or placed in that employee's personnel file if the procedural steps described above have not been followed or a complaint is found to be false.

The District shall not dismiss or refuse to re-employ a permanent Association member solely on the basis of uncorroborated, unsubstantiated, uninvestigated hearsay in a citizen or parent complaint.

Note: Complaints regarding the Director shall follow the above procedures and timelines but be submitted in writing to the Superintendent.

SunRidge School Expectations for Student Dress

Revised 6/14/21

SunRidge School strives to offer an educational environment that promotes academic achievement while it serves the healthy social and emotional development of every child. We believe it is important that the clothing of our students supports this purpose and does not distract from it. A dress code should also be simple enough for everyone to understand and remember so that both following and enforcing it are relatively easy.

The desire for individuality in clothing and adornment is strong in modern culture and seeps down to the youngest ages due to the effectiveness of advertising. Yet within our school, the unfolding of each child's individuality is best marked by the students' work, their relations with others, and their inner feelings of value and belonging. It is children's humanness and sense of intrinsic worth that needs development, not their responsiveness to advertising, slogans, sports allegiances, and the latest material attraction.

While individuality and uniqueness in clothing can be a positive form of self-expression, in a school, clothing fads, precocious behavior, and self-absorption contribute to competitiveness, cliques, and conflicts between students, and between students and teachers (and at home between children and their parents). In the interest of attracting the young mind, much of today's clothing is also overlaid with images that in a classroom can be distracting, and sometimes disturbing. While not all clothing images are negative or unpleasant, we help students focus and learn by minimizing distractions that do not support the learning environment or run counter to the values we are striving to develop. Keeping the rules simple also makes them easier for students, parents, and teachers to understand, thereby minimizing differences of interpretation, debate, and inconsistent application.

Young adolescents are searching for meaning and individuality—we need to guide them to find it within themselves and in what they do in the world around them, not in a materialistic focus on

“image.” Early adolescent pressure for adult-type experimentation in personal expression with one’s body is best held off until the high school years.

As a K-8 school, we must also be sensitive to the impact that the behavior and dress of our older students has on the younger ones. There is plenty of time outside of school, and after elementary school, for the expression of individual interests and tastes in clothing and appearance; we do children, parents, and teachers a favor by making choices in school clothing and appearance simple.

These dress and appearance guidelines may not cover all situations. The general rule is that a student’s clothing and grooming should be appropriate to a K-8 school setting, and be conducive to the educational purposes and activities of the school. Teachers and other school staff have the right to ascertain when clothing or appearance is unacceptable, even if the specific attire is not mentioned in these guidelines. Additional restrictions, based on developmental concerns, may be requested by teachers in discussion with the parents of their students.

Students not adhering to these guidelines will be given other clothing to wear (if available) for the rest of the day. If necessary, parents will be called to assist their child in meeting the dress code.

Images & Writing on Clothing, Backpacks, Jewelry, Lunch bags, etc.

The following are mandatory:

- Clothing or accessories with any images, wording, symbols, or references to drugs, alcohol, violence, or any form of prejudice or put down of others is prohibited.
- Shoes and clothing must allow for safe, active movement during the school day. Shoes must be secured to the feet (no “flip-flops” or other loose-heeled type sandals).
- Clothing shall cover the midriff and undergarments.
- Shirts/tops must be worn at all times.
- Shorts and skirts/dresses should be at least mid-thigh length.
- Shirts/tops should stay securely on the shoulders with straps, necklines, and sleeve holes that keep the torso covered.
- No brimmed hats or hoods may be worn in the classrooms except for warmth in cold weather, and at the discretion of the teacher.
- For safety and to encourage freedom of movement, no oversized clothing or clothing with rips or holes. 6-8th grade students may wear ripped jeans with holes that are below mid-thigh.

In addition to the above, our teachers strongly request that parents have students wear clothing and accessories that have no media or advertising images and logos. Simple, solid-color clothing free of such images and words creates a school environment most free of distractions and supportive of your teacher’s work with the children.

Other Guidelines

Perfume and other scents are discouraged in all classes due to possible allergies some may have to these products.

Make-up, Nail Polish, Appearance

Grades K-5: Children in grade K-5 are expected to come to school free of make-up or nail polish and with their natural hair color. Students that come to school with nail polish will be asked to remove it.

Grades 6-8: Children in grades 6-8 may wear make-up and nail polish.

Jewelry

In general, jewelry must not present a safety concern given the active nature of some school activities (e.g., long necklaces, hoops or dangling earrings). Jewelry should not present a distraction to the educational focus of the school environment.

Policy Regarding Student Use of Cell Phones and Other Electronic Devices

Our rule about cell phones and other personal electronic devices (games, ipods, etc.) is simple: students are not allowed to have them on campus (unless the electronic device is part of some approved class activity). Students can always use our office phone for any legitimate/essential communication that needs to be done either during or after school.

If after-school circumstances *necessitate* that your child have a cell phone, we ask that you let office staff know that your child will be bringing a cell phone to school. Any phone or other electronic device that is brought to school should be left in the office upon arrival, and picked up after school. Use of a cell phone while on campus at the end of the day is permissible in the office hall or front pick up area only.

The consequences for not following these rules are as follows:

1) **First incident:** the electronic device will be confiscated and held in the office until the student's parent comes in to pick it up. At that time, we will want to know if and when the student will be bringing the device to school again. If yes, we will expect it to be turned in to the office each day as described above.

2) **Second incident:** the electronic device will be confiscated and held until a conference between the parents and the Director is arranged. At that conference, parents will be give the choice of:

a) taking their child's cell phone or other electronic device away for an agreed upon period of time, or

b) having the school write up a behavior report for the student's permanent file documenting the repeated rule breaking.

3) **Third incident:** the electronic device will be confiscated and must be picked up by the parent. There will be an automatic behavior report recorded in the student's permanent file, and a possible suspension depending on the circumstances.

ACADEMIC INTEGRITY POLICY

PURPOSE

The purpose of the Academic Integrity Policy is to set clear guidelines and expectations for academic integrity that foster an environment that encourages honesty, fairness and high academic standards.

EXPECTATIONS

Our expectation is that SunRidge students shall consistently represent themselves and their schoolwork with honesty and openness so as to always convey the complete truth. Students shall do their own work without cheating and without interfering with other students' efforts. If sources are allowed they must be properly acknowledged.

Parents and other interested parties may assist students with assignments and homework so long as each of them complies with the teacher's instructions and these policies. Parents and other interested parties shall not provide answers or directly perform students' assignments on their behalf.

DEFINITIONS

Purposeful or negligent misrepresentation includes, but it is not limited to, acts of cheating, collusion and plagiarism.

- A. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest means. Collusion is a secret and/or unallowed agreement or cooperation especially for an illegal or deceitful purpose. Examples of cheating and/or colluding include, but are not limited to:
- a) Copying, in part or whole, or otherwise acquired from another's examination, assignments (in class or homework) mathematical calculations(s), research, creative project or the like;
 - b) Submitting as one's own work an examination, assignments (in class or homework), mathematical calculations(s), research or creative project, or the like which has been purchased, borrowed, or stolen;
 - c) Intentional falsification or invention of data or a source in an academic exercise;
 - d) Using notes, or materials not specifically authorized by the instructor during an examination;
 - e) Any collaboration between a student and another person at times or in ways not permitted by the instructor;
 - f) Intentional falsification of academic records;
 - g) Except when part of a teacher-approved cooperative project, providing materials, notes or assignments for someone else to turn in as their own.
- B. Plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without appropriate acknowledgement. Examples of plagiarism include but are not limited to:

- a) Taking a fact or idea from another source (including text found on the Internet) but presenting it in your own words without disclosing the source.
- b) Using some wording from a source, identifying the source, but not using quotation marks to identify the exact words of the source.
- c) The act of incorporating another's intellectual or creative work such as musical composition, computer program, photograph, painting drawing, sculpture, research, the like, into one's own without the proper permission and disclosure.
- d) Copying one or more specific phrases or sentences from a source without disclosing the source.
- e) Turning in a paper written even in part by someone else, including a friend or relative who helped you with your paper, with or without that person's knowledge and consent.
- f) Turning in a paper purchased or otherwise obtained from a paper mill or other source or that was created or published in whole or in part by someone else.
- g) Copying the order of ideas of a work completed by somebody else.

VIOLATION CONSEQUENCES

The following consequences will be applied in cases of cheating and/or plagiarism at SunRidge School:

- A. First Offense
 - a) Conference with teacher, parents, student, and director in which this Policy is reviewed and signed by all parties.
 - b) Student work in question is copied and attached to an official letter sent to parents.
 - c) Student may rewrite the assignment for credit. A "C" will be the highest possible grade given for the rewrite.

- B. Second Offense
 - a) Conference with teacher, parents, student, and director.
 - b) Record in permanent cumulative file.
 - c) Student receives no credit for that assignment.

- C. Third Offense
 - a) Conference with teacher, parents, student, and director.
 - b) Record in permanent cumulative file.
 - c) Student receives a failing grade for block/subject.
 - d) Suspension

Note: Retaliation in any form against another student for reporting a violation of this policy will be treated as harassment and will result in a behavior report and a minimum one-day suspension.

Note: This policy was adapted largely from that written by the Novato Charter School and used with their permission.

Guidelines and Rules for Student Behavior, Grades 1-8

The purpose behind these guidelines and rules is to ensure that children in our care are safe, responsible, and respectful. These guidelines and rules will be reviewed periodically and changed as necessary to ensure that this purpose is being fulfilled.

Site Boundaries for Campus

Unless accompanied by a teacher, students are to stay within the campus boundaries at all times during the school day.

Before and After School Supervision:

The supervision and safety of students is an important concern. Beginning at 8am, there is supervision on the playground. Students may drop-off belongings outside their classroom and are then to go outside.

After school, the faculty supervise students for ten minutes following dismissal in the pick-up area. Students not picked up at this time are walked to the office and calls are made to arrange for pick-up. It is the parent's responsibility to supervise his/her child while on campus after school and during school events or to make arrangements for other parents or adults to supervise his/her own child, if necessary. Playground rules are posted at the end of both hallways and on the wall of the woodworking area.

Kindergarten parents are to supervise their own child/ren before school. The kindergarten playground guidelines are posted in the windows of both classrooms and playground guidelines are to be maintained by the parents before and after school.

Upon Arriving

Upon arrival students should go to the front of their classrooms to leave backpacks or other items, then proceed to the main playground until the morning bell. The bell signals the time to line up in the designated spot as directed by their class teacher. On rainy days, students may remain in the halls or under the covered areas just outside the hallways. Hallways are only for quiet activities; no running or ball play at any time.

Upon Dismissal

Unless other arrangements have been made (e.g. parent pick-up at classroom door, or student has written permission to walk or ride bike home), students should go to the back pick-up area

at the designated time. Behavior at the pick-up areas should be safe and orderly. No ball play or running in the pick-up area.

School Day Boundaries: During the school day, students should be in their classrooms except at recess, when going to the restroom, moving to a class in another room, or when going to the office for approved business.

Upper Field Boundaries

The boundary for students on the upper field is the concrete wall that runs around the field on the south and west sides, and the cyclone fence on the north and east sides. To prevent erosion, students are not allowed to play on the hillsides above the concrete wall.

Lower Playground Boundaries

The boundaries for the main lower playground are as follows:

Students are not to go out the small entrance area that goes to the back parking lot unless approved and accompanied by their teacher.

Students in grades 1-4 may walk the path that runs along the hillside culvert and may access that area by several paths where the culvert comes down to the playground area near the picnic table area, or by the stairs that are next to the big slide. Students should not play on or run up and down the hillside, as this causes serious erosion.

Walking/Quiet Zones Only Areas

All hallways and walkways, including those between the buildings are for walking and quiet activities only.

Restroom Area

Restrooms are to be used only by those needing to use the restrooms. The restrooms and the areas in front of the restrooms are not areas for congregating or play. After using restrooms, students are expected to return to their classroom or play area in a timely manner.

Gym and Library

Students may be in the Gym or Library only when accompanied by a supervising adult.

Classrooms

Students should only be in classrooms when a teacher is present.

Supervision

Students must be supervised or under the direction of an adult at all times. Except when walking to the restroom, another classroom, or the office students are not to be in the hallway or walkways without supervision. Students should go into the play areas at the beginning of recess only if an adult supervisor is present.

Playground Rules

“Safe and respectful use
of the equipment as it was designed to be used.”

Playground Areas:

Playground Area #1 - Woodchip Area including slide and hillside above. asphalt in front of the benches; students may not play on hillside between benches and field or behind woodwork area. Students are to use hillside trails.

Slide:

One person at a time
One direction - down
One form - seated, facing forward, feet first
Avoid touching slider
Do not slide objects, or use extra clothing to slide on

Zip Handles:

(Grades 1 and 2 do not use it.)
One person at a time
Pushing or pulling is not allowed
Do not wrap legs around a standing person
2 people on platform at a time
Hands only on the handle
No running starts, or jumping to handles
No keep away games or tag games in grades 1-4
Tag games in upper grades require a class discussion.

Ladder Bars:

Do not boost a student up to the bars
No climbing on top of ladder to sit
No hanging by the knees
Do not skip more than three
“Start with the bar you can reach.”

Stumps:

No pushing or pulling

Trees:

Tree climbing is not allowed.

Sand pit:

All sand stays inside the pit. Nothing is left in the pit except sand.

Wooden Structure:

Do not stand on railings or climb into eaves.
No one may be under the wooden bridge.

PlayGround Area #2- Basketball Court and two four squares closest to the covered tables, climbing wall and hillside surrounding area, staying on the trails.

Playground Area #3- Field boundaries are the cement walls on the south and west of the field and the east and north fences. Students may sit on cement wall. Students may not play in wooded area due to poison oak and they may not sit on the steps that go down to the back parking lot.

Balls may be kicked on the field area.

Diamond:

Students will not slide during games using the diamond. Students will stay on the ground, and not climb fences.

Playground Area #4- Swings Area is boundaried by the fence on the east, the gravel road on the south, the hillside on the west below the field, and out of the parking area on the north, away from traffic and parked cars.

The “100” count rule:A child waiting to use apparatus counts to 100; then it is their turn. This encourages the practice of taking turns.

Swings:

Jumping off is not allowed; walking off is the only allowed means of exiting the swing.
Children are only allowed in the bark area if they are out of the swing zone and waiting for a turn.
One person per swing.
Straight forward and backward swinging only.
A 100 count rule is in effect.

Playhouse:

Students are not allowed on the roofs of the playhouse.

Bars:

Only 2-3 children per bar at a time.
Count to 100 rule in effect

Ball Wall:

Ball games: handball, two touch, etc.

Trees:

Tree climbing is not allowed.

General Rules for Ball Use:

1-4th grades

Our focus is on imaginative play for grades 1-4

1st/2nd grades do not use balls at recess

3rd/4th grades may use Frisbee, Beach Balls on field. Also allowed is cooperative ball play that uses hands for batting, rolling, passing, throwing and catching, dribbling, throwing at a designated target and simple ball kicking games such as bowling.

No dodge ball at recess.

Due to safety concerns: No soccer.

No balls are to be thrown or kicked at building walls or people

5-8th grades

Ball games in general must be safe for participants and those nearby, and not present risks such as damage to cars, windows, buildings, or other structures.

Football: touch or flag football only: no tackling, grabbing, or rough play.

Basketball: no pushing, grabbing or rough play - HORSE ONLY DURING PANDEMIC

Baseball: due to small, shared field and safety concerns, no baseball or softball at recess is allowed.

Soccer: middle school students have guidelines discussed in class

No balls are to be thrown or kicked at building walls or people

Kicking of balls:

Two-touch must be played against the wooden walls next to the basketball court on the blacktop. Kick ball games may also be done against the cement wall on the field or the ball wall in the swings area.

Kickball games can be played on the field.

No kicking of balls in any other area of blacktop.

Tetherballs:

May be used by students 3rd grade and when on playground 1 or 2

Balls are the responsibility of each class to bring out and return.

Climbing walls:

1st-8th grade students may straddle and sit on top

Hillside:

Students are to use the paths.

Trees:

Tree climbing is not allowed.

At End of Recess:

Games stop and balls are to be held and walked in after bell rings.

During TRANSITIONS-

Older students wait for younger students to depart and for a bell to ring again before going onto equipment or up steps to field.

All students must wait at field gate until a yard duty is present before going onto the field.

Rainy Days

At SunRidge we would like students to get outside and move around even on days when it is raining, but we don't want students in cold, wet clothes all day. This is our compromise:

Before school: If it is raining upon arrival at the school, playing out in the rain before class time begins is not allowed. Students should congregate under an eave, in the hallway, or in the classroom if the teacher is present.

During recess with *light rain*. grades 1-4 : need to be wearing rain gear (raincoats with hood and rain boots) to play outside. Those without protective rain gear (as specified above) at times of light rain may go outside under an eave, or remain indoors if teacher supervision has been arranged.

During recess with *light rain*, grades 5-8: need to be wearing a rain repellent coat with hood or hat (not cotton or other easily soaked material). Upper grades students may also use an umbrella to stay dry if they are not playing, running, or using the swings. Those without protective rain gear (as specified above) at times of light rain may go outside under an eave, or remain indoors if teacher supervision has been arranged.

During recess *if it is raining hard*, all students: need to either remain indoors with their teacher or may stay under an eave or covered walkway. The adult on yard duty has the authority to make the "hard rain" call, and direct students off the fields.

Behavior and Speech**Rough play/behavior**

Students are expected to treat others safely and with respect. No rough play, tackling, hitting, kicking, wrestling, yelling in ears, or throwing objects at others (unless part of a safe game (e.g., dodge ball), or a supervised game or PE activity, e.g., wrestling, medieval games, etc.).

Rude or Foul Speech

Speech should be appropriate to an educational setting and be respectful of all others on campus. Swearing or disrespectful speech, or offensive materials, drawings, writing, or gestures are not allowed on campus. Spitting is not allowed.

Following Directions

Students are expected to follow the directions of adult supervisors at all times and without arguing.

Harassment and Bullying

Our school is committed to providing an educational setting free from bullying, harassment, and name calling for any reason. Harassment of or by students, parents, or staff will not be tolerated.

Displays of Physical Affection

Displays of physical affection must be appropriate to an educational setting (i.e., not of a sexual or intimate nature). Physical affection is also only appropriate between consenting individuals.

Electronic Devices

Students are not allowed to bring CDs, pagers, electronic games, cell phones, tapes, personal stereos, laptops, or electronic organizers on campus. If a cell phone is needed and authorized by the parent(s), it must be left in the school office upon arrival and picked up when leaving the campus. Devices that are found/observed on campus will be confiscated and must be picked up by the student's parent. See Cell Phone policy on page 20 for full policy and consequences for not following.

Lost or Stolen Student Property

Students are advised to not bring items of value or large amounts of money to school. The school is not responsible for any student money or property that is either lost or stolen.

Food Rules

Healthy, nutritious food is encouraged at all times. No gum, candy, or high-sugar soft drinks and sodas. Eating is only allowed during recess or lunch periods and only in designated sitting areas or other area approved by the teacher.

Respecting Property & the Environment

No materials may be taken from the classrooms, storage areas, or grounds without direct permission of the teacher or owner. All materials are to be treated with care and returned to their proper area when not in use. Garbage and recycling are to be placed in the appropriate receptacles at all times. Plants, wild animals, the ground/soil, and our facilities are to be treated with respect and care.

Dangerous or Illegal Items

No weapons, fireworks, lighters, or other dangerous objects are allowed on campus. Use or possession of drugs or alcohol is illegal and will be dealt with as such.

SunRidge School Discipline Policy

The central tenets of our school discipline policy are safety, respect, and responsibility. School rules and consequences should be developmentally appropriate and consistently enforced. They should maintain a balance between respecting individual freedom and having clearly defined standards that serve our educational environment. Discipline should be proactive and provide opportunities for learning healthy social interaction skills. Consequences should be logical, non-shaming, and foster opportunities for restitution, learning, and forgiveness.

The ultimate goal of our discipline policy and procedures is the development of self-discipline in our students, fostering the emerging ability of our students to recognize and demonstrate respectful and responsible behavior, to monitor their own actions, and to behave in ways that promote a safe and healthy school community.

Kindergarten Discipline Procedures

In an effort to keep the kindergartens at SunRidge a safe and productive educational environment, the following discipline procedures are utilized:

Regular Correction Techniques: In the kindergarten, teachers use verbal and non-verbal cues to redirect student behavior. Methods are respectful and sensitive to the individual student. The emphasis is on the positive behavior desired rather than on the student and what he or she has done wrong.

Possible Consequences: Verbal reminder, redirection into alternate activity, or separation from group activity are among the natural consequences for those who do not follow established procedures and /or do not respond to regular correction requests. At the discretion of the teacher, the parent will be notified and a child may be sent home in order to maintain a safe, orderly and respectful environment.

Verbal Reminder: A verbal reminder is clear and direct verbal communication to the student that provides the child with a clear picture of what behavior is expected.

Redirection into Alternate Activity: When possible, an effort is made to redirect the child to an activity in which they can be successful.

Separation from the Group or Activity: If the child's behavior is disruptive to the group activity and the child is not responding to verbal reminders or redirection, it may be necessary to ask the child to sit out. The child would be invited back into the activity once they have demonstrated responsiveness to the teacher. If the child is unable to contain their behavior in an appropriate manner, it may be necessary for the teacher to notify the parents to come pick up the child.

Sent Home for the Remainder of the Day

The following behaviors in the kindergarten may result in a child being sent home for the remainder of the day:

- ❖ Especially graphic, threatening language to a teacher or other student.
- ❖ Actual or threatened behavior that caused, or could have caused physical injury.

- ❖ Severe tantrum (screaming, kicking) that does not respond to teacher intervention.
- ❖ Leaving fenced kindergarten yard or the classroom building without adult permission.
- ❖ Hiding when class gathers or moves to another area.
- ❖ Refusing, in a confrontational or persistent way, to follow the teacher’s requests or instructions.

If a child exhibits chronic behavior issues, the teacher will convene a Student Success Team (SST) meeting with parents and other support staff to help address the needs of the child and the class.

Discipline Procedures for Grades 1-8

Our approach is to encourage, teach, and focus on positive behavior, knowing that putting our attention on children’s highest potential will draw out their best behavior. While working from this positive, appreciative model, we realize that there are times when a child’s behavior may become disruptive or when rules are not followed. At these times, the following procedures will be followed:

Discipline Levels for Grades 1-5 Revised 8/14

Levels 1 and 2 are Teacher-Managed Behaviors

Level 1 Behaviors	<i>Actions teacher should take for Level 1 behaviors</i>
<ul style="list-style-type: none"> ● Talking out ● Disruption ● Failing to follow rules/directions ● Inappropriate voice level ● Inappropriate language/comments ● Invading other’s personal space (bodies and belongings) ● Dress code infractions ● Physical touching inappropriate to age and educational setting 	<ul style="list-style-type: none"> ▪ Remind (refer to class agreements or rules) ▪ Redirect ▪ Relocate to another place in the room ▪ Reflect: what changes could be made/what needs of student could be met? ▪ Restore/mend: are there actions the student can/should take?

Level 2 Behaviors	<i>Actions teacher should take for Level 2 behaviors</i>
<ul style="list-style-type: none"> ● Repeated level 1 behavior ● Defiance ● Pushing or Shoving ● Put-downs/low level teasing ● Spitting (on ground) ● First offense of behavior that could become bullying or sexual harassment 	<p><i>(Not a sequential list—action & sequence are based on the circumstances)</i></p> <ul style="list-style-type: none"> ▪ Observable tracking system to inform students when expectations are or are not being met ▪ Short time-out just outside class or lateral send to another classroom (1st – 5th) ▪ Brief office visit with teacher’s note for calm and return, (office manager logs visits)

<ul style="list-style-type: none"> ● Repeated tardiness 	<ul style="list-style-type: none"> ▪ One-on-one conversation on how to best meet needs of all concerned and make a plan ▪ Logical consequences ▪ Restore/mend/community service ▪ Notify parent for additional support ▪ Meet with parent(s) and make a plan ▪ If the disruption is severe or persistent, it becomes a Level 3 behavior and should be referred to administration for Level 3 action. See next page.
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- A *Student Success Team (SST)* should be formed whenever a behavior that negatively affects the safety or learning of the student or other students is becoming chronic despite teacher and parent intervention. The SST would include the teacher, an administrator, the parents, and others as appropriate

Discipline Levels for Grades 1-5

Levels 3 and 4 are Administration Managed Behaviors (Office Referral)

Note for Teacher: all office referrals require accompanying blue slips.

Level 3 Behaviors	<i>Actions administrator should take for Level 3 behaviors</i>
<ul style="list-style-type: none"> ● Chronic in-class disruptions or non-compliance ● Intimidation/threats ● Bullying/Harassment, including sexual (repeated behavior, despite warning) ● Fighting/ physically hurting another person (not severe assault, which is Level 4) ● Unsafe activities, including leaving supervised area or hiding from teacher ● Petty theft ● Minor vandalism 	<p>Note: Depending on circumstances, certain behaviors may result in more severe consequences than those listed for each step.</p> <p><i>First Office Referral (steps taken depend on circumstances):</i></p> <ul style="list-style-type: none"> ▪ Meeting with an administrator ▪ Attempt to understand needs behind behavior and find ways to meet needs while also meeting needs of teacher and rest of class ▪ Review in-class steps/agreements, calm warning, clear instructions ▪ Contact parents to inform and enlist support ▪ Blue slip mailed home, copy to teacher and administrator <p><i>Second Office Referral:</i></p> <ul style="list-style-type: none"> ▪ Attempt to understand needs behind behavior and find ways to meet needs while also meeting needs of teacher and rest of class ▪ Review in-class steps/agreements, calm warning, clear instructions ▪ Contact parents to inform and enlist support ▪ Blue slip mailed home, copy to teacher and administrator ▪ Possible suspension from class/school

	<p>Third Office Referral:</p> <ul style="list-style-type: none"> ▪ Meeting with an administrator ▪ Meeting scheduled with parents, student, teacher and an administrator (<i>Forming of a Student Success Team</i>) to determine next steps which may include: ▪ Behavior contract specifying what student needs to do, and the consequences, if agreement is not followed ▪ Parent to observe/shadow student one or more days ▪ Possible suspension from class/school (1 – 5 days) <p>Fourth Office Referral:</p> <ul style="list-style-type: none"> ▪ Student suspension (1-5 days) ▪ Meeting to discuss school placement. If all efforts fail and student continues to present conditions that interfere with other’s rights to physical and emotional safety and an environment that allows others to learn, then expulsion procedures may be initiated.
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Level 4 Behaviors	Actions administrator should take for Level 4 behaviors
<ul style="list-style-type: none"> • Illegal activities: drugs, alcohol, weapons, assault, sexual abuse, significant theft or vandalism 	<ul style="list-style-type: none"> ▪ Calling law enforcement, suspension, and/or expulsion.

Rev. I-5 Discipline Levels 8/14

Upper Grades (6-8) Discipline Procedures

SunRidge School strives is to provide a safe and nurturing educational environment that fosters success for every student. Toward that end, teachers and other supervisory staff will communicate clear and reasonable expectations for classroom and campus behavior that all students are expected to follow. When a student does not follow the expectations or rules, discipline procedures will be employed that support self-correction and increased self-discipline.

Disciplinary interactions will be conducted in a non-punitive manner, with the goal of identifying and addressing unmet student needs that might be contributing to behavior problems, and encouraging the student to learn behaviors that are necessary for successful class participation. With these principles in mind, the following outline describes the hierarchy of discipline procedures we use with our students in grades 6 and above.

Discipline Levels for Grades 6-8 Revised 8/18

Levels 1 and 2 are Teacher-Managed Behaviors

Level 1 Behaviors	<i>Actions teacher should take for Level 1 behaviors</i>
<ul style="list-style-type: none"> ● Talking out ● Disruption ● Failing to follow rules/directions ● Inappropriate voice level ● Inappropriate language/comments ● Invading others' personal space (bodies and belongings) ● Dress code infractions ● Minor physical touching inappropriate to age and educational setting 	<ul style="list-style-type: none"> ▪ Remind (refer to class agreements or rules) ▪ Redirect ▪ Relocate student to another place in room ▪ Reflect: what changes could be made/what needs of student could be better met? ▪ Restore/mend: are there actions the student can/should take? ▪ Green card for 5 minute break

Level 2 Behaviors	<i>Actions teacher should take for Level 2 behaviors</i>
<ul style="list-style-type: none"> ● Repeat of level 1 behavior ● Defiance ● Pushing or Shoving ● Put-downs/low level teasing ● Cheating and plagiarism ● Spitting (on ground) ● Use or display of personal electronic equipment at school ● First offense of behavior that could become bullying or sexual harassment ● Repeated tardiness ● Cheating and plagiarism ● Possession of personal electronic equipment at school 	<p data-bbox="776 877 1503 905"><i>(Not a sequential list—action & sequence are based on the circumstances)</i></p> <ul style="list-style-type: none"> ▪ Observable tracking system to inform students when expectations are or are not being met ▪ Short time-out just outside class ▪ Yellow card - lateral send to another classroom ▪ Natural or logical consequence ▪ One-on-one conversation on how to best meet needs of all concerned ▪ Strategize and agree on plan ▪ Notify parent for additional support ▪ Meet with parent(s) and make a plan ▪ If the behavior is persistent or severe, it becomes a Level 3 behavior and should be referred to administration for Level 3 action. (See next page.) ▪ The third yellow card in the same day becomes a red card. ▪ See policy on Academic Integrity ▪ Confiscated. See policy on cell phones/personal electronic devices

Discipline Levels for Grades 6-8

Levels 3 and 4 are Office/Administration Managed Behaviors (Office Referral)

Note for Teacher: all office referrals require accompanying red cards.

Level 3 Behaviors	<i>Actions administrator should take for Level 3 behaviors</i>
<ul style="list-style-type: none"> ● Repeated in-class disruptions, non-compliance, or breaking rules ● Intimidating, threatening, bullying, harassing, retaliation for reporting harassment, cheating, etc. ● Fighting, hitting, kicking, etc. (not severe assault, which is Level 4) ● Unsafe behavior, including leaving supervised area or cutting class ● Petty theft ● Minor vandalism 	<p><i>ding on the circumstances, certain behaviors may result in more severe consequences than those listed for each step.</i></p> <p><i>number of the red cards within a rolling 3-month period determines whether it is considered a 1st, 2nd, or 3rd occurrence for the purposes of consequences.</i></p> <p>First Red Card:</p> <ul style="list-style-type: none"> ▪ Student completes behavior reflection ▪ Administrator meets with student ▪ Parents are informed via email or phone ▪ A copy of red copy is mailed home ▪ If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, dances, sports, fieldtrips. ▪ If a severe infraction occurs and a suspension from class/school is warranted; a formal letter is mailed to parents and placed in student's permanent file ▪ Following a suspension, a conference involving the administrator, teacher, parent(s) and student must occur prior to the student's reentry to the classroom <p>Second Red Card:</p> <ul style="list-style-type: none"> ▪ Student completes behavior reflection ▪ Administrator meets with student ▪ Parents are informed via email or phone ▪ Copy of red copy is mailed home ▪ If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, dances, sports, field trips. ▪ If a severe infraction occurs and a suspension from class/school is warranted; a formal letter is mailed to parents and placed in student's permanent file ▪ Following a suspension, a conference involving the administrator, teacher, parent(s) and student must occur prior to the student's reentry to the classroom <p>Third Red Card:</p> <ul style="list-style-type: none"> ▪ Student completes behavior reflection ▪ Administrator meets with student ▪ Parents are informed via email or phone ▪ Copy of red copy is mailed home

	<ul style="list-style-type: none"> ▪ If returning to class, teacher determines consequences, such as community service and/or a way to make amends and/or loss of extracurricular activities: recess, dances, sports, field trips. ▪ If a severe infraction occurs and a suspension from class/school is warranted; a formal letter is mailed to parents and placed in student's permanent file ▪ Following a suspension, a conference involving the administrator, teacher, parent(s) and student must occur prior to the student's reentry to the classroom ▪ Additionally: ▪ SST is scheduled to support student success. SST notes document history of three red cards and are placed in student's permanent file. SST may include a behavior contract. ▪ Possible 1-5 day suspension <p><i>More than three Red Cards could result in initiation of expulsion procedures.</i></p>
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*A *Student Success Team (SST)* should be formed whenever a repeated behavior, that negatively affects the safety or learning of the student or other students, continues despite teacher and parent intervention. The SST would include the teacher, an administrator, the parents, and others as appropriate.

Level 4 Behaviors	<i>Actions administrator should take for Level 4 behaviors</i>
<ul style="list-style-type: none"> • Illegal activities: use or possession of illegal drugs or alcohol, weapons, assault, significant theft or vandalism 	<ul style="list-style-type: none"> ▪ Calling law enforcement, automatic suspension, and/or referral to expulsion review board.

Rev.6-8 Discipline

Levels 8/14

Suspension and Expulsion

Following State Education Code/district guidelines, a suspension of up to 5 days may be issued to a student for certain infractions. Inside the classroom, a teacher may request suspension (out of class suspension) for a student for repetitive or serious classroom disruptions. Inside or outside the classroom, a suspension may be requested by a staff member for any of the established State Education Code suspendable offenses listed below. Suspension from school is executed by the Director; the process is mandated by Ed. Codes. Expulsion is recommended by the Director and must be approved by the Twin Hills Board.

Behaviors that can result in Suspension or Expulsion (as per California Education Codes)

- 1) Alcohol, tobacco, and drug possession or use will result in automatic suspension.
- 2) Fighting, unless clearly in self-defense, is grounds for suspension.

- 3) Disruption of school activities, refusal to follow reasonable directions, and bullying or intimidation are listed in Educational Codes as offenses warranting suspension.
- 4) Vandalism, theft, and destruction of property are also listed as reasons for suspension.
- 5) Possession of weapons, fireworks, or other dangerous objects (bringing a weapon onto campus could result in the expulsion of a student).
- 6) Harassment of other students is grounds for suspension (This includes social harassment, sexual harassment, or any other behaviors that impede our students from feeling safe and secure at school. See the definition of harassment below).
- 7) Defiance of school authority may also result in suspension.

Inappropriate Language or Indecency

Participation in a school community requires acting within commonly recognized standards of decency in verbal, written, physical, and pictorial form. Degrading language or behavior of any kind (sexual, racial, religious, etc.) is not acceptable (A possible yardstick would be, "If it is offensive to anyone in the area, it is not acceptable."). This is a school-wide standard, both inside and outside the classroom. First-time offenders may be given a verbal or written warning; repeated offenses will result in higher-level consequences (see definition of harassment below).

Harassment

Our school is committed to providing an educational setting free from harassment based on race, gender, religion, national origin, physical or mental disability or characteristic, sexual orientation, or age. We will not tolerate harassment of or by students or staff.

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile environment or that interferes with one's education. Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures or cartoons regarding another's sex, race, color, national origin, age, physical or mental disability or characteristic, medical condition, or sexual orientation. Any incident of harassment should be reported promptly to a teacher or the director of the school. Staff members who are so informed may take action, but they should also file a written report of such incidents to the director for recording. Depending on the seriousness of the incident, the situation may be turned over to the director for immediate disciplinary action. Every incident will be investigated with an emphasis on thoroughness and confidentiality.

If harassment is established, the offender will be disciplined. Disciplinary action can range from verbal or written warning up to, and including, immediate suspension and possible expulsion, depending on the circumstances. Retaliation against a student or staff member reporting harassment is illegal and will not be tolerated.

Sexual Harassment

Sexual harassment is unwanted and unwelcome behavior from students or staff members that is sexual in nature and causes problems for a student at school. The unwelcome behavior may be verbal, visual, or physical. Sexual harassment is against the law and should not be ignored. Some examples are:

- Comments, notes, or invitations of a sexual nature
 - Derogatory comments or jokes that are sexual
 - Touching or gestures that are sexual
 - Blocking or cornering in a sexual way
 - Pulling clothing or grabbing that is sexual
- Other behaviors include:
- Showing sexual interest in someone when the interest is not wanted
 - Any expression of sexual interest between adults and students
 - Using sexual epithets as verbal intimidation or name calling

School Board Policy reads as follows:

A pupil enrolled in any grades 4 through 12 may be suspended from school or recommended for expulsion if the superintendent or the principal/director of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.