

PINE FOREST SCHOOL

**An Arizona Charter School
Guided by the Core Principles of
Public Waldorf Education**

Established in 1995



**PARENT/STUDENT
HANDBOOK**

2016-17

Pine Forest School- Kaibab Campus

1120 W. Kaibab Lane (Grades 2-8)

Flagstaff, AZ 86001

(928) 779-9880

Pine Forest School- Cedar Campus

2257 E. Cedar Avenue (PreK, Kindergarten, First Grade)

Flagstaff, AZ 86004

(928) 774 -0903

A Preschool-8th Grade Public School guided by the Core Principles of Public Waldorf Education sponsored by the Arizona Department of Education

MAIN OFFICE – (928) 779-9880

SCHOOL FAX – (928) 779-9792

SCHOOL WEBSITE – www.pineforestschool.org

SCHOOL E-MAIL ADDRESS – info@pineforestschool.org

OFFICE HOURS – 8:00 a.m. – 4:00 p.m., Monday - Friday

This handbook includes Pine Forest School (PFS) and Arizona Department of Education (ADE) guidelines and procedures. Excerpts from the PFS Policy and Procedure manual are also included. For a complete book of policies, please come to the main office.

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Introduction

Welcome to Pine Forest School. We look forward to working with you to ensure that your child/ren will benefit fully from all the wonders of our curriculum. The purpose of this handbook is to provide some basic information about school policies and procedures. If, after reading it, you still have questions, please contact your child's class teacher or the main office.

Mission Statement

Pine Forest School provides an education of the whole child and is dedicated to helping individuals achieve their full intellectual, emotional, and physical potential in a sustainable and beautiful environment which reinforces integrity, understanding, respect, and trust. Guided by the Core Principles of Public Waldorf Education, we prepare our children to walk into the future with confidence and the necessary tools to create a better world.

Vision Statement

Pine Forest School is a harmonious learning community based on trust and mutual respect which provides all children and their families with a developmentally appropriate and socially responsible education in a natural, beautiful environment.

Pine Forest School

Pine Forest School is recognized for its unique curriculum that feeds the child's whole body. We offer a nurturing and developmentally appropriate curriculum that educates the whole child- head, heart, and hands.

We help students develop a lifelong love of learning by emphasizing a comprehensive education, with the goal of developing creativity, clarity of thought, a steadily increasing intellectual capacity, a balanced emotional life and a will to work.

We foster creativity and imagination through all of our courses of study and seek to instill strength, harmony and responsibility in each of our students. Our curriculum includes two foreign languages, woodwork, handwork, art, and physical education.

What is Waldorf Education?

Waldorf education was first established in 1919 in Europe and has subsequently been adopted in schools around the world. Waldorf Education fosters the development of the whole child. The curriculum is based on the emotional, social, psychological, cognitive and physical development and is a truly comprehensive balance of academic, practical,

and artistic activities. Each day includes activities for the body, hands, heart, and the mind.

To further understand Waldorf education, the following readings are recommended:

- *Lifeways: Working with Families Questions* by Davy & Voors
- *Recovery of Man in Childhood* by A.C. Harwood
- *Teaching as a Lively Art* by Marjorie Spock
- *You are Your Child's First Teacher* by Rahima Baldwin
- *Towards Wholeness: Rudolf Steiner Education in America* by M.C. Richards

What is Public Waldorf Education?

As a member of the Alliance for Public Waldorf Education, Pine Forest Charter School has been a pioneer in bringing the Core Principles of Public Waldorf Education into public education.

To further understand Public Waldorf Education, please read the Alliance for Public Waldorf Education's "Core Principles of Waldorf Education in the US" that can be found here: <http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2015/04/Exhibit-A-single-page.pdf>

ESSENTIAL INFORMATION

School Hours

School hours are from 8 a.m. to 3:15 p.m.

Before School

Children not enrolled in the Before Care Program may not be left alone without adult supervision before **7:45 a.m.** and should arrive no later than **8:15 a.m.**

All grades 1-8 students must report to the main office to obtain a tardy slip if arriving after 8:15am.

After School

All grades 1-8 students must be picked up or leave campus no later than **3:15pm**, unless registered for the After Care Program or other school-sponsored programs.

Students staying after dismissal must be on a sports team, attend an afterschool enrichment program, be supervised by a parent, or have permission from a teacher.

Afterschool athletics for grades 6-8 and afterschool programs extend no later than 5:00pm. Coaches and program supervisors cannot be responsible for students not involved in team sports or afterschool activities.

	<u>Arrival Time</u>	<u>Dismissal Time</u>
Preschool	8:30 am	3:15 p.m.
Kindergarten	8:30 am	12:00 noon
Grades 1-4	8:00am	3:15 p.m. (1:10 Wednesdays)
Grades 5-8	7:45 am	3:15 p.m. (1:10 Wednesdays)

Grades 1-4 School Daily Schedule (Mon., Tues., Thurs., & Fri.)

7:45-8:05 a.m.	Arrive to school		
8:05	First Bell; Doors open; Handshake/Greeting/Pledge/Opening Verses		
8:15	Second Bell (students report to main office for late slip after 8:15)		
8:15	Main Lesson Begins		
10:15	Snack/recess		
11:00	Period I	<u>Wed. Schedule</u>	
11:50	Period II	11:00 a.m.	Period I
12:40 p.m.	Lunch/recess	11:50	Period II
1:25	Period III	12:40 p.m.	Lunch/recess
2:15	Period IV	1:10	Dismissal
3:15	Dismissal		

Grades 5-8 School Daily Schedule (Mon., Tues., Thurs., & Fri.)

7:45- 8 a.m.	Arrive to school		
8:00	First Bell; Doors open; Handshake/Greeting/Pledge/Opening Verses		
8:15	Second Bell (students report to main office for late slip after 8:15)		
8:15	Period I		
9:05	Period II		
9:55	Period III	<u>Wed. Schedule</u>	
10:40	Snack/ break	10:40	Snack/break
11:00	Main Lesson	11:00	Main Lesson
12:40 p.m.	Period IV	12:15 p.m.	Period IV
1:25	Period V	1:10	Dismissal
2:15	Period VI		
3:15	Dismissal		

Wednesday All-School Early Release Hours

All PFS students in grades 1-8 are dismissed at 1:10 p.m. every Wednesday. Only students registered for the afterschool care program, participating in supervised afterschool activities, or accompanied by a parent may remain on campus after school hours.

Evergreen Program and Boys & Girls Club After School Program

Evergreen Care Program is designed to offer a safe, nurturing, joyful program for your child, filled with indoor and outdoor activities, snack, and quiet time for studying and reading. There are two Evergreen Care Programs as follows:

BeforeCare is offered to K-8 students for an additional fee. All children must be fully registered and fees up-to-date for admittance. Children must be delivered to the Evergreen room and signed in. No child is to be dropped off before 7:00 a.m.

AfterCare program is provided to kindergarteners and 1st graders for an additional fee. All children must be fully registered and fees up-to-date for admittance. Children registered for the program will be signed in to AfterCare if parents do not pick up at dismissal time.

The Evergreen Program is open school days with the exception of select days for which parents will be notified.

Hours are operation for Evergreen Program:

BeforeCare: 7:00 a.m. – 7:45 a.m.

Kindergarten AfterCare: 12:00 noon – 5:30 p.m.

First grade AfterCare: 3:15 p.m. – 5:30 p.m.

(on Wednesdays AfterCare will be available from 1:10 p.m. – 5:30 p.m.)

The Boys & Girls Club After School Program provides fun, friendship, caring adult mentors and high-impact youth development programming all in one safe place on PFS campus. Registration/membership through the Boys & Girls Club of Flagstaff is required.

The Boys & Girls Club After School is available on school days with the exception of select days for which parents will be notified.

Hours are operation for Boys & Girls Club Program:

Boys & Girls Club After School Program: 3:15 p.m. – 5:30 p.m.

(on Wednesdays Boys & Girls Club After School Program will be available from 1:10 p.m. – 5:30 p.m.)

Closed Campus/Leaving Campus during School Hours

Pine Forest School maintains a closed campus for the safety of all students, faculty, staff and community members. During school hours, from the time your child is left on the school grounds until he/she is picked up, students may only leave the campus in the company of a parent, designated guardian or faculty/staff member.

Please contact the main office if anyone other than adults listed on your child/ren's emergency form are to pick up your child/ren.

Emergencies

In the event of an accident or sudden onset of illness, PFS staff will seek proper care for a child. Parents/guardians will be contacted immediately after first aid is administered. The main office will contact emergency phone numbers indicated on the emergency contact forms kept in the office. If necessary, emergency assistance (911) will be called and a copy of the emergency information will be given to the emergency response team.

PFS Website: www.pineforestschool.org

The Pine Forest website is maintained and updated weekly. Please consult the website for weather reports, calendar updates, weekly newsletters and other information communications.

Pine Forest School Newsletter

The weekly *Wednesday Newsletter* is our weekly method of distributing materials from the school to families. You will receive these correspondences electronically by having your e-mail address added to our group distribution list. Please leave this information in the main office or subscribe via our website.

School Telephone , Cell Phones and Electronic Devices

The school telephones are for school business. Please arrange or discuss your daily plan with your child/ren prior to leaving them at school. Please hang up mobile phones when entering the parking lot. The use of cell phones and electronic devices by students is not permitted during school hours (8:00-3:30) unless approved by a school employee. Students in need of contacting parents during school hours will be directed to the main office. Cell phones are not permitted during aftercare program hours (3:30-5:30 p.m.) Cell phones will be removed from students and kept in the main office until dismissal or aftercare.

School Faculty and Staff Contacts

Director/Principal:	Michael Heffernan Michael.Heffernan@pineforestschool.com
Office Manager:	Juana Martinez JMartinez@pineforestschool.org
Business Manager:	Bernice Hall Bernice.Hall@pineforestschool.com

Early Childhood

Cedar Office Manager:	Laurel Buchi-Fotre LBFotre@pineforestschool.org
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Pre-K Teacher: Sara DePinte
SDePinte@pineforestschool.org
Pre-K Assistant: Adrienne Rhode
Kindergarten Teachers: Kate Mareck & Suzannah Libby
Kate.Mareck@pineforestschool.com
Suzannah.Libby@pineforestschool.com
Kindergarten Assistants: Patty Kohany, Monica Levy & Sharon Rickner

Grades Teachers

Grade 1 Teachers: John Borham & Sydney Francis
John.Borham@pineforestschool.com
SFrancis@pineforestschool.org
Grade 1 Assistant: Krista Stuart & Katie Sudhalter
Grade 2 Teachers: Anne Davidson & Kathleen Leatherwood
ADavidson@pineforestschool.org
KLeatherwood@pineforestschool.org
Grade 2 Assistant: Neika Watts
Grade 3 Teachers: Johanna Payton & April Cheema
Johanna.Payton@pineforestschool.com
April.Cheema@pineforestschool.com
Grade 3 Assistant: Jennifer Cummiskey
Grade 4 Teacher: Kelly Smith
Kelly.Smith@pineforestschool.com
Grade 4 Assistant: Breck Creech & Stephanie Smith
Grade 5 Teacher: Kate Bentley-Dyess
Kate.Bentley@pineforestschool.com
Grade 6 Teacher: Nina Bingham
Nina.Bingham@pineforestschool.com
Grade 7 Teacher: Chris Eaves
CEaves@pineforestschool.org
Grade 8 Teacher: Dave Eckert
Dave.Eckert@pineforestschool.com

Student Support Services

Patricia Hirsch, Anahi Ruiz, & Ryan Rosenfeld
Patti.Hirsch@pineforestschool.com
Special Education Director: Sema Kelly
Semakelly2@gmail.com
School Counselor: Aaron Cohen
Arron.Cohen@pineforestschool.com
Speech/Language: Nicole Sasser
OT & PT: Sunny Savage & Taylor Custer

Special Subject Teachers

Games:	Wendy Hunter Wendy.Hunter@pineforestschool.com
Handwork/Woodwork:	Patti Laird-Martin, Anita Ryan & Scott Moore Patti.Laird-Martin@pineforestschool.com Scott.Moore@pineforestschool.com
Spanish Language:	Leonor Schlachter Leo.Schlachter@pineforestschool.com
Choir/ Band:	John Muther & Stephanie Galloway JMuther@pineforestschool.org Stephanie.Galloway@pineforestschool.com
Strings:	Vanessa Miller Vanessa.Miller@pineforestschool.com

Before & After School Programs

Evergreen Care Program	Kate Mareck Kate.Mareck@pineforestschool.com
Boys & Girls After School	Amanda Kristinat Amanda@bgcflag.org

If I have a question, concern or complaint, whom do I see?

When in doubt do not hesitate to ask the staff in the Main Office where to direct an inquiry. The Main Office staff is available in person from 8 a.m. to 4 p.m. on school days and by voice-mail twenty-four hours a day.

The following guidelines apply to most situations:

<u>Nature of the Inquiry</u>	<u>Contact</u>
Classroom-related	Teacher involved
Discipline	Teacher involved School Administrator
Academics/Curriculum	Classroom Teacher School Administrator
School Policy	Classroom Teacher School Administrator
Financial Issues	Business Office School Administrator

*If a question or concern is not resolved following this protocol, a parent may complete a **school grievance/complaint form** which may be obtained in the main office. This form will be reviewed by a senior faculty conflict resolution group, and a determination and recommendation will be given to the school administrator for follow through and ongoing work towards resolution.*

Admittance

Pine Forest is a public, tuition-free charter school sponsored by the Arizona Department of Education. Registration is administered by the Admissions Committee, consisting of the Director, Principal, and class teachers. It is the purpose of this committee to be in charge of the registration and to review new student applications. Completed applications for grades Preschool-8th will be dated at the time of receipt. The prospective student file, the name of the student, will be placed on the grade specific waiting list and parents/guardians will be notified for an interview.

Limits on class size have been established for each grade.

To ensure that our specialized curriculum and program are suitable for each individual registrant, when necessary, we may follow a three-step process:

1. Parent/guardian and student interview with PFS Director and/or Principal
2. Parent/guardian and student interview with the class teacher
3. Completion of all required paperwork

A student is formally admitted only after these interviews have taken place, all required school(s) records have been received, and space has become available in the class.

In accordance with Arizona state law, prospective kindergartners must be five years old by August 31st of the school year. In guidance by the Core Principles of Public Waldorf Education, prospective first graders must be six years old by August 31st of the school year. Children whose birthdays fall shortly thereafter are evaluated on an individual basis for readiness in our kindergarten or first grade curriculum.

Required Forms for Admission

Arizona State Law and PFS require the following forms to be completely filled out by the parent/guardian prior to admittance:

- ✓ A PFS enrollment form with current daytime and emergency phone numbers.
- ✓ A certified copy of the child's birth certificate. Please bring the original and we will copy and certify for our records.
- ✓ A Certificate of Immunization signed by a licensed physical certifying that the child has received age-appropriate immunizations as required by law, **or** a Request for Exemption from Immunization form signed by a parent or guardian. Please bring the original and we will copy and certify for our records.
- ✓ A Multi-Use Application for Free and Reduced-Price Meals
- ✓ A Home Language Survey
- ✓ An Emergency Medical Information card. Please notify the PFS office immediately upon change of address, daytime phone number, or emergency contact information.
- ✓ A Request for Release of Records from the child's previous school.

Withdrawal Procedure

The admission of a student to a class is considered to be for a full year. There may be extenuating circumstances, however, which make it necessary that a child be withdrawn by the parents, or at the request of the school, at an earlier date.

In such instances, please follow these procedures:

- Send a letter to the Business Office establishing the official date the child is to be withdrawn from the school.
- Return all materials, including musical instruments and athletic uniforms belonging to the school.
- Settle any outstanding balance with the Business Office, such as Aftercare expenses.

Exit Interviews

Although not required, PFS requests an exit interview with parents/guardians and students when appropriate, should a child leave the school prior to the end of the school year. This meeting will be conducted by the Director and/or the Principal. Participants may include the class teacher, specialty teachers, and the school counselor. This exit interview assists PFS in completing paperwork required by the state, forwarding information to the child's new school, and allows our faculty to process reasons for the early departure. If you intend to withdraw your students, please inform the class teachers with at least one week notice so a going away event may be planned.

Notice of Non-Discrimination Non-Retaliation

In compliance with Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975 and other federal, state and local laws, and in accordance with our values, Pine Forest Charter School does not discriminate on the basis of race, color, religion, creed, national or ethnic origin, sexual orientation, age or disability in the administration of any of its educational programs and activities or in its employment practices.

In addition, Pine Forest Charter School does not discriminate on the basis of alienage or citizenship status, gender (including gender identity), marital partnership status, military status, predisposing genetic characteristics or domestic violence victim status in its employment practices.

Finally, in accordance with Title IX of the Education Amendments of 1972, Pine Forest Charter School does not discriminate on the basis of sex in its educational programs, activities or employment practices. Pine Forest Charter School has designated Patricia Hirsch the school's Section 504 Coordinator. Mrs. Hirsch will handle all inquiries regarding 504 efforts to comply with and carry out its responsibilities under this law. She

may be contacted at Pine Forest Charter School, 1120 W. Kaibab Lane, Flagstaff, AZ 86001. Her phone number is 928-779-9880 and email is patty.hirsch@pineforestschool.com .

Pine Forest Charter School has designated executive director Michael Heffernan as the school's Title IX Coordinator. PFCS business manager Bernice Hall and Mr. Heffernan will handle all inquiries regarding Title IX efforts to comply with and carry out its responsibilities under this law. Each may be contacted at Pine Forest Charter School, 1120 W. Kaibab Lane, Flagstaff, AZ 86001. The phone number is 928-779- 9880. The email addresses are michael.heffernan@pineforestschool.com and bernice.hall@pineforestschool.com .

Attendance

Absences

Regular daily attendance is vital to the learning process and social dynamic of a PFS classroom. The days, weeks, and months are a carefully prepared sequence involving the unfolding of a whole curriculum. Therefore, it is important that a child be present each day.

Adequate rest is crucial for a child's success in this rigorous, high-school preparatory program. Absences weaken a child's skill development, hinder a child's social and emotional involvement with the class, and can negatively affect total class progress.

Parents/guardians are reminded that public schools are funded through all of our state tax dollars and PFS receives funding according to the average daily attendance. Every absence reduces state funding which negatively impacts our rich unique Pine Forest School curriculum.

Excessive Absences

Arizona Revised Statutes (ARS 15-803) states *Absences may be considered excessive when the number of absent days exceeds ten per cent of the number of required attendance days prescribed in section 15-802, subsection B, paragraph 1.* Excessive absenteeism may result in a student's retention in a grade or promotion to the next grade. A student who is habitually truant may be subject to administrative dismissal.

When a student has accrued 15 absences, excused or unexcused, a mandatory conference with the class teacher, administration and faculty members may take place. If a student has 10 consecutive unexcused absences, the student will be removed from the PFS enrollment roster.

Excused Absences

Absences are excused for illness, injury, or crisis in the immediate family. If your child/ren are absent from school for any reason, **please inform the school office by 8:30 a.m. the day of the absence.** For safety reasons, parents will be called to verify an absence if the parents have not contacted the school.

Illness during the school day

A child who becomes ill or is injured during the school day will be sent to the office. The parents/guardians will be notified if it is necessary to send the child home.

Extended absence (3 days or more)

If a child is going to be absent for 3 days or more, please obtain a form from the school office to be completed by the parent/guardian, signed by the administrator and class teacher, and returned to the office stating the date of possible return. Teachers may assign homework, accept completed homework, and give make-up assignments and tests to the child upon returning. Please do this whether your child is absent due to illness or you are going to remove your child for more than three days for personal reasons.

Absence Part of a Day

Please send a note stating that the child will be absent for a portion of the school day. Students must present the signed note to the office and the parent/guardian must sign out the child in the office before leaving the campus. When the child returns to school, please sign in at the school office before returning to class.

Tardiness

Each school day begins with the ringing of the bell at 8:15 a.m. and the greeting of each student by the class teacher. This is followed by the morning verse, then rhythmic circle activities. The opening of each school day draws the teacher and children together preparing them for the focus needed to accomplish the day's work. When morning exercises are interrupted by a child arriving late, the entire class is interrupted and concentration is broken. It is essential for the well-being of the children and their classes that they arrive on time, have time to greet friends, help prepare the room for the day, and settle into the daily rhythm. Therefore, it is requested that students arrive no later than 8:15 a.m. Children arriving after 8:15 a.m. must get an admit slip from the office and will be sent to their classroom. All children arriving late may be asked to wait to enter the classroom for the least disruptive moment.

In order to address excessive, chronic tardiness, every 3 tardies will be treated as 1 absence. These absences will be added to the total absences and will be factored in to the 15 total absences for the year, which may lead to further administrative action. The student may be assigned to attend Saturday School in order to make up lost academic time due to tardiness.

Appointments and Family Vacations

If appointments that involve your child must be made during the school day, please try to schedule these appointments after 10:30 a.m., after dismissal, or on Wednesday afternoon when classes are not in session. Please be sure to notify the teacher and front office ahead of time.

Family vacations should be planned to coincide with school vacation times as noted on the school calendar. However, if a family emergency conflicts with attendance, please contact the class teacher and administrator with as much advanced notice as possible.

Early Pickups

The final thirty minutes of the school day are important as class homework, clean-up and final verses occur. **Students will not be dismissed from class after 2:30 p.m. unless arrangements have been made through the office before 2:30, or an emergency has taken place. Please plan all early pickups to take place before 2:30.**

Dismissal

Children should be picked up promptly, in order to facilitate traffic flow. For expediency during the pick-up, please follow the U traffic pattern and allow staff members to direct children to their rides. The lane closest to the school and grey walled storage unit is for stopping and picking up children. The inner lane is for moving traffic to exit the parking lot.

DO NOT LEAVE YOUR VEHICLE UNATTENDED IN EITHER LANE.

*Please do not leave your vehicle idling in the parking lot for extended periods of time.
Thank you*

Children not picked up by 3:20 will be escorted to the office and parents will be contacted. If you know you will be arriving late, please contact the office.

We must have written permission if a child is to be picked up by someone other than the custodial parent or guardian. You may also submit a list of people other than yourself authorized to pick up your child.

Please provide written permission for your student to walk home after school or ride bicycle if not accompanied by an adult. Please complete the form in the main office.

Traffic Flow

In order to maintain safety during school hours, please enter the parking lot cautiously, as children may be present in the areas where cars pass. **Please enhance your awareness when driving into the drop-off/pick up area by turning down loud music and hanging up cell phones.**

NO CARS SHOULD BE LEFT UNATTENDED IN EITHER LANE.

Please park in designated parking places or on the street. Please turn off your vehicle if parked in a designated parking space.

Bicycle Safety

PFS encourages children to ride bicycles to school. For safety purposes, please follow these guidelines:

- Please park bicycle in designated locations.
- Please follow traffic patterns and walk bikes through the playground areas.
- Please be respectful of pedestrians on sidewalks and during arrival and dismissal times crossing the parking lot.
- Please wear helmets and other protective gear

Tabaco, Alcohol, & Drug Free Campus

PFS is a tobacco, alcohol and drug-free environment. Please refrain from using any of these substances when on campus and/or attending school-sponsored events, unless the event is an adult-only school sanctioned event.

Snow Days, Delayed Openings, Early Closings

When there is a winter storm or icy road conditions, PFS will generally follow the Flagstaff Unified School District decision to cancel school or delay opening for two hours.

Once this decision is made, closure or delay will be announced via radio, school website, & phone:

- **Radio Stations:** KAFF (93 FM), KMGH (93.9 FM), KNAU (91.7 FM), KOLT (107.5 FM) or KVNA (600 AM).
- **Website:** www.pineforestschool.org and www.pineforestschool.org/category/delaynotice
- **Phone:** A voice message will be left at the school office number (928) 779-9880 and a text message will be sent to family phone numbers on file.

In the case of a delayed opening, the before care program will open at 9:00 a.m. and classes for grades 1-8 will begin at 10 a.m.

Kindergarten and preschool will begin at 10:15.

School will be dismissed at the regular time.

Please do not risk driving on unsafe roads to bring your child to school-this is an excused absence.

If it begins to snow during the day, students may be **dismissed early**. PFS will announce an early closing time over the above radio stations. Parents may also call the school for closing information, but please be aware that due to a heavy volume of calls, your call may not get through the first time. As a general rule, if it begins to snow substantially during the day and the weather forecast is for winter storms, parents may pick up children any time after Main Lesson. Please be aware of the possibility of an early dismissal, listen to the radio, and have a plan whereby your child knows to go to the home of a neighbor or friend if he/she arrives home earlier than expected and no one is home.

Festivals and Assemblies

Festivals and assemblies honoring cultural traditions and celebrating the seasons are held throughout the year. Classes have the opportunity to prepare for the festival according to its respective curriculum and grade level. Please note festival and assembly dates on the master calendar.

Visitors

All visitors, including parent volunteers, are required to sign in and out in the **main office between the hours of 8:00 and 3:20. Please obtain a Visitor Nametag in the main office. Any volunteer who works for the school regularly must complete and pass a fingerprint clearance process as is required by all staff.** We encourage parents to volunteer in gardening and handwork classes and to check with class teachers for other areas in which help and support are welcome.

Open houses, festival assemblies and class play performances are especially good times to bring relatives and friends to visit the school. Please call the main office to schedule visitation times outside of all school Visiting Days.

Lunch and Snacks

We encourage a healthy diet for all students. We ask parents to pack a nutritious snack from home for morning recess, as well as a wholesome, nourishing lunch. Candy and soda are not permitted during the school day and will be confiscated. If food items become a concern, the class teacher will contact the parent/guardian. Whole foods, such as raw vegetables and fruits, are encouraged.

Birthday Announcements/Off-Campus Social Gatherings

If you intend to invite all children of your child's class, you may bring invitations to the classroom. If you choose to only invite certain classmates, please send the invitations through the mail or make these arrangements over the phone.

Birthday Treats Guidelines

Due to growing numbers of food allergies and dietary needs, we ask that parents please communicate with class teachers when planning on bringing to the classroom birthday or other special event treats and food items. Please follow guidelines from your class teacher and in the newsletter. **Raw foods, such as vegetables and fruits, are the preferred birthday treat.**

Library Bookmobile

The Flagstaff Public Library/Coconino County Bookmobile is scheduled to visit PFS monthly. Please obtain a library card for your child and send it on scheduled days.

Media Exposure and Children

In our society, the media in all its forms (T.V., movies, video games, computers, computer games, portable cd players, etc.) is an ever-growing presence in our lives. We as educators and parents face the difficult choice of deciding how much to let the various media into our lives and how to use them wisely.

With growing children this question becomes even more urgent. Current research increasingly points to a direct adverse effect on brain development from excessive exposure to media watching television. In school as well as the home, we are confronted by many forms of attention deficit disorders and other learning disabilities. We also see a fading of the powers of imagination and wonder.

Young children are by nature “doers.” The media expose children to an artificial world that allows no engagement of their own will and imagination. This evokes unnatural responses in a child’s being and stunts the seeds of human development. Not only is the nature of the media foreign and directly harmful to the child’s developing brain and inner being, the content of most television programs, video games and movies is glaring in its disregard for what childhood really is meant to be. Because of this, exposure to the media works at cross purposes with what Waldorf education aims to bring.

For these reasons the PFS faculty and administration ask parents to protect their children from exposure to electronic media. Without your efforts to keep your home a safe place for the vulnerable developing mind and brain of your child, it will be difficult for us to educate and nurture in the way we should.

Suggested reading on this topic:

- *The Children of Cyclops: The Influence of Television Viewing on the Developing Human Brain*-Keith Buzzell
- *Four Arguments for the Elimination of Television*- Jerry Mander
- *Endangered Minds and Failure to Connect*- Jane Healy

What is the role of the PFS Parent?

Parents are role models for their children, as well as their first teacher. A parent’s first obligation to the overall education of the children of PFS is to strive to demonstrate through actions and interactions with fellow community members the types of individuals we hope they will grow into. Showing mutual respect, compassion for one another, and tolerance for differences are great ways to support your child’s education.

You are your child's first teacher and the education begins in the home environment. You can best support your child's education from the home front by experimenting with some lifestyle ideals which many parents of Waldorf children practice. Begin by developing a healthy rhythm at home. Establish wake-up and bed time schedules. Share meals together. Consider exploring natural food diets, limiting processed sugars, which sadly enough, are found in so many of our mainstream products. Limit the amount of TV and media exposure. Read to and with your children everyday. Play with your kids. Plan family outings to the park, library, or simply the backyard. Create a space for your child to do homework, and support and check the work done. Maintain structure, balance and boundaries for your child. They are not looking for you to be a friend, but a parent.

On campus there are many ways parents can support children by being involved with the school. Please begin by familiarizing yourself with the yearly calendar and marking **parent-class meetings and parent-education evenings**. These events are wonderful opportunities for parents to learn more about Waldorf education, see the work your children have completed, and visit with other parents regarding age-specific issues. PFS faculty will schedule monthly **class and educational evenings** with topics ranging from creating a healthy rhythm to basic Waldorf curriculum overviews. By attending these evenings, you will demonstrate to your child the value you have in their education.

There are many different opportunities for parents who are interested to **volunteer in the classroom, office, and on the playground**. Parents are also needed to chaperone and drive for field trips. Every class needs a class parent to help **organize phone trees** and support the teacher with logistical details of class activities. And throughout the year, classes hold individual **fundraising events**, and parents are always welcome to assist with these initiatives. In our office, there is an occasional need for a parent volunteer to answer phones, **stuff weekly Express envelopes**, and make copies for the envelopes. We also have had parents coordinate the **Friday Pizza lunch program**.

The **Pine Forest Education Association, Inc. Governing Board** meets monthly to review current fiscal and financial matters, as well as approve financial expenditures for the school. The current school board has no vacancies. When the need arises to fill a vacancy, a notice will go out to the school community and applications will be accepted. All Governing Board members must be fingerprinted and complete a background credit/financial check before they can be considered for a position.

As adults, parents must maintain a level of maturity with one another that supports the overall education of our children. We must agree that at times we will disagree. It is true that there are many ways to solve a problem, and by working together, we demonstrate to the children more than they will ever learn in books. Children learn from us when we disagree, but work to a resolution and then all support the final decisions. Parents know their individual children better than anyone. Teachers and administrators have studied for years general childhood development, learning styles, and curriculum.

It is our duty to the children of PFS to communicate with one another clearly when considering their education. It is also paramount that we listen to one another and maintain the child at the center of our collaborative efforts.

Pine Forest Foundation

The Foundation is a non-profit supportive organization which focuses on fundraising and upholding the vision and mission of the Pine Forest Education Association, Inc. & Pine Forest School. Please visit the Pine Forest Foundation website, pineforestfoundation.com

Student Affairs

Academic Achievement

Pine Forest places a high value on academic achievement and excellence for each student. Academic achievement shall be evaluated by instructional staff based on curriculum guidelines and developmental benchmarks. The goal for each student is to meet or exceed Pine Forest School's academic guidelines as they are aligned with Arizona's educational standards.

Being responsible and accountable for one's learning encourages independence and ownership of one's achievement. The instructional format at PFS incorporates a variety of teaching methods including small/large group cooperative learning, direct teacher instruction and individualized instruction. Effective learning is further accomplished through communication between the parents, teachers and administration.

Communication is accomplished in the following ways:

- Weekly Newsletter
- Parent/teacher conferences
- Phone call from staff
- Parent evening meetings
- Written notification, action or discipline plans signed by parents
- Trimester report cards
- Student work signed by parents
- Progress reports as needed
- Text Alerts

Homework/Out-of-Class Work

Homework and out-of-class projects are assigned to reinforce material taught in class and to foster habits of independent study, creativity and self-discipline. Teachers expect assignments to be completed and handed in on time. Parents are asked to assist their

student in developing good study habits, and are responsible to guide this process at home. Class teachers will advise parents of homework guidelines and expectations. Depending on the nature of the assignment, homework may be graded.

Suggested average time allotments per day are as follows: Gr. 1-3: 10 -30 minutes daily
4-6: 40 -60 minutes daily
7-8: 70 -80 minutes daily

Homework Support Afterschool Program

The afterschool homework club meets twice weekly as a service to students who need support and a structured time to complete out-of-class assignments. Students meet with a teacher from 3:10-4:30 p.m. on scheduled days. Students may voluntarily attend this program or be required to attend as part of an academic probation agreement with parents and teacher.

Grading Assessment

Student progress is reported three times a year (trimesters) with written progress reports issued in November and March for all grade school children. At the conclusion of the school year, all students receive a final comprehensive narrative report.

Grading Scale for Gr. 1-4

E = Excellent

S = Satisfactory

N =Needs Improvement

Effort Key

E = Excellent

S = Satisfactory

N = Needs Improvement

Grading Scale for Gr. 5-8

A = 90-100 percent

B = 80-89

C = 70-79

D = 60-69

F = below 59 percent

Academic Jeopardy

Pine Forest will provide names of outside academic resources for students needing additional academic help beyond that which can be reasonably expected of teachers during the school day. We do not assume responsibility for providing tutoring beyond Title I guidelines. The school does offer an afterschool homework program for students and students who are not meeting academic requirements or completing assignments during the regular school work week may be assigned by the class or special subject teacher to attend **Saturday School** from 9-noon on selected Saturday's throughout the month. Failure to submit assignments, to participate fully and appropriately in the classroom and/or maintain classroom standards of honesty will result in **academic probation**. Parents will be notified and a conference will be scheduled. Significant academic progress and effort must be demonstrated by the student during the subsequent grading period. Failure to demonstrate such progress within the probationary period may result in grade retention or dismissal from the school for academic reasons, and will be recorded on the student's permanent record.

Afterschool & Saturday School Academic Support Program

Students who are not meeting academic requirements or completing assignments during the regular school work week will be assigned by the class or special subject teacher to attend afterschool (3:30-4:30 M,T,Th,F) and/or Saturday School from 9-noon on selected Saturday's throughout the month

Parent/Teacher Conferences

At least one parent/teacher conference is held annually for every student. All-school conferences are conducted in November. Conferences may include student, teacher, parent/s and/or administrator. Conferences for individual students may be scheduled at other times of the year as necessary.

Standardized Achievement Testing

Each spring, all students in grades 3-8 will complete the state test in accordance with prescribed law. Students in grades 3-8 will take the AzMERIT assessment. The faculty and administrator will establish guidelines and procedures for the testing process and for reporting and utilizing test results. The office will provide parents with individual student's scores as these become available from the state.

End-of Year Narrative Reports

At the conclusion of the academic school year, each teacher writes a comprehensive report to be mailed home to the parents and students. Section one, the curriculum overview outlines material covered during the school year. The class teacher addresses section two directly to the child, or to the parents. This section reviews the year and discusses, in age-appropriate language, the child's accomplishments and challenges in all areas of the curriculum and classroom life. The final section is a compilation of special subjects reports, offering a curriculum overview and personal note to the student.

It is expected that parents read the appropriate sections of the report with children in grades K-4, and they review the full report with students in grades 5-8. AIMS/Stanford 9 results sheets are for parental information and should be shared with students in a discretionary fashion.

Expeditionary Education and Field Trips

Curriculum-based field trips are a component of your child's regularly scheduled class activities and are an enjoyable part of the school experience for students, teachers and parents alike. Each year, teachers schedule developmentally appropriate day trips, as well as multi-day outings for older students. Scheduled throughout the year, these trips

provide opportunities for hands-on, experiential learning and reinforcement of material learned in the classroom. Parents may be invited to assist as chaperones and/or drivers. The general field trip permission form must be completed and filed in the main office. If a parent does not wish to send his/her child on the trip, the parent will be responsible to provide a research-based project or assignment for the child to complete on campus during the class's absence. Space and supervision will be provided by the school.

Special Status of Students with Special Needs

A student may be admitted to the school under special educational requirements, or may at any time be assessed for special educational needs following state and federal guideline and timelines. Special status conditions will be itemized and placed in the student's confidential file. Specific modifications to meet individualized educational plan requirements will be made by all teachers working with the student.

Child Find

All public agencies must have in place an effective method to locate and identify children birth through 21 years of age who may have delays or disabilities and may require an evaluation in order to receive needed early intervention supports or special education services. For complete information on regulations of Child Find you may review the Individuals with Disabilities Education Act (IDEA) and Arizona Administrative Code, R7-2-401 C-D, which is located in the front administrative office of Pine Forest.

Special Education Process

When a child has been referred for an evaluation Pine Forest will inform parent(s) or guardian(s) of children birth to three years of age, but who have not reached the required age for kindergarten, and children enrolled in grade 9 through age 21 on how to obtain education services. Children enrolled at Pine Forest will go through the special education process as required by The Individuals with Disabilities Education Act (IDEA). If a child's parent(s) cannot be identified, Pine Forest cannot determine the whereabouts of the parent(s), or the child is a ward of the state a surrogate parent will be required. For complete information on the special education process you may review The Individuals with Disability Act (IDEA), Americans with Disabilities Act (ADA) and Special Education Policies and Procedures located in the front administrative office of Pine Forest.

Disciplinary Steps for Special Education

Any child eligible for the special education program at Pine Forest is subject to the same code of conduct as the children not eligible for special education. In the event that a child

in special education is suspended, the IEP will be reviewed prior to the 10th day of suspension. At this time the Individual Education Plan (IEP) team must meet to determine the placement of the child and how to provide services for that child. For complete regulations on discipline for children in special education you may review the Individuals with Disabilities Act (IDEA), Americans with Disabilities Act (ADA), and the Special Education Policies and Procedures located in the front administrative office at Pine Forest.

The Family Educational Rights and Privacy Act (FERPA)

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."

- 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.
- 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.
- 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:
 - 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;
 - Other schools to which a student is seeking to enroll;

- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- 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 Education Policy

Pine Forest School, a public charter school, does not discriminate regarding the enrollment and education of homeless children and youth. The following policy is adhered to relative to homeless children and youth.

Identification

Every effort will be made to identify homeless youth on first contact. New enrollees are asked to complete the Migrant/Homeless Determination Form. If information is obtained that would indicate a student may be homeless, the PFS Homeless Liaison will attempt to verify information through a student interview, peer interviews, relative contact, or contact with other entities or agencies.

Enrollment

Identified, homeless students are immediately enrolled. If requested, transportation will be provided to and from the school of origin. Enrollment disputes, should they occur, will be mediated as expeditiously as possible.

Education/Services

- ✓ Homeless students have a full and equal opportunity to succeed at Pine Forest School as every other student in attendance.
- ✓ Homeless students will not be stigmatized or segregated on the basis of their homeless status.
- ✓ Homeless families and students will receive the same educational services for which all families and students are eligible at Pine Forest School.
- ✓ Referrals of homeless students to health care services, dental services, mental health services, and/or other appropriate services will be made if necessary.
- ✓ Parents or guardians of homeless students will be informed of educational and other related opportunities available to their children at Pine Forest School.

Homeless Liaison

The Homeless Liaison for Pine Forest School is Director Michael Heffernan at 928-779-9880.

The Homeless Education Policy for Pine Forest School is disseminated in our school, and other appropriate community locations.

English Language Learner (ELL)/Structured English Immersion (SEI) Program

PFS provides academic services for students who are identified as ELL students. Determination of services is based upon the following:

Identification: Newly enrolled students are identified by the school administrator and/or ELL coordinator based upon the information completed by the parent/guardian on the Primary Home Language Other Than English (PHLOTE) home language survey which is distributed upon enrollment. Parents will receive notification from the school informing them that the school will administer the Arizona English Language Learner Assessment (AZELLA) within the first 30 days following enrollment. A parent has the right to waive the assessment and services and will complete the Parental Waiver. New students enrolling with existing ELL/SEI documentation from the previous district will be assessed, unless the parent requests a waiver.

Assessment: The school administrator or designated SEI coordinator will administer the appropriate AZELLA to all students within the first 30 days following enrollment. Results of the assessment will be sent to the parents/guardians and the SEI program will be implemented based on the student's ELL needs.

Program Placement: The administrator, SEI coordinator and class teacher will determine the best placement for the ELL student based on the results of the AZELLA and observations of the individual learning style and strengths of the student in regular education and SEI classes. Placements may be inclusion in the regular education classroom, specialized classes designed specifically for ELL students instructed by SEI certified teachers, and/or individualized instruction directed by SEI certified instructors. Parents will be notified of the progress of the student through the regularly scheduled progress reports.

Reassessment/Reclassification: Continuing students will be assessed annually in the fall within 30 days of the first day of school. Parents will be notified of the progress based on the proficiency results of the AZELLA. Parents will be notified by the main office of any reclassification through the Parent Notification for Monitoring English Language Learners after Reclassification letter.

Title I Targeted Assistance Program, Parental Involvement Policy & School/Parent Compact

PFS provides targeted-assistance, supplemental intervention services for students who are identified as in need of academic assistance in reading and/or mathematics. The policy outlines ways that build school and parent capacity for strong parental involvement, including ways parents can be involved in making decisions about programs. Updates and announcements will be provided through weekly newsletters. Under the guidelines of the federal Title I program, the policy will be fulfilled in the following manner:

- **Meetings:** Parents are invited and encouraged to attend informative meetings throughout the school year. Meetings will be held at convenient times, such as in the morning or evening, in order to make it possible for as many parents as possible to attend.

Meetings may include:

- Fall Title I Open House
 - Monthly Governing Board meetings
 - Quarterly Parent Education Evenings
 - Fall Parent/Teacher Conference Night
 - Individual meetings with Title I team
 - Evening Parent Workshops
 - Grade-Level Math and Literacy Nights
 - Pine Forest Foundation Community Meetings
- **Communication:** It is our belief that close cooperation between home and school is one of the keys to a child's success in school. Two-way communication helps to provide an effective partnership between teachers and parents, and promote parent input into educational decisions. PFS provides opportunities to involve parents with our instructional and extracurricular programs:
- Weekly and Monthly Principal newsletters
 - Class phone trees with teacher's telephone number
 - Grade-Level weekly/monthly communications
 - Seasonal Festivals
 - Web site with faculty contact information
 - Homework Assignment Book
 - Parent/Student Handbook
 - After-school homework club
 - DIBELS Early Reading Assessment/Intervention
 - Galileo Math and English Language Arts Assessments
 - Parent Volunteer Program

Communication between teachers and parents regarding student progress and achievement with the opportunity to respond will be accomplished through:

- Progress reports (mid-point of each marking period)
- Report Cards
- Parent-Teacher conferences, letters, phone calls
- Opportunities to volunteer and participate in their child's classroom and observe class activities
- Classroom newsletters

The PFS School-Parent Compact: The PFS School-Parent Compact outlines how parents, school staff, administration and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Arizona Department of Education's academic standards. Parents of students who have been selected for the PFS Title I Targeted-Assistance Program will be notified in writing at the beginning of the school year.

Students are identified for the program through multiple measures, including:

- AzMERIT assessment scores
- Galileo reading, English language arts and math assessments
- DIBELS reading assessments
- Classroom test scores and assignment grades
- Teacher and/or parent referral.

The compact will describe the following:

- The school’s responsibility to provide a high quality curriculum and instruction;
- Parent’s responsibility to support their children’s learning, and
- On-going communication between parents and teachers.

A complete copy of the policy can be found in the PFS Policy/Procedure Manual in the main office.

Conduct, Discipline and Honor

Discipline at PFS is to be considered as an aspect of moral guidance and not a form of punishment. Students are expected to have respect for teachers, for other students and for property and to be diligent in their studies. The purposes of discipline are:

1. To provide a classroom situation conducive to learning.
2. To promote character training, i.e. to cultivate the virtues that ensure moral living and to redirect misguided behavior.
3. To develop self-discipline.

Students are on their honor at all times, whether on campus or on an outing.

Additionally:

- Students are expected to comply with school rules and regulations at all times.
- Students are to remain courteous to their fellow students and teachers. Verbal and physical abuse are strictly prohibited
- The dress code must be followed.
- All classes must be attended regularly and on time.
- Drugs, alcohol and tobacco are strictly forbidden on school grounds.
- Walkmans, Discman, cell phones, beepers and other electronic equipment may not be used on campus.
- Chewing gum is not permitted in school buildings.
- Students must be on campus during school hours (refer to section *School Hours*).

When a PFS student chooses to not follow the rules and guidelines of the classroom, playground, or other school facility, a choice will be made for the student by the adult responsible for the supervision of the children, i.e. the teacher, playground monitor, or administrator. In certain cases, removal from the group is necessary to protect the student and/or the learning environment of the school.

This removal is necessary when a student:

1. is in physical or psychological danger or puts another in danger
2. is irrational or unreasonable, or
3. pushes beyond the limits of respect in speech or actions.

If possible, the adult who removes the child will work quickly to help the student regain self-control. If this happens, then the two parties can continue to work together to redirect the inappropriate behavior. If regaining control does not happen, the student will be sent to the principal's office and the following **discipline cycle** will be set in motion:

STEP ONE: A student referred to the office for the first time will meet with the principal, complete the referral form, and inform his/her parents of the meeting by telephone or letter. Documentation of the meeting will be entered into the computer and a hard copy placed in a Behavior Management Notebook kept in the principal's office.

STEP TWO: If a student is referred to the office a second time within a two-month period, the student will again meet with the principal and notify a parent or guardian. A conference with parents/guardians, teacher, student, and principal will be scheduled and a contract will be drawn up listing actions that will be taken by each participant in the conference. A date to review the contract will be scheduled.

If a student is sent to the office repeatedly, or in extreme cases, the principal determines that the seriousness of the action warrants **starting at Step Three:**

STEP THREE: The student will meet with the principal and notify the parent/guardian that a suspension of up to three days has been imposed. The principal will determine the length and type of suspension (in-school or out-of-school). A conference will be held with student, parents, teacher and principal in attendance and a written plan will be created to assist the student with self-control. This plan will be monitored within specified time limits. All school work missed must be completed and a probationary time period to monitor and review progress will be set once the student is ready to return to class.

STEP FOUR: When little or no change is evident and school personnel have exhausted all available means to affect change, the student will move to Step Four. The principal will recommend expulsion or permanent removal from the school. Parents will be notified in writing, the reasons for removal will be given, and the right to request a hearing will be explained. The expulsion may be reconsidered by the principal when a written request for a special hearing is made by the parent/guardian.

Anti-Bullying Policy/Procedures

In keeping with the mission of Pine Forest School to provide a safe and nurturing educational environment this policy is designed to create a climate in which all types of bullying and intimidation are regarded as unacceptable and to promote consistency in our approach to this issue. We believe that it is the right of members of the school community

– students, faculty, staff, and families - to be free of bullying and, if bullied, to be provided with help and support.

**Bullying may involve,
but is not limited to:**

Hitting
Kicking
Punching
Choking
Pinching
Slapping
Pushing
Taunting
Teasing
Name-Calling
Excluding
Threatening
Intimidating
Insulting
Stealing
Rejecting
Spreading Rumors
Using Racial Slurs
Scaring
Sexual Harassment

We define bullying as harmful behavior that is generally conscious and is often part of an on-going pattern of behavior. We also recognize that bullying can take many different forms and these include:

- Emotional bullying which involves attacks against a person’s emotional well being and includes spreading rumors and excluding others from activities.
- Verbal bullying which involves name calling, insults, and other verbal forms of humiliation and harm.
- Physical bullying which involves bodily aggression such as hitting, kicking, and punching.

The purpose of this policy document is to outline our responsibilities as staff, faculty, students, parents/guardians, and families to eliminate social, emotional, and physical intimidation and bullying in any form within the Pine Forest community. It is our intention to take positive and supportive action for the prevention of, and intervention in, bullying situations. It is our goal to inform students and parents of the school’s expectations and to foster a productive partnership, which helps

maintain a bully-free educational environment.

Faculty and Staff Responsibilities

- Be a positive role model in word and action at all times.
- Work to remove opportunities for bullying and/or harassment through active supervision at all times.
- Be observant of signs of distress or suspected incidents of bullying and/or harassment.
- Intervene appropriately when acts of bullying and/or harassment are suspected or observed.
- Report suspected or observed incidents of bullying and/or harassment to the appropriate administrator, faculty/staff member, and/or parent/guardian.
- Complete documentation when appropriate.
- Work to build, support, and maintain a bully free campus environment

Student Responsibilities

- Treat others with respect, kindness, and courtesy.
- Be aware of how your words and actions affect others.
- Read, sign, and uphold the Pine Forest anti-Bullying policy.

- Refrain from participating in acts of bullying and/or harassment.
- Report suspected or observed acts of bullying and/or harassment to the appropriate administrator, faculty/staff member, and/or parent/guardian.
- Work to build, support, and maintain a bully free campus environment.

Parent Responsibilities

- Be a positive role model in word and action at all times while on the Pine Forest campus.
- Demonstrate respect and courtesy in all Pine Forest relationships.
- Read, sign, and uphold the Pine Forest anti-Bullying policy.
- Discuss and clarify the policy with your child/children.
- Take an active interest in your child's social relationships and friendships.
- Watch for signs of distress in your child or sudden changes in their behavior or demeanor. All of these may indicate a potential problem.
- Communicate with Pine Forest administrators, faculty/staff members about suspected, observed, or reported incidents of bullying and/or harassment.
- Commit to working with Pine Forest personnel when your child is involved in a bullying and/or harassment incident.

Consequences for bullying and/or harassment may include, but are not limited to:

- Meeting with administrator and/or appropriate school personnel
- Mediation
- Removal from classroom, playground, and/or classroom activities
- Individual behavior plans/contracts
- Disciplinary hearing
- Short term suspension
- Long term suspension
- Expulsion

Reporting Bullying Behaviors, including Sexual Harassment, Abuse and Molestation

- Any student, employee, volunteer or school community member who believes he or she has been the victim of any form of bullying or sexual harassment by another student, employee, volunteer or school community member should report such incident to the Executive Director. If the Executive Director is the alleged perpetrator of the incident or incidents, then the report should be made to the Governing Board.

Saturday School Behavioral Modification Community Service

Students who are referred to the office during the regular school work week for non-compliance with the school's code of conduct, discipline and honor may be assigned by the class or special subject teacher to attend Saturday School from 9-noon on selected Saturdays throughout the month. The student will complete community service projects on campus under PFS faculty/staff supervision.

Personal Appearance and Dress Code

PFS recognizes that all students have an intrinsic worth based upon who they are and not what they wear. The school expects students to maintain a neat and well-groomed appearance and to dress in the spirit of the code outlined below. Grooming and dress which inhibit a student from actively and successfully engaging in activities during the school day, are deemed potentially unsafe and/or create a disruption for the school environment are prohibited. Decisions regarding the dress code will be referred to the class teachers and they will make the final decision regarding dress code concerns.

Guidelines for the dress code are listed below:

- Clothing with writing and/or pictures portraying characters or logos which have as a primary purpose advertising a product, movie, television show, etc. are prohibited. If an article of clothing not listed becomes a classroom/school distraction, the teacher may request that the clothing not be worn to school.
- Items intended to be worn outdoors, such as sunglasses, hats, caps, heavy sweatshirts, etc., are not to be worn indoors.
- Dresses, skirts, and shorts should be no more than 3” above the knee. Shirts and blouses must cover the midriff when the student’s arms are raised. Tank tops, spaghetti straps and bare midriffs are not suitable for school. Sleeveless blouses should cover the shoulder. Pants must fit and should not drag on the ground.
- Shoes suitable for running (sneakers) should be worn at all times for outdoor activities. Platform sandals, flip-flops, high-heels and jellies pose a safety hazard and should not be worn to school.
- Temporary tattoos, unnatural hair colors, nose rings or studs on any facial features (excluding ears), and long dangling earrings are not acceptable on school grounds or at school sponsored events.
- Consequences for being out of dress code include:
 - Cover clothing with another article of clothing.
 - Remove article of clothing and replace with another. Lost and found clothing may be provided.
 - Parents may be called to bring appropriate clothing.

Selling/Trading

Students are not allowed to sell or trade items on campus during school hours or at school-related functions, other than for school-sponsored projects and fundraisers.