

Parent Handbook

OF

Desert Marigold School

.....*Where Children Love—to Learn*

“Love is higher than opinion.

If people love one another, the most varied opinions can be reconciled.

*This is one of the most important tasks for mankind today, and in the future:
that we should learn to live together and understand one another.*

If this human fellowship is not achieved, all talk of development is empty.”

Rudolf Steiner

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Introduction

Successful education of children results from a strong partnership between home and school. Making Desert Marigold your school of *choice* means that you have decided to become a contributing member of a community committed to education as a source of social renewal. Just as you have expectations of Desert Marigold, as a school and a community, the school community and organization has expectations of you as a parent. In fact, the Waldorf educational experience you want for your child is possible only if we are all working together.

The three basic areas outlined in the parent engagement letter required for enrollment are these:

- **Supporting the Education Process**
- **Contributing to the Creation of Community**
- **Providing Financial Support**

The purpose of this Handbook is to acquaint you with the policies and detailed procedures of daily school life that relate to those three areas in order to make your participation as a parent and community member as enjoyable and productive as possible.

The Handbook is a compilation of material found throughout the website, but brought together for your convenience. It is essential that you take the time to review this Handbook and to understand its contents. But you will also need to watch for any changes in policy announced on the website or through the *DMS Friday Bee*. There is a separate High School Handbook.

If you have questions about any of the information presented, speak with the class parent for your child's class, who will either have the information or be able to direct you as needed. Of course, you can always contact the office at 602-243-6909.

To deepen your understanding of the curriculum you have chosen for your child, please visit the [Curriculum Section](#) of our website.

During 2013-14, DMS is undergoing a restructuring and clarification of the school organs in response to its rapid growth over the past 5 years, the addition of the high school and finalization of a new, long-range plan. The high school has supplemental Handbooks in process.

Sections on community, the school organization and supporting the school financially will be added and/or expanded upon as they are available.

If you have recommendations regarding additional information that would be helpful to include in the Handbook, please let us know. It is our intention to continue to develop this document over time so that it can be as helpful as possible in orienting families to DMS.

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Section 1: Supporting the Education Process

School Operations — School Hours

Before and after school hours, supervision of all non-high school students is the responsibility of parents. It is the school's expectation that parents ensure that children remain in their general proximity while on campus.

Students may not be dropped off before 7:50 a.m.

Parking is available in the main parking lot off 28th Street.

7:50 – 8:10 Drop-off supervised play areas:

- Pre-K & KG: Early Childhood Play Yard
- Grade 1: Lower Grades Play Yard
- Grades 2-5: Front Covered Bench Area & Front Grassy Play Yard
- Grades 6-8: Middle School Play Yard (enter through garden path)
- Grades 9-12: High School Courtyard

8:10 1st Bell Rings

The class teacher picks up the students from their assigned supervised play area and walks them to the classroom. High school students report to verse.

8:15 School Starts

Early Childhood: Monday through Friday: 8:15 a.m. - 12:15 p.m.
(Pre-K & KG)

Nap Care is available Monday - Friday: 12:30 until 3:30 p.m.

Grade 1: Monday through Friday: 8:15 a.m. - 2:00 p.m.

1st Graders may join nap care at 2:00 p.m.

Grades 2 to 8: Monday through Friday: 8:15 a.m. - 3:30 p.m.

Extended Care is available Monday - Friday: 3:30 until 5:00 p.m.

High School: Monday through Thursday: 8:15 a.m. - 3:40 p.m.
Friday: 8:15 a.m. - 12:30 p.m.

*Due to off-campus HS course work, some pick-up times may be extended.
On Fridays students may be required to stay and complete homework-see
the High School Handbook for details.*

Morning Drop-off

Enter the main parking lot from 28th Street and either proceed to the drop-off curb or go directly to park. If you park, ensure that all students stay on the pathways in the parking grove.

**Do not park in the drop-off area and leave your car unattended.
Do not park or drop students off on 28th Street
or in the faculty parking lot.**

When leaving the parking grove and exiting onto 28th Street, note that there are two lanes, one for traffic turning left only and one for traffic turning right only.

Please drive slowly—5 mph on campus at all times!

Early Childhood & 1st Grade

If you have only 1st grade and younger students in your carpool, please park and then escort the children to their classrooms. If you have a car with mixed ages, you may go through the drop-off to let out the older students, then park. Be sure that your early childhood student has made contact with his or her teacher before heading on your way.

As a part of the transition from kindergarten to the grades, 1st grade students have their own supervised area near their classroom. At the beginning of the school year, there is a brief initial period where parents may walk all the way to the play yard while students acclimate. After that initial period ends, parents may accompany their child as far as the sidewalk between the animal barn and kindergarten (near the large, grey electrical transformer) and release them to walk on to their yard. When students have gained in confidence, parents may choose to allow them to walk from the drop-off area without accompanying them. It is important to let the class teacher know when you are thinking of making that change.

For Grades 2- 8

The children stay at the drop-off area and the teachers lead them to the classroom for a strong start to the day — ready and on time for morning verse. This morning rhythm mirrors the afternoon pick-up.

High School

High school students walk unaccompanied to the high school courtyard from the drop-off area. If late, high school students receive late passes at the high school office.

Start of Classes

The ringing of the first bell at 8:10 a.m. signifies that the school day has begun. If you are in the classroom areas, please head back toward the parking lot and garden areas at this time. This courtesy is much appreciated and contributes greatly to the harmony and sanctity of your child's educational environment. If you are volunteering, please check in with the office and get your visitor pass.

Parents are welcome to stay and visit with friends in the drop-off area or the grassy areas between the parking lot and the administration building. Please do not allow any children who

are with you to wander beyond your view.

***Students arriving late disrupt the important rhythm at the start of the day.
Recurring late arrival is a serious issue that affects academic achievement and
the harmony of the classroom environment.***

If your child consistently arrives late, there will be a conference with your class teacher or high school sponsor and a representative of the administration to address the issue.

Late Arrival (EC through 8th Grade)

If you arrive at school late (after 8:15 a.m.), students may not go directly to class. Park your car and walk with your child to the office for a late pass. A parent must sign the pass and state the reason for the tardy.

Parents may accompany students in Pre-K - Grade 2 to the classroom, ***but only students may enter the classroom.*** Students in grades 3 - 8 will walk to class on their own.

Early Release Procedures

If you have an emergency (or an unavoidable schedule conflict so that you must pick your child up early), please call ahead to notify the office. Students will not be released without an early release slip, so come to the office to get a form when you arrive. A staff member or office volunteer will pick the student up from class and bring him or her back to the office.

Afternoon Pick-up

All children participating in any private program (Pre-K, Nap Care, Extended Care) must be signed in upon arrival and signed out upon departure. Your child's teacher will show you the location of the class sign-in sheet.

Pick-up – Early Childhood

A 12:30, kindergarten and preschool children will be ready for pick-up at their classroom. Children not picked up by 12:45 p.m. will be taken to the office, and a parent or guardian will be contacted.

If you are picking up a child from the Nap Care program at 3:30 p.m., you must park your car first. Please pick up the younger child first, then walk over and pick up the older child(ren) from the waiting area.

Afternoon Pick-up – Grades

Parents are welcome to park their cars and walk to the pick-up area (just east of the pine tree entry way) and wait for their student to be brought to them by the attending staff. This will promote the stewardship of our natural environment by reducing the number of cars idling in

the pick-up line.

Students in grade 1 will be ready to be picked up in the drop-off/pick-up area at 2 p.m.

Students in grades 2 - 8 will be ready to be picked up in the drop-off/pick-up area at 3:30 p.m.

If a grades student is not picked up by 3:45 p.m., he or she will be taken to the office, and a parent or guardian will be contacted; he or she will be placed in Extended Care.

Students in the High School will be ready to be picked up in the drop-off/pick-up area at 3:45 p.m. Monday - Thursday, and at 12:25 p.m. on Friday (*unless GRIP or other activities have been previously arranged*).

Extended Day Program Pick-up

All students enrolled in any extended program, whether preschool, kindergarten, or elementary school age, must be signed out every day. Please park and walk to the extended care room to get your child. The extended day program information sheet (available in the office) has information about fees and payment procedures for this program. Extended day care is available both at a reduced contract rate and at a drop-in rate.

Afterschool Program Pick-up

It is our goal to begin to offer extra curricular team sports and other opportunities for Middle School and High School students. As these programs are developed, all details will be provided, including eligibility requirements based on attendance record and academic standing.

See after school instructor for specific information on pick-up times.

Carpooling

Desert Marigold supports carpooling and will make every effort to support families in developing car pools. Our goal is to reduce the number of cars coming onto our campus as much as possible. The benefits of doing this are tremendous: less stress for families; stronger community connections; less pollution; and improved relations with our neighbors. We ask that everyone make a concerted effort to carpool with at least one other family.

Please list all your carpool drivers on your child's registration form. One-time deviation from a listed/standard carpool driver should be communicated in writing to the class teacher as the teacher dismisses his/her students daily.

If your child is going home with someone other than an established carpool, please go to the office prior to that time

and add that driver to your carpool list.

Cell Phones & Electronic Devices

Any parent who requires his or her child to have a cell phone while at school must provide a written explanation for its use and submit this to the Administration Office. This notice will be kept on file until the close of the school year.

If a student has a cell phone, it must be kept turned off and put away while the student is on the DMS campus during the school day.

Any visible cell phone will be confiscated. All confiscated cell phones will remain in the administration office until picked up by an adult. A student may not retrieve a confiscated cell phone.

Field Trips & Class Trips

Starting in third grade or so, classes begin to travel off campus for some of their activities. These experiences may take the following forms:

Walking Field Trips

These are walks within a mile radius of the school, including our “walk around the block” (28th St., Vineyard, 26th St. and Lynne Lane), the Farm at South Mountain, and the Performing Arts Building at South Mountain Community College. Your enrollment paperwork includes a blanket walking permission slip; if you have any questions, please address these at the time of enrollment. Teachers taking classes on walks check in at the office before leaving and upon returning and always have a cell phone with them in case of emergency.

Day Trips by Car or Public Transportation

Parents must sign a field trip permission form ***every time*** a class goes on a field trip. One copy of this form stays in the office and one copy goes with the teacher. These permission slips detail where the class is going, the cost of the trip and what the children need to take with them. The form also contains the parents’ signatures and emergency contact information for parents (REQUIRED). DMS has a standard field trip form used for all field trips.

Parent Volunteer Drivers

Unless public transportation is being used, we most commonly rely (with much gratitude) on

parent drivers. All DMS Volunteer Drivers must complete and sign a Volunteer Driver Form with proof of the following requirements:

- 21 years of age or older
- Valid Arizona State driver's license
- Valid car registration
- Valid auto insurance card
- Signed Criminal History Affidavit

Overnight field trips: Drivers must have a valid Fingerprint Clearance Card issued by the Arizona Department of Public Safety.

Teachers are responsible to ensure that all parent drivers have completed requirement number one before departing campus. The office will keep this information with the copies of field trip permission forms. This requirement pertains both to day field trips and extended class trips.

All parent drivers should have with them directions to the field trip location and the contact information of the teacher leading the field trip.

Class Trips

Class trips are extended field trips that encompass at least one overnight stay. Transportation may be by car, rental van, train, airplane, boat or all of the above. All the requirements for day field trips above pertain to class trips. It is our strong preference that only staff members accompany classes on overnight trips. Exceptions are made on occasion if necessary on a case by case basis. Parent drivers who stay with the group as chaperones must have a fingerprint clearance card.

Any person chaperoning a field trip or school activity must follow the school's Discipline Policy. Make sure you have a clear understanding of this policy and the teacher's expectation of you in this role.

Arrangements for Students Not Participating (field trip or class trip)

The standard procedure involves joining another class, usually the class just above or below the student's grade level.

Dress Code While on Field Trips

Unless noted by the teacher, the usual dress code applies for field trips. Packing lists will be included for camping and longer class trips or any field trip that has specific dress requirements.

Food on Trips

We ask that you follow the guidelines set forth in the Nutrition Guidelines section of this handbook when contributing food or drinks to a school activity, including class trips. The class teacher should approve any food or drink that you plan to contribute.

Playground Rules

The following guidelines apply generally to all play areas at DMS. More specific guidelines may be provided by on-duty teachers or yard supervision staff.

Supervision

- A minimum of one (1) staff person is to be on duty at all times on the play yards during school-hour recesses. Typically, 2-3 attendants are on the play yard at a given time, depending on the number of classes at play.
- No students are to be sent out before an adult is on duty.
- Class teachers may decide whether students in their class are allowed to read at recess and will monitor those who leave their class with a book.
- People other than DMS staff and approved volunteers are not allowed on the playground during school hours, unless they are on tour or have been granted written permission from the Administration.

The teachers on duty are to be vigilant in making sure only appropriate equipment is being used and that it is being used in the proper way.

Teachers on duty need to encourage the most efficient use of playground space for all users and their respective activities, and may ask groups to adjust as needed for the safety and fairness of all.

Teachers and yard supervisors will guide appropriate play among age groups with an eye to suitability, roughness, etc. If teachers/supervisors see something that makes them uncomfortable—whether or not it falls within general guidelines – they will confer with that student’s class teacher, if the teacher is present. If the teacher is not present, the teacher/supervisor on duty will intervene and discuss the incident with the class teacher later on.

Hats: Sun hats are to be worn during the fall and spring. Winter hats are to be worn during the winter.

Jackets: Students must wear long-sleeve shirts or jackets that come down to the wrist before school and during the first recess during the cold months.

Boots: Rubber boots are required near water and muddy areas, or the area is restricted from play.

Water bottles: Students must have water bottles on the play yard.

Eating: Food is to be eaten in the classroom during snack and lunch. No food is to be eaten outside. If a teacher would like for his or her class to have a picnic, and allows the children to take food out, they may do that if it is in a separate area and the teacher remains with them.

Boundaries – Lower Grades Play Yard

Children may play in the area that is fenced to the north of the handwork building. Children may also play on the grassy area to the west of the handwork building. Children may not play in the 3rd grade play yard to the east of the handwork building unless their teacher is out there with them. Children may run around neither the handwork building nor the current 5th grade building.

Equipment and Play Structures

- A variety of sports and play equipment may be used, such as jump ropes, hula hoops, etc. Playground balls, basketballs and footballs may be used in the field/basketball court area only. Regular baseball bats and hard baseballs present safety concerns and are not allowed. Balls are not allowed on the Lower Grades Play Yard during recess time, with the exception of the four square area (grades 4 & above, only).
- Equipment may be brought from home if it is deemed acceptable by the class teacher. Students who bring equipment are advised that breakage is not the responsibility of the school.
- Equipment needs to be brought in at the end of recess, by the students who used it, and put into its designated storage space.
- Ropes may be used as jump ropes and harnesses *only* and may not be tied from branches in trees. *The only ropes allowed in trees are those installed by the maintenance staff in accordance with current safety standards.*
- No hitting balls against walls.
- No skateboarding is allowed on school property.
- No climbing on fences or tops of playhouses is allowed.
- Students may climb only to the height specified by the supervising teacher (child's feet within reach of the supervising teacher's outstretched hand) and may climb only in designated trees (no climbing in citrus or fruit trees).
- Sticks are to be used only in closely supervised creative play such as building, etc. Sticks will be removed from the playground area if there are problems.
- Shoving, pushing, tackling, or use of excessive force is not allowed.
- Students are not allowed to throw objects such as stones, sticks, dirt clods, sand or oranges on the school grounds.
- Physical contact with a student who is hanging from any climbing bar is not allowed.
- No riding on the backs or shoulders of other students is allowed.
- Weaving between moving swings is prohibited.

- Standing on swings or jumping from the swings is prohibited.
- No climbing on the swing structures is allowed.
- Straight swinging only, no twisting.
- If a child is waiting for a turn, the child swinging must give up his or her turn after approximately 40 swings.
- No pushing children on swings except by an adult.
- No tag games allowed through the swing area.
- Rope Swings: Children who are not on the swing must walk around the child swinging on the rope swing. When other children are waiting for a turn, the child on the swing may stay on for only two minutes.
- Digging is allowed within the boundaries of the sandbox only.
- No chasing chickens or hunting chicken eggs allowed.
- Any student identified as having damaged school property will participate in the restoration or replacement process.
- Tree house: Up to 8 children are allowed to play in the tree house at a time. Children may climb up the ladder only to get up to and down from the tree house. No rough play or jumping is allowed in the tree house. Children must stay on the inside of the tree house.

Team Games

- Participation in team games such as football and basketball requires all students to demonstrate good sportsmanship, which means playing cooperatively, fairly and safely, and communicating respectfully. Students who cannot meet this standard may be required to sit out.
- The general rule is to encourage inclusive play amongst the various grades with age appropriate games. However, individual grade classes will often initiate exclusive games, and there is no hard restriction against this. The on-duty teacher should intervene, if necessary, if play space and equipment are not being shared over the whole of the recess week, by any group or class.
- There may be a limited number of players for certain games. Additional students who want to play should be allowed to rotate in. The teacher on duty needs to support the students in maintaining a fair method for accomplishing this.
- Clear boundaries need to be established for team games. The on-duty teacher may need to help establish and maintain these. Traffic cones can be obtained from the PE teacher for this purpose.

Non-School Hours

After school hours, supervision of students is the responsibility of parents, unless students are enrolled the Wildflowers Extended Day program or another after-school program. It is the school's expectation that parents ensure that their children remain in their general proximity while on campus.

Public Displays of Affection

The following are acceptable physical forms of expressing affection at school, provided the activity is mutual:

- handholding
- brief hug

The following are *not* acceptable forms of expressing affection at school:

- kissing
- sitting on each other's laps
- extended hugs
- any form of fondling or other intimate contact

Student Dress Code

Please take the time periodically to clarify with your child what portion of his/her wardrobe is school appropriate. Questions can be directed to your child's teacher or the administrative office.

Desert Marigold School recognizes that all students have intrinsic worth based on who they are and not on what they wear. We want to create an environment in which each student can develop those innate qualities, focus on learning, and contribute in a positive way to the school community. We also believe that pressures related to clothing choice can distract students and undermine the school environment. The following dress code adopted by the school encourages self-discipline and is simple to manage. Styles must neither interfere with the educational process nor present a safety hazard as determined by the faculty. Disregard for any of these standards will result in the student not being allowed into class and parents/guardians and/or emergency contacts being contacted to pick student up and/or bring an appropriate change of

clothes.

The standards of dress are as follows (this includes all clothing and personal items such as hats, purses, bags, back packs, and lunch boxes):

Pre-school, Kindergarten & Grades 1 - 8

1. No words, letters, numbers, pictures, logos, emblems, or camouflage. The exceptions to this are DMS t-shirts and DMS event-related clothing, e.g., Pentathlon, Medieval Games, Track & Field, etc.
2. Clothing must be solid in color or an all-over pattern which may include florals, plaid, stripes, paisley, tie-dye, or polka-dots.
3. Designs or styles considered vulgar or suggestive are not allowed, nor is anything that promotes tobacco, alcohol, drugs, firearms, media, or gang affiliation.
4. Shoulders and midriffs must be covered. All shirts must have sleeves; no tank tops.
5. All clothing must have a hemmed or finished edge (no cutoffs, torn clothing, or frayed edges).
6. Shorts, dresses and skirts must come to the top of the knee or lower.
7. All clothing must be of the appropriate size, fitting and covering appropriately—no see-through shirts, nor anything baggy or sagging (e.g. the crotch-at-the-knee look) nor excessively tight fitting.
8. Appropriate shoes for walking, running, jumping and playing must be worn at all times while on campus. A small (less than 1/2" by 2") brand name or emblem is allowed on shoes only if it cannot be removed.
 - a. Shoes must have a closed toe and heel support, be the correct size and fit appropriately.
 - b. Acceptable styles are tennis shoes with tied laces, zippers/Velcro or closed-toed sandals, e.g., Keens or similar styles.
 - c. Laces must be tied and stay securely fastened.
 - d. No flip-flops, thongs, platforms, Crocs, rubber clogs, or high-heeled shoes.
 - e. No shoes with lights or rollers/wheels, even if wheels are removed.
9. Clothing should be suitable for both classroom and outdoor play, including games, woodworking and gardening. Clothing should be suitable to the weather. Shorts are not appropriate during our brief desert winter. During the winter a properly closing winter coat is required and children should be dressed in layers under the coat to allow for the cold mornings and warmer afternoons.
11. Hats must be worn outside at all times, but are not allowed to be worn in classrooms or other school buildings, regardless of the season. Hats should protect the child from the elements. No head coverings, e.g., bandanas, scarves, etc., may be worn in classes. (Religious

exceptions allowed.)

12. Students may not wear sunglasses at school. Prescription glasses that darken when outside are allowed.

13. Hair will be clean, neat and tied or clipped back out of the face. Hair must be its natural color.

14. For safety reasons we discourage the wearing of jewelry. Piercing is allowed on the ears only; dangling earrings may not be worn by students at any time. Students in 2nd grade and under may not wear watches to school.

15. Students are not permitted to wear nail polish. (A bottle of fingernail polish remover is available in the office.)

16. Students in early childhood and lower elementary programs are not permitted to wear make-up. Students in grades 7 and 8 may wear light make-up in natural colors, tastefully applied as determined by their teacher.

17. Tattoos are prohibited. If of a temporary nature, they must be washed off prior to coming to school, and if permanent, they must be covered at all times.

Change of Clothes

Kindergarteners and 1st graders should bring the following items to have on hand if needed: extra shirt; pants (or shorts); socks and underwear. If your children are older, yet you feel they would benefit from having a change of clothes at school, contact your child's teacher to arrange this.

Toys, Games & Personal Property

Personal toys, games, etc., are for at-home play. If such items are brought to school, the teacher will put them in a safe place and return them at the end of the school day.

Lost-and-Found

A lost-and-found box will be maintained in the office. Please check it regularly, as items will be donated to charity monthly.

Dressing Out for Movement Classes

Students in grades 5 - 8 will be required to dress out for movement education classes. They will need to wear shorts, t-shirt, tennis shoes (with socks) and a hat, and have a full water bottle. It will be the student's responsibility to change during snack or lunch recess as required to be ready for movement class. (Religious exceptions allowed: speak directly with the Movement Education Teacher.)

High School Dress Code: See the High School Handbook

Visitor Guidelines

All campus visitors during school hours must sign in at the office and receive a visitor's badge.

Parents as Visitors

After the ringing of the first bell at 8:10 a.m., which signifies that the school day has begun, parents within the classroom areas are considered “visitors” for the purposes of these guidelines. Parents are welcome to stay and visit with friends beyond the administration building.

If you will be volunteering in some capacity on campus, other than in the garden, please get a visitor's badge at this time. Regularly scheduled volunteers can have an identification badge so that they do not have to stop in the office on each visit. Teachers will provide the office with the names of regular volunteers and their schedule, so that we know who is on campus in case of emergency. Nevertheless, checking in at the office each day as a courtesy is still helpful.

Unidentified Visitors/Suspicious Activity

If you see someone on school grounds you do not recognize, and he or she does not have a visitor's badge, let the office know. If their behavior seems suspect, *make that report a matter of urgency.*

Similarly, if you see someone acting suspiciously near the school, such as on 28th Street, *please report that to the office immediately.*

School Policies:

Attendance Policy

One of the most important things you can do as a parent is to ensure that your child attends school regularly and arrives on time daily. Attendance is a critical element of your child's education and has a significant impact on social well-being and achievement. Frequent tardies not only are detrimental to the student who is late, but disrupt the entire class. Significant absence may also be cause for retention. It is the expectation of Desert Marigold that parents be strong partners in the area of attendance.

Note: Absences and tardies become a part of every student's permanent record and are routinely considered as a part of admission procedures.

Illness

We recognize that under certain circumstances absence is unavoidable. If children are sick, by all means, they need to stay home. In order for an illness to be considered an excused absence you must please notify the office by leaving a message on voicemail before 8:30 a.m. on each day that will be missed. Be sure to include your name, your child's name and the reason for the absence. If you expect your child will absent for 3 consecutive days, contact the teacher to determine make-up work. A doctor's note will be required for illnesses extending beyond one week.

Vacation

In the case of family vacations, we ask that you make every effort to schedule these during breaks. If this is simply not possible, it is imperative that you meet with your child's teacher well before the absence to develop a plan to accommodate for missed work **and** that you notify the records manager **in writing** regarding the absence. All vacations are always considered **unexcused** absences. If your vacation extends beyond 10 consecutive school days, ***your child will be withdrawn from Desert Marigold School.*** You will have to contact the records manager to re-enroll your child.

Unexcused Absence

If you do not call the office and advise the school of your child's absence, he or she will be marked with an unexcused absence. Five consecutive unexcused absences may result in a meeting with a teacher or member of administration. If a pattern of unexcused absence develops, a meeting will be set up with parents, the class teacher and a representative of the administration to address this concern. (Students in grades 5 - 8 and High School may be asked to attend as well.)

Late Arrival

Note: As stated previously in this Handbook, *students arriving later than 8:25 are late and*

must be accompanied by a parent (or carpool driver) to the office to get a late slip before going to class. If a pattern of unexcused tardy appears to be developing, a meeting will be set up with parents, the class teacher and a member of the administration to address this concern. (Students in grades 5 - 8 and High School may be asked to attend as well.)

Discipline Policy

Philosophy

At Desert Marigold School, we believe that children have a right to a quality education in a safe and caring environment. Our discipline policy starts with the adults of the school and our commitment to work on ourselves—and to treat each other and the children in our care with respect. We want to provide children—and adults—with the opportunity to learn from our mistakes and to develop over time an inner sense of what is right in the moment. Our goal is to create a healthy learning environment by fostering respect for self and others, by providing clear expectations and boundaries and by promoting problem-solving skills among our students.

School-wide Code of Conduct

The essential tenets that guide our day-to-day life together are as follows:

- Be kind.
- Be safe.
- Be respectful.
- Be responsible.

The appropriateness or inappropriateness of any action will be determined based on how it holds up in light of these basic expectations.

Strategies to promote problem-solving when mistakes happen

When conflict arises at school, our first action as adults is to provide calming, positive support to the students involved. This means attending to the needs of any student who was hurt and helping that student express his or her feelings, as well as guiding any student who did something hurtful to problem-solve and come up with solutions to the problem. In all cases our intent is to teach, i.e., to help students feel, reflect and be responsible for their choices.

Any time it is possible to go through the process described above in the immediate moment, in

the classroom or play yard setting, teachers will do so. However, there are circumstances when that is not possible or appropriate. In those cases, another adult—either a teaching or administrative staff member—will go through a problem-solving process with the student or students who need that support. In some instances it may not be appropriate to begin the problem-solving process with a student until he or she is calmer. Appropriate and de-escalating activities may be initiated in the meantime until it is deemed that the student or students are ready to respond to the problem-solving process. Part of this process may require written documentation. Sometimes it may not be possible to complete all documentation until all who are involved are present and have gone through the problem-solving process.

Consequences

As much as possible, we work to make consequences grow logically from inappropriate choices. For example, a younger student who does not come in when the bell rings might be required by the teacher to stay in during the next recess. We also favor consequences that have a restorative aspect. For example, a student who breaks something would be involved in the undertaking of its repair. Inappropriate behaviors may also be addressed at the classroom level by a change of pace or location, e.g., having a student spend time in an adjacent classroom or engaging in some form of purposeful work before returning to his or her own class.

Alongside the commitment to support the learning process, we uphold a commitment to provide clear boundaries and guidance regarding those behaviors which are simply unacceptable at school—behaviors that jeopardize the following:

- : ***Physical safety of others*** (e.g., putting hands around another person’s neck, hitting someone in the stomach, throwing a sharp object)

- : ***Physical safety of self*** (e.g., hiding instead of coming in at recess or running out of the classroom)

- : ***Emotional safety of others*** (e.g., profanity, abusive language)

- : ***A healthy atmosphere for learning*** (e.g., repeated significant disruption during class)

- ***Care of the physical environment*** (e.g., intentional damage to property such as tearing a book apart)

When a rule is broken, the consequence will depend on the situation. Any faculty or staff member may handle a minor disciplinary issue in a manner appropriate to the offense. Consequences may include a verbal warning, written apology, work assignment, detention or recommended suspension. With any serious infraction, there will be a meeting between the student and teacher or teachers involved.

If the situation cannot be resolved internally between the teacher(s) and student, or if the consequence is a detention or suspension, the parents will be notified. If a student is suspended for any reason, there must be a conversation between parent(s) and teacher(s) before the student may return to school. The student may be suspended for an amount of time to be determined by a Disciplinary Team (which will include—but will not be limited to—the Class Teacher, the Administrative Director and the Student Support Director as needed).

The AZ SAFE Policy determines that suspensions will be documented and reported according to the procedures outlined by the AZ SAFE Policy (ARS 15-840). Students will be made aware at the start of the year of the conditions under which such consequences such as suspension will be initiated. We acknowledge that interactions among students are often complex; for example, a second grader may say that he hit a classmate in the stomach because he or she said he had a girlfriend. In this instance there is clearly a problem with teasing that will need to be addressed. However, the fact that teasing occurred will not be considered a justification that makes a punch in the stomach acceptable.

It is our practice as a Public Waldorf School to take into deep consideration the stages of human development given to us according to Rudolf Steiner. Actions that occur in certain stages of development (example: a kindergarten student who hits a classmate as opposed to a middle school or high school student that hits a classmate will be looked at appropriately and dealt with according to the specific situation). As much as possible, it is our intention to see behavior issues as learning opportunities and to address them within the context of the school day, rather than through suspension.

Recurrent problems

Recurrent problems require involvement of parents in the problem-solving process.

In these instances, a meeting will be set up with the class teacher or responsible high school teacher (other teachers may be involved as well), the parents and other staff members as needed, with the purpose of developing a plan of action together. Students in grades 5 and above may be requested to participate in a portion of this meeting as well. The plan developed may include strategies to better meet a student's developmental needs, imposed consequences at home, pre-arranged agreements between teachers and parents, requests for supports outside of school, etc. It is the expectation of Desert Marigold that parents will be fully involved and supportive in these efforts, which may require frequent communication and meetings, as well as work at home.

Suspension

Suspensions of increasing lengths of time will be administered when behaviors which are unacceptable at school persist, despite problem-solving support, in-school consequences, and parental involvement in addressing recurring behaviors.

The Disciplinary Team may suspend a student for 10 days or less. This suspension may be either an in-school suspension or an out-of-school suspension. When the student's actions cause a significant danger to self, others or property, whether a student has been sent home previously or not, a suspension may be immediate. In all disciplinary matters, whenever possible, the student's Class Teacher or responsible High School Teacher shall be consulted prior to any recommendation or action taken.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending Desert Marigold School, unless the Board of Directors, upon the recommendation of the Administrative Director, reinstates that privilege. Only the Board of Directors can expel a student upon consideration of a recommendation from the Administrative Director. The student's parents will be notified in writing that expulsion is recommended and the reasons for the recommended removal. The right to request a hearing will be explained in the same letter. Notification will include instructions regarding due process procedures. Expulsion does not become effective until due process procedures have been completed.

If a student's behavior is so extreme that it threatens his or her immediate safety or the immediate safety of others, a parent or guardian will be called. DMS retains the right to call 911 if the parent is unable to or refuses to pick up the student, or under any circumstance where the well being of the student or others is at risk.

Special Education Students

When a special education student engages in misconduct that could result in suspension or expulsion, Desert Marigold School shall follow the State Board of Education rules governing suspension and expulsion of special education students. Pursuant to the rules, if the misconduct is not a manifestation of the student's disability, standard school discipline procedures shall apply.

Due Process for Expulsion

Relative to student discipline, due process means that school officials must follow certain notice and hearing procedures before a student can be expelled. In some situations, there are additional procedures that students/parents may follow if they do not agree with the school's actions. In the case of expulsion, written notice shall be sent to the student and parent that the Administrative Director has recommended that the student be expelled. The student and parent shall be given notice of applicable due process procedures, including the right to a hearing. A hearing officer appointed by the Board of Directors shall hear the evidence, prepare a record

and bring a recommendation to the Board for action. The hearing shall be closed to protect the privacy of the student unless the parent requests that it be open to the public.

The parent and any student subject to expulsion shall be given written notice of the date, time and place for the hearing at least five (5) working days prior to the hearing.

Health and Safety Policies

Sun Safety

Recent legislation requires schools to provide preventative education regarding excessive sun exposure. Desert Marigold has long supported the practice of wearing hats outdoors and will continue to educate students about sun safety. We ask that parents be conscious of potential sun exposure and send students to school in accordance with your own family sun safety practices (sunscreen, thin layers of clothing, hats, etc.).

Illness/Injury at School:

Depending on the nature of the illness/injury, the following procedures will be observed:

1. Minor injury (“green light” procedures): Examples include a small cut, scrape, or bruise. The student will receive basic first aid treatment at school, and you will be informed at dismissal or with a call or note home about the injury.
2. Other injury or illness (“yellow light” procedures): Examples include fever, vomiting, nosebleed, more serious cut or scrape, or possible sprain. First aid will be administered and the parent or guardian will be notified by telephone to pick up the student for further care. If the parent or guardian cannot be located, a person listed on the emergency card will be called to take the student for further care.
3. Potentially life threatening injury (“red light” procedures): Examples include loss of consciousness, scorpion sting, and serious broken limb. One adult with first aid training will stay with the student while another adult present phones 911. As soon as the emergency call is completed, the parent or guardian will be called.

Under all circumstances, the appropriate accident report will be filled out and parents will be provided with a copy.

Keeping Your Child at Home When Ill

While trying to minimize time lost from illness, it is still imperative that children are kept home when necessary. Children should be kept at home under the following circumstances:

1. The child is not well enough to play actively outdoors or participate in daily movement or Eurythmy classes.
2. The child has any of the following symptoms: fever; sore throat; green discharge from the nose; congested cough; discharge from the eyes; rash; or vomiting.
3. The child has something communicable, such as chicken pox, strep throat, lice, etc. In this case, please notify the school immediately so that we may inform others as necessary.

If a student becomes ill during the school day he or she will be sent to the office and you will be called. In the event that we are unable to reach you we will call the emergency contacts you have provided. Please be sure you keep the office up-to-date with any changes in contact information. Students who are ill must be picked up within 45 minutes, as we do not have a dedicated nurse's office.

Note: If a student is ill or will be absent for any reason, please leave a message for the office prior to 8:00 a.m. that day.

Medication Policy

If it is necessary for your child to take medication during the school day you must complete a medication permission form, available in the office, or send written authorization including the following information:

1. First and last name of the student
2. Name of medication
3. Prescription number if any
4. Dosage and route of administration
5. Starting and ending dates of the dosage period if indicated
6. Times and frequency of administration
7. Reason for medication
8. Date of authorization
9. Signature of parent or guardian

In addition, these guidelines must be followed:

1. We cannot administer any medication that has been transferred from the original container to another. Medication (prescription or non-prescription) must be in the original, labeled package or bottle, with the child's name clearly marked on the container.
2. Medication cannot be brought in by a child; it must be brought to the office by the parent or guardian.
3. It is your responsibility as parent or guardian to pick-up any unused medication. Items must be claimed no later than two weeks after the last day of school or the last day of the dosage period. Unclaimed items will be disposed of.

In situations with serious medical conditions, a formal 504 plan will be required before medication can be administered.

Emergency Safety Procedures

The safety of the students and the security of the campus are of the utmost importance to the teachers and staff. Should it become necessary to lock down the campus, due to a natural disaster or circumstances beyond our control, these procedures will be followed:

1. All students will be brought into a safe space, and if necessary, doors and windows will be secured and locked. 911 will be called.
2. Students and staff will remain in this location until the campus is deemed secure and safe again.
3. Parents will be called and notified of the situation as soon as it is at all possible.

Desert Marigold's complete Emergency Operations Procedures Handbook is currently being reviewed and updated.

Fire Safety

Fire drills are conducted monthly, in compliance with state statutes. Fire extinguishers are located in all buildings, and exits are clearly marked.

No Dogs on Campus

For safety reasons, we do not allow dogs on campus. The only regular exceptions to this rule are service animals or for complementary pedagogical reasons. On occasion, a teacher may seek approval from the Collegium to plan an event, such as "Bring your pet to school day" or to have a classroom pet for a period of time. Such exceptions will be looked at on a case by case basis.

Media & Screen Viewing Policy

The violence, consumerism and passive entertainment that are taken for granted in today's mass-media culture do not support the well-being of children. The cumulative effect of repeated exposure to television, video games, movies, radio and computers can negatively impact a child's development. At Desert Marigold, we strongly encourage parents to take full responsibility for determining the type and extent of screen viewing (video games, game-boy, x-box, computers, etc.), and media exposure (television and DVD) their children receive. Your child's teachers will be providing information regarding media use and your child's education and engaging you in a dialogue that we hope will be stimulating and rewarding. Our goal in doing so is to do our utmost to create a learning environment that is conducive to active, imaginative learning.

Our recommended guidelines regarding media use are as follows:

1. For children in preschool and kindergarten: None, or as little as possible.
2. For children in grades 1 - 3: No television, video games, computers or movies during the school week; minimal parent-directed media use on weekends and during vacations.
3. For students in grades 4 - 8: No television or video games or computers in the morning before school; minimal parent-directed media use during the school week; parental involvement in determining appropriate media and computer-use choices at all other times.
4. For high school students: Parental involvement in determining media and computer-use choices.

Note that there is also a strict in-school policy about use of cell phones and media.

Nutrition Guidelines

All students, except those in early childhood, need to bring a snack and lunch every day. Kindergarteners and preschoolers need to pack a lunch only. Their daily mid-morning snack is provided.

Please follow these guidelines when packing your child's lunch (or better yet, supervising your child in preparing his or her own lunch!). Your child's class teacher will inform you if there are any additional guidelines for that class. The guidelines are designated to help make meal times a special and nourishing time for both body and spirit.

1. Send food in an insulated lunch box with a blue ice pack.
2. Include a water bottle. Although drinking water is readily available at school, it is necessary to have a water bottle easily accessible during Movement and Gardening classes.
3. Make sure the lunch is fully prepared. Classrooms do not have the facilities to heat water, for example. Warm soups can be sent in a thermos.
4. Pack a well-balanced lunch, including proteins, fruits and vegetables so that your child has good energy for the afternoon.
5. Many children are sensitive to the preservatives, sweeteners and dyes used in packaged food. Products with heavy dyes also stain floors and desks. Limit these items as much as possible. Again, your child's teacher will contact you if more specific guidelines are required.
6. Candy, gum and soda (including natural soda) are not allowed. Gum will be taken away from the child and returned at the end of the day.
7. We are asking that all families make an effort to reduce packaging waste. It is recommended that lunch items be sent in reusable containers.

Note: If your child has special nutritional needs, or if you have questions about any of these guidelines, please let your child's teacher know immediately. Any food allergies must be listed on the emergency medical form and made known to the teacher and the Student Records Manager.

Social Media Policy

DMS understands that students, staff and other school community members use social networking/media (Twitter, Facebook, LinkedIn, Wikispace, YouTube, Flickr, etc.) as a way to connect with others and share education-related experiences. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools.

In the social media world, the lines are blurred between what is public or private, professional or personal. Social media are powerful communication tools that have a significant impact on organizations and professional reputations. Once something is posted it is available on the Web forever—think twice before posting.

*Employees are liable for anything they post to social media sites.
Only employees are approved to represent the school.*

We ask community members to respect and follow these guidelines and policies when discussing DMS in the virtual world.

General Guidelines for DMS Community Members

Use good judgment

- Use good judgment in all situations.
- Know and follow the parent Code of Conduct.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.
- Be mindful of copyright and intellectual property rights of others and of DMS.
- Remember your audience.

Be respectful

- Always treat others in a respectful, positive and considerate manner.
- Be a good listener.
- Do not post unauthorized pictures of school events that contain identifiable children.

Be responsible and ethical

- Be open about your affiliation with the school and any role you hold.
- Bring concerns to the attention of the teachers or administration before posting to a social media site.
- Always be doing at least as much listening and responding as you do “talking”.
- Delete any wrong or hurtful postings.

Private and personal information

- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online “conversations” are never private. Do not use your birth date, address, and cell phone number on any public website or ask online for anyone to provide you with such information.
- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- **Never** give out or transmit personal information of students or other parents.
- Do not assume to be correct and up-to-date the information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers). Always respect the privacy of school community members.
- Make sure your privacy settings are set to an appropriate level.

Images

- Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and videos (products, etc.) that are available on the school’s website.
- It is not acceptable to post pictures of students taken on school grounds without the express written consent of their parents.
- Do not post pictures of others without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. Do not blindly repost a link; look first at the content.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you.
- When using Twitter, Facebook, etc., and other tools be sure to follow their printed terms and conditions.

Mistakes

- Be sure to correct immediately any mistake you make, and clarify what you’ve done to fix it.
- Apologize for the mistake if the situation warrants it.

Section 2: Parent Engagement

Creating the Community

Successful education of children occurs when there is a strong partnership between parents and teachers. This partnership is essential to the well-being and achievement of the children who are collectively in our care. However, it is always necessary to have clarity on the different roles of teacher and parent.

The school as an organization, and each student and each adult within the community, is constantly growing and evolving. Therefore, ongoing communication is essential to maintain a shared understanding and to work through necessary changes and adjustments in school or community life.

This involves attending parent meetings, reading all communications sent, mailed or emailed home, coming to parent/teacher conferences and bringing any questions that you have directly to teachers in a timely manner. It is important that you stay in close communication with your child's teacher not only about schoolwork, but also about social progress in school and social and/or emotional developments at home. Do not underestimate the transformative power of these simple acts.

Communication Builds Community

Desert Marigold School uses the following methods to communicate with and to strengthen our community:

Home Visits

To build a bridge between the child's school and home life, teachers value the opportunity to visit your home as part of the enrollment process. Children often forge a special connection with the teacher who comes into their environment—the home. The teacher is able to experience the child in the home setting and thereby gain a deeper understanding of the child. This helps to expand the teacher's ability to appreciate the child's way of being and behavior in the classroom. Home visits are most often used in Early Childhood and in the lower grades, but may be suggested at any grade level.

Weekly Email Updates

Weekly notices and updates about upcoming events, classroom activities, and committee/faculty/board business are included in the *DMS Bee*, a weekly bulletin emailed to parents by the administration office on Fridays (*and occasionally in Bee-tween*).

Class Parents also send out notices to their class lists, which provide information from the class teacher, as well as about community events and information from the Parent Council.

If there is ever a circumstance when the *Bee* cannot be emailed, it will be distributed in hard copy form. Should you not receive the *Bee* one week, contact the office to get a copy and verify your email address. Should you not have an email address, have your name placed on the “hardcopy list,” so you can pick one up at the office on Fridays.

The Bloom & the Annual Report

Several times per year a longer electronic newsletter is sent, the *DMS Bloom*, which gives reports on past events as well as information in more depth about school educational, administrative, financial or policy matters. After the annual audit every year, the Annual Report is published within the *Bloom*.

Drop-off/Pick-up Whiteboard

The whiteboard at the drop-off/pick-up highlights upcoming activities. Check the whiteboard daily, as any unavoidable scheduling changes will be posted there.

Community Bulletin Board

Bulletin boards are set up at the office and outside the kindergarten and preschool rooms for the purpose of posting general-interest notices of current events in the Valley, as well as for updating the community on various goings-on at the school. All postings must be brought to the office for approval and date stamping before being put up.

Parent Council Meetings

On the 1st Thursday of each month during the school year, the Parent Council meets. It is composed of the Class Parent Representatives and any parents who wish to attend. Regular reports about school events and developments take place, as well as planning and coordination. There may also be presentations about Waldorf pedagogy or other matters of interest.

DMS Board Meetings

Desert Marigold operates as a part of Valley of the Sun Waldorf Education Association (VSWEA), a 501 (c)(3) not for profit corporation. The VSWEA Board of Directors meets on the 3rd Wednesday of each month while school is in session. These are open meetings, and parents are welcome to attend. Agendas are posted outside the office. During the year there are also Budget or Finance meetings, which take place in the spring budgeting period or are called as needed. Minutes of Board meetings are posted on the website.

Community Town Halls

A community meeting usually takes place once in the autumn and once in the spring. Depending on the need, these may be just open forums for parents to bring their questions, or a presentation on a specific matter of school-wide importance.

Building Community Around the Education

The most essential form of parent participation starts with supporting your child to be a successful student and a responsible, caring and compassionate community member. This includes making sure he or she gets plenty of sleep, arrives at school regularly and on time, comes with a healthful lunch and completes homework (where age-appropriate).

Student Assessments

Desert Marigold School uses many assessment tools to monitor the growth of individual students:

1. Teacher observation (daily interaction that allows teachers to see where students excel, where they are challenged, what works and what does not — not only academically, but also socially and artistically);
2. Portfolio assessment (analysis of a collection of a student's work over time which shows the level of progress being made);
3. Informal tools (quizzes, activities, etc., that teachers make or find to help determine how well students are grasping material being presented in class or how they are progressing with basic language and mathematical skills);
4. Unit or block tests;
5. State and federally mandated standardized tests and other district assessment tools.

These assessments help teachers continually adjust to meet the individual needs of students and also allow Desert Marigold to monitor how well we as a school are meeting our goal of providing an exceptional learning environment. Throughout the year, parents are informed of student growth in the following ways:

1. Informal conversation (your child's teacher will let you know how and when to contact him or her to touch base as to how your child is doing);
2. Parent evenings;
3. Fall parent/teacher conference;
4. Mid-year progress report;
5. Spring parent/teacher conference;
6. End-of-the-year narrative report;
7. Annual standardized testing results.

First Grade Readiness Assessment

The process of determining when a child is ready for Grade One is a critical one that requires much care. In the Waldorf Kindergarten, cognitive, social, emotional and physical skills are accorded equal value, and many different competencies are developed. The nature of this early learning is self-motivated, allowing the child to come to know the world in the way most appropriate to his or her age: through active feeling, touching, exploring and imitation—in other words, through doing.

Around the seventh year, forces that have been concentrated on growth and physical up-building can become active in developing the facility for independent, representational and pictorial thinking. Only when these new capabilities appear — again, at around the seventh year—is the child physically, emotionally and intellectually ready for the formal instruction that begins in Grade One. In a typical first grade class at Desert Marigold, children range in age from having turned seven the spring before starting first grade to turning seven the spring of their first grade year. In addition to supporting the formation of a healthy first grade, this also helps to ensure that the class as a whole is well positioned to fully take in the riches of the Waldorf curriculum as it moves through each grade level.

Deborah Meyer’s article “Life in the Kindergarten: from Waldorf Education: A Family Guide” includes a quote on the importance of not beginning formal instruction before a child is ready:

“The small child exerts unconscious energies never again equaled. He is a being of will and imitation, identifying himself with each gesture, intonation, mood and thought of his environment and making these his own free activity of creative, imitative play. He is engaged in the great task of shaping and transforming his inheritance to individual and specific use. To divert these formative energies from their task in these early years is to weaken the vitality, undermine the health, and take from the developing child the endurance and strength he will need in adult life. Premature demands upon the intellect, sharp criticism, undue excitement of fantasy—as by television—and over stimulation of the senses combine to rob the child of native physical resources.”

—Henry Barnes and Rick Lyons, *Education as an Art: The Rudolf Steiner Method*

Desert Marigold uses the following process to determine the first grade readiness of children in the Kindergarten:

1. A Kindergarten Parent Evening is held in the fall to familiarize parents with the objectives of Kindergarten and the numerous indicators of first grade readiness.
2. The fall parent/teacher conferences will include a discussion of first grade readiness indicators as they relate to your child in particular.
3. In January or February all children in the kindergarten will be assessed for first grade readiness during the regular school day.

4. At the spring parent/teacher conferences, your child's teacher will inform you of your child's placement for the following year—either Grade One or another year of Kindergarten.
5. Children offered a space for Grade One through Open Enrollment will be assessed for first grade readiness by appointment. The enrollment director will contact parents upon receipt of a completed registration packet.

Report Cards and End of Year Narratives – Grades K - 8

The teachers in the Kindergarten through Grade Eight prepare a Fall Report Card in December, a Spring Report Card in May and a Year-End Narrative in June for each student in their class. Report cards are available online, and narratives will be sent by US mail.

Parent/Teacher Conferences and Conversations

Formal parent-teacher conferences take place twice a year—usually in October and in February. Check the school calendar for specific dates. There may be other times when teacher or parent would like to share observations with respect to a child's participation in our program. At such times, a parent-teacher conversation may be arranged by appointment. When there are attendance or discipline problems, additional parent/teacher conferences may be required.

Grading in 7th & 8th Grade and Promotion

Grading begins in 7th grade to introduce them to this process before reaching high school. If a student does not complete all assigned work in a given grading period (defined as the period when grades are due for the bi-yearly report card at winter break and the end of the year), the teacher will set a date by which the work must be completed, or made up.

The teacher will notify the family in writing of the situation and what is expected by what date. This will need to be signed by both student and parent and returned to acknowledge both recognition of the situation and receipt of the notification. A conference may also be necessary.

If the student meets the due date, they will receive the appropriate passing grade letter grade on their progress report. If they do not complete the work, they will receive a failing grade (F).

A student must pass at least 70% of the blocks taught in the grade to be promoted to the next grade.

Educating by Example

Desert Marigold's primary focus is to provide the best possible learning environment for the children in our care. All adults in the community—teachers, staff members and parents—should consider themselves at all times to be role models. The benefit to the children is immense when we speak respectfully to each other, avoid gossip, take concerns to their source, forgive readily, observe school policies and courtesies and follow through with what we say we are going to do.

We believe that it is what we do on a day-to-day basis that speaks most loudly to our children. Our goal is to develop a culture where we work together to hold ourselves accountable to these ideals. In order to do this, we believe it is necessary to pay close attention to our interactions with each other as adults, and to our interactions with students and in the presence of students.

Parent Code of Conduct

- **We are a drug- and smoke-free campus.** Drugs, alcohol and tobacco may not be consumed on campus or in the presence of students.
- **Respect the boundaries.** Teachers are on campus to teach our students. Please respect their work. Parents are encouraged to visit and participate in classroom activities; however, these visits must be pre-scheduled with the teacher and or office. Parents are not permitted to enter a classroom unannounced.
- **We are a cell phone-free campus.** Please discontinue conversations and put away your cell phone once you enter the classroom areas, i.e., once you are past the Barn and Administration Building.
- **Do not reprimand or try to discipline students.** Unless you are functioning in an official chaperone or supervision capacity, do not take it upon yourself to discipline any student. If you observe any behavior that you feel is inappropriate, report it directly to the responsible teacher so that it can be handled in a timely manner.
- **Speak constructively.** We all come from different backgrounds and have differing views and tolerance levels. A comment intended innocently may be interpreted differently. The best policy is to avoid “joking” and “teasing” and focus on constructive communication.
- **Use discretion.** Be aware of the types of conversations you are engaging in. For example, it is not helpful to discuss a conflict with or concern about a staff member, parent or student in the presence of students, whether at school or in your home. What is often known as “parking lot” talk is very undermining to a healthy educational environment.
- **Do not spread rumors.** Check your facts with someone who has real information.
- **Profanity is not permitted.** It is expected that everyone interacting with students use appropriate language at all times.

Please follow these guidelines on campus (and in the immediate vicinity) and during any school sponsored activity, whether on or off campus.

Conflicts that Arise

As we work to find deeper connection with each other, conflicts inevitably arise. However, to the extent that we are successful in working with these interpersonal challenges, we may find that they can actually strengthen the fabric of our community and lead us to a deeper understanding and appreciation of those around us. Keep the following in mind:

- Consider your own part in any concern or conflict and ask yourself if there's anything you can do to help the situation.
- If you have a concern that involves another adult, please meet face to face to resolve the issue with the person(s) involved, rather than talk with others about the conflict.
- Similarly, if someone comes to you with a concern about another person, direct him or her to that person first. If the person with the concern seems unwilling to take that step, see whether they can think of a third party for assistance.
- If a conflict erupts on campus during school hours, go immediately to the school office and seek a private space to talk it through, or take it off school grounds.
- **If the conflict or concern involves a student, find the student's teacher or go directly to the office. Do not address or discipline the student yourself.**

Adult Education Opportunities

Evening and weekend events are scheduled throughout the year. Presentations are facilitated by experienced Waldorf educators and will be offered in diverse formats on a wide range of topics that relate to raising and schooling children in the healthiest way possible. Watch for announcements in the *DMS Bee* and check the school calendar.

There may be opportunities throughout the year to learn more about Steiner's pedagogy through participation in study groups. Parents are welcome to participate. Please contact the office for details of ongoing study groups or watch for announcements in the *Bee*.

Waldorf Education is based on principles that have the potential to deepen one's understanding of the beauty and complexity of the human being. Rudolf Steiner, founder of Waldorf Pedagogy, wrote many books and lectured extensively about education, science, medicine, agriculture and art. It is a fascinating study that can lead you further down the path of self-knowledge for your own benefit, not just to support your child's education!

There are also opportunities to do practical or craftwork related to your child's education. Parent handwork group(s) meet regularly to make beautiful handmade objects such as knitted animals, felt puppets, capes and crowns, and dolls for the children of the school. These things are used in the classrooms, and are also made available for sale at various fund raising events, such as the holiday fair. All are welcome to participate, regardless of skill level. Look in the *Bee* or on the website for information about dates and times.

Building Community Through Working Together

You can support your child and your child's teachers by doing things like driving for field trips and helping as needed with class play or activities. However, it seems that the *most satisfied* parents at DMS are the ones who, in addition to that, contribute to the school as a whole *in a way that stimulates their own inner development*.

Our Development Director meets with each new family to inform them about the many possibilities—work in the garden; care for the animals; join the Handwork Group; join a study group; participate in a work day; take on a special project in the office—and to find out what are their particular skills and interests. Again, the best ways to learn what's out there are to read the *Bee*, attend Parent Council meetings and talk with other DMS community members.

Tracking Volunteer Hours

As you take on volunteer responsibilities, we ask that you keep track of your hours. (As a non-profit, we are required to account for volunteer contributions.) There is a binder in the office with a sheet for every family. Any time you make a volunteer contribution of time, mark it on your sheet. Please include the date, number of hours worked and nature of project. Once your family achieves your 40-hour annual volunteer commitment, you will be acknowledged in the *Friday Bee*.

Building Community: Caring for the Environment

Wonder and respect for nature is an inherent element in Waldorf Education. The curriculum instills and nurtures those attitudes. As such, we must also take seriously the stewardship of our natural environment here at DMS. We actively practice the following:

Composting

Classrooms have a compost bucket (sometimes called a "back-to-the-earth" bucket) for food scraps. The composting area in the garden is set up to teach everyone how to layer food scraps with other materials for effective composting.

Recycling

We consider it a part of our responsibility to educate students about recycling through active involvement in the process. There are recycling containers in the kitchens and the office, as well as in each classroom. Please use them when possible and take care to deposit only accepted items (paper, plastic #1, #2 & #6 and aluminum). In addition, there are recycling bins specifically for newspapers, magazines, and paper, and one for clothing. Each load of recycling does bring a small amount of money back to the school as well.

Organics/Biodynamics

We are striving to become an fully organic—and eventually a biodynamic—campus. This means in part that we refrain from using pesticides, herbicides or chemical fertilizers.

In Culture and Horticulture, Wolf D. Stol says, "Biodynamics is a human service to the earth and its creatures, not just a method for increasing production or for providing healthy food. Biodynamics can be summed up as putting one's energies into supporting the good rather than fighting the bad."

Parents and outside community members are currently provided the opportunity to participate in the garden either by participating in Garden Workdays or by signing up for a Garden Apprenticeship, which involves making a weekly commitment to work in the garden. Look for regular Garden updates in the *Bee* and elsewhere.

Rainwater Harvesting

During the 2008/2009 school year, Desert Marigold received a grant from Organic Gardening Magazine to install a rainwater harvesting system including gutters and a cistern connected to our garden shelter. It is our intention to add similar systems throughout the campus as funding allows.

Care for our Shared Space

Our goal is to develop a shared sense of responsibility for the care of our large campus. This involves cleaning up after oneself and others and working to make every corner of our campus beautiful.

Community Days

The are occasions throughout the year when we gather as a community to work, play and break bread together. Work projects vary from general campus maintenance to campus improvements to neighborhood service activities. Depending on the season, there are opportunities to sing, dance or play simple games together. The meal is potluck, and everyone is welcome.

Community days are based on the knowledge that many hands make light work and that the best way to get to know each other is to work side by side.

Seed to Table Initiative

Our long-term vision is to create and sustain an organic garden and landscape that is wholly integrated into the school's curriculum and lunch program. Using organic and biodynamic (grown according to Rudolf Steiner's indications) farming methods, students grow food that they eat as part of their learning experience. Surplus produce is also offered to community members through a seasonal market on campus.

Our long term vision includes, adjacent to the garden, a classroom kitchen which will be used to teach children how to prepare seasonal fruits and vegetables. A primary kitchen and outdoor dining facility will allow children and teachers to have meals together, then participate in the clean-up process, which includes recycling and composting. Experiences in the kitchen and garden foster a better understanding of how the natural world sustains us, and promote the environmental and social well being of our school community.

Pond Use Guidelines

The pond area was developed in partnership with Arizona State University, thanks to a Heritage Grant from the Arizona Department of Fish & Game. It is intended both as a refuge for native flora and fauna and as a learning environment for students at DMS and within the greater community. In addition, it is home to a year-round population of domestic ducks, geese and bees.

For safety reasons, the pond area is kept locked at all times. If you are interested in learning more about the pond area or becoming involved in its upkeep, please contact the school office.

Section 3: Supporting DMS Financially

The flow of money is essential for the operation of any organization. The reality is that the funds received from the State of Arizona are insufficient to provide the full program we offer. To thrive and grow we rely on resources and connections of our school community—parents and friends—to supplement state funds. To help keep our school flowing and growing:

- **Pay all fees and charges when they are due.**
- **Participate in purchase-based fundraising which make sense for you.**
- **Donate what you can, when you can.**

The first requirement is fundamental. However, because DMS has always striven to be inclusive, scholarships—supported out of our budget and through donations from other parents—are available in cases of hardship.

Materials Fees & Other Costs

Materials Fees

The annual materials fee covers the consumable items that are used for instruction each year. Failing to pay them on time compromises the school's ability to meet the day-to-day needs of teachers and students. This year's fees are found in the appendix and on the website.

Materials fees **do not** cover field trip costs, which vary in amount per grade, increasing up through high school.

They also do not cover special events and class trips, including the Pentathlon in 5th grade, Medieval Games in 6th grade, a 7th grade trip and the major class trips in 8th and 12th grades.

Field Trips & Class Trips

Field trips are funded by parental contributions, although more substantial trips generally involve fundraising to reduce the required parental contribution per student. There are also scholarships available to assist families with field trip and class trip costs.

These class level fundraising activities are an integral part of the overall educational experience we offer. In addition to partially funding off-site learning experiences, class level fundraising activities correlate with curricular themes and provide important learning opportunities in and of themselves.

School Supplies & Property Replacement

Many school supplies will be issued at the beginning of the school year, including textbooks, readers, musical instruments, etc. If these items are lost or damaged (apart from standard wear and tear) during the course of the school year, parents will be billed for the cost of replacement. Similarly, parents will be billed for the cost to replace or repair school property damaged by malicious or negligent student conduct.

Point of Sale Fundraising

Please check the website for the details of these programs, as they do change somewhat frequently. Choose those that fit your lifestyle. As of November 2013 the following were in place:

- Amazon Portal—the newest addition
- Books for Schools
- Fry's Community Rewards
- GoodDining
- GoodSearch
- Recycling
- Scrip & eScrip
- Target Take Charge of Education

Donations

AZ Education Tax Credit Program

This is a powerful, no-cost way to make significant resources available for school programming. An Arizona Tax Credit contribution allows you to receive a reduction in the amount you owe on your state taxes, dollar-for-dollar, for the amount of your donation. ***This is a tax credit***, not a deduction, so the full amount is subtracted from what you owe in Arizona income taxes. You can contribute up to \$200 for individuals/\$400 for married couples filing jointly.

By making an Arizona Tax Credit Contribution to Desert Marigold you are actually specifying how your tax dollars are spent on education, funding extracurricular, character and moral-building programs. Participate yourself and encourage other AZ taxpayers to do so as well.

Make a contribution to DMS either on-line or with a completed Tax Credit Contribution Receipt form.

Fundraising for Special Projects & Annual Campaigns

DMS does not have an Annual Campaign at present, although it has often been discussed. Rather, specific efforts for particular needs take place periodically. Don't worry; we will let you know, so you will have your chance to donate!

General or Targeted Donations

We welcome general donations at any time, which can be made online.

We are open to targeted donations as well, but those need to complement our priorities. Sometimes we must decline an offer that strays too far from our long-range plan or general intentions.

2013-14 Administrative Contact List

Administrative Director Assistant to Mr. Burkam	Charles Burkam Jennifer O'Connell
Development Director	Amy Bird
Enrollment Director	Deana Douglas
Extended Care Coordinator	Ivy Worsham-Gambier
Receptionist	Deb Pawlo
Student Support Services Director & Early Childhood Faculty Liaison	Laura Alvarado-Coady
High School Faculty Chair	Dawn Sajadea
HS Guidance (ECAP)	Lorie Miller
HS Administrative Assistant	Barb Cunningham
Grounds & Maintenance	Steve Pawlo

Office Hours*: Monday - Friday: 8:00 a.m. - 4:00 p.m.

*Office hours will vary during holiday and summer breaks. Please check [The Bee](#) for updates.

Phone: 602-243-6909

Fax: 602-243-6933

Website: arizonawaldorf.org

Email: admin@arizonawaldorf.org

Fees for the 2013/14 school year*

Parent Child

\$500 per semester

(5 monthly payments of \$100)

Preschool

Application fee \$50

(non-refundable)

Deposit \$200

(due upon enrollment confirmation — applies to total tuition)

Preschool tuition (5 days) \$5805

(9 monthly payments of \$645)

Nap/Extended Care

\$4.25 per hour on contract

Drop-ins \$5.25 per hour

(must call the office 24 hours in advance to confirm space)

Late Pick-up \$1 per minute after 5pm

Annual Material fees

Kindergarten – 2nd grade \$200.00

3rd grade – 6th grade \$225.00

7th grade – 8th grade \$300.00

High School \$350.00

The above fees **do not** cover field trip costs, which vary in amount per grade, increasing up through high school. They also do not cover special events and class trips, including the Pentathlon in 5th grade, Medieval Games in 6th grade, a 7th grade trip and the major class trips in 8th and 12th grades. Fund raising efforts help reduce the amount of the parental contribution per student for class trips.

Note: There will be additional charges billed to parents for replacement supplies (lost or damaged) and for the cost of repairs or replacement of school property damaged due to malicious or negligent actions of students.

*Fees subject to change annually.