

Desert Marigold School Handbook

Policies and Procedures

“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

**Desert Marigold School
6210 S. 28th Street
Phoenix, Arizona 85042**

**Offering:
Parent/Child Class
Preschool
Extended Day Programs
Summer Programs
Chartered Programs K through Grade 9**

**Administrative Office Hours*:
Monday, Tuesday, Wednesday & Friday: 8:05 a.m. - 3:30 p.m.
Thursday: 8:05 a.m. – 1:00 p.m.**

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

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Introduction

The purpose of this handbook is both to deepen your understanding of the educational environment you have chosen for your child and to acquaint you with the policies and procedures that support the day-to-day work and play at Desert Marigold School (DMS). Part 1 – Foundations – focuses on the history of both Waldorf Education and DMS, the curriculum, and the school's organization. Part 2 – School Practices – covers all aspects of daily school life. It is essential that you take the time to review this Handbook and to understand its contents. If you have questions about any of the information presented in this handbook, contact the office at 602-243-6909. 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.

Part 1 - Foundations

Mission Statement

Inspired by Rudolf Steiner's Waldorf education system, the mission of Desert Marigold School is to provide an educational context that emphasizes not only intellectual achievement, but also the imaginative, artistic, and moral growth of its students. By addressing their heads, hands and hearts, the school will encourage students to be life-long learners and independent thinkers as well as self-disciplined, creative, adaptable and responsible individuals.

We seek to establish and maintain a school that provides an individualized, nurturing approach to educating its students, preparing them not only for higher education, but for the rest of their lives. We will require and use an active partnership of teachers, families and the community, as well as a continued affiliation with the world-wide Waldorf movement to achieve the following goals:

1. To ensure each child's excellence in core academic skills by providing a curriculum enlivened with the arts of painting, music, drama, movement, singing, sculpture and hand work.
2. To educate according to age and development, so that learning and growth are united.
3. To present the curriculum in multiple and integrated ways, so students have many different opportunities to learn concepts, as well as see the relationship to the larger whole.
4. To nourish the spirit of curiosity so that students continue to learn long after the end of formal training.
5. To encourage fundamental values and life skills, including responsibility, perseverance, integrity, self-discipline, trustworthiness, craftsmanship, friendship and compassion.
6. To make available this quality of education for all ethnic and socioeconomic sectors in our community.

Waldorf Education

Waldorf education (or Steiner education, as it is known in other parts of the world) is a unique approach to working with children from preschool through high school that takes as its starting premise an understanding of the human being as body, soul and spirit. The specific methods used in schools inspired by Waldorf education come from the view that the child develops through a number of basic stages from childhood to adulthood. The Waldorf curriculum is specifically designed to work with the child through these stages of development.

Waldorf education was developed by Austrian philosopher and scientist Rudolf Steiner (1861 - 1925) at the beginning of the 20th century. It is based on Steiner's broader philosophy and teachings called anthroposophy (literally, wisdom of knowledge of man).

Anthroposophy holds that the human being is fundamentally a spiritual being. This view is expressed in Waldorf education as a striving to guide each child to develop his or her innate talents and abilities and grow into a balanced adult capable of contributing to community life. In the past decade, Waldorf education in the United States has begun to move into the public sector, with many charter schools finding their inspiration in the work of Rudolf Steiner and the Waldorf curriculum.

Some of the ideas in Waldorf education and anthroposophy are complex and require a degree of good will on the part of the reader to grasp. DMS encourages parents to take up independent study and is committed to providing many different opportunities for adult education and enrichment.

Rudolf Steiner

In many parts of the world, Waldorf Education is called “Steiner Education” after Austrian thinker and philosopher Rudolf Steiner. Steiner first gained recognition by editing the complete collection of Goethe’s scientific work. In his lifetime he made significant contributions in diverse areas including education, architecture, biodynamic agriculture, medicine, drama, eurythmy, speech and human development. He wrote numerous books and lectured all over Europe. The Waldorf movement was started after a request from Emil Molt, a cigarette factory owner, who was looking for a system of education for the children of the factory employees. Today there are schools all over the world based on Steiner’s ideas.

DMS Curriculum

Early Childhood Programs

Parent/Child Classes

DMS offers a tuition-based parent/child program that meets one morning a week. The class offers a seasonal and rhythmic experience of play, simple crafts, song and verse, and preparation and enjoyment of a healthful shared snack. It is an excellent opportunity for parents to learn more about Waldorf education and rhythms of Waldorf early childhood programming, as well as enjoy time with their children.

Pre-school/Kindergarten

DMS has three mixed-age Pre-school/Kindergarten classes where young children are free to develop their imagination through play, imitation, and practical work. The classrooms are created to be warm, beautiful and loving home-like environments that are protective and secure. They are places where the days and weeks flow in a predictable manner. The teachers engage in domestic, practical and artistic activities that the children can readily imitate, for example, baking, painting, hand crafts and gardening. They also nurture the child's power of imagination particular to age and development level by sharing carefully selected stories, songs and verses. Toys in the classroom are made of natural materials such as wool, cotton, silk, wood, shells, pine cones and objects from nature because the

young child's senses are still so open to their immediate environment. Outdoor play time provides an experience of nature, weather, and the seasons of the year, connecting the child to his or her place and time. There is an emphasis on early experiences of daily and annual rhythms, including seasonal festivals drawn from a variety of traditions. Gross and fine motor skills, eye-hand coordination, and mid-line crossing are developed through the rich variety of play and practical work activities. Foundational skills in literacy and mathematics meeting the Arizona State Standards are all developed within the play/activity-based structure. A thorough first grade readiness assessment is conducted before students are promoted to first grade.

Elementary Grades

First Grade

The first grade is a bridge between the kindergarten and the grades. The year begins with the discovery that behind all forms lie two basic principles: the straight and the curved line. The children find these shapes in their own bodies, in the classroom, and in the world beyond. The straight and curved line are then practiced through walking, drawing in the air and sand, on the blackboard, and finally, on paper. These form drawings train motor skills, awaken the children's powers of observation, and provide a foundation for the introduction of the alphabet.

Through fairy tales and stories the children are introduced to each letter of the alphabet. In this way the children experience the development of language in a very concrete yet creative way: instead of abstract symbols the letters become actual characters that the children have a real relationship with. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the tales they have heard. In this way the children experience the way written language actually developed over the course of human history.

In a similar way, the children first experience the qualities of numbers before learning addition or subtraction: What is "oneness"? What is there only one of in the world? The four processes may be introduced as four gnomes who are helping the king. Mr. Plus always tries to carry more jewels than her pockets will hold; Miss Minus, on the other hand, is always losing her jewels. Stones, acorns, or other natural objects are used to introduce counting. The written symbols for these operations are introduced through practical use of the gnomes (buttons, suspenders,

a belt etc.) Rhythmical counting by ones, twos, threes, and so on provides the basis for learning the times tables.

First graders enter the world of music through the pentatonic scale. In this scale all the notes have a harmonious sound in any order they are played. Songs are based on seasonal themes; the playing of the pentatonic flute develops finger coordination, concentration, and breath control. Painting in the first grade is intended to give the children an experience of working with color rather than attempting to create formed "pictures." The children's feelings for form are encouraged through beeswax modeling and crayon illustrations. In coloring the children imitate the teacher's work, attempting to draw whole shapes rather than filling in outlines.

Second Grade

Children entering their eighth year still carry with them much of the imaginative consciousness of early childhood, and they are beginning to be more aware of themselves and others. They start to recognize that they have their own personalities and emotions, some of which are positive and others that are negative. Honesty and deceit, trust and betrayal, kindness and cruelty - many traditional fables show these positive and negative qualities in sharp contrast. The animals in the fables have little control over these qualities that they represent: the lion must be fierce, the wolf greedy, the fox cunning. In a similar way the young child must sometimes feel that he or she is helpless to control these strong impulses and emotions. In this context, the stories of the saints can be understood as offering the children a picture of the element of choice that separates us from the animals.

The children see that they, like the characters in the fables, have desires, likes, dislikes, good qualities, and even some of the negative qualities that get those characters (and the children) into trouble. The picture of the saints provided the children with an example of what the human being can achieve when he or she dedicates him- or herself to a higher purpose. The children in second grade begin to see that there are choices to be made in life. They can follow their own desires, for which they see the consequences experienced by the animals in the fables; or, they can align themselves with a higher purpose, and gain control over their "animal" nature, just as Saint Francis was able to tame the fierce wolf. Many noble characters are introduced so the children have an example of the highest human qualities of compassion, generosity, and loving kindness for examples, to strive towards.

During the second grade much attention is given to the development of writing skills. The children continue reading what they themselves write in their main lesson books by retelling the fables they have heard. They may also use grade appropriate readers or work in reading groups. The learning of arithmetic concepts and skills continues in the second grade through stories and games. The children practice using the four arithmetical processes and explore the nature of place value, carrying and borrowing. Rhythmical counting continues to progress as the times tables are learned through the twelves.

Third Grade

As the children enter their ninth year they start to see the world differently. No longer are they content to be a part of life without doubts and questions. Before this time the children fundamentally experience little separation between themselves and their environment. As this new consciousness develops, they suddenly begin to realize that they are individuals. Parents may notice children becoming more critical, and beginning to question everything.

The children develop an appreciation of the important work of the farmer in nurturing, cultivating, and protecting the different elements of nature. Experiences may include baking, canning, and an overnight visit to a working farm. The children may also plant and harvest a small garden at the school.

The study of house building starts with the discovery that our first home on earth is our body. The children learn about many different dwellings that people have built over the course of time and in different parts of the world. The children may work on a small house building project in class.

The children learn the ways that we human beings have developed to orient ourselves on the earth through the study of measurement. The class discovers that ancient peoples marked the passage of time by observing the cycles of nature. They relive the invention of various devices to measure time, and may make their own sundial or water clock. This leads naturally to a discussion of how distance was originally measured by time: a day's journey, etc. The children learn that modern units of distance measure originated in the human body: the king's foot became our foot and the king's thumb width became our inch. Thus the third graders see that "the human being is the measure of all things."

In the third grade the fundamentals of grammar are introduced. The children learn

that there are different kinds of words. Some words (nouns) tell the names of things, while "doing words" (verbs) describe what happens in a sentence. Regular reading practice becomes part of the class rhythm; cursive writing skills are strengthened. The third-grade child is ready to experience the full diatonic scale in music. The children assert their new independence by learning to sing separate parts in rounds, and, may begin to play the recorder.

Fourth Grade

Fourth graders are passing through the midst of the nine-year-old change. They still wish to revere, but their reverence must be justified. They become more self-confident as their perception of the world sharpens, but at the same time their experience of separation from their surroundings can be quite painful. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

It is this faculty of conscious choice that the Norse myths strongly echo for the children. The gods of Asgard are portrayed as individuals with distinct personalities; the children learn from Loki the consequences of amoral cleverness and receive a contrasting image from the story of Siguna's compassion and faithfulness. The Norse tales convey to the children the twin values of courage and sacrifice. Thor faces seemingly insurmountable odds, yet through perseverance is at last triumphant; Odin, ruler of the gods, gives his eye to drink of Mimir's well so that he may gain the wisdom and spiritual vision to protect Asgard. As the children become more aware of the world after the nine-year-old change the many challenges of life may at times seem overwhelming. These Norse stories help to give the children the strength to face these challenges.

The fourth-grade children continue their exploration of the world around them through, the study of local geography. They may start by determining the "geography" of their own bodies: front-back, up-down, right-left. The children learn how to find the four points of the compass by observing the sun and stars. They study and make maps of their classroom, the school, the neighborhood, the city, and the state of Arizona. Expeditions by foot and bus around the city help them to consciously link themselves to their surroundings.

The fourth-grade curriculum repeatedly emphasizes the importance of human deeds. Thus the study of Arizona history focuses on the men and women who played a part in creating the culture we live in. The teacher attempts to give the children a sense for the world of the first Arizonans, the Native Americans,

including the ancient Hohokam and other local tribes. The children relive the coming of the Spanish explorers, the founding of the missions, and the railroad, and westward trails. The fourth grade often embarks upon a field trip of several days to give the children a first-hand experience of the land.

In a main-lesson block titled 'Human and Animal' the fourth-grade curriculum affords the child an opportunity to study the relationships that exist between the human being and the animal kingdom. Here strength and comfort is offered the child by contrasting the one-sidedness of various animals with the well-roundedness that is human. The figure of the human form itself are examined: the hands, free to labor and create; the organ of speech, with which the human being can communicate information and express beautiful thoughts; and an erect posture that permits him or her to wrest the head free of the forces of gravity and to think thoughts that reach for the stars!

Through detailed study of the forms and habitats of animals (beavers, bats, lions, foxes, etc.) through poetry, through clay modeling, and through play-acting, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth.

For the fourth-grade child, the world, once exhibiting a magical wholeness, is breaking up. This is the proper time for introducing fractions. By cutting up apples, baking and cutting pies and pizzas, and creating parts of a whole, the children are given a visual experience of fractions before forming mental concepts. The children learn to add, subtract, multiply, divide, reduce and expand fractions, and to change improper fractions into mixed numbers.

Fifth Grade

The fifth-grade children journey with their teacher back to the dawn of human civilization, in ancient India. Through mythology, music, and art the children are given a taste of how the ancient Indians, Persians, Egyptians, Chinese and Greeks viewed the world. The teacher attempts to give the children a sense for the differences between these cultures and their gifts to society so that they may begin to understand how human consciousness has evolved through time. A highlight of the year is the Pentathlon. DMS students gather with students from other schools around the state to compete in the traditional events and live out the ideals of the Olympic oath.

The study of geography serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. Once again, the teacher strives to give the children a sense for the great contrasts between different geographical regions: the North American continent is studied in terms of north and south, east and west, and the human and economic use of the resources in these contrasting places. Geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

Beside the discovery of the physical characteristics of the earth is the study of the plant life that grows upon its surface. The children learn that there is order and structure in all that surround them in the natural world. Just as the children at this age have within them the potential for all that they are to become in their later life, so they see that the seed contains within it the mighty oak tree. The children study the monocotyledon and dicotyledon, algae, mosses, and investigate how climate and geography affect plant growth.

Fraction skills are solidified and decimals are introduced.

Sixth Grade

The children entering their twelfth year begin to experience an important change in their physical bodies. Whereas before their movements were naturally graceful (generally speaking), now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On an inner level the children are entering strongly into their skeletal system. It is at this stage that concepts based on the laws of mechanics are introduced.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of omnipotence that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of native cultures and the fall of the Roman Empire. After the study of Rome, the focus turns to life in the medieval age in both Europe and Asia. A highlight of the year is the Medieval Games, when students gather with the friends from around the state they met during the Pentathlon the previous year and feast and compete as chivalrous knights.

With the children's increasing awareness of their physical bodies the time is right for the study of the physical body of the earth. Geology is introduced first in a comparative way. For example, the granite peaks of the Sierras may be contrasted with the worn limestone hills of the eastern United States.

Astronomy and the major constellations are introduced to the sixth grade children as a support in finding themselves on the earth. They find true north and may discuss the earth's rotation, solar eclipses, and famous astronomers.

Business math is introduced and classes may learn about different economic principles, and learn percentages and bookkeeping, they may take garden produce to market, or start a small business project.

In the sixth grade the children are introduced to the basic concepts of physics. As with all the subjects in our school, the approach to physics is first through the art of observation: acoustics comes through observing how music is made; the children discover that they too have a musical instrument within them, the larynx. Optics is introduced through contemplating the qualities of color.

Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

Seventh Grade

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Social relationships become a primary focus.

Historically a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration thus echo what the children are experiencing within themselves. The Renaissance was not only an artistic event, but was the beginning of a whole new way of looking at the world. During this time, the principle of learning through observation of phenomena emerged; leading directly to the development of our modern scientific method.

In chemistry the children discover through observation the properties of various

substances and the way in which they interrelate. They examine the phenomena of combustion, the water cycle, and the nature of acids and bases. In physics the children study the laws of refraction, reflection, heat, and electricity.

At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition. The students also study the systems of digestion, respiration, reproduction and circulation.

In mathematics the basic concepts of algebra and plane geometry are introduced. The children learn how the Renaissance artists used geometric principles to develop the laws of perspective, and practice the application of these laws in their own drawings.

The children learn biographies of great figures who went against the prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

Eighth Grade

With the advent of puberty the children's capacity for logical thinking and independent judgment fully awakens. The authority of the class teacher gives way to the individual student's search for truth. The children stand at the doorway to adulthood and prepare for the next phase of education.

As the children become physically and intellectually mature it is important that they gain a clear picture of history up to the present day. Thus the eighth-grade history curriculum covers the period from the Renaissance through the Twentieth Century. Special attention is given to the emergence of the ideals of human freedom that led to the American, French, and Russian Revolutions, and the way those ideals manifested differently in each nation, and to the pivotal role of individuals such as Charles Darwin in laying the foundation for the modern scientific worldview.

The eighth-grade science curriculum seeks to give the children a picture of the human being as a microcosm of the elements of nature. The teacher now talks about the human being in the terms of physical science; the class will look at the

way in which the skeletal and neurological systems interrelate with the various organs of the body.

The study of physics continues in the eighth grade with hydraulics, aerodynamics, and meteorology. The teacher tries to show how the discovery of mechanical principles contributed directly to the development of our modern technological society; for example, how the invention of the steam engine made the Industrial Revolution possible.

In chemistry the children engage in the analysis of organic substances and investigate their role in human nutrition. The chemistry curriculum focuses on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). The children seek to discover how the classical substances of earth, air, fire, and water can be understood and observed in physical processes; for example, in the various influences that create weather or ocean currents.

Algebra studies continue in the eighth grade. The children are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

During puberty the children become filled with creative forces. It is the task of the teacher to nurture the forces of inner creativity so that the children become adults who are able to express themselves at their highest potential.

Specialty subjects

One unique aspect of Waldorf education is the integration of arts and practical work into the daily schedule. The following subjects are all essential elements of the DMS curriculum.

Handwork

Over the years, Waldorf educators have observed that children are individuals with amazing strengths in some areas and need for support in others. A child who struggles with spelling may be strong in handwork. Another child who draws well might struggle with math and so on. In the Handwork curriculum we focus on the learning center of the child in a way that supports their Thinking, Feeling and Will forces. The integration of these forces is critical as we work to help the child develop into a balanced human being.

In first grade we work on training their fingertips and fine motor skills. The children will learn to knit, not by understanding the technical details on how to knit, but through muscle memory. The children sit in a circle and learn short songs and verses to support their Handwork. The experience of sitting in a circle and quietly listening to their teacher recalls circle time in the Kindergarten class, which helps support a sense of reverence for what we are doing. The gift of natural fibers and tools awaken the child's tactile sense and stimulates mental development. Studies have shown that a first grader who knits will have the capacity to be stronger in both math and reading, as working with the knitting needles in both hands supports proper communication between both sides of the brain.

The second grader brings knitting to the next level with more complex projects and use of different colors to support their inner feeling of joy and satisfaction in their work. The last part of the year is dedicated to crochet where the child works with a tool that supports their dominant side of the brain. The crochet hook mimics the pencil grip, which supports cursive handwriting and building the proper muscle memory for successful handwriting skills.

Third graders seek to be useful in daily life as they enter a new stage in their development. The Handwork curriculum is built to support their new inner need for challenge and stimulation. The farming curriculum is tied into Handwork as we use plant dyes to color the yarn, hand spin fleece, crochet useful projects that can be used in their daily lives and learn about local Native American crafts in the area.

In the fourth grade, the child will learn basic geometric principals and find satisfaction in understanding what beauty is, along with how to form a concept and bring it to completion. This year is dedicated to fine motor skills and hand-eye coordination brought in with embroidery and cross stitch. The cross stitch is another tool for supporting strong communication of the left and right hemispheres of the brain. The fourth grader is encouraged to slow down and pay more attention to detail instead of speeding up and moving at the faster rate that our society promotes. A feeling of peace and great satisfaction is felt in the fourth grade child when they are able to relax into their needle work.

The fifth grader is brought back to knitting with complex patterns and knitting in a round with double pointed needles. Once children understand the basic principles of reading a pattern and three-dimensional designs, they can take their handwork to another level and make complex socks, mittens and hats. The act of having to

focus on a project for extended periods of time helps the child understand that life is more a process rather than a simple instant message. The fifth grader works with choosing wool yarn from both subtle plant dyed colors and bright synthetic colored yarn. Both are beautiful in different ways, and the process of choice, informed by the fifth grader's desire to make something truly beautiful, helps develop a strong sense of color awareness.

The sixth grader benefits from the social dynamic fostered in the Handwork class. The class chooses an endangered animal that lives together in a group. With that expanded awareness they make a gusseted stuffed animal. The atmosphere in class is filled with conversation about their work, their lives and what the next project will be. Throughout the class the joy of using your hands coincides with the joy of talking with friends. Respect, appropriate conversation topics and listening skills are fostered. Sixth graders have developed their sewing skills to the level where they can now make complex figures in the form of marionettes, table puppets and dolls that mimic the twelve year old body in proportion.

The seventh grader dives right into the age old art of wet felting. Living in the desert brings out a certain joy and mystery when water is brought into our work. Wet felting with lavender soap and warm water is both soothing and transitions easily into needle felting where the child dry sculpts forms out of wool. The seventh grade Handwork curriculum is very calming and at the same time challenging. Looking at the human form, the child must sculpt a person with wool roving and later add clothes to match their character. Later, seventh graders will felt slippers, hats or mittens, a skill used in the renaissance period they can both relate to and enjoy doing.

The eighth grader has reached the Industrial revolution and with that the Handwork curriculum provides the sewing machine and an understanding of how to work with simple mechanics. Eighth graders have come to a point in their learning where sewing clothes or household items like quilted pillows and using patterns may appear almost second nature. Creative senses are expanded with design and color choices. Eighth grader works at a speed that is controlled by a growing understanding of step by step processes. They come to understand that by missing even one step the final outcome will be changed. Critical thinking and pattern making brings about an active involvement in their curriculum, as well as meeting a need for individuality and freedom.

The ninth grader works in artistic blocks throughout the year. The Handwork curriculum is split into two blocks where we focus on two age old crafts of

spinning and basket weaving. In this year, these young adults are introduced to the basics of these two crafts, knowing they will have the opportunity to return the following year and master these skills to the best of their abilities.

Foreign Language Instruction

“El lenguaje es lo mas humano que existe. Es un privilegio del hombre... Cada palabra lleva consigo una vida, un estado, un sentimiento.”

“Language is the most human thing there is. It is the privilege of mankind... Every work carries within it a life, a state, a feeling”-Carmen Conde Abellan, Columbian poet and educator

The aim of the study of language is to develop in the children the ability to communicate. Communication is an art that enables us to have a glimpse of another person’s inner life and thus cultivate an interest in others. Each human language reflects a unique way to think and view the world. Through the study of Spanish at Desert Marigold in grades K - 8, the students have the opportunity to experience the soul of several different cultures, and in this fashion enrich their own ways of thinking, feeling and acting.

The objective of language teaching in Waldorf education is to offer the students the opportunity to live in the “genius” of the language. By experiencing the musicality and individuality of Spanish, through daily rhythms, repetition, and recapitulation, the students develop the capacity to think by letting the language penetrate their being.

“Through the inner flexibility of their speech organ, the children find their way to a flexibility of soul and an openness that has an effect on their entire later life and especially on their social abilities. The foreign language lesson is suited like practically no other lesson to encourage openness and awaken interest for what is foreign to oneself – and in our time of widespread racism and social conflict on both small and large scale this is a pedagogical mission of first order.” -From the workbook ‘Forming the Lessons of Grades One through Eight’, written for the Pedagogical Section and published by Rudolf Steiner College.

The teaching of Spanish progresses through the grades in harmony with the stages of development of the students. In the preschool and kindergarten years, Spanish is brought to the children as a part of their circle activity. The imaginations in the

circle alternate seamlessly between English and Spanish, so that the children may experience the foreign language for the first time in a natural and non-threatening way. During first through third grade, Spanish continues to be presented orally but it is now a lesson of its own. The students still learn through their power of imitation. Vocabulary and grammar are not made explicit, but they are woven into songs, games and activities. The children learn the language, one might say, unconsciously. Fourth and fifth grade are transition years. The before prevalent imitation forces are now becoming replaced by a new sense of individuality, enabling the students to apprehend the language in a more conscious way. The material from the previous three years is recapitulated, and reading, writing and the first notions of grammar are introduced. In the middle school grades, the students are exposed to increasingly complex grammar concepts and varied literary forms of expression. Intellectual challenge strengthens the growing forces that yield the capacity for analytical thinking in adolescence. As the students move through the grades, aspects of the main lesson curriculum from the previous year are echoed in Spanish class, helping to reinforce past experiences while enlivening them.

In the process of learning Spanish through Waldorf methods the children will first and foremost develop the capacity to become open and welcoming to new situations and human encounters. The early introduction of oral Spanish in an immersion situation also enables the children to enrich their speech development with the sounds of Spanish, yielding the ability to speak the foreign language with little or no accent, should they develop fluency through continued study after eighth grade. In keeping with the aim of the lower school curriculum in general, the goal of foreign language study is not to produce precocious results – e.g. a particular degree of fluency – but rather to develop foundational capacities that will bear fruit later in life. Depending on individual aptitude and effort, students will either find themselves with a solid foundation for High School level Spanish I or be placed directly into Spanish II level courses.

It is the mission of Desert Marigold School to encourage students to be life-long learners and independent thinkers, as well as self-disciplined, creative, adaptable and responsible individuals. Spanish language instruction at Desert Marigold constitutes an integral part of the curriculum and works in synergy with all other subjects to nurture all aspects of each student’s physical, emotional and spiritual growth.

“Ante todo lo demas esta la infancia. La huella de los primeros anos, los que deciden para siempre lo que vamos a ser.”

“Above everything else is childhood. The footprint of the first years will decide forever what we shall become.” - Josefa Rodriguez Alvarez (Josefina Aldecoa), Spanish poet and educator.

Music

It is said that music is the language of the soul. At Desert Marigold, we strive to bring the principals of music through direct experience. We begin in kindergarten and first grade with singing throughout the day, playing the lyre and fully immersing the child in a musical experience. Care is taken that the children hear pure tones that help to train their ear. During the first grade year we begin playing the pentatonic flute, which will take us all the way into third grade. We then pick up the recorder and begin to learn basic music theory, including notation, along with singing folk songs and work songs, which provides an introduction to singing in rounds. In the fourth grade, we begin to play to violin while continuing the recorder and deepening our understanding of music theory. In fifth grade, we introduce the woodwinds and begin singing in parts during choir. This work is continued and deepened in sixth grade. In seventh and eighth grade, the pieces studied in orchestra and choir become more complex and the classes collaborate on a musical during the spring.

Eurythmy

Eurythmy is a unique combination of performance art, therapeutic technique, and pedagogical instrument. It gives expression to the whole voice of the human being and the world of language, through movement, color and form. The innate forms living in sound, within our souls and in the world become the basis for the art form of eurythmy. As part of the Waldorf program, eurythmy is often referred to as "the spoon that stirs the pot" in that it supports students in their ability to fully integrate all aspects of what is offered in the curriculum. Movement within a group also helps develop strong social awareness. At this time students at Desert Marigold get two blocks of eurythmy per year. Our goal is to offer a year-round eurythmy program.

Movement

DMS's movement curriculum supports the healthy development of the whole child from the fantasy world of play in the kindergarten through the introduction of competitive sports in the teenage years, when both body and soul are ready to be challenged. In the lower grades, cooperative games that support the healthy development of relationship to others are emphasized. At all levels, the movement

curriculum aims to balance one's relationship to one's self, to the surrounding space, and to the other persons involved. The movement curriculum is also integrated with the general curriculum, with high points like the Pentathlon in fifth grade and the Medieval Games in sixth grade allowing for a full body experience of the time periods and themes being studied during main lesson.

Gardening

At Desert Marigold gardening classes begin in 6th grade and carry on through high school. Students are introduced to our three acre biodynamic garden as well as to the practice of gardening in a simple manner; they begin working the soil, building compost, and planting, as well as benefiting and participating in the harvest. The students further their involvement through food preparation and organizing a small market on campus as well as off-site at local farmers markets. Repeating the work over the years gives them insight into the spirit of plants and crop rotation. When, during summer months, outdoor work becomes difficult within the classroom setting, the students participate in the planning and preparation of the soon to come growing seasons. They will learn and discuss proper tool use and care and spend time becoming familiar with the subtle seasonal changes that occur here in Phoenix.

Working in the biodynamic garden provides an opportunity to develop an innate, harmonious sense of being at home on this Earth. It gives the children living examples of many of their class studies; in the garden their lessons can become practical, daily experiences. Through their work, the children each feel the contribution they make to the garden as a link in a long chain of others' contributions and work. They experience first-hand "that people always depend on the work of their fellow human beings" (Steiner). They learn to work for the love of work, for others and for the sake of the whole rather than for personal gain. This gives them a basis for building true community. Other gardening themes include nature observation, development of home gardening skills and craft skills.

Woodworking

The Woodwork program begins in Grade 5 when students are introduced to a medium that requires patience, will and dedication. The simple introduction of a block of wood and tool such as a rasp brings about a whole new appreciation for what can be done with your head, hands and heart. By the culmination of a four year woodwork program, the students will work on projects ranging from making a tool like the mallet to using the mallet and other tools to create more complex objects such as a bowl and stool. Wood working class offers students an

opportunity to sculpt concave and convex forms and experience seeing and feeling true tangible beauty as a result of their hard work and commitment.

“Generally speaking, it is only in the fourth or fifth grade that most children are ready to cultivate the dexterity and skill of rasping, whittling and carving. Most teachers feel intuitively, more than rationally that there is some wisdom in starting with the egg, followed by spoon and bowl through Sixth, Seventh and Eighth Grades. The simple convex roundness of the egg is the mother of all forms. The spoon also involves convexity on the back of the bowl, concavity in the bowl itself, plus some straightness with the handle. Furthermore, the egg challenges us to create a symmetrical one part unity, while the spoon challenges us to create a unity from the two different elements of bowl and handle... A bowl must serve a practical function and at the same time it is an artistic experience –one of plumbing the depth of inwardness that resonates with the growing inwardness of the adolescent.”

- Michael Howard Woodwork and Clay Professor, Sunbridge College .

Remedial Work

Remedial work is a support program where teachers and students work with early developmental needs in the classroom. The Remedial teachers at DMS work with specific guidelines under the guidance of a Waldorf Remedial therapist to support and educate the child toward developmental health and balance.

High School Curriculum

The DMS high school program offers students a unique curriculum that inspires purposeful activity, earnest involvement and clear thinking.

Each facet of the experience is intended to not only support these maturing adolescents in their academic excellence, but to also help them form their developing sense of who they are. Through a progressive, experiential study in world and place-based history and literature, sciences, mathematics, arts, and required community service, the DMS program emphasizes ethical values and social responsibility to help our students become a force for transformation in the world. As students come to know the world, they come to know themselves.

The DMS curriculum also emphasizes the importance of learning through direct, hands-on experiences through recurring work/internship with partnering real-world institutions that work on the pioneering edge of thought and action. By using primary partnerships and direct sources in addition to textbooks in the sciences, math, and humanities, students analyze material for themselves, nurturing

independent thinking and honing their developing higher level reasoning skills.

The 9th grade student in particular observes, documents, and acts upon a wide range of information and materials. Students explore the sciences through a firsthand study of ecology, chemistry, biology, and physics, giving them a deepened understanding of the scientific processes at work in the world. 9th grade students experience literature, history and the vitally important practical and fine arts in an integrated weave that is made up from themes appropriate to the developing fourteen and fifteen year-old adolescent. Required community service work invites students to learn responsibility and develop individuality through direct engagement with their local and global community.

In addition to the weekly track classes in language arts, science, mathematics, and the fine and practical arts, the 9th grade curriculum focuses on the following 3-4 week seminars:

Anatomy and Physiology
Ancient History
Comedy and Tragedy
Thermodynamics

Descriptive Geometry
Organic Chemistry
Revolutions
Mythology

Modern History
American Literature

Statistics and Probability
Art History to the Renaissance

(Note: A supplemental handbook covers all aspects of enrollment in the DMS high school program.)

Desert Marigold School Biography

The birth of the Valley of the Sun Waldorf Education Association, Inc. and the Desert Marigold School is to be found in early Waldorf study and support groups established in Phoenix, Tucson, Prescott, and specifically in Tempe during the late 1980's and early 1990's. Many of these informal study groups were simply unions of numerous individuals who were initially impressed with Waldorf education and interested in trying to create some kind of educational initiative out of the study.

These early, relaxed inclinations were supported by a number of experienced Waldorf and anthroposophical individuals and organizations including Karen Hoyt

and Harold and Eva Fridley from Tucson; Charity Cygal from Sedona; Joan Treadaway from Prescott; Christopher Hahn and Nancy Dubasik from Phoenix; and Peter Rennick from Tempe. Many of these individuals were founding members of Arizona's Manzanita Branch of the National Anthroposophical Society which had been operating for many years prior to the opening of Waldorf schools in Arizona. In addition, Joan Treadaway, Peter Rennick, and Nancy Dubasik ceremoniously formed a statewide Waldorf educational support organization, the Arizona Council for Waldorf Education (ACWE) through a celebration in the fall of 1991. ACWE and the Anthroposophical Society drew together various individuals who were and continue to remain personally committed to exploring the writings and works of Rudolf Steiner, Waldorf education, anthroposophy, anthroposophical medicine, biodynamic gardening, and the role of the human spirit in our contemporary society. ACWE and the Anthroposophical Society worked to organize and support a number of public presentations and discussions concerning Rudolf Steiner's work as well as its application in Waldorf education, including presentations from noted Waldorf educators like René Querido, Margret Meyerkort, Roberta Van Schilffgaarde, Betty Staley, and Mark Finser.

A great deal of the dramatic progression of Waldorf education throughout Arizona in the early 90's was the direct result of ACWE. ACWE was founded to bring Waldorf schools and individuals together from around the state to work collaboratively to advance the clarity of Waldorf education and generously became one of the first organizations to decide to support the work of Waldorf schools in the public sector. ACWE continues to support the growing interest in Waldorf education and remedial therapy throughout Arizona and the nation.

Throughout the early 90's, the three founders of ACWE hosted many meetings and nurtured many of the study groups throughout the state focusing on Waldorf education. One of the aforementioned Waldorf study groups began to regularly occur in Tempe, where that group's meetings often took place in Peter Rennick's office. The Tempe group in particular brought together a small cadre of committed parents of young children, including Beth Farley who lived in Tempe and brought a neighbor, Regina Hahn, who had recently completed the Waldorf Kindergarten certification, and Nancy Hawk, who began a Waldorf preschool playgroup in Mesa in 1992 and hired Regina Hahn to work at the Mesa playgroup. Concurrently to the Mesa playgroup, Nancy Dubasik had begun a Waldorf inspired pre-school playgroup in Glendale in 1991 called the Desert Marigold Playgroup. The Mesa playgroup dissolved after two years, and the parents of children in that playgroup pressed for another initiative more centrally located in the Phoenix area. Most of the individuals attending the study groups were parents of pre-school as well as school-aged children, and the will to create a Waldorf Pre-school and

Kindergarten in the Tempe area continued to grow despite the setback of the closing of the Mesa initiative. After the closing of the Mesa playgroup, a particular group of parents dedicated to Waldorf education continued meeting informally for a parent-run Waldorf-oriented playgroup. They met at local city parks and supportive venues including the Quaker Meeting House in Tempe. The study of Waldorf education continued throughout the metro Phoenix area through ACWE and eventually Nancy Dubasik's Glendale playgroup and the informal Tempe playgroup became associated. Nancy Dubasik agreed to move her Glendale playgroup to Phoenix and Regina Hahn agreed to join Nancy Dubasik as founding teachers to help open the relocated Glendale school to a 1,200 square foot rented bungalow on Whitton Drive in a central Phoenix historic neighborhood. The relocated Desert Marigold Playgarden first opened its doors in the fall of 1994. It began as an independent Waldorf initiative serving pre-school and kindergarten age children in a half day/extended day program. These founding teachers, along with a handful of pioneering families, created a fairy tale oasis where many Phoenix-area families celebrated seasonal festivals, heard dynamic speakers and received their first taste of Waldorf education.

An informal governing board was established to help guide this early initiative and the Board obtained legal corporate status in August, 1994 as the Valley of the Sun Waldorf Education Association, Inc. The initial board members included Nancy and Joseph Dubasik, Tom and Regina Hahn, Peter Rennick, and Karl and Alice Stambaugh, Leslie Lambert, and Casey Carpenter. Others joined the Board soon after, including Glenda Groyer, David Derby, and Diann Gallawa.

The number of parents involved continued to grow, including Amy Bird and Brian Aiken who moved from Tucson and enrolled their daughter in the pre-school class at the Whitton site in the spring of 1995. At this time, the Board decided to look at relocating to, and hopefully purchasing, a larger site as the contemplation of creating a grades program became central to the efforts of the school community. All Board members were assigned a different section of the Phoenix metro area to research and report back to the members about the possibilities and potentials for property appropriate for a school in their assigned sections. Amy Bird took over researching the South Phoenix section from Kay Wilson and found the 6210 S. 28th Street property near the base of South Mountain. Amy Bird, along with Tom Hahn, played critical roles in supporting the location as well as putting together plans to create sufficient capital to purchase the site. The school moved to South Phoenix in the summer of 1996. The small community - twenty some families - raised more than \$25,000 to purchase the 5-acre property and renovate the main structure to house two classrooms and a small office.

RSF Social Finance (RSF) is an innovative financial services organization committed to fostering an ever-growing community committed to creating social

benefit and environmental sustainability. RSF, who is supportive of Waldorf education, took an interest in Desert Marigold and has partnered with the school since 1996 as a lender and financial adviser. RSF helped support and finance the purchase of the land that would house the Desert Marigold School.

The school continued to grow slowly, adding a grade a year starting in 1997. Between 1999 and 2001, literally hundreds of volunteers worked with local contractors to construct four classrooms and patio areas - the first permitted commercial straw bale building in the City of Phoenix. The straw bale building project, designed by architect Tom Hahn in conjunction with Blossom Design Group, was again notably supported with further financing through the RSF. During this time community members, many of them parents, began taking up the training needed to become Waldorf teachers and administrators. Festivals like the Penny Fair, Lantern Walk, Winter Fair and May Fair became much anticipated annual traditions. Over time – and thanks to countless numbers of volunteer hours from dedicated individuals including Brian Aiken, Jim Peake, Graylin Grissett, Arne Dailey, Leno McCook, Tom and Gena Hahn, and Karl Stambaugh – the five-acre tree farm purchased in 1996 began to be transformed into a school campus. Desert Marigold also began hosting the quarterly meetings of the Arizona Council for Waldorf Education (ACWE) and continues to do so to this day.

In the fall of 2001 the school was struggling with small class sizes and a deficit budget. Many families wanting to attend the school had difficulty paying the private school tuitions of over five thousand dollars per child. After a series of tumultuous and emotional community meetings, it was decided to seek a charter with the State of Arizona in order to take advantage of the funding available from the state and to attract and serve a more diverse population. When the charter was granted in May 2002, Desert Marigold became one of a small but growing number of publically funded school communities choosing to offer the Waldorf curriculum.

Since 2002, Desert Marigold's enrollment has more than quadrupled and the facilities have grown to include two additional classroom buildings through the assistance of the RSF and numerous large scale site improvements, much of it done under the devoted direction of Gerald Leclair. Our first 8th grade, seven students strong, graduated in May 2005. As of the start of the 2009/2010 school year, the school serves over 230 children in preschool through 9th grade. Additional families attend parent/child playgroups weekly. A staff of over thirty full-time and part-time educators works together to meet the needs of these children and their families. We celebrate the diversity of our community, so rich in different cultural, family and faith traditions and so generous in its support of our school.

In 2005, Desert Marigold took another big growth step with the purchase of an adjacent 5 acre property with the aid of the RSF for a future high school and other community facilities. We are now breaking ground on a comprehensive

construction project that will add much needed classroom and specialty program space as well as enhance the safety and beauty of the campus by relocating the parking area to the southern edge of our now 10 acre campus. Our goal is to continue to serve the children and families in the Phoenix area as we work together to bring the deep principles underlying Waldorf education alive in the 21st century.

The DMS Organization

As a school that finds its inspiration in Rudolf Steiner's work, we strive not only to provide a curriculum that meets the needs of children in the classroom, but also to organize ourselves in such a way that meets the challenges of our times.

Specifically, we are working to engender awareness and an experience of full individual participation and responsibility in the life of the school by employing a collaborative model. Collaborative does not mean that we are a parent co-operative (we are not) or that all staff members weigh in on every decision, either by vote or by consensus (they do not). It does mean that within the school organization there are many different individuals and groups with accountability for different realms of work; there is not one person in charge of everything, such as a Principal or Director. As this approach differs from the top-down hierarchical structure commonly found in business and in many school settings, you may find our way of working takes some getting used to. Please ask questions and join us in our ongoing process. This year several of our leadership bodies are studying about what Steiner called the Threefold Social Order, a way of looking at the different realms of any organization or society - cultural, economic and rights – with the goal of better understanding and meeting the unique needs of each. The following descriptions of each of Desert Marigold's primary leadership bodies should give you a good idea of its realm of responsibility. If you have further questions, please get in touch with the appropriate person listed on the 2009/2010 school contact sheet.

Pedagogical College of Teachers

All lead teachers – as well as all staff members who make the commitment to participate – make up the Pedagogical College of Teachers, which meets weekly to share what is happening in the classroom, study together, develop their artistic and observational skills, and support one another, as well as the children they serve. The entire staff meets once a month for additional professional development and fellowship.

Administrative College of Teachers

Desert Marigold's Administrative College of Teachers carries the pedagogical leadership of the school and supports the entire teaching staff by taking responsibility for decision-making and administrative follow-through related to all aspects of the educational environment, including curriculum, schedule, discipline, collegial relations, staff evaluation, and student achievement and well-being. This small leadership group of lead teachers and administrators meets weekly. Questions or input to the Administrative College of Teachers should come in writing through the school office.

Administration

The administration is responsible for the day-to-day operations of the school, including compliance with the Arizona Education Statutes, enrollment, ordering supplies, financial management, teacher support and facilities and maintenance. We seek to make the school office where community members can bring their questions or needs and receive clear and helpful guidance. Please see the employee contact list for a listing of administrative staff members and their areas of responsibility should you have any questions or input.

Board of Directors

Desert Marigold School is operated by the non-profit organization Valley of the Sun Waldorf Education Association, Inc. (VSWEA). The Board of Directors of VSWEA is responsible for deciding legal, financial and policy issues of the school. The Board consists of parents, staff and other community members, who serve 2-year terms. The bylaws of the VSWEA are available in the school office, as well as guidelines for joining the Board. Board meetings are held on a regular schedule at the school and all community members are welcome to attend.

Parent Council

The Parent Council is Desert Marigold's parent organization and meets monthly to support teachers and the school as a whole. Primary responsibilities include: coordinating class parents; supporting new families; coordinating volunteer

efforts for school festivals and events; facilitating parent education; and fund raising, including the Silent Auction and the Winter Faire. The Parent Council also seeks to be a forum where parents can express their interests and support through their ideas and skills, where they can nurture their self-development, and where a supportive environment is provided to constructively communicate their concerns. The Bylaws and Procedures of the Parent Council are available for your reference in the office.

Keep in mind that the vitality of the Parent Council depends very much on there being a sufficient number of parents who are willing and able to contribute their energy and leadership to this very important work.

Ombudsman Group

This school year will see the beginning of an Ombudsman Committee, whose task it will be to provide a process of mediation and problem-solving aimed at the resolution of school-related disagreements and misunderstandings that can occur in any school community.

Three individuals with appropriate experience will be appointed for the first school term to provide scheduled hours to meet with any community member who has been unable to resolve an issue with another community member.

CONFIDENTIALITY will be observed as required in all of the committee's work.

To inspire a respectful and supportive environment for the children and for ourselves, it is very important that we adults set a mature example in the ways we handle conflict, and particularly in how we express our frustration and impatience with things that upset us. We consider it a strict rule of Desert Marigold School that the children not be asked to witness or be directly involved in such adult matters, whenever possible.

To provide a forum where disputes can be compassionately and practically addressed is the aim of the Ombudsman Committee.

For the 2009/10 school year, Pax Piper, Peter Rennick, and Barbara Hammer will be serving on the Ombudsman Group. If you are looking for a listening ear, please contact either Pax Piper at (480) 330-3938, or Peter Rennick at (480) 642-2246, or Barbara Hammer at (510) 529-6871. We are available to meet by appointment only. This service is available to current staff and faculty of DMS as well as

parents whose children are presently enrolled in our wonderful school.

(Pax Piper is the first grade teacher, Peter Rennick is a new board member (and one of the founders of Desert Marigold) and Barbara Hammer is the sixth grade teacher. All three have experience in facilitating communication and conflict resolution and are happy to be able to serve in this capacity. If you have any questions about the Ombudsman Group, please contact one of its members or the school office.)

Committees

In addition to the leadership bodies described above, Desert Marigold has several committees that take on particular areas of responsibility. These committees may differ from year to year. Here are some of the committees operating in the 2009/10 school year and well as contact information. If you are interested in finding out more or possibly attending a meeting, please contact the person listed.

Finance – Meets monthly, usually the week before the Board meeting. Contact – Jamie Shaver, School Office.

Festivals – Meets weekly, Tuesdays at 6 p.m. Contact – Narsingh Khalsa familyborn@hotmail.com.

Animal Care – Meets the first Sunday of each month at 9 a.m. in the barn. Contact – Amy Weibel, acweibel@msn.com 602-373-6344..

High School Committee – Meets every Wednesday in the 9th grade classroom from 4:30 – 6 p.m. Contact: Laura Alvarado-Coady laura@coady.com 480-238-7872.

Part 2 – Daily Practices

School Hours

Early Childhood (Preschool & Kindergarten):

Monday through Friday: 8:30 a.m. - 12:45 p.m.

8:05 a.m. Morning Drop Off

(Early Childhood students must be walked to their play yard)

8:25 a.m. First Bell Rings
8:30 a.m. Classes Begin
12:45 p.m. Pick Up Begins Monday through Friday

Nap Care is available Monday through Friday: 12:45 until 3:15 p.m.
Extended Nap Care (merged with grades afterschool program) is available until 5 p.m.

Grade 1:

Monday, Tuesday, Wednesday and Friday: 8:30 a.m. – 2 p.m.

Half-Day Dismissal is on *Thursday*: 8:30 a.m. - 12:45 p.m.

8:05 a.m. Morning Drop Off
8:25 a.m. First Bell Rings
8:30 a.m. Classes Begin
2 p.m. Pick Up Begins Monday, Tuesday, Wednesday & Friday
12:45 p.m. Pick Up Begins on Thursday

Kinder Care is available Monday, Tuesday, Wednesday, Friday beginning from 2 – 3:30 p.m., Thursday from 12:45 to 3:30 p.m.. If necessary, first graders may also transfer to join the Extended Day program from 3:30 until 5:00 p.m.

Grades 2 through 6:

Monday, Tuesday, Wednesday and Friday: 8:30 a.m. - 3:20 p.m.

Half-Day Dismissal is on *Thursday*: 8:30 a.m. - 12:45 p.m.

8:05 a.m. Morning Drop Off
8:25 a.m. First Bell Rings
8:30 a.m. Classes Begin
3:20 p.m. Pick Up Begins Monday, Tuesday, Wednesday & Friday
12:45 p.m. Pick Up Begins on Thursday

Extended Day is available Monday through Friday beginning at dismissal until 5:00 p.m.

Grades 7 & 8:

Monday through Friday: 8:30 a.m. - 3:20 p.m.

There is no half-day dismissal for grades 7 & 8

8:05 a.m. Morning Drop Off

- 8:25 a.m. First Bell Rings
- 8:30 a.m. Classes Begin
- 3:20 p.m. Pick Up Begins Monday through Friday

Extended Day is available Monday through Friday beginning at dismissal until 5:00 p.m.

Grade 9:

Monday through Friday: 8:30 a.m. – 2:50 p.m.

There is no half-day dismissal for 9th grade

- 8:05 a.m. Morning Drop Off in front of 6020 S. 28th Street
- 8:25 a.m. First Bell Rings
- 8:30 a.m. Classes Begin
- 2:55 p.m. Pick-Up Begins Monday through Friday, at 6020 S. 28th Street

*Note: Due to off campus course work, some pick-up times may be extended.

Drop-off and Pick-up

Drop-off Procedures:

The traffic pattern through Desert Marigold's campus is one way during the school day (8:05 am – 3:30 pm), with the entrance to the campus on 28th Street, and the exit onto 26th Street via Lynne Lane. At other times of the day, two-way traffic is permitted in and out of the 28th Street driveway. The speed limit at all times is 5 mph. We realize that this is very slow. That is our intention!

Note: Parking is not allowed at any time along the entry driveway or in the fire turn-around adjacent to the drop-off /pick-up zone, as these areas must be kept clear at all times to meet fire safety regulations.

Late arrival

If you arrive at school late (after 8:30 a.m.), park your car and walk with your child to the office. In the office, each child will be given a late arrival slip. Students in Pre-k – Grade 4 will be escorted to their classes by a staff member or office volunteer. Students in grades 5 – 9 will walk to class on their own. Again, for attendance record keeping purposes as well as to minimize the disruption caused to the class when students arrive late, students may not go directly to class if they

arrive late. This includes kindergarten students.

Recurring late arrival is a serious issue that affects academic achievement, the harmony of the classroom environment, and school funding. If your child consistently arrives late, you will be contacted by your child's class teacher and a representative of the administration to address the issue.

Morning drop-off – Grades 1 through 9

Drop-off begins at 8:05 a.m. and should be complete by 8:25 a.m. so that children are in their yards and ready to line up for class when the bell rings at 8:25 a.m. Class teachers greet students immediately after the first bell and classes begin promptly at 8:30 a.m. High school students will be dropped off up the street at the 6020 house on 28th Street, Monday through Friday, after 8:05 a.m., and walk to school, entering through the double wooden gate into the high school yard. A high school student who carools with grade school students may wait in the high school yard before class begins at 8:25 a.m. Although some students may be of driving age, 9th grade students at Desert Marigold are not allowed to drive to or from school.

Enter the campus from 28th Street and drive to the drop-off/pick-up zone (see map).

Note: Children may not be dropped off before 8:05 a.m., unless they are enrolled in the morning care program (contact the office for details – we do not always have sufficient demand to offer this program). If you arrive before 8:05 a.m., you must wait and supervise your own child(ren) until the person on morning duty arrives at 8:05 a.m.

Children in first grade need to walk or be escorted by parents to the Early Childhood Yard. Before school supervision of students in grades 2 -5 takes place in the Lower Grades Yard adjacent to the drop-off area and the office. Students in grades 6-8 will walk to the basketball/soccer field area. Students may only cross the parking lot at the designated crosswalk area. A faculty or staff member will supervise all play yards.

Morning drop-off – Early childhood

If you have a preschool or kindergarten child, you may go through the drop-off to let out the grades students, then park in the upper (gravel) parking lot so that you

can escort the younger children to their classroom. You may also park first and then escort the grades children to their play yard gates as well.

If you have only kindergarten or preschool children in your carpool, park and then escort the children to their classrooms. Be sure that your child has made contact with his or her teacher before heading on your way.

Note: All children participating in any private program 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.

**Again, please drive slowly!
5mph on campus at all times!**

When pulling out of the drop-off area or when leaving the parking lot, please observe our 5 mph speed limit and the one-way travel flow. Continue the 5 mph speed limit all along Lynne Lane as a courtesy to our neighbors.

Afternoon pick-up - Grades

Parents are encouraged to park their cars and walk to the parent ramada 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 one will be ready to be picked up in the drop-off/pick-up area at 2 p.m. each day except Thursday. Students in grades 2 - 8 will be ready to be picked up at the drop-off/pick-up area at 3:20 p.m. each day except for Thursday. On Thursday, pickup for grades 1-6 is at 12:45 p.m. and at 3:20 pm for grades 7 &8. Please enter the campus on 28th Street and either park or line up at the pick-up area. The students will be waiting with their teachers in the shade nearby and will be escorted to the waiting parents in groups. Again, be sure to observe the 5 mph speed limit when leaving the pick-up area and driving out Lynne Lane.

Students in the 9th grade will walk down to the 6020 house on 28th Street, to be picked up after 2:50 p.m., Monday through Friday. If a high school student carools with grade school students, he or she may wait in the high school yard before walking to the 6020 house on 28th Street before 3:20 p.m.

Note: If a grades student is not picked up by 3:35 p.m., he or she will be taken to the office and a parent or guardian will be contacted.

Afternoon pick-up – Early childhood

Kindergarten and preschool children not enrolled in the nap care or extended nap care program will be ready for pick-up at 12:45 p.m. Please park, and then walk to your child's class. You will need to sign out your child every day. Kindergarten and preschool children not picked up by 1:00 p.m. will be taken to the office and a parent or guardian will be contacted.

If you are picking up a kindergarten or preschool child from the extended Nap Care program at 3:20 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.

Note: If your child is going home with someone other than an established car pool, please go to the office prior to that time and add that driver to your carpool list.

Thursday half-day pick-up procedures

Pick up on the Thursday half-day is at 12:45 pm. Kindergarten and preschool children should be picked up at their classroom at 12:45. Students in grades 1-6 will be waiting in the drop off/pick up area as of 12:45. Students in grades 7 & 8 do not have a weekly early-release and will be ready for pick up at 3:20 pm Monday through Friday. Students in the 9th grade do not have a weekly early-release and will walk down to the 6020 house on 28th Street, to be picked up after 2:55, Monday through Friday. If a high school student carools with grade school students, he or she may wait in the high school yard before walking to the pick-up area at 3:20 p.m.

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.

Individual Student Early release procedures

If your child has a doctor's appointment and must be picked up early, please call ahead to notify the office. When you arrive on campus, come to the office to get an early release form. A staff member or office volunteer will pick up the student from class and bring him or her back to the office. Students will not be released without an early release form.

Car-pooling

Desert Marigold supports car-pooling 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 car pool 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.

Visitor Guidelines

The ringing of the first bell at 8:25 a.m. signifies that the school day has begun. Parents who have business in the office or are volunteering in some capacity on campus must head to the office at this time to conduct their business or get a visitor badge. It is unsettling for students lining up or entering their classrooms to encounter clusters of adult conversation just outside the door or window. If you are visiting with a friend and would like to continue your conversation, please make arrangements to meet off campus. This courtesy is much appreciated and contributes greatly to the harmony and sanctity of your child's educational environment.

As school signage indicates, all visitors to the school must sign in at the school office.

Attendance

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 are not only 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.

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/she will be marked as an unexcused absence. Five consecutive unexcused absences may result in a meeting with a truancy officer. If a pattern of unexcused absence appears to be developing, 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 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 may be asked to attend as well.)

Student Dress Code - Early childhood and grades

Please take the time periodically 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 not 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/guardian and/or emergency contacts being contacted to pick up student 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 and Grades 1 - 8

1. No words, letters, numbers, pictures, logos, emblems, or camouflage. The exception to this is school and school event related clothing.
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 longer.
7. All clothing must be of the appropriate size, fitting and covering appropriately, no see-through shirts, nothing baggy or sagging (e.g. the crotch at the knee look) or

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 or 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 (i.e. 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 second 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 makeup 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 first 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 and 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.

Cell phones and electronic devices

Any parent who requires their 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.

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

DMS high school students have a separate dress code outlined in the High School Handbook.

School Supplies Replacement Guidelines

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, it is the expectation of the school that parents will pay for their replacement.

Nutrition Guidelines

Students in grades 1 through 6 need to bring a snack every day and lunch every day except the Thursday half day (unless they are enrolled in the extended day program on Thursdays). Students in grades 7 - 9 need to bring both snack and lunch every day. Kindergarteners and preschoolers need to pack a lunch only. Their mid-morning snack is provided daily.

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. Please follow these guidelines, as they 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. Teachers 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. The school store offers reusable "wrap-n-mats" for packaging sandwiches and other items.

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.

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 children to school in accordance with your own family sun safety practices (sunscreen, thin layers of clothing, hats, etc.)

Keeping your child at home when ill

Children should be kept at home under the following circumstances:

1. The child is not well enough to play outdoors.
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 your child 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 your child is ill or will be absent for any reason, please inform the office prior to 8:00 a.m. that day. You may leave a message.

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. Your child 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 child for further care. If the parent or guardian cannot be located, a person listed on the emergency card will be called to take the child 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 child 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.

Medication Policy

It is our preference that children not attend school while taking medication that needs to be administered during school hours. However, we realize this isn’t always possible. 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 child
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 one 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.

Emergency safety procedures

The safety of the children 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 natural disaster or circumstances beyond our control, these procedures will be followed:

1. All children will be brought in a safe space, and if necessary, doors and windows will be secured and locked. 911 will be called.
2. Children 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 feasibly 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.

Culture of Caring & Discipline Procedures

The Culture of Caring Program

Mission Statement

The mission of the Culture of Caring Program at Desert Marigold School is to be proactive in the creation and support of a school family. A Culture of Caring promotes and ensures the physical, emotional, and psychological health and safety of our students, families, faculty, staff and greater community.

Guiding Principles

1-A Culture of Caring nurtures a school family that recognizes the interconnectedness of us all.

The essence of developing a school family is to recognizing that we are all in this together. The interdependent relationships we encounter daily are the foundation of the school climate which creates the cradle for learning. By placing these relationships as a priority, we are providing our teachers and students the valuable opportunity to develop and work on the skills necessary to provide safety and security for our students and community members to express their feelings and needs.

2- A Culture of Caring views conflict as a learning opportunity.

How we handle conflict affects our relationships with each other and feelings of trust and safety within our school. By embracing conflict as a positive opportunity, we develop self-awareness and inner strength thus creating a more powerful voice of the individual. Bullying, teasing and gossiping promote fear, blame and disrespect and cannot be tolerated in our Culture of Caring.

3-A Culture of Caring understands that contributing in a meaningful way develops individual self-worth.

Contributing in a meaningful way develops the individual self-worth of all members of the Desert Marigold School community. How we interact with each other and our environment affects our feelings of belonging in our community.

4-A Culture of Caring creates compassion for each member's uniqueness.

Each member of our community comes to our school family with their own uniqueness. As the cells of our bodies are interdependent, each cell has its own specific unique function to the organism as a whole. Diversity of our school family enriches everyone's experience through celebration, compassion, tolerance, and pride.

5- A Culture of Caring understands and acknowledges that home/family life contributes to the learning environment.

Home and family life are an integral part of the learning experience. The values, beliefs and assumptions that a child brings to the school environment directly affects each child's educational experience. How we incorporate these family values impacts the educational and social environment of our school community.

6-A Culture of Caring instills and nurtures respect for the stewardship of the natural environment.

We live on a planet that has natural rhythms. To deny those rhythms is to deny a part of oneself. Recognizing, respecting and honoring our natural environment and its cycles promotes harmony, balance, and unity within ourselves and the community.

7- A Culture of Caring recognizes that promoting individual health allows members to be fully present and achieving full potential.

The concept of health encompasses an individual's physical, emotional, and social self. A healthy individual is better able to participate and fully contribute to their community.

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 Culture of Caring Program adopted by the school at the end of the 2005/2006 school year builds up a picture of what it takes to create and support a strong school family. Within that picture are the essential tenants that guide our day to day life together:

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 children involved. This means attending to the needs of any child who was hurt and helping that child express his or her feelings, as well as guiding any child who did something hurtful to problem-solve and come up with solutions to the problem. In all cases our intent is to teach, that is, to help children 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 teaching or administrative staff member – will go through a problem solving process with the child or children who need that support. In some instances it may not be appropriate to begin the problem solving process with a child until that child is calmer. Appropriate and de-escalating activities may be initiated in the mean time until it is so deemed that the child or children 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 child who does not come in when the bell rings might be required to stay in by the teacher during the next recess. We also favor consequences that have a restorative aspect. For example, a child who breaks something would be involved in the process of fixing it. Inappropriate behaviors may also be addressed at the classroom level by a change of pace or location, for example, having a child 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 of children is also a commitment to provide clear boundaries regarding those behaviors which are simply unacceptable at school. These are 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. intention 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, a written apology, a 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 can return to school, the child 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, an Administrative College of Teachers member 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). This consequence will be conveyed through the class teacher if at all possible because the class teacher is the consistent day to day authority for the child. Children 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 children are often complex; for example, a second grader may say that he hit another child in the stomach because that child 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 Charter School inspired by Waldorf Education to take into deep consideration the stages of child development given to us according to Rudolf Steiner. Actions that occur in certain stages of development (example: A kindergarten child who hits another child as opposed to an Eighth Grade child that hits another child) will be looked at appropriately and dealt with according to the specific situation.

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 (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. Children in grades 5 – 8 may be requested to participate in a portion of this meeting as well. The plan developed may include strategies to better meet a child'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 child has been sent home previously or not, a suspension may be immediate. In all disciplinary matters, the student's Class 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 Administrator, reinstates that privilege. Only the Board of Directors can expel a student upon consideration of a recommendation from the Administrator. 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 child, 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 also 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 Administrator 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.

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

1. A minimum of one (1) staff person is to be on duty at all times on the play yards during school hour recesses.
2. No children are to be sent out before an adult is on duty.
3. Class teachers may decide if children in their class are allowed to read at recess and will monitor those who leave their class with a book.
4. 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.
5. 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.
6. 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.
7. Teachers and yard supervisors will guide appropriate play among age groups with an eye to suitability, roughness, etc. If a teacher/supervisor sees something that makes them uncomfortable – whether or not it falls within general guidelines – they will confer with that child’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.

Equipment and Play Structures

1. A variety of sports and play equipment may be used such as jump ropes. Playground balls, basketballs and footballs may be used on the upper grades playground only. Regular baseball bats and hard baseballs present safety concerns and are not allowed. Grades 1 through 4 do not use balls during recess time.
2. Equipment may be brought from home if it is deemed acceptable by the class teacher. Children who bring equipment should be advised that

breakage is not the responsibility of the school.

3. Equipment needs to be brought in at the end of recess by the children who used it and put into its designated storage space.
4. 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 DMS Playground Committee or maintenance staff in accordance with current safety standards.
5. No hitting balls against walls.
6. No skateboarding is allowed on school property.
7. No climbing on fences or tops of playhouses is allowed.
8. Children may only climb to the height specified by the supervising teacher (child's feet within reach of the supervising teacher's outstretched hand) and may only climb in designated trees (no climbing in citrus or fruit trees).
9. Sticks are only to be used in closely supervised in creative play such as building, etc. Sticks will be removed from the playground area if there are problems.
10. Shoving, pushing, tackling, or use of excessive force is not allowed.
11. Children are not allowed to throw objects such as stones, sticks, dirt clods, sand or oranges on the school grounds.
12. Physical contact with a child who is hanging from any climbing bar is not allowed.
13. No riding on the backs or shoulders of other students is allowed.
14. Weaving between moving swings is prohibited.
15. Standing on swings or jumping from the swings is prohibited.
16. No climbing on the swing structures is allowed.
17. Straight swinging only, no twisting.
18. If a child is waiting for a turn, the child swinging must give up his or her turn after approximately 40 swings.
19. No pushing children on swings except by an adult.
20. No tag games allowed through the swing area.
21. Digging is allowed within the boundaries of the sandbox only.
22. No chasing chickens or hunting chicken eggs allowed.

23. Any student identified as having damaged school property will participate in the restoration or replacement process.

Team Games

1. 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. Children who cannot meet this standard may be required to sit out.
2. 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 not a 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.
3. There may be a limited number of players for certain games. Additional children who want to play should be allowed to rotate in. The teacher on duty needs to support the children in maintaining a fair method for accomplishing this.
4. 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.

Note:

After school hours, supervision of students is the responsibility of parents, unless students are enrolled in 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.

Other Student Conduct Guidelines

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 Assessment

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

1. Teacher observation (daily interaction that allows teachers to see where students excel, where they are challenged, what works, what does not, not only academically, but also socially and artistically);
2. Portfolio assessment (analysis of a collection 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 conferences;
4. Mid-year progress report;
5. Spring parent/teacher conferences;
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, representation, 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 registering 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.

Fall and Spring Progress Reports and End of Year Narratives

The teachers in the Kindergarten through grade eight prepare a Fall Progress Report in December, a Spring Progress Report in May and a Year-End Narrative in June for each student in their class. Each is sent via US mail to the parent/guardian(s) address(es) of record included in our student information system.

Failing Grades & Promotion (Middle 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 progress report 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 a passing grade (P) 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.

Standardized Testing

As a charter school, Desert Marigold is required to administer standardized tests annually. Currently, students in grades 2 through 9 are being tested in the spring per Arizona Department of Education guidelines. Additional field studies and practice tests are also administered at other times during the school year as required.

In addition to meeting state requirements, these tests can be a valuable tool to the school, when viewed in light of our multi-faceted approach to assessment. The message being conveyed to students in our classrooms is that the purpose of the testing is to help the teacher know what the class needs to work on. The students simply need to relax and do their best. Our expectation is that the students will approach their experience of standardized testing in the same joyful, confident way that they approach any other aspect of their school life. As a parent, we ask that you foster this attitude as well.

It is also important that you be aware that there is a slight difference in test score expectations in Waldorf methods schools as compared to traditional public schools. The difference reflects the fact that the regular system predominately teaches students information and then tests them on the information. At Waldorf methods schools, we instead begin by teaching children to develop the capacities essential to learning: imagination, concentration, memory, heartfelt understanding, and the ability to relate to the world. These capacities are later used not only to receive information, but also to understand and relate to it on a deeper level. Our goal is truly to educate the whole child – academically, artistically, socially, emotional, physically - in a way carefully designed to meet the child at each new level of development. Our different focus means DMS students may not be retaining as much “information” early on, but will be better prepared to receive and make use of much more information in later years. So what does this mean in terms of test scores? Often, it means that test scores in our lower grades may be below the state average. However, by middle school we expect student test scores to meet or exceed state averages. If you have any questions about your child’s standardized test scores, please speak with his or her class teacher or the Chair of the College of Teachers. (Keep in mind that as a small school, our grade level testing results don’t reflect actual individual achievement.)

Other government regulated testing

Desert Marigold School conducts annual hearing and vision testing as required by the State of Arizona. In addition, Desert Marigold participates in the federally mandated Child Find program, designed to identify children who may be in need of special education services. Desert Marigold's commitment to Child Find includes the following:

1. Providing information to parents regarding early intervention services for children ages birth through 2 years;
2. Providing information to parents regarding preschool special education services for children between the age of 3 years and the required age for starting kindergarten;
3. Screening all kindergarten students and all newly enrolled grades students who do not have records of screening, evaluation, and progress in school with the first 45 calendar days after the start of school;
4. Initiating referrals for students who may need evaluation for possible special education services;
5. Accepting and following up on referrals from parents regarding the need for evaluation for possible special education services.

Notices of times for standardized tests, hearing and vision tests, and any other screenings will be given in the Seed. Please read the Seed regularly for this information.

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 students in grade 9: Parental involvement in determining media and computer-use choices.

Parent Involvement

Parent Involvement

Here at Desert Marigold School, we adults are united in our love and care for the children. But despite that fact, it's not surprising that sometimes parents are unsure of how to help, and teachers can sometimes feel parents' attention to the classroom and the school is lacking. Here are some vivid pictures of what some of the many forms your support and participation may take, all and many more of which will be deeply appreciated:

1. During the first parent meeting of the year, emboldened by the serenity in the classroom which was reflected in the teacher's warm words about the children, one father offered his help in organizing a building project;
(participate)
2. At a back-to-school orientation, one parent stood with certainty, and, reaching into his pocket, vowed to donate some money every time he came to a meeting so that in these uncertain times, a healthy fund might be created to ensure the possibility of staff development, often a limited budget item;
(donate)
3. Made curious by the class study sessions, a group of parents attended a week-long class on the Three-Fold Social Order;
(study)
4. Sick and tired of meetings, meetings, meetings, where nothing fun *ever* happens, parents set up a rotation of monthly dinners where the only two rules were that attendance was not mandatory, and no one could mention anything about school.
(socialize)

It takes a village...

When families enroll at child at Desert Marigold, part of the process includes filling out information about particular skills you have and areas where you would like to contribute. This information is collated and given to pertinent Committee Chairs and staff members, so don't be surprised when you get a call asking you if you would like to paint a wall or bake a pie or whatever it is that you do well. The others ways you are most likely to find out about needs at the school are:

Read the Seed, our weekly newsletter;
Attend a parent evening hosted by your child's teacher;
Attend a Parent Council meeting.

If you have questions about how to get connected with any of these channels of communication, please contact the school office.

Involvement in direct support of your child and your child's teacher

The most essential form of parent participation starts with supporting your child to be a successful student. This includes making sure he or she gets plenty of sleep, arrives to school regularly and on time, comes with a healthful lunch and completes homework (where age appropriate). It is also important that you stay in close communication with your child's teacher. This involves attending parent meetings, reading all communication sent, mailed or emailed home, coming to parent/teacher conferences and bringing any questions that you have directly to teachers in a timely manner. Do not underestimate the transformative power of these simple acts. In addition, 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. Finally, your financial support is needed. As a charter school, the funds we receive per student from the state are not sufficient to cover the cost of the program we offer. We need your activity fees as well as your whole-hearted participation in the tax credit program to educate your child.

Involvement in support of the school and your own development

The most satisfied parents at DMS are the ones who, in addition to daily support of their child and child's teacher, find a way to contribute to the school as a whole that stimulates their own inner development. The possibilities are endless: 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... Again, the best ways to learn what's out there are to read the Seed, attend Parent Council meetings and talk with other DMS community members.

Procedures for keeping track of 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 will be a box in the office with every family's name on it. Any time you make a

volunteer contribution of time, mark it on your card. Please include the date, number of hours worked and nature of project.

Volunteer Appreciation Coupons

The volunteer cards will be checked regularly to ensure that everyone is participating in the areas they indicated and achieving the 30 hours per household. Volunteer Appreciation Coupons for Desert Marigold's School Store will be issued at the completion of 20, 40, and 70 hours of volunteer time recorded on your volunteer cards. For detailed information on achieving and submitting volunteer appreciation coupons to the school store please refer to the school store policies on page ??? of this document.

We would also like to acknowledge the families who choose to make financial contributions in lieu of volunteer hours. This support has been invaluable.

Parent and Community Education

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 leads one further down the path of self-knowledge. To this end, we specifically want to mention again and encourage parents to participate in the following opportunities already referred to above:

1. Parent Education Opportunities These 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.
2. Study Groups. There may be opportunities throughout the year to learn more about Steiner's pedagogy through participation in study groups. Parents are encouraged to participate. Please contact the office for details of ongoing study groups.
3. Handwork Group. The handwork group meets regularly to make beautiful hand made 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 level of skill. Look in the Seed for information about dates and times.

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 not often used in Early Childhood and in the lower grades, but may be suggested at any grade level.

Parent/teacher conferences and conversations

We have regularly scheduled dates throughout the school year for parent-teacher conferences. Please see the calendar for specific dates. There may be other times that 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. All teachers have regularly scheduled office hours during the week and will let families know when they are available outside school hours. When there are attendance or discipline problems, additional parent/teacher conferences may be required.

The Seed

Weekly notices and updates about upcoming events, classroom activities, and committee/faculty/board business are included in The Seed, a weekly notice emailed to parents by the administration office. If there is ever a circumstance when the Seed cannot be emailed, it will be distributed in hard copy form. Should you not receive the Seed one week, contact the office to get a copy.

arizonawaldorf.org or desertmarigoldschool.com

Our website brings many new families to our school. Not only is it a great resource for potential new families, but it provides another way for current DMS families to stay up-to-date with what is going on in our school community. We are working to update our website regularly, posting a monthly calendar and current job openings.

Whiteboards

The whiteboards along the driveway and at the drop-off/pick-up highlight upcoming activities. Check the whiteboards daily, as any unavoidable scheduling changes will be posted there.

Community bulletin board

Bulletin boards are set up in 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.

School office

Sometimes what you need is to talk to a real person. The school office hours are listed at the front of this handbook. We welcome your questions and look forward to getting to know you.

Parent/Guardian Code of Conduct

Desert Marigold's primary focus is to provide the best possible learning environment for the children in our care. In order to do this, we believe it is necessary to pay close attention to our interactions with each other as adults. If we are hurried, unkind or unfeeling to each other as we busily work "for the sake of the children", we miss a tremendous opportunity to contribute meaningfully to our children's education.

We believe that it is what we do on a day-to-day basis that speaks most loudly to our children. 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. Our goal is to develop a culture where we work together to hold ourselves accountable to these ideals.

Any person on the school's campus is expected to uphold the school-wide code of conduct outlined in the Culture of Caring Program. In addition parents must follow these guidelines when interacting with students on campus (extending 100 feet of the school boundary) or during any school sponsored activity (on or off campus):

1. We are a drug and smoke free campus. Drugs, alcohol and tobacco may not be consumed on campus or in the presence of students. *
2. It is expected that everyone interacting with students use appropriate language at all times. Profanity is not permitted.
3. 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.
4. 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. If you are not functioning in an official chaperone or supervision capacity, do not take it upon yourself to discipline any student. If you observe any inappropriate behavior, report it directly to the responsible teacher so that it can be handled in a timely manner.
5. Be aware of the types of conversations you are engaging in. For example, it is not helpful to discuss a concern about a staff member, parent or student in the

presence of students, whether at school or in your home. This also includes negative “parking lot” talk.

6. 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. Each teacher has office hours when they can be contacted to discuss any questions or issues you may have. If you have an issue that requires immediate attention, it must be brought to the office.

7. 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.

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 in mind the following basic guidelines in your communications with others:

1. Consider your own part in any concern or conflict and ask yourself if there’s anything you can do to help the situation.

2. If you have a concern that involves another adult, please meet face to face to resolve the issue with the person(s) involved before talking with others about the conflict. Similarly, if someone comes to 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, direct them to the Ombudsman Committee and do not take it upon yourself to talk with anyone else, unless you are on campus during school hours and immediate action is required. In that case, go to the school office. **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.**

3. If your efforts to address a concern directly are not successful – or if you want some support before addressing a conflict - you are strongly encouraged to take advantage of the Ombudsman program described on page ???

*The Silent Auction is an annual adult-only fundraising event. It occurs off-campus and alcohol is served.

Field Trips and 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 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 permission form every time a class goes on off campus (with the exception of the walking trips described above). 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, what activities they will be engaged in, the cost of the trip (if any), and what school supplies the children need to bring with them. The form also contains the parents' signatures and emergency contact information for parents (REQUIRED). DMS has a standard form used for all off-site trips.

Unless public transportation is being used, we most commonly rely (with much gratitude) on parent drivers. These are the requirements for parent volunteers who drive for off-site activities:

1) Every driver, whether parent or teacher, must photocopy his or her driver's license and proof of car insurance, and leave it with the office before embarking.

2) 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 trips and overnight trips.

3) All parent drivers should have with them directions to the off-site location and the contact information of the teacher leading the activity.

Overnight Trips

These are off-site learning activities 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 trips as described above pertain to overnight trips. It is standard practice that only staff members accompany classes on overnight trips. Exceptions are made on occasion if necessary on a case by case basis. When a student doesn't participate in an off-site activity; alternative arrangements may be made on campus. Generally this will mean joining another class, usually the class just above or below the student's grade level.

Dress code while involved in off-site school activities

Unless noted by the teacher, dress code applies for all off-site School activities. However, if, for example, the class trip involves learning about marine life in tidal pools on the beach, swim wear and water shoes may be order.

Extra Curricular Sports Programs

It is our goal to begin to offer extracurricular team sport opportunities for our 7th - 9th grade students. As these programs are developed, all details will be provided. In order to participate, students must be in good academic standing and have written authorization from their class teacher that they are eligible to participate.

Fundraising

DMS receives per student funding from the State of Arizona for all students enrolled on our chartered programs (currently Kindergarten through 9th grade). Unlike district schools, however, DMS receives no funds specifically allocated for campus and buildings, such that our funding comes out to approximately \$2,000 less per student than district schools receive. The result is that we need to fundraise in order to be able to offer our full Waldorf program! The following are the different kinds of fundraising in which we engage:

Tax credit program

Our primary fundraising goal for the 2009/10 school year is to build our tax credit

program substantially. This Arizona program allows Arizona tax payers to direct a certain amount of their tax liability (up to \$400 for married couples filing jointly and up to \$200 for single filers) to a public school in support of extracurricular and character building programs. A dollar for dollar tax credit is then given for any funds directed through the program. The result is that schools receive support at no additional cost to Arizona tax payers. At DMS, tax credit funds are used to support field trips, class trips, movement, handwork, woodwork, gardening and music activities. Our goal is to build the program such that we bring in \$200,000 a year in tax credits. At the size our school is now, that means every family bringing in \$1,000 in tax credits, a very doable goal. A Tax Credit Committee has been formed that meets weekly. If you have any questions about the tax credit program, please contact the school office.

Grants

Over the years, DMS has received numerous grants in support of various programs and capital improvements. We continue to seek appropriate grants and find that this is an area where parent volunteers with grant-writing experience can make a significant contribution.

Capital Campaign contributions

Periodically, DMS seeks monetary gifts in support of significant campus improvements. Over the years, successful capital campaigns have been conducted to purchase the current campus and to build the straw bale building that houses the early childhood program. We are currently engaged in an extended capital campaign to build additional classroom and specialty program space.

Event-based fundraising

The Parent Council currently organizes event-based fundraisers such as the Winter Faire, the Silent Auction and the Brunch in the Garden. In addition to bringing in funds, these events are designed to promote outreach and build community.

Class level curriculum-based fundraising

As a rule we discourage student participation in fundraising. DMS students do not sell candy bars or go door to door seeking magazine subscriptions. In some instances, though, involvement in certain money-making activities is aligned with grade level pedagogy. For example, middle school students may be involved in

selling school garden produce at the farmer's market as part of their study of business math and our 8th grade has typically served pizza to the school for lunch once a week as part of its commitment to community service. Money made by class-based fundraising activities is typically used for class trips, which are also supported by fees paid by parents. As we increase the amount of funds brought in by the tax credit program, our hope is that the tax credit will fully fund all class trips. With this funding source in place, the emphasis of class-level fundraising will be on the pedagogical value to the students rather than on any expectation on bringing in a certain amount of funds.

Community Loan Program

This program allows individuals to support the school's development by loaning a sum of money to the school for a fixed period of time (usually five to seven years) at a fixed interested rate. This is an excellent opportunity to support a project you believe in while letting your money earn interest in a low risk environment. We are always looking for individuals to participate in this program, so if you're interested, please contact the school office.

Festivals

Festivals are a fundamental element of Desert Marigold's Waldorf program. The celebrate life and bring the community together in a richness of story, song, light, and food. The Greek meaning of the word festival is "shining day" and the Roman meaning is "fast," which suggests holding firm to an idea. Each festival we celebrate conveys a mood, an attitude, and an experience uniquely suited to the season in which it occurs.

The cycle of festivals celebrated at DMS begins in early fall with Michaelmas, honoring the abundance of harvest time and the courage to do right. In late fall there is Martinmas - also known as the Lantern Walk festival - when we light candles and gather inner resources to face the dark and cold months of winter. Winter brings the Spiral Walk, where we celebrate the turning point in the year when the days become their shortest and the night its longest and we look for the light which come from within. Spring brings the May Day festival, with beautiful flowers and dancing.

The Pedagogical College of Teachers appoints a Festival Committee to help bring

to life these important points in the year. Much preparatory work is done by teachers and students within the class and parent support is sought as well.

No Dogs on Campus

For safety reasons, we do not allow dogs on campus. The only regular exceptions to this rule are service animals. On occasion, a teacher may seek approval from the College of Teachers 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.

Desert Marigold's Environmental Ethic

The 6th guiding principle in our Culture of Caring Program instills and nurtures respect for the stewardship of the natural environment. At Desert Marigold, we actively practice:

1. **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.

2. **Recycling**. We recycle those materials allowed by the City of Phoenix. 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 put in only accepted items (paper, plastic #1, 2 & 6, aluminum). The blue dumpster in the upper (gravel) parking lot is for recycled materials and is emptied weekly. In addition, there is a recycling bin specifically for newspapers, magazines, and paper. Each load of recycling in that bin brings money back to the school.

3. **Organics/Biodynamics**. We are striving to become an organic--and eventually a biodynamic--campus. This means in part that we refrain from using pesticides, herbicides or chemical fertilizers if at all possible. 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 under the direction of our Farm Manager. Look for regular Garden updates in the Seed and elsewhere.

4. **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.

5. **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

ourselves and others and working to make every corner of our campus beautiful.

6. **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, we now sell produce at the farmer's market in downtown Phoenix and at a seasonal weekly market on campus. Our long term vision includes an adjacent classroom kitchen adjacent to the garden 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.

Guidelines for the Garden and surrounding area

The following guidelines give an idea of what to expect when you come to volunteer in the Garden and of what the children experience when they garden in class.

The Red Tool Shed: This structure houses the tools we use to work the soil of the Garden. It is also Farmer Tony's office, so access to it is limited; students may not go in the Red Tool Shed without permission from Farmer Tony. A check out sheet will help you keep track of any items being borrowed from and returned to the Red Tool Shed.

The Garden: Is bordered by the flow form area surrounded by "wattles" (straw filled rolls) lined with paths (for walking and working from) and cultivated beds (for flowers and vegetables). Please stay on the paths that follow on both sides of each bed. There is no walking on, stepping across, or jumping over the vegetable beds as this will damage them. For the safety of everyone we need to walk slowly and carefully in all areas of the garden.

The Garden Area includes: the Garden, the wood chipped walkway on the outer perimeters of the Garden, the 3rd Grade Straw Bale Pavilion, the Orchard, the Red Tool Shed, the shade cloth covered staging area around the Red Tool Shed, and all

areas surrounding the various compost piles.

All students are to be accompanied by their teacher or an assistant when visiting the Garden and the Garden Area. Students with special permission to work with Farmer Tony and those who wish to work with them on their assigned breaks must bring with them passes from their teachers. The area beyond the Garden is off limits due to ongoing construction.

The large dirt pile in the center of the Garden Area is the only pile in this area the children may climb on or walk on. The Compost “windrows” and the numerous soil amendment piles are not to be walked on or played with. These are the building material for are garden and must be treated with love and respect.

Teachers and assistants wishing to bring their classes or small groups of students to the Garden Area, or the areas beyond, need to contact Farmer Tony, the day before, with the time and duration of their visit. Parents working with or bringing children to the Garden Area, please check in with Farmer Tony when visiting.

Please check with Farmer Tony before borrowing any items in and around the Garden Area, wheel barrows, carts, soil amendments, plant material, etc.

The dirt road leading from the parking lot along the lawn play ground heading south to the Garden Area is a service road and is not to be meant for personal vehicular use.

Thank you, for your cooperation in making this part of the campus a safe working and learning area!

Recommended Reading List

There are many books about Waldorf Education. The following are just a few of the most easily accessible and readable. We also invite you to borrow books from the staff section of Desert Marigold's library.

You are your child's first teacher. This is a wonderful introduction to the principles of Waldorf education as they apply to early childhood development. By Rahima Baldwin.

School as a Journey. An experienced Waldorf class teacher describes his experience taking a class from Grade One to Grade Eight. By Torin Finser.

School Renewal. Describes the personal and organization challenges that often face people working together in the Waldorf school environment. By Torin Finser.

Waldorf Education - A Family Guide. A lively selection of many articles on curriculum, festivals, parenting and much more.

Stop Teaching Our Kids to Kill: a Call to Action Against TV, Movies & Video Game Violence. The title says it all. By Lt. Col. Dave Grossman.

Vision in Action – Working with Soul & Spirit in Small Organizations. Offers great insight into the stages of development of organizations like ours. By Christopher Schaefer and Tyno Voors.

Republican Academies – Rudolf Steiner on self-management, experiential study and self-education in the life of a college of teachers. A compelling look at Steiner's perspective that how teachers work together in a school is as important as how they teach in the classroom. By Francis Gladstone.

Annual Notification to Parents Regarding Confidentiality of Student Education Records

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- 1 Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- 2 Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- 3 Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - o School officials with legitimate educational interest
 - A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
 - A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
 - o Other schools to which a student is seeking to enroll;
 - o Specified officials for audit or evaluation purposes;
 - o Appropriate parties in connection with financial aid to a student;

- o Organizations conducting certain studies for or on behalf of the school;
- o Accrediting organizations;
- o To comply with a judicial order or lawfully issued subpoena;
- o Appropriate officials in cases of health and safety emergencies; and
- o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

The Individuals with Disabilities Education Act (IDEA) is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) OR the Arizona Department of Education (ADE/ESS) at (602) 542-4013. Or you may contact:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901	Arizona Department of Education Exceptional Student Services 1535 W. Jefferson, BIN 24 Phoenix, AZ 85007
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This notice is available in English and Spanish on the ADE website at www.ade.az.gov/ess/resources under forms. For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

Homeless Policy and Procedures

It is the policy of Desert Marigold School that homeless children and youth are provided with equal access to its educational programs and are not segregated on the basis of their status as homeless.

Procedures

School Selection

In determining the best interests of the child or youth, to the extent feasible efforts will be made to keep the child or youth at Desert Marigold for the duration of homelessness, except when doing so is contrary to the wishes of the child or youth's parent or guardian.

In the case of unaccompanied youth, Desert Marigold's homeless liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied youth.

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or guardian or has been temporarily placed elsewhere.

Enrollment

In accordance with the McKinney-Vento Act, Desert Marigold shall enroll a homeless or displaced child or youth in accordance with its standard enrollment procedures, even if the child or youth lacks records normally required for enrollment. Records will be requested from a previous school if possible.

Guardianship

For purposes of school placement, any parent, guardian or person in loco parentis who has legal or physical custody of a homeless child or youth can enroll that child or youth at Desert Marigold.

Comparable services

A homeless child or youth shall be provided services comparable to services offered to other students at Desert Marigold, including:

- 1 Educational services for which the child or youth meets eligibility criteria such as EL or special education programs
- 2 Title I services
- 3 After school programs

Transportation

If a child or youth enrolled at Desert Marigold experiences homelessness while enrolled, the school's Homeless Liaison (see below) will work with the parent/guardian to develop transportation solutions that will allow the child or youth to continue to attend Desert Marigold. These solutions will be developed on a case-by-case basis.

Local Educational Agency Liaison

The Administrator is the Local Educational Agency Liaison for homeless children and youth. The Homeless Liaison or designee shall ensure that:

- 3 Homeless children and youths are voluntarily identified by school personnel and through coordination with other entities and agencies
- 4 Homeless children and youth are able to enroll in and have a full and equal opportunity to succeed at Desert Marigold
- 5 Homeless families, children and youth receive educational services for which they are eligible and referrals to other appropriate services
- 6 The parents or guardians of a homeless child and any unaccompanied homeless youth is informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the child/youth
- 7 Public notice of the educational rights of homeless children and youths is disseminated within the school community
- 8 Compliance with all policies and procedures and mediate enrollment disputes
- 9 The parents of guardians of a homeless child or youth, and unaccompanied youth, are informed of all transportation options
- 10 Coordination of services between Desert Marigold School and homeless family service providers
- 11 Assistance is provided to children and youth who do not have immunizations, or immunization or medical records, to obtain the medical services of their choice

- 12 Students are not segregated on the basis of their status as homeless
- 13 Programs for homeless students are coordinated with other federal and local programs

Dispute Resolution

If a dispute arises over enrollment, the child or youth will be enrolled pending resolution of the dispute. The Local Educational Liaison or designee shall carry out the dispute process as expeditiously as possible and receiving notice of the dispute. The parent or guardian of the child or youth, or unaccompanied youth, shall be provided with a written explanation of the appealed decision regarding enrollment, including the rights of the parent, guardian, or youth to appeal the decision to the Board of Directors. 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/guardian requests that it be open to the public.

The parent/guardian or unaccompanied youth shall be given written notice of the date, time and place for the hearing at least five (5) working days prior to the hearing.

Public Notice of the Rights of Homeless Children and Youth

In accordance with federal legislation, Desert Marigold School acknowledges its responsibility to develop, review and revise policies that remove barriers to the enrollment and retention of children. Specifically, children and youth considered “homeless” have the right to:

- 1 Stay in their “school of origin,” even if they move. They must be given access to the same public education, including preschool education, provided to other children.
- 1 Enroll in a new school without proof residency, immunizations, records, etc.
- 2 Receive transportation to their “school of origin.”
- 3 Receive all the school services they need.
- 4 Have disputes with school settled quickly.

- 5 Go to the school they choose while disputes are resolved.

Parent Involvement Policy

As expressed throughout this handbook, it is the goal of Desert Marigold to develop strong partnerships between the school and home. These partnerships are essential to the well-being and achievement of the children who are collectively in our care. The intent of the Parent Involvement Policy is to acknowledge the many ways in which this partnership is created and sustained and to bring consciousness to our efforts to continually evaluate and strengthen the quality of our work together.

The partnership between home and school will be supported by:

1. Strengthening the primary school/home bridge, the relationship between teacher and parent;
2. Coordinating teacher in-service offerings based on school assessment of teaching strengths so as to create the best possible learning environment for each child;
3. Supporting the work of Desert Marigold's Parent Council, the school's primary vehicle for involving parents in school decision-making;
4. Scheduling an annual all-school meeting at the start of each school year that serves as a forum for educating parents about the school curriculum and making parents aware of the many ways they can be involved in the life of the school;
5. Involving parents in the development of any targeted Title I programs to ensure that the programs support the achievement of all students;
6. Committing to a regular practice of self-study of parental involvement practices using the following basic principles considered essential to home-school partnerships:
 - Every aspect of the school culture is open, helpful and friendly;
 - Communications with parents (whether about school policies and programs or about their own children) are frequent, clear and two-way;

- Parents are treated as collaborators in the educational process and play a strong role in supporting all aspects of their children's school experience, including academic, emotional, social, artistic and physical development;
- Parents are encouraged, both formally and informally, to comment on school policies and to share in the decision-making;
- School administrators, board members and staff actively express and promote the philosophy of partnership with all families;
- The school encourages volunteer participation from parents and the community at large;
- The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

7. Developing a school wide culture of caring that includes professional development for teachers, adult education and direct instruction for students so that all members of the school family have a clear understanding of their responsibilities;

8. Allocating resources to administrators, teachers and parents necessary to the achievement of these goals.

DMS School Store Policies

Faculty Discounts

DMS Faculty receive a **20% off regular retail prices on entire sale and special orders.*** Handwork, Donated and Sale Items are not discounted. Faculty may also earn Volunteer Appreciation Coupons. All stipulations for Volunteer Appreciation Coupons apply. All volunteer hours must be for legitimate volunteer tasks and not part of your job.

Special orders for Faculty – DMS Faculty may order from any of our current vendors at any time if they meet the required minimum. If not able to meet the minimum order you must wait until a minimum order can be put together.

- 1 See special order instructions below for all personal purchases.
- 2 All items needed for the classroom will be charged at **cost plus shipping.**
- 3 Items for personal use will be discounted with your Faculty Discount at **20% off** regular retail prices* or with Volunteer Appreciation Coupons.

Other Discounts

Volunteer Appreciation Coupons – Volunteer Appreciation Coupons will be issued at the completion of 20, 40, and 70 hours of volunteer time recorded on your Volunteer Cards. **Handwork, Donated and Sale Items are not discounted.** Coupons must be relinquished at time of purchase, are non-transferable and good until the end of June of that school year.

- 1 Hours must be accurately recorded on Volunteer Cards (kept in the office) with date, number of hours worked, and description of task (no exceptions) and must be legitimate volunteer tasks.
- 2 The first coupon issued after 20 volunteer hours will be good for a discount on one item - either **10% off** regular retail price* of a book or **20% off** regular retail price* of a non-book item (some restrictions may apply).
- 3 The second coupon is issued at 40 volunteer hours will be good for a discount off your **entire purchase** at **20% off** regular retail prices* of books and/or **30% off** regular retail prices* of non-book items (some restrictions may apply).
- 4 The third coupon is issued at 70 volunteer hours will be good for a discount off your **entire purchase** at **30% off** regular retail prices* of books and/or **40% off** regular retail prices* of non-book items (some restrictions may apply).

- 5 Coupons will be good for in-stock purchases as well as special orders from our many vendors. All Special Order Policies apply.
- 6 Coupons can be requested in the office after required number of hours has been worked. Parent Council is not responsible for tracking volunteer hours for this purpose.
- 7 Coupons must be used before their expiration date.

Special Orders

Anyone, whether from our school community or not, may order from any of our current vendors at any time if they meet the required minimum. If not able to meet the minimum order you must wait until a minimum order can be put together.

- 1 All special orders must be on a Special Order Form.
- 2 All special order items will be sold at regular retail prices including shipping. If you find the exact same item elsewhere you may inquire about a matching price. Price matching is not guaranteed but will be determined depending on vendor and actual cost of item. It is our aim to be competitive with our pricing while raising funds for our school.
- 3 It is **your responsibility to meet order deadlines** if piggy-backing with a store order. You will not be contacted if your order has not been turned in and you will have to wait until a new minimum order can be put together and the next order is placed with that vendor.
- 4 All orders must be **pre-paid** with the exception of special shipping charges which would be determined when the item arrives. Your items will not be ordered if they have not been paid for.
- 5 It is your responsibility to pick up items in a timely manner once they have been received.

Consignment

Any **adult** from our school community may consign items with the following stipulations:

- 1 All items for consignment must be approved by Store coordinator in advance. Consignment items may not compete with store items for sales.
- 2 Consignees will turn in an inventory list with descriptions, quantities and prices of each item.
- 3 Consignees are responsible for providing appropriate fixtures or tables as approved by store coordinator for displaying their items and may be required to set up their own display.
- 4 Space for consignment items varies based on current inventory on hand.
- 5 All items will be clearly marked with prices and store assigned ID # with either tags or stickers on each item. Signs are allowable as long as each

individual item is priced.

- 6 Consignment fee is 20%. The School Store will pay consignee 80% of their sales. Checks are issued on the 15th of the following month after the end of the sale unless otherwise arranged.
- 7 Consignees are required to work one shift in the School Store (½ to 1½ hours depending on the event) the day of the event that items are consigned. Consignees may get a reliable substitute to work for them if they are unable to work for some reason.
- 8 Consignees are responsible for removing unsold items after event. The school store will not be responsible for any remaining items.
- 9 The School Store is not responsible for any lost or stolen items.

DMS **students** may consign items as a class fundraiser at the Winter Fair and other events with the following stipulations:

- 1 All items for consignment must be approved by Store Coordinator in advance.
- 2 Student consignees will turn in an inventory list before fair starts with descriptions, quantities and prices of each item.
- 3 All items will be clearly marked with prices and store assigned ID # with either tags or stickers on each item. Signs are allowable as long as each individual item is priced.
- 4 There is no consignment fee if the proceeds benefit a class fund.
- 5 Student consignees may assist in the store if they like, but are not required to.
- 6 Space for consignment items varies per event and number of consignees who participate.
- 7 Student consignees are responsible for removing unsold items after event. The school store will not be responsible for any remaining items.

* The Parent Council or store coordinator reserves the right to solicit non-community members for consignment items as needed or deemed appropriate. All consignment stipulations apply.

Appendix

This portion of the School Handbook is for forms that are regularly used. Such forms will be added over time.