

PARENT HANDBOOK

2016-2017

2904 West Kiowa

Colorado Springs, CO 80904

(719) 203-6364

mountainsongschool.com



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I am struck by the fact that the more slowly trees grow at first, the sounder they are at the core, and I think that the same is true of human beings. We do not wish to see children precocious, making great strides in their early years like sprouts, producing a soft and perishable timber, but better if they expand slowly at first, as if contending with difficulties, and so are solidified and perfected. Such trees continue to expand with nearly equal rapidity to extreme old age.

Henry David Thoreau

WELCOME

Welcome to Mountain Song Community School! The staff would like to welcome all new and returning families to MSCS for the 2016-2017 school year. We look forward to working with

you as partners in creating an inviting and effective learning community. The school operates under the following founding ideas:

Vision

Mountain Song Community School is an educational community committed to the healthy growth and development of the whole child, healthy includes the physical, emotional, and social realms. *Through a curriculum inspired by Waldorf-methods our teachers nurture the imagination in the early years, building a foundation for abstract thinking, gradually and appropriately challenging the intellect throughout the grades.* This philosophy places equal emphasis on a solid academic program, artistic expression, social development and attention to the inner life and natural rhythms of the child.

Our School is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close long-term relationships with classmates and teachers. In an atmosphere of respectful clear communication, cooperation and parent participation we believe children flourish and grow to be healthy, capable, contributing human beings.

We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. The celebration of seasonal festivals is an integral part of this as children joyously experience the earth's natural cycles. By reducing or eliminating exposure to electronic media and encouraging a cooperative rather than a competitive milieu, a child's inherent creative and intellectual abilities will naturally unfold. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills both teacher and student with wonder, reverence and enthusiasm.

Mission

Dedication to the Conscious Evolution of the Whole Child – MSCS is a community of families and educators dedicated to the conscious evolution of the whole child utilizing developmentally appropriate holistic education that nurtures body, mind and heart. Our aim is to bring forth healthy, confident, free-thinking, self-directed children who are passionately engaged with their education and empowered to contribute positively to the world.

SCHOOL PERSONNEL

Administration

Executive Director: Raj Solanki

Pedagogical Director: ElizaBeth Wildemaan

Business Manager: Dan Kurschner
School Performance Manager and Registrar: Sarah White
Student Support Coordinator: Elise Basescu
School Secretary & Health Aide: Jen Toci
Building Manager and Custodian: Michael Budler

Faculty

Indian Paintbrush Kindergarten Lead Teacher: Stacie Koskinen
Indian Paintbrush Kindergarten Assistant Teacher: Amy Saren
Indian Paintbrush Kindergarten Afternoon Nap Assistant: Demetria Humphries
Marigold Kindergarten Lead Teacher: Gina Nicoletta-Budler
Marigold Kindergarten Assistant Teacher: Tiffany Maniates
Marigold Kindergarten Afternoon Nap Assistant: Grian McFadden

Grade 1 Teacher: Eva Manz-Jackson
Teachers Aide 1st Grade: Kathrine Smith
Grade 2 Teacher: Debbie Ellington
Grade 3 Teachers: Alisia McCabe and Nancy Carson
Instructional Assistant (2-3 Grades): Ruth Markwardt
Grade 4 Teachers: Shannon Lang and Jennifer Gordillo
Grade 5 Teachers: Kalysta McClaughry and Gwendolyn Cedeno
Instructional Assistant (4-5 Grades): Grian McFadden
Grade 6 Teacher: Kellie Palmblad
Grade 7 Teacher: Lance May
Grade 8 Teacher: James Dean McDonald
Homeschool Enrichment Teachers: Claudia Martin and Shannon Leifer

Specials Instructors

Spanish and Agricultural Arts : Angelita Surage
Spanish: Suzette Garcia Davis
Agriculture Arts: Elise Bowan
Nutrition, Cooking Arts and Handwork support: Jennie Furman
Movement and Games: Laura Hassell

Support Services

Special Education Teachers: Lauren Martinez and Tommi Sue Wojnarowski
Reading Interventionist: Leslie Conrad
Speech/Language Therapist: Jack Apala
Reading and Math Intervention: Steve Shapiro
Reading Intervention: Sheilah Shapiro
Nurse: Debbie Bradley

Board of Directors

President: Jennifer Barnes

Vice President: Shannon Root

Secretary: Michael Katzenberg

Treasurer: Rita Issagholian

Board Member: Aubrey Fennewald

Board Member: Mike Galvin

Board Member: Pedro Almeida

Founding Board Member: Melanie Chadwick

2016-2017 School Calendar

July 2016							January 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	1	2	3	4	5	6	7	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	
24	25	26	27	28	29	30	29	30	31					
31														
August 2016							February 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5	1			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30	31				26	27	28					
September 2016							March 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2				1	2	3	4	
4	5	6	7	8	9	10	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	19	20	21	22	23	24	25	
25	26	27	28	29	30		26	27	28	29	30	31		
October 2016							April 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1							1	
2	3	4	5	6	7	8	2	3	4	5	6	7	8	
9	10	11	12	13	14	15	9	10	11	12	13	14	15	
16	17	18	19	20	21	22	16	17	18	19	20	21	22	
23	24	25	26	27	28	29	23	24	25	26	27	28	29	
30	31						30							
November 2016							May 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	21	22	23	24	25	26	27	
27	28	29	30				28	29	30	31				
December 2016							June 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2						1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	11	12	13	14	15	16	17	
18	19	20	21	22	23	24	18	19	20	21	22	23	24	
25	26	27	28	29	30	31	25	26	27	28	29	30		



Aug 10-12	Kim John Payne Staff Training (NO SCHOOL)
Aug 13-14	Three Streams Team Training (NO SCHOOL)
Aug 15-19	Staff Prof Dev (NO SCHOOL)
Aug 19	Back to School Night
Aug 22	First Day of School grades 1-8
Aug 23	First Day of School Kindergarten
Sep 5	Labor Day (NO SCHOOL)
Sept 6	Assessment Day (Reg day for 4-8)
Oct 5	OFFICIAL COUNT DAY
Oct 14	Staff Prof Dev (NO SCHOOL)
Oct 27-28	Parent/Teacher Conferences (NO SCHOOL)
Nov 11	Veteran's Day - school in session
Nov 21-25	Thanksgiving Holiday (NO SCHOOL)
Dec 19-Jan 3	Winter Break - Students (NO SCHOOL)
Jan 3	Teacher Work Day/Prof Dev (NO SCHOOL)
Jan 4	Students return from Winter Break
Jan 16	Martin Luther King Jr Day (NO SCHOOL)
Jan 17	Assessment Day (Reg day for 4-8)
Feb 16-17	Parent/Teacher Conferences (NO SCHOOL)
Feb 20-21	President's Day Break (NO SCHOOL)
Feb 22-24	Mtn Phoenix Conference (NO SCHOOL)
March 27-31	Spring Break (NO SCHOOL)
April 20	Assessment Day (Reg day for 4-8)
April 21	Staff Prof Dev (NO SCHOOL)
May 29	Memorial Day (NO SCHOOL)
June 2	Last Day of School
June 5	Teacher Work Day (NO SCHOOL)
Key	
	NO SCHOOL (Holiday)
	First and last day of school
	NO SCHOOL (Teacher Work Day)
	NO SCHOOL (Parent/Teacher Conferences)
	Assessment Day (Reg day for 4-8)
Student Contact Days	169
Staff Days	187
Elementary Time	8:00-2:40
Middle School Time	8:00-2:45

Approved 5/19/16

ATTENDANCE

School Hours

Student hours are:

1st - 5th Grade	6th and 7th Grade	Half-day Kindergarten	Full-day Kindergarten
8:00 am - 2:35 pm	8:00 am - 2:45 pm	8:00 am - 12:00 pm	8:00 am - 2:35 pm

MSCS Attendance Policy

Colorado's Compulsory Attendance Law, JH/JHB (7104), establishes the expectation that all children between the ages of seven and sixteen be registered and attending school. Excused absences are those due to illness, both temporary and extended, those that occur when the student is in the custody of the court of law or its agencies, and those approved by the Director.

Philosophy

In order for our students to succeed in school it is of the utmost importance that they regularly attend. Frequent absences may lead to poor academic work and possible academic failure. Developing a habit of regular and punctual attendance will help a student throughout his/her educational experience. Poor attendance is a major cause of poor performance and other problems as well as resulting in additional work for both the student and the teacher.

Parent Cooperation

Mountain Song Community School requires cooperation from parents in the matter of school attendance and punctuality. Parents should:

- Ensure your child arrives and is picked up on time each day.
- Schedule routine medical and dental appointments after school hours when possible.
- Schedule family vacations during the school's vacation days.
- MSCS cannot safely provide supervision to students past 15 minutes of dismissal. For student safety, families habitually not picking up students within 15 minutes of dismissal will meet with the Director to problem solve and search for viable supervision options.

Absences

Students are required to be in school except in cases of emergency, illness, or religious observance. It is the family's responsibility to inform the attendance office by 10 a.m. (719) 203-6364 or it will be marked "Unexcused."

Excused Absences

The Director and/or his designee will grant excused absences with substantiated reason. The following will be considered:

- A student who is temporarily ill or injured or whose absence is approved by the Director on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature that cannot be taken care of outside of school hours.
- Requests for ongoing prearranged absences shall be considered on a case-by-case basis. To qualify, the student must agree to abide by an educational contract agreed upon by student, parent/guardian, teacher and the Director.
- A student who is absent for an extended time due to physical, mental or emotional disability.
- A student who is attending any school-sponsored activity or activities of an educational nature with advance approval of the administration.

The following may be considered an excused absence at the discretion of the Director:

- Serious illness or death in the family as well as family emergencies or hardships.
- Religious observances when requested by parent or guardian.
- Absence required by a legal body or social agency.
- Family vacations. Although strongly discouraged, such excuses shall be prearranged with the Director with no more than five days total per school year being granted as excused absences. If a student has poor attendance or poor academic performance, the administration shall deny an excused absence for vacation purposes.

The administration may require suitable proof regarding the above exceptions, including a written excuse from a medical provider.

Unless otherwise exempted by the Director, students must be present at least 90% of school days. When a student reaches nine total absences within a semester, or four within a month, a letter will be sent home to parents/guardians indicating that continued absences may materially affect the student's progress.

Unexcused Absences

An excused absence is defined as one not covered by one of the preceding exceptions. Students who are suspended or dismissed shall be considered excused. If a student is absent and the parent does not notify the school attendance office by 10:00 a.m. on the same day, this will constitute an unexcused absence. Parents/guardians shall be required to furnish an explanation for student absenteeism either in writing or orally.

In accordance with law, the Director may impose academic penalties that relate directly to academic time missed while unexcused. The school administration shall develop regulations to implement appropriate penalties. Students and parents or guardians may appeal to the

Board for exceptions to this policy or the accompanying requirements imposed by the Board and Director as conditions granting any exceptions.

Habitual Absenteeism

If a student is absent from school or class four unexcused absences in one month or ten unexcused absences from class or school during a school year, the student may be considered habitually absent. If the student is deemed to be habitually absent, a meeting between Administration and the parents should be called to determine the direct facts and circumstances and to evaluate a course of action that would be in the best interest of the student's educational process. Additionally this evaluation would include, but not be limited to a home visit by a Mountain Song Community School staff member. If the parents do not allow a visit or do not attend the meeting, MSCS Administration's decision shall be final unless overruled by the MSCS Board. A habitually absent student can be involuntarily withdrawn from the Mountain Song Community School by the Administration.

Tardiness

Tardiness is defined as the appearance of a student after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents or guardians shall be notified of all penalties regarding tardiness. Parents and students share responsibility for being on time to school. If your student is tardy, it is necessary for you as a parent to come into the office and sign the student in.

Excessive tardiness shall be referred to the administration for consideration as an attendance problem.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter class. Teachers shall honor all passes presented in accordance with this policy.

Legal Refs: C.R.S. 22-33-101 et seq. (School Attendance Law of 1963)

Leaving School Early

A parent or guardian MUST sign out students before leaving the school campus. If the student is going to leave with someone other than a parent or guardian, the parent must grant permission. Students will be called out of class once the parent has signed the student out for the day.

Pick Up

Classes dismiss at 2:35 pm (or 2:45, dependent upon grade). If you cannot be here to pick up your student within 15 minutes of dismissal, please make other arrangements with a family member or daycare provider. We understand everyone is going to run late at times, and we strive to be understanding of emergencies. At the same time, late pick-ups interfere with scheduled meetings, trainings, and our ability to use resources effectively.

MSCS cannot provide supervision to siblings of students participating in any after-school activities. It is the family's responsibility to ensure students not involved in after school activities are picked up within 15 minutes of school dismissal

STUDENT DROP-OFF AND PICK-UP

The playgrounds are NOT supervised before school. Parents and guardians are responsible for the safety and supervision of their own children during these times.

Morning drop-off

Kindergarten and Grade 1

Parents are required to walk their children to their classroom door no later than 8:00 a.m. unless another meeting location is given by their teacher. Kindergarten and Grade 1 students may arrive no earlier than 7:55 a.m. Parents of Kindergarten and Grade 1 students may park along Bijou Street in back of the school or in any available street parking space. There will be no parking around the perimeter of the school along 29th Street and Kiowa Street as these streets are reserved for Grade 2-6 drop-off during the day. Students and parents may enter the building through the main entrance that faces Kiowa.

Grades 2 through 5

Students in grades 2 through 5 may be either walked to the door of their classroom or dropped off along Kiowa or 29th to walk in independently through the main entrance and proceed to their classroom no earlier than 7:55 a.m. and no later than 8:00 a.m.

Grade 6 and 7

6th and 7th Graders may either be walked to the door on the north side of the building (east end) or dropped off along Kiowa or 29th to walk in independently no earlier than 7:55 a.m. and no later than 8:00 a.m.

Regarding All Students

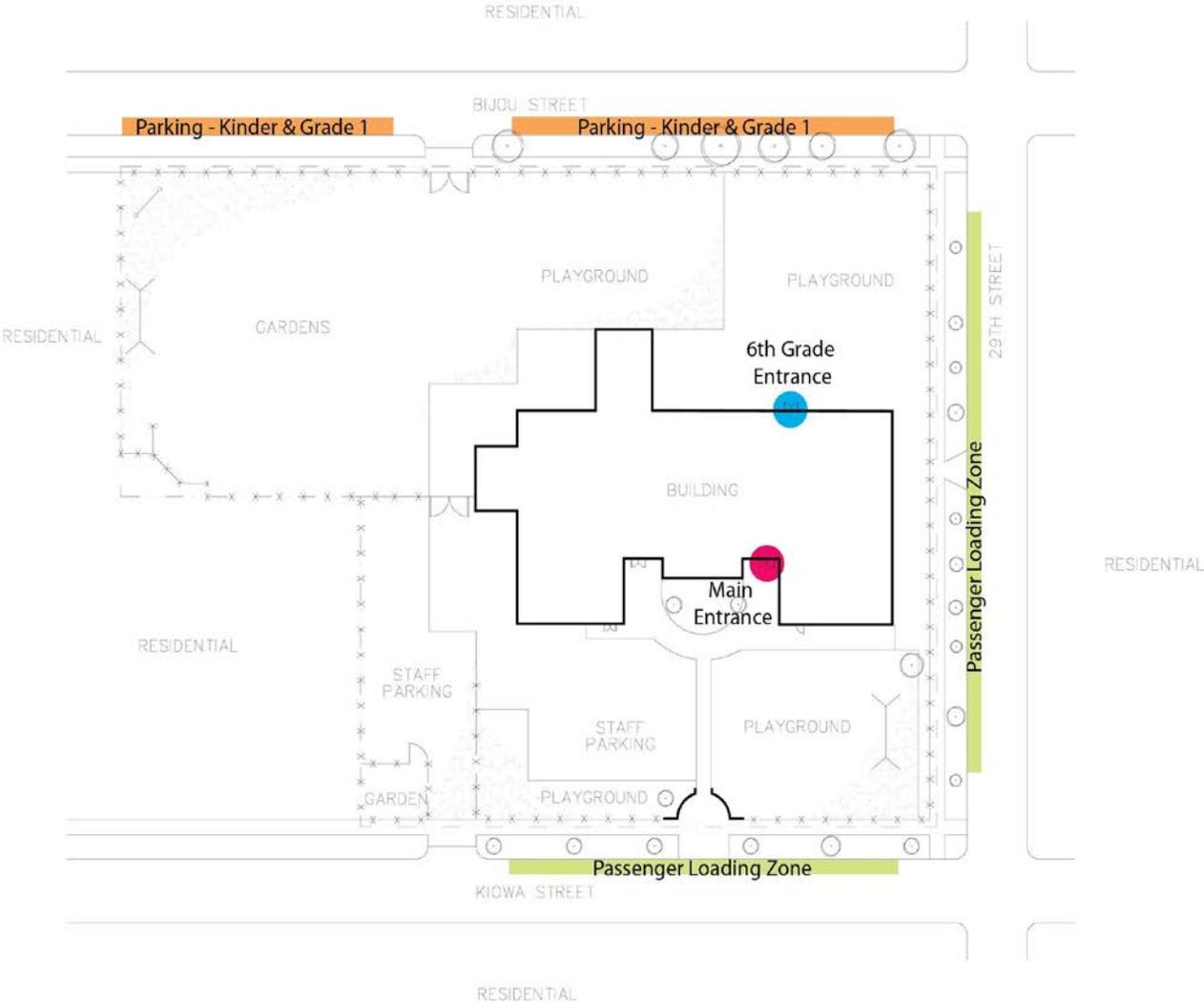
If you are walking your student in, you may park in any available proper street parking space other than directly around the perimeter of the school.

If you prefer to drop off students, the designated drop-off zones will be on the south side of the building on Kiowa Street westbound or 29th street southbound on the east side of the school property. Please do not drop off on Bijou Street. This is reserved for Kindergarten and Grade 1 parking. If there are no available pull-off areas on Kiowa or 29th, parents may park

at any proper parking space in the surrounding neighborhood and walk students to the school or they can circle back around.

If you are using the designated drop-off zones, pull your vehicle as far forward as possible to allow for more space behind you. This will facilitate an efficient flow of drop-offs. **Allow students to disembark from cars only along the curb at 29th and Kiowa!** Keep students in your car until you reach that spot. This will provide for the greatest safety possible for your children. Students must be ready to leave your car immediately when you reach the drop-off spot. You must then quickly and safely pull away from the curb and continue to leave the premises in an orderly way.

Please review the drop off diagram below. This plan has been established to provide the greatest safety for our students during drop-off times. The circular drop-off plan allows students to be dropped off safely and for there to be a convenient traffic flow for parents entering and leaving the premises during those times.



We strongly encourage carpooling to reduce the amount of traffic in the neighborhood.

The school parking lot is for staff only. Visitors may park on the street. For handicap parking, the designated space on the school parking lot may be used.

Please be considerate of our neighbors when parking in front of their houses and follow all traffic and parking laws, including but not limited to the following:

- Do not block driveways or alleys.
- Do not park closer than 5 feet to any driveway.
- Do not park within 30 feet of a stop sign to allow proper visibility for pedestrians crossing the street.
- For your and your child's safety, cross streets only at intersections or designated crosswalks.

We do not have crossing guards at this time, as we do not qualify based on the amount of traffic in the vicinity.

Late Arrival

If you arrive after the 8:00 start of school, park your car and walk your child into the office for check-in. Students may not go directly to class if they arrive late. This procedure is to assure your child's safety as we take over responsibility for your child during the school day. Recurring late arrival is considered a serious issue that can affect student achievement and the harmony of the classroom.

Afternoon pick-up

Grade 2-5 students can be released to meet their ride outside, or to walk home, if the office has a student release form on file outlining their plan for after school release (i.e. 'student is to walk home' or 'parent will be picking student up outside'), otherwise students must be picked up at the door of their classroom no later than 2:35 p.m., unless another location is specified by their teacher.

Kindergarten and Grade 1 students must be picked up at the door of their classroom no later than 2:35 p.m., unless another location is specified by their teacher.

Half-day pick-up for Kindergarten – please park your car (street parking) and pick up your child at the classroom pick up area.

Mid-day Pick-up

If your child has an appointment and must be picked up early, please call ahead to notify the office. Park your car and come to the office to pick up and sign your child out. To keep disruptions to a minimum, we ask that you not interrupt classes to take your child out of school mid-day.

Children’s Release from School

A child will not be released from the school unless the enrolling parent has given written permission in advance. In the case of an emergency, parents may give verbal authorization for persons listed as emergency contacts on the student’s enrollment form. Photo identification will be required by anyone with whom the staff is not familiar. If someone comes to pick up a student without prior, proper authorization, the administrative staff will contact the parent. If an unauthorized person tries to pick up a student without permission and/or contact with an authorizing adult, that person will be detained and the police will be called. If possible, the student will be removed from the immediate vicinity.

School Closure—Inclement Weather Policy

While Mountain Song Community School is not a District 11 school, it does reside in School District 11. For the calendar school year time that we align and share the same school days as D-11 we will observe their closure schedule for inclement weather. In the few days that this alignment does not occur, this decision will fall to our School’s Director.

LUNCH AND NUTRITION

Our food philosophy is holistic in nature and considers the nutritional content of the food, how the food is produced and its impact on our environment and economy. Aside from our philosophical stance we acknowledge scientific research that shows students to focus, perform and feel better physically and mentally when they eat nutritious whole foods.

We recognize that food can be very personal and can take the perspective of right and wrong, so it is essential to remain non-judgmental. While we encourage and require certain food behaviors at MSCS, we are open to discussion and will be patient with all who are new to these food philosophies and standards. We believe food is a tool that connects us; it is not about judgment or discrimination.

Parents who are packing lunches are asked to follow the MSCS Food Guidelines and give thought to the health and growing needs of children. Healthy, well-balanced meals provide essential nutrition for your children’s brains and bodies to perform optimally. Candy, soda pop, desserts and other foods high in sugar or caffeine are not acceptable in school lunches or snacks at MSCS. Teachers will model good nutrition by following these guidelines in their daily lunches that are eaten with the children in the classroom or picnicking outside.

Special Dietary Needs

If a child has special dietary issues, parents are asked to make these known to the office, class teacher, and cooking arts teacher.

Food Philosophy

The Mountain Song Community School (MSCS) food philosophy and policy is dedicated to the students, parents, staff and surrounding community. We (teachers, staff, parents and families) are here because we care about each and every student. MSCS’s approach to food consumption and education is holistic in nature. In other words, our food philosophy considers the nutritional content of the food, how the food is produced and its impact on our environment and economy. In an effort to raise awareness of the importance that food plays to our health and wellbeing,

Mountain Song has incorporated the Cooking and Agricultural Arts programs into the curriculum. Sticking to our school’s roots, we have drawn on the wisdom of Rudolf Steiner when it comes to what and how we eat at Mountain Song. Rudolf Steiner was the founder of biodynamic agriculture, which encourages students to observe the land for a year before starting any farming or gardening. The children take this first year to make observations, such as weather patterns, soil type, and worm population. Through these observations students learn what it means to be in tune with nature, thus fostering self-awareness. One of Steiner’s observations on food and children was, that when children are connected to nature and the plants they eat, they become “in tune” with their bodies and what they need nutritionally. Taking from Steiner’s wisdom, our approach is not to tell students what they have to eat (it’s not about right and wrong), rather we offer healthy, nutrient-dense foods and trust the children will know what they need! We have great trust in the children’s intuition concerning food, but do still recognize the difficulty that children can have in trying new and “strange” foods. Bearing that in mind, every food item eaten or tasted by our students is of their own volition. We also take into account individual food experiences often found in different cultures and ethnicities, as well as life styles. Aside from the philosophical stance we take on food, we acknowledge scientific research that shows students to focus,

perform and feel better physically and mentally when they eat nutritious whole foods. According to the World Health Organization, we are facing a growing epidemic of childhood obesity and many other health issues. The National Survey of Children's health recently reported that Colorado's rate of childhood obesity and overweight has increased second fastest in the nation. Eating whole nutritious foods is a preventive measure for minimizing obesity, diabetes, cardiovascular diseases, cancer and eating disorders.

Food Policy

MSCS Food Guidelines

- MSCS will serve nutrient-dense, whole foods
- All food served to students will be free of artificial additives, such as monosodium glutamate (MSG), corn syrup, high fructose corn syrup, and trans fat.
- MSCS will not provide candy or conventional sweets.* Students are strongly discouraged from bringing candy or conventional sweets in lunches or for birthday celebrations. There are many healthy treats and traditional alternatives, which we will use to honor students on birthdays and for holiday celebrations. (*Sweets are defined as product in which conventional sugar is one of the first 4 ingredients.)
- Parents who send lunches and/or snack with their children are strongly encouraged to adhere to the Food Guidelines. If there are any issues or concerns about these guidelines, please feel free to contact MSCS.

While adhering to these standards, we recognize that meals and menus will evolve over time. The MSCS Wellness Committee welcomes questions, suggestions, and open dialogue about foods or special dietary needs.

ENROLLMENT

Kindergarten Enrollment Age

Colorado state law mandates that children must be 5 years old before or by October 1st in order to be eligible to enter Kindergarten. Based on Waldorf standards and curriculum, MSCS strongly encourages parents to wait to enroll their child if their child does not turn 5 by June 1st. Some children who turn 5 between June 1st and October 1st might be ready for half-day Kindergarten.

Homeschool Enrichment Program

Mountain Song Community School offers a homeschool enrichment program that is tuition-free and funded through the State of Colorado. Children are enrolled through our Registrar for grades 1 through 7 and will attend once a week for a main lesson, music, art, gardening, and creative movement.

Open Enrollment

MSCS is a Public Charter School authorized by the Colorado Charter School Institute (CSI). Our charter allows us to enroll students from Kindergarten through Grade 8. Enrollment is open to any child who resides within the state of Colorado. Students must turn in an enrollment request form to the office to be considered for enrollment. If the number of students requesting enrollment exceed the number of slots available, a lottery process will be put into effect. Students will be offered a slot in the order drawn in the lottery until the class is filled. A waitlist will be established for the remaining students according to the order drawn in the lottery. Siblings receive priority status in order to facilitate family involvement in the school. Please note: once a child has been enrolled as a student at MSCS, the school will be considered his/her neighborhood school and may reserve the right to continue at MSCS until they have completed Grade 8. Re-enrollment forms are requested for each student in January of each year.

While half-day Kindergarten is free, Mountain Song Community School does offer tuition-based full-day Kindergarten. Full day kindergarten is tuition-free if a child is attending his or her second year of kindergarten.

Non-discrimination policy

MSCS's educational program is nonreligious, nonsectarian, and consistent with applicable law. MSCS will not discriminate against any student on the basis of race, color, creed, national origin, sex, marital status, sexual orientation, religion, ancestry, disability, or need for special education services. Teachers and staff will exhibit professional behavior at all times in regards to our non-discrimination policy.

COMMUNICATIONS

MSCS is dedicated to good communication between the school and parents. In order to keep parents informed of happenings at the school, we communicate through a variety of channels: parent letters from teachers, school-wide emails, hard copies of important information, parent/teacher conferences, our website, the community bulletin board, etc. It is our hope to eventually establish a predictable rhythm of electronic communications and a school culture that uses less paper. When communicating with Mountain Song Faculty and Staff please use appropriate channels of accountable communications provided by the school for our employees: Mountain Song Email Addresses, School Phone Lines, and in-person Appointments.

Parent/Teacher Conferences

Parent/Teacher Conferences will be held twice a year—one in the fall and one in the spring—to communicate student progress to parents. Parents and teachers are welcome to make additional appointments as needed. End of the Year Reports will be sent to parents in June and will include a written summary of the child’s progress during the year. Teachers will contact parents if concerns arise regarding a student’s progress in school. It is essential to inform teachers of any changes in your child’s life that might affect their performance in school.

MSCS Website www.mountainsongschool.com

The MSCS website contains important information and updates about the school, board of directors’ meeting agendas and minutes, information about Waldorf- education, and much more. Volunteer opportunities will also be listed as well as news on festivals and school events. Please visit it often.

Community Bulletin Board

MSCS has a community bulletin board in the foyer of the main entrance, where information about community events, opportunities, and information can be posted and shared. Staff, students, and parents wishing to post materials on the bulletin board must first receive stamped permission from the Front Office to do so. As a public school, we must comply with certain guidelines for such postings.

Guidelines for Parent Concerns and Conflicts: Grievance Policy and Procedures

MSCS strives to be proactive in promoting a positive culture between all of our community members. The following policies apply to grievances of any type. The administration and Board are committed to addressing and resolving conflict in a timely manner with the fewest steps. However, if the conflict is not resolved at the lowest faculty or administrative level, guidelines below provide a process for resolving the conflict.

The steps below must be followed in order to ensure that grievances are properly addressed and resolved. In order to best create accountable organizational structures please utilize the endorsed or official lines of communication provided by our school to its employees: school emails, school phone lines, appointments during business hours, etc.

1. **Address issues with those directly involved** – The grievant brings the situation or concern to the attention of those directly involved. Please seek help like a mediator if you are uncomfortable with this step.

2. **Facilitate resolution with the assistance of the School Director or designee** – If satisfactory resolution is not realized after direct conversation between the conflicted parties, the situation must be brought to the attention of the School Director or designee within ten days of the initial conversation between the conflicted parties. The School Director or designee and the conflicted parties will address the situation, facilitate communication, and develop goals for conflict resolution. The School Director or designee will monitor the process until resolution is realized or until an impasse is reached. If the concern is regarding the School Director, then the President of the Board or a designee will facilitate the complaint at this level.
3. **Prepare a written grievance for the School Director or designee** - If a satisfactory response is not received via the first two steps. The grievant shall prepare a formal written grievance for the School Director or designee. The grievance must:
 - a. Describe the incident, decision or practice that gave rise to the complaint;
 - b. If possible, cite the contract, policy or procedure that has been violated and/or rationale for concern;
 - c. Describe what conflict resolution strategies were attempted via steps one and two; and
 - d. Explain what corrective action is being requested.

Upon receipt of the written grievance, the School Director or designee will address the situation as appropriate. It is the responsibility of the School Director or designee to manage the ultimate resolution of conflicts among faculty, staff, students and family members except in situations that pertain to the School Director, or the Director's execution of a school-wide policy or procedure.

4. **Provide written grievance to the Board of Directors** – The grievant may request that the matter be brought to the attention of the Board only if the matter has not been satisfactorily resolved upon completion of the first three steps in the grievance process. Upon request by the grievant, the School Director will forward the written grievance to the President of the Board at least one week prior to the next scheduled Board meeting. The President or designee will review the above process and ensure that the proper steps were taken before adding the issue to a Board meeting agenda. While the Board will hear complaints during the public comment period of a board meeting, formal grievances shall not be brought to the Board as a matter of public comments as this does not give the Board sufficient time to consider

the issue and address it through the grievance process. The Board will not hear grievances that do not follow the grievance process.

5. **The final forum for conflict resolution**, after a grievant has followed the four steps outlined above, the issue can be reported to our authorizer -- The Charter School Institute (CSI).

EDUCATIONAL PROGRAM

The Waldorf method of education offers an academically rigorous curriculum presented in a developmentally appropriate, arts-integrated context. By synergizing Waldorf curriculum with CO Academic Standards, students will be poised to excel academically and transition gracefully into any upper level public high school settings. Student achievement will be measured and evaluated using a variety of methods balancing quantitative measurement with qualitative. Portfolio reviews, parent-teacher conferences and in-depth written evaluations by all teachers are all part of our student evaluation. A spirit of open and honest communication underlies all aspects of these evaluations. In addition, MSCS will utilize and benefit from state required standardized assessments.

Waldorf Education: Why Do I Need To Know About It?

Mountain Song Community School is dedicated to bringing a Waldorf-methods curriculum to its students. Everything we do is based on this goal, so it is essential that all members of our community participate in learning about Waldorf education. Many of the policies and programs at the school can only be successful with parent understanding of the deeper underpinnings of the education. All the things the school asks of families have been deeply considered and thought through – they are not random policies generated to be a burden. Rather, they are designed carefully to provide a solid basis for educational success. We encourage parents to read, study, ask questions, and gain a continually deeper understanding of the Waldorf pedagogy. We ask that you join the faculty and administration in constantly striving to learn and understand your child’s experience in a deeper way. Do not hesitate to ask your child’s teacher for more resources, but here are some resources you will find helpful:

Recommended Reading About Waldorf-method Education

You Are Your Child’s First Teacher by Rahima Baldwin.

A classic parenting guide, especially for families of preschool aged children.

Waldorf Education, a Family Guide by Pamela Johnson and Fenner and Karen Rivers. The standard beginner's guide to Waldorf education, answering commonly answered questions. Highly recommended for new parents.

Understanding Waldorf Education: Teaching from the Inside Out by Jack Petrash. Insights from a very experienced class teacher and father. Great outline of the key ideas behind Waldorf education.

Waldorf Schools: Volume I and II edited by Ruth Pusch. A collection of articles on all things Waldorf.

School as a Journey: the Eight-Year Odyssey of a Waldorf Teacher and His Class by Torin Finser. A lovely overview of the grades experience, with lots of helpful insights on child development. It has a wonderful appendix that helps anyone interested go further into their reading.

Student Assessment

MSCS is committed to the development of a well-rounded, three-dimensional child and nurturing their unfolding to fullest capacity in multiple intelligences: cognitive, emotional and physical. This whole child development prepares them with comprehensive skills to become lifelong learners and contributors. It will significantly influence their entire education. Teachers are at the helm of this significant journey and they will weave together a rich curriculum that is authentic and relevant to the child, and aligns to Colorado Academic Standards. Confirmation of each student's academic success will be evident through comprehensive assessments using effective and mission focused tools (portfolio reviews, teacher journals and state required assessments). The student's daily academic work, created beautifully with high quality Waldorf-specific classroom materials (paints, colored pencils, portfolio books), confirms daily that what they do is of great importance.

The state of Colorado requires students in publicly funded schools to take several assessments. Here is a chart of required assessments:

Required Assessment	Grades Tested	Testing Window
W-APT (English Language Placement Test)	K-12 new students with home language other than English	30 days of enrollment, 2 weeks for late enrollees
READ Act Assessment	K-3	30 days of enrollment, Winter, & Spring based on the school-selected, state-approved interim assessment
ACCESS for ELLs (English Language Learner Proficiency Test)	K-12 students classified as NEP or LEP	1/12/15-2/13/15
CMAS (online) Grades 4 & 7 (Soc Stud) & Grades 5 & 8 (Sci) Grade 12 (Soc Stud & Sci)	4, 5, 7 & 8 12	4/13/15-5/01/15 11/03/14-11/21/14
PARCC (online) Performance Based Assessment (PBA) End of Year Assessment (EOY)	3-8 & high school 3-8 & high school	3/09/15-4/03/15 4/27/15-5/22/15
CoACT	11	4/28/15 (initial), 5/12/15 (make-up)
NAEP (School leaders were notified by Janet Dinnen in May-June 2014 if their school was selected by NAEP to participate.)	4, 8, 12	1/26/2015-3/06/2015

The above chart does not include a newly required assessment for kindergarten -- The School Readiness Assessment. "School readiness describes the status and ongoing progress a child makes within the domains of physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge. By monitoring each child's progress across multiple domains, teachers, parents, schools, and caregivers can provide needed support to ensure each child's success in school. - See more at: <http://www.cde.state.co.us/schoolreadiness/>" (description from CDE's website). Thank you for your support of state required testing in our school. In order to support the goals written into our start-up grant we will also utilize some interim tests.

Parent/Teacher Conferences

Parent/Teacher conferences occur at least twice a year, once in the fall and once in the spring. This is a time for parent and teacher to come together and have a conversation about the progress of your child. Teachers will typically share examples of your child's main lesson work highlighting their strengths and acknowledging what your child may struggle with. It is also a time for the parent to share the child's perspective of school and any social concerns or academic concerns.

Written Reports

MSCS issues extensive written end of year reports and curriculum overview at the end of the school year for K-8th grade. These will provide you with a picture of your child's growth

during the year, areas of strength, and areas that need support. Questions about the year-end reports should be directed to the teacher who wrote them. Transcripts and student records are kept on file at the school as long as the student is enrolled. When a student graduates or moves away, the parent must fill out and sign a Request for Records form at the new school. When our school receives that form, we send the child's complete academic file directly to the new school. MSCS does not issue letter grade report cards.

Meeting the Needs of All Students

Mountain Song Community School will provide a Free and Appropriate Public Education (FAPE) as well as a least restrictive environment for all of our students. Our methods of instruction are inherently interdisciplinary and thematic in nature, an approach that appeals to and enhances the acquisition and retention of most students, especially those with special needs. Waldorf education is very well suited to serving a variety of students who fall within the spectrum of 'special needs.' For the majority of students with special needs, we will use methods that provide FAPE within the general classroom environment. If deemed necessary by Individualized Education Plan (IEP) goals or Response to Intervention (RtI) recommendations, MSCS will provide pullouts.

At times during their education, many children struggle cognitively, physically or emotionally and fall outside the usual range of child development patterns, this is completely normal and we view it as a healthy part of learning and growing. The Waldorf curriculum is based on a specific model of child development and teachers look carefully at each child every day to hold a vision of how they are proceeding on this path. Teachers present living concepts several times over a period of months and even years, to enable the children to slowly awaken to and understand in a deep manner. For example, we do not expect that children will completely grasp or even remember exactly how fractions work the first time they are presented. As fractions are revisited through the grades, the child gradually develops a deeper understanding. However, some children may need extra assistance to keep within the range of what we expect to see in the class.

Our special education program is a multi-layered approach called Response to Intervention (RtI) that consists of three main steps: prevention, selected structured intervention and intensive intervention. Careful daily observation of each child is the work of the class teacher, therefore it is most often the class teacher who notices a child who needs this help. A parent may also notice a child struggling and should speak to the class teacher as a way to gauge whether the concern is normal for the child's age. Occasionally children need extra focused help at home to gain mastery over a subject or exhibit control over behavior. If this

approach does not seem to help or if the problem appears more serious, then the next step is a Student Success Team:

A Student Success Team (SST) uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experience emotional trauma, behavioral issues, or language issues. Anyone who has a concern for a student can refer that student to SST for consideration. Anyone connected with the student can be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include, but are not limited to, teachers, parents, counselors, doctors, administration and social workers. The meeting is designed to bring out the best in the people involved.

After implementation of an SST plan and follow up, the plan will be further reviewed/revised to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for a formal assessment and evaluation for special education services might be deemed appropriate through the SST process. The Mountain Song Community School Special Educator will be responsible for conducting all initial evaluations and reevaluations for special education services, obtaining written parental consent prior to performing any formalized evaluation. It is a parent's right to decline an evaluation for special education. MSCS will remain in contact with the Charter School Institute's Special Education team as appropriate, to ensure full compliance and appropriate placement and services for students.

Gifted and Talented

MSCS defines gifted and talented students as children who show, or have potential to show, a high level of performance in one or more areas of expression, such as intellectual or leadership capabilities, artistic or creative talents or specific academic aptitudes. MSCS believes that all children are gifted and talented and Waldorf Methods allow children to move at an advanced pace in their areas of advanced skill, while continuing to encourage and engage children in areas that are more challenging for them. Teachers will identify what areas their students are presenting potential for advanced achievement and will provide lessons of greater complexity to keep students engaged, enthusiastic, and advancing at a pace that is appropriate for each individual child, while remaining in their main classroom.

Teachers will collaborate amongst themselves to generate ideas and pathways to engage each child's individual capacities. At the same time, the differentiated learning environment will serve to develop each child's abilities as leaders through providing opportunities for peer teaching and interaction. Our teaching staff will work as a team to identify each child's strengths and challenges so that we are continuously engaging the student holistically and providing for their academic, social and emotional needs. If deemed appropriate, a work plan may be established to meet the student's needs. The School complies with all state and federal special education requirements and works to accomplish this in a manner that respects the integrity of a Waldorf curriculum. Questions about special education should be directed to the Director or the Special Education teacher.

Festivals and Events

MSCS celebrates festivals throughout the year to mark the changing seasons and to build awareness and respect for people of all cultures. Seasonal festivals are observed in the classroom and, at times, extended beyond to include the parent community. The curriculum itself, through the study of different mythologies and ancient cultures, provides many opportunities to share cultural traditions—decorating classrooms, baking special treats, learning seasonal songs, etc. Nature stories and special tales help bring deeper significance of the season to the children in a pictorial way.

The living rhythms of the year help provide a common foundation for the children, and we believe that the ceremonies associated with them help reveal the deeper significance in many everyday occurrences. Following are some of the larger festivals in the life of our school that we are planning to celebrate:

- Lantern Walk: In the fall around Thanksgiving
- St. Nicholas & Winter Faire: Early December
- May Faire: Beginning of May

We would like to acknowledge and share other religious customs and celebrations enjoyed by our families. If you want to celebrate special holidays with your child's classroom, please give suggestions to your child's teacher. Parent participation helps to make these festivals meaningful and special.

Also, parents are welcome to keep their children home in observance of their own religious holidays.

Assemblies

School assemblies are an opportunity for gathering as a school to share class work with each other and celebrate seasonal festivals. Parents are welcome to attend any of the assemblies as space allows. Please check with your child's teacher and the website calendar for times and details. Adults are reminded that picture taking is discouraged and cell phones should be turned off. This encourages the audience to experience the work of the children rather than viewing it through a lens.

Promotion and Retention

Mountain Song Community School staff and the administration will decide promotion and retention of students. Promotion is to be viewed and determined on two levels: Academic performance, and emotional and social readiness.

Students who show decided and documented deficiencies in both academic and social areas should be considered for retention. Retention decisions will be based upon:

- Teacher-documented anecdotal information.
- Parent anecdotal information.
- Developmental and achievement test scores.

If the teacher is considering retention of a student, the parents and Director should be informed as soon as possible. In any case, this recommendation or consideration should come no later than Second Semester Parent Teacher Conferences. MSCS reserves the right to determine final placement of any student.

Students who maintain academic work consistent with their talents and age level will be promoted so long as their social and emotional behavior patterns are in norm with others of that class or grade level.

PARENTS RIGHT TO KNOW

As a parent of a student at Mountain Song Community School, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.

- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar para-educators provide services to your child and, if they do, their qualifications.

Please contact the Director at (719) 203-6364 if you would like to receive any of this information.

PARENT INVOLVEMENT AND VOLUNTEERING

As a community charter school, MSCS depends on parent support. If you are able to, we ask that parents contribute a minimum of 4 volunteer hours each month to the school—a total of 40 hours a year. Parents can help with festivals, fundraising, committee work, class plays, work parties, and more. If you have a suggestion for better utilizing your talents, please share it with the Director, teacher, or committee chair.

Any time you volunteer, please sign in and out on the Visitor Log at the front office. A written record of volunteer hours is helpful when the school applies for grants, as it indicates strong parent commitment.

Parent Council

The Parent Council represents the early childhood, elementary school, and middle school parent community, and works with all areas of the school -- including the Faculty, College, Board, and administrative staff -- to coordinate parent participation.

Its purpose is to inspire, inform, and organize parents so that they can successfully engage in and help to sustain the life of the school in alignment to the school's mission and vision. Parent Council membership includes one or two representatives from each early childhood class and grades 1-6. One Council Rep from each class will be present at each Parent Council meeting and are liaisons to other areas of the school. Speak with your child's teacher if you'd like to be a Council Rep. It is the responsibility of the teacher of each class to choose their class representative for the Parent Council. Speak to your Class' Representative(s) about how to get involved with Parent Council activities.

Made up of volunteer parents, grandparent and primary caregivers of children currently attending the school, the Parent Council will ensure the voice of the parent community and students is heard and will plan/organize opportunities to appreciate staff and faculty members and the board of directors

Committees

The Board of Directors may, by resolution adopted by a majority of the Board members in office, establish standing committees. The Board may also establish other committees as it may from time to time deem necessary to assist in the governance and operations of Mountain Song Community School. Such committees shall have and exercise only the power and authority specifically prescribed and granted by the Board of Directors in the resolutions establishing them. Committees may only make recommendations to the Board of Directors.

To the extent practical, each committee shall consist of one or more Board members, parents, grandparents and primary caregivers of enrolled students, school staff and community members who shall have the right to vote on matters before the committee. The Board of Directors shall approve membership on committees.

DISCIPLINE

At Mountain Song Community School, our philosophy of discipline is rooted in recognition of and respect for that which is unique and highest in each individual human being. As a community, parents and teachers endeavor to create a nurturing environment, that will help each person, both child and adult, evoke the good, true, and beautiful qualities in themselves and the world around them. In order to nurture new steps in growth, our school must be a place where all feel that safety, security and protection, both physical and emotional, are assured. Clearly defined and stated school rules offer a structure upon which children, teachers and parents can base their work together. In a Waldorf school, the teacher's role as authority and guide changes through the years in accordance with the child's changing needs. In pre-school years, much can be done through a careful ordering of the classroom environment and the daily rhythm of activities. At this age, the child's natural tendency towards imitation can be a powerful aid for the conscientious teacher, whose gestures, tone of voice, and inner mood carry great educative force. During the grade school years, the teacher still is a model of self-discipline that now holds the primary position of authority in the classroom. Working out of shared principles the teachers have their own method and style of teaching, and their own method and style of discipline. Discipline is an art that teachers must consciously develop through study and meditation, empowering them to discipline in a manner, which is therapeutic rather than punitive, striving to help each child find the ways and skills to act responsibly. The Administration is available to support teachers in enforcing school policies (i.e. teachers may send a student to the Director if a policy has been infringed upon and the student needs a consequence). Mountain Song Community School is committed to maintaining a healthy environment that is free of harassment and discrimination of any kind. Concerns should be directed to the Director.

The following list of core beliefs outlines the professional actions and attitudes of all staff members in MSCS.

- Every attempt will be made to maintain the dignity and self-respect of students and teachers.
- Students will be guided and expected to solve their problems or the ones they create, without creating problems for anyone else.
- Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
- Misbehavior will be handled with natural or logical consequences, instead of punishment, whenever possible.
- Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
- Students are encouraged to request a “due process” hearing with the teacher whenever consequences appear to be unfair.
- School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities. (Criminal activity includes, but is not limited to, bringing a weapon to school, threats of any type, sexual harassment, etc.).
- Every classroom at Mountain Song Community School will have the same five rules:
 - Treat me, as your teacher, with the same respect with which I treat you.
 - Your actions may not cause a problem for anyone else.
 - If you cause a problem, you will be asked to solve it.
 - If you cannot solve the problem or choose not to, I will do something. What I do will depend upon the situation and the person involved.
 - If I do something that appears to be unfair, please talk to me about it later.

Consequences in lieu of punishment:

- will not be punitive, but will allow the student to experience the results of a poor choice, enabling him or her to make better choices
- will be designed to fit the problems of individual students, and they may be different, even when problems appear to be the same

Playground Rules

- All games should be played with a concern for others using the playground.
- The playground equipment is to be used properly. If there are questions, consult with a teacher or playground supervisor.
- Students will not play roughly, including such activities as tackling or wrestling.
- Shoes must be worn at all times.
- Students will show respect for others and follow instructions given by staff.
- Students must stay within the playground area
- Students may not climb the fence, retaining wall, or any playground equipment not specifically designed for climbing.
- Students must keep all balls and equipment inside of the fence.
- All equipment taken outside should be collected after every recess.
- Students will settle differences peacefully. The principle is: Stop/Think/Plan.

Distractions

A student's attention should be on activities within the classroom, and not on external distractions. In this light, electronic games, music players, personal computers, and the like are not permitted in school.

Cell Phones are allowed on school grounds, but they must be turned off and in a student's backpack during school hours. Students may not use personal cell phones to call home for illness, homework, lunches etc. They must go to the office to make these calls.

ANTI-BULLYING POLICY

MSCS prohibits acts of harassment or bullying. MSCS has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. These "characteristics" will be referred hereafter as these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function.

"Harassment" is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of pupils;
- adversely affects the ability of a pupil to participate in or benefit from MSCS's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and, is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Bullying" is conduct that meets all of the following criteria:

- is directed at one or more pupils;

- substantially interferes with educational opportunities, benefits, or programs of pupils;
- adversely affects the ability of a pupil to participate in or benefit from MSCS's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

MSCS expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

MSCS believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for MSCS and community property on the part of students, staff, and community members.

MSCS believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, MSCS prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The following factors, at a minimum, shall be given full consideration by the Director in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Factors for Determining Remedial Measures

Personal:

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental:

- School culture and climate
- Social relationships
- Community activities
- Student-staff relationships and staff behavior toward the student
- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Neighborhood culture
- Family situation
- Social-emotional behavioral supports

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.

Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Temporary removal from classroom
- Loss of privileges
- Detention
- Referral
- Suspension

- Legal action
- Expulsion or termination

Examples of Remedial Measures

Personal:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Environmental (Classroom, School Building):

- Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Targeted use of monitors (e.g., hallway, playground)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for involved staff
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to Family counseling
- Involvement of parent-teacher organizations
- Involvement of community-based organizations Peer support groups

MSCS requires the Director and/or the Director's designee to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Director or the Director's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

MSCS's board requires the Director and/or the Director's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Director and/or the Director's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

MSCS prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Director after consideration of the nature, severity, and circumstances of the act.

MSCS understands the harm that harassment or bullying can cause to a victim, and extends its full range of resources to mitigate those effects. Such efforts may include the reciprocal benefits of a bully's restitution and restoration, counseling, therapy, parent conferences, and other measures deemed in the student's best interest.

MSCS prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with school policies, procedures, and agreements.

MSCS requires the Director to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions. The Director shall develop an annual process for discussing the school policy on harassment and bullying with students and staff.

MSCS shall incorporate information regarding the policy against harassment or bullying into each school employee-training program and handbook.

How Parents can help create positive school culture

- Model mutual respect to all adults and children in the school community
- Work collaboratively with others in the community
- Support the school and its mission

- Get involved
- Don't get involved in disciplining other people's children—turn difficult situations over to a teacher or Director.
- Care about all children, not just your own.
- Bring concerns directly to the adult person concerned in a respectful way. Listen to other points of view as presented by staff. Be patient as the school endeavors to be thoughtful in determining how to respond to your concerns. If you are not satisfied by the response, you may then contact the Director to assist in the communication, unless the situation is one where safety and security of the children are at risk.
- Do your part to contribute to positive relationships with staff and other parents.
- Speak kindly about other people in the community around your children. Model compassion.

HEALTH AND WELLNESS POLICIES

When to Keep a Student Home

A child exhibiting any of the following symptoms should be kept at home to recover and prevent the spread of any illness:

- Vomiting and/or diarrhea
- Head lice
- Fever of 100.4 or higher
- Infectious rash
- Severe cough
- Pink Eye
- Infectious runny nose
- Communicable illness

If a child is diagnosed with a serious communicable illness, MSCS requires a doctor's note, granting permission for the child to return to school, on file in the front office upon the child's return to school. Failure to comply with this policy may result in the child being asked to leave school until such a note is produced, if staff suspects that the child is still contagious.

Medications

School personnel cannot administer prescription, nonprescription, or herbal medications to students unless 1) appropriate administration cannot be reasonably accomplished outside

of school hours and 2) the parent or legal guardian is not available to administer the medication at school. In order to administer any medication to a child, a copy of the original prescription or doctor's permission letter must be on file at the school. All medication must be brought to school in the original container, listing proper dosage information and the child's full name. The parent(s) must fill out a medication administration form before our staff can administer medication. All medication brought to school must be given to the Registrar, Office Aide, or Secretary. Medication of any kind should never be kept in a child's backpack, cubby, or lunch box. Medication must remain locked in the office until it is returned to the authorized adult.

Head Lice

It is important to check your children regularly for lice. If you find even a single nit, please keep your child at home. Immediately notify your child's teacher and the office so that the classroom can be thoroughly cleaned and class families can be notified (names will be kept anonymous). Also, please do not send a student with known lice to our aftercare program.

After all treatment procedures have been completed, and your child is free of live lice, he or she may return to school.

Lice are usually detected by the eggs (nits) deposited on the hair shaft. Nits are oval, the size of a poppy seed, and white or gray in color. They will likely be firmly attached to the hair shaft about a half-inch from the scalp and will not slide. Check for lice with dry hair in direct sunlight. Part the hair from the crown to the hairline, scan the area, then repeat every half inch. Thoroughly inspect the entire head, particularly the back of the neck and around the ears.

More detailed lice detection and treatment information is available in the front office.

Accidents/First Aid

All class teachers and at least one of the office staff are first-aid trained. Homeopathic remedies (with a parent's written permission) and/or basic first aid are administered for common injuries. Should a child sustain an injury that warrants treatment at school or needs further attention, the parent will be notified by phone and/or in writing, based on the severity and nature of the injury as determined by MSCS staff.

MEDIA POLICY

The MSCS media policy is based on the belief that the violence, consumerism, and passive entertainment promoted by today's mass-media culture do not support the wellbeing of children. We strongly recommend limiting media viewing for children. For more information, talk with your child's teacher, attend parent nights, and read the latest research on the effects of television and other technologies on brain function and imagination.

The following sources provide additional information about the philosophy behind our media policy:

- ***Endangered Minds: Why Our Children Don't Think*** by Jane Healy
- ***The Plug-In Drug and Unplugging the Plug-In Drug*** by Marie Winn
- ***What To Do After You Turn Off the TV*** by Francis Moore Lapp
- ***How Television Poisons Young Children's Minds*** by Miles Everett
- www.whitedot.org
- www.limittv.org
- www.turntvoff.org

Media Policy

MSCS requests that children do not have 'screen - time' on school nights.

A Waldorf-methods school is designed to nourish the feeling life of children and to strengthen the imagination so integral to the development of critical thinking. The mood of sympathetic concentration cultivated in a Waldorf classroom demands not only the full art of a teacher but the united effort of a class. When achieved, education deepens, and lessons touch the hearts as well as the heads of students. **Teachers have found that students whose life includes media exposure have trouble entering into the level of focus being asked for in the classroom experience.**

Additionally, the cultivation of the imaginative power of each individual child is paramount as a foundation for the healthy development of creative and critical thinking in adolescence. A reliance on ready-made pictures reduces a child's ability to visualize both the written word (when reading) and the spoken word (when imaginative pictures are given, stories are told, etc.) An ability to 'make pictures' is critical to developing skills of comprehension.

Students accustomed to passively receiving impressions have difficulty making the inner effort necessary to sustain imaginative thought. There is growing body of research on the negative impacts of media regarding **neurological development, vision tracking, and the ability to focus** in school in children exposed to television, videos, and computer games, particularly below the age of 9.

The ill effects of media exposure on children and adults also includes: **obesity, impairment of neurological development, increase in aggression, desensitization to violence, male/female stereotyping, a warping of the child's sense of reality, and susceptibility to commercialism and materialism.**

MSCS agrees with research that media viewing shortens attention span, dulls sensory sensitivity, and interferes with healthy emotional development. We feel that students best learn to use electronic media as a resource and tool when introduced after children have developed a rich experiential foundation. Our

students will be 21st century learners who are developing a strong foundation in critical thinking, problem solving, innovation, and collaboration. MSCS's computer lab for middle school students will be a supplement to, not a substitute for, learning.

MSCS requests that children do not have 'screen 'time' on school nights (Sun-Thur) and that a family effort to reduce children's exposure to media away from school is sustained. For our purposes, 'screen-time' includes movies, television, electronic/video games, cell phones and computers.

For families new to Waldorf-methods, the media policy is often a challenging prospect; we will offer further educational opportunities and resources to assist families in reducing the amount of time their children are exposed to media. We firmly believe that reducing the influence of media on family life encourages a livelier interest in one another, enlivens and deepens communication, and fosters a deeper connection to the world. MSCS expects that each parent understand and support the media policy for the good of their own children and their children's peers.

"I fundamentally reject the notion you need technology aids in grammar school. At Google and all these [high-tech] places, we make technology as brain-dead easy to use as possible. There's no reason why kids can't figure it out when they get older"

—Alan Eagle
Google Executive

"A spare approach to technology in the classroom will always benefit learning: teaching is a human experience."

—Paul Thomas
Assoc. Prof. of Education at Furman University,
author of 12 books on educational methods

DRESS CODE

We recognize that all students are valued individually for who they are and not what they wear. Clothing, however, can be distracting to students and teachers and can undermine the school environment. Therefore, the following dress code has been adopted to help create a positive environment for all, where the focus is on learning:

- All clothes must be neat and clean and cannot be torn, tattered, or suggestive.
- Clothes must appropriately cover the body. No halter-tops, spaghetti straps, mini-skirts, short shorts, overly baggy pants, or tops that expose the midriff.
- Clothes must fit so that no underwear is visible.
- Clothes may not feature inappropriate or distracting logos, symbols, or pictures such as those referring to gangs, drugs, alcohol, or tobacco.
- We encourage clothes and personal items such as purses, bags, backpacks, lunch boxes, and shoes to be free of media characters for the same reason we encourage refraining from screen time during the week -- allowing a child to form his or her own images from stories and other curriculum content increases creativity and leads to better cognitive and academic ability. Solid-colored or simple prints are suggested for clothing.
- Hair should be clean, neat, and out of the face. Jewelry is to be kept to a minimum. Makeup, nail polish, and distracting tattoos are discouraged.
- Children should wear shoes that allow them to move freely and safely and protect the feet. We highly recommend shoes that cover and support the heel. Because MSCS is located in a natural environment, playing outside requires that students have safe shoes or boots that provide good traction. Class teachers may also ask children to bring slippers.
- To protect our classroom floors and carpeting, students must have a pair of indoor shoes to change into when they come into the building. These shoes must have a rubber/waterproof sole in case we must go outside quickly due to an emergency.
- Suitable clothing is required. In winter, warm jackets, gloves, and hats are required. In the warmth of the sun, hats are encouraged to protect students from harmful rays. Our students can be outside for up to 3 hours on some days, so protective clothing is very important.
- Wearing hats indoors is discouraged except when used for warmth during cold winter days.

PERSONAL PROPERTY

Toys, games, cell phones, electronic devices, etc. are to remain at home. If such items are brought to school, they must be left with the teacher until the end of the school day. Inappropriate items will be held in the office and may be picked up at the end of the day, except in cases of habitual abuse of this policy. Such cases may warrant extended confiscation time, as determined by staff. Dangerous items may be confiscated and disposed of and will require more serious consequences.

Pets

No dogs or pets are permitted on the school campus during school days or events for safety, health, and liability reasons. Special arrangements may be made to bring pets to school with approval from the Director and Class Teacher.

INTERNET ACCEPTABLE USE POLICY FOR STUDENTS

Overview

Use of computers is limited at MSCS. The main use will be for computer-based state assessments. However, because there is a possibility of internet use on campus, the following policy will be followed.

Privileges

Any student accessing the Internet will be trained on the proper uses of the internet. Use of the Internet is a privilege and inappropriate use will result in a cancellation of those privileges.

We encourage your help in guiding your child to use online services responsibly. We further recommend continual discussion and monitoring of your child's interaction, learning, and exploration activities throughout the year for both encouragement of good practices and prevention of possible problems.

Specific Guidelines

1. Students shall not use the Internet unsupervised and only with parental approval.
2. No student is to be identified over the Internet by full name, photograph, etc. without specific written permission from the parent or legal guardian. If the parent or legal guardian has signed a form provided by the classroom teacher or technology instructor, personal information may be posted in certain circumstances.
3. Use of the Internet to defame or demean any person is prohibited.
4. Network etiquette: Be polite; Use appropriate language; Do not swear, use vulgarities, or any other inappropriate language; Do not reveal personal address or phone number or the personal addresses or phone numbers of others. Remember that illegal activities are strictly forbidden.
5. Users may not download or use any documents or data that could knowingly cause damage to the school's computer system (ie: viruses).

6. Students will not engage in any activity that requires an exchange of money, credit card numbers or where they enter into an area of service for which the school will be charged an additional fee. Purchases or sales of any kind are prohibited.
7. Hate mail, harassment, discriminatory remarks, and other antisocial behavior are prohibited.
8. The illegal installation of copyrighted software for use on MSCS computers is prohibited.
9. Use of the network to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the network is prohibited.
10. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users, or misrepresent other users on the network.
11. MSCS shall be the final authority on use of the network.
12. Appropriate disciplinary action shall be taken against any student who willingly and knowingly violates the Internet Acceptable use Policy.

GUEST WI-FI TERMS OF USE

By accessing or using the Mountain Song Community School wired or Wi-Fi Internet access service (service) you represent and agree that you are currently a guest of Mountain Song Community School. You also acknowledge and agree that you have read all of the information, disclaimers, and provisions stated or referred to in this document below (terms), understand them, and agree to be legally bound by them. If you are not a current guest of MSCS and/or you do not agree to the terms, you may not access the service.

Consent to monitoring. MSCS reserves the right to, and you acknowledge and consent that MSCS may (but is not required to), monitor, or authorize a third party to monitor, your communications and activities via the service (including the content) in connection with your use of the service, and may disclose any such information for purposes of ensuring your compliance with terms, applicable law, cooperation with legal authorities, and otherwise protecting MSCS's rights, property and interests.

Disclaimer of warranty. You acknowledge and agree that the service is provided solely as a convenience to you, "as is," with any and all faults or defects. You further acknowledge and agree that MSCS disclaims all warranties and representations of any kind, whether express, implied or statutory, including without limitation any warranties: (I) of merchantability, fitness for a particular purpose, non-infringement, workmanlike effort, quality, accuracy, timeliness, completeness, title, quiet enjoyment, no encumbrances, no liens, or system integration; or (II) that access to or use of the service or any part thereof will be uninterrupted, error or defect free, free of viruses or other harmful elements or features, or secure, or that problems will be corrected, even if MSCS is on notice of such problems. No advice or information given by MSCS or its employees shall create any warranty. If applicable law does not allow the exclusion of some or all of the above implied warranties, you agree that the above exclusions will apply to you to the extent allowed by applicable law.

The Internet contains a variety of materials and information that may be offensive to you. You agree that you assume full responsibility and risk for your use of this service and the Internet, and that you are solely responsible for evaluating the suitability, appropriateness or legality of any informational content or other materials you may encounter online.

Limitation of MSCS 's liability. (A) You acknowledge and agree that the service is provided as a guest privilege solely for your convenience and does not impose liability of any kind or in any amount on MSCS including without limitation, liability for any direct, indirect, special, consequential, incidental, punitive or exemplary damages (including, without limitation, loss profits, loss of business, business interruption, loss of data, or other similar damages) arising out of or related to this agreement or the service; even if MSCS is advised of the possibility of any such damages. (B) You specifically waive any and all claims against MSCS related in any manner to your use of the service. (C) You further agree that if for any reason any of the foregoing limitations of liability or waiver are determined to have failed in their essential purpose or are otherwise deemed to be unenforceable, then the maximum aggregate, cumulative liability of MSCS, arising out of or related to the terms of this agreement and this service, shall not exceed your direct damages, if any, up to fifty dollars (\$50). (D) You agree that the limitations and waivers in this section shall be deemed to apply to all causes of action and all legal theories, without regard to whether the claims of damages arise from: (I) breach of contract, breach of warranty, negligence or other torts, or (II) any other cause of action, however stated.

Termination of service; updates to this agreement. You agree that MSCS may, at any time and for any reason, change, terminate, limit or suspend this service (in whole or in part) or your access to this service. Upon any termination, your rights to use this service will immediately cease. MSCS also reserves the right to update or revise this agreement at any time without prior notice, and you agree that MSCS may do so. Your continued use of this service following an update to this agreement signifies your acceptance of its revised terms.

FIREARM POLICY

Purpose

It is the intent of Mountain Song Community School (MSCS) to provide a safe and secure environment for students, employees, and visitors by establishing preventative measures, holding perpetrators accountable, and providing assistance and support to victims. This policy specifically addresses the school's position on firearms and weapons to provide a safe working and learning environment for students, employees, and visitors at all school-owned or -controlled properties.

Policy

MSCS maintains a strict policy prohibiting firearms and weapons in the school community, including legal and authorized weapons. Use of any firearm, explosive, weapon, dangerous chemical, or biological agent on school property or at any school function is prohibited. Other prohibited items include, but are not limited to, swords, razors, hatchets, pellet or BB guns, knives, paintball guns (collectively weapons). Furthermore, all firearms as defined in the Gun- Free Schools Act, Section 921(a) of title 18, United States Code, shall also be considered firearms for purposes of this policy.

Students, faculty, and staff are not allowed to carry and/or possess firearms or weapons at any time while in the school buildings or property, whether or not licensed to do so. School "property" includes, but is not limited to:

- Buildings
- Sidewalks or walkways
- Lawn areas
- Playgrounds
- Open or undeveloped lands

Students, volunteers, faculty, and staff are also prohibited from carrying and/or possessing weapons at any time while working or attending school or school-related events, whether or not on school property, including, but not limited to:

- Driving school vehicles at any time; and
- Driving privately owned vehicles used in the course of conducting school business or activities.
- MSCS also prohibits school visitors from carrying and/or possessing weapons on school property or attending school events (field trips, sporting events, entertainment). Non-employees include, but are not limited to, vendors, visitors, customers, and potential customers of the school.

Procedure

All individuals are encouraged to be alert to the possibility of violence on the part of employees, former employees, students, visitors, and strangers. Employees and students shall place safety as their highest concern and report all acts of violence, threats of violence and possible dangers. It is the responsibility of every administrator, student, and staff member to take any threat or violent act seriously and report acts of violence and threats to the appropriate authorities as set forth in this policy. Reports of any suspected violation of this policy should be made immediately to any one or more of the following:

- Office (719-203-6364)
- Director
- Administrators
- Teacher
- Staff member
- School Official
- Local Law Enforcement (911)

Any such individual who is reported or discovered to be in possession of a firearm or weapon will be asked to remove it or turn it over immediately. Failure to comply will result in disciplinary actions and/or arrest as described in the “Consequences” section, below.

Authorized Exceptions

The following are authorized exceptions to this policy:

- Visitors who are required to carry a weapon in the scope of their employment would be exceptions to this policy. For example, law enforcement officers are exempt from this policy.

- Employees, students, staff, and volunteers may use appropriate tools, such as saws, knives, and other such implements necessary for the performance of their job duties or schoolwork.
- Contractors or workers hired by the school to perform a job that requires the use of saws, knives, or equipment that may be seen as a weapon or used as such to cause harm to another individual.

The Head of School must approve all other exceptions.

Support

Mountain Song Community School shall make every effort to provide a campus and workplace that is free of violence, and to protect and support victims and those threatened or exposed to acts or threats by offering security measures and appropriate resources for providing support and assistance.

Consequences

Any student, who is determined to have brought a firearm to school, or to have possessed a firearm at school, shall be expelled for not less than one year. The Executive Director of the Charter School Institute may modify the length/term of the expulsion on a case-by-case basis if such modification is in writing. Any student who brings a firearm or weapon to school will be referred to the appropriate criminal justice or juvenile delinquency system. A record will be kept of all firearm expulsions, including a description of circumstances that, at a minimum, includes: the number of students expelled, the type of firearms concerned, how many expulsions were modified, how many were IDEA students, and how many were referred to “alternative placements.”

Violation of this policy by non-students shall be grounds for disciplinary actions to include but not be limited to termination and prosecution under the law. The school will not tolerate retaliation against any student, employee, or visitor who reports a suspected violation of this policy.

SCHOOL SAFETY

Our Emergency Response Plan, available in the front office, contains detailed information on our approved emergency plans.

Fire safety

Fire drills are conducted monthly, in compliance with Colorado state statutes. Fire extinguishers are located in all buildings and exits and are maintained annually.

Emergency Evacuation

Should the school have to be permanently evacuated due to an emergency situation, everyone will proceed to the Pleasant Valley Baptist Church at 30th and Bijou. Parents will

be contacted via phone and email to inform them of the situation as soon as possible. It is therefore essential to keep all contact information up to date in the office.

Lock-Down or Lockout Situation

Should the school need to initiate lock-down or lock-out procedures, all persons on the property will be escorted to a safe location inside the building, and all entries and exits will be locked. NO ONE is allowed to enter or leave the designated lock-down area until it has been deemed safe and announced as such by the Director or emergency personnel in charge of the situation.

FERPA Notification of Rights

MSCS honors the parent Notification of Rights Policy under the Family Educational Rights and Privacy Act (FERPA). Therein lie the school's policies surrounding parent and student rights with regards to a student's education records. You may check this policy on the U.S. Department of Education: Family Policy Compliance Office website.

Lost and Found

All lost and found items will be stored in bins in the lost and found closet, at any time you can ask the front office for permission to look through these items for your child's missing item(s). The last Friday of every month the bins will be sorted and leftover items will be donated.

The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue and strength of each one is living.

Rudolf Steiner