Dear Parents:

Welcome to Stone Bridge School (SBS). This handbook is intended to be your primary source of information about the school’s organization, policies, and procedures. In it, you will also find the mission, vision, and values of SBS.

Please read it carefully and keep it handy if questions arise. The Handbook is always available on our SBS website. Please contact the school office if you need more information regarding the Handbook or its contents.

Direct communication and clear information are key to the success of any community. Your first avenue is to speak to your class teacher regarding your child’s education here at SBS. Utilize your Parent Council class representatives for event information, general questions, or any concerns that you may have. A successful collaboration for your child’s education rests on you being informed and keeping an open dialogue between yourself and the school. Questions or suggestions regarding school business and policies can be directed to the administration. A chart on page 14 can help you decide who to call if you aren’t sure. Through clear communication and understanding, I trust that you will find the very best way to support your child(ren)’s education and to make your personal contribution to the health and vitality of our school.

Most sincerely,

Bill Bindewald
Administrator

When you have finished reading the Handbook, please sign the signature page of the Parent Handbook Acknowledgement Form), and return it to the Main Office.

Note: Although efforts are made to keep this handbook up to date, this is a living document that will morph and change as need arises. In the case that discrepancies are found between the contents of this handbook and adopted policies or the charter, the adopted policies and the charter take precedence and are to be relied upon.
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INTRODUCTION

Our Vision

Through Our School
We May Grow
As Children, Parents, and Teachers
Together
In a True Community

Stone Bridge School (SBS) is a community of families and teachers using public Waldorf-curriculum to nourish and educate our children. We recognize and benefit from the character, vitality, history, and diversity of the Napa Valley, and in turn, offer an alternative educational choice. We possess a powerful vision: a public school with a consistent philosophy, curriculum, and teaching practice that embraces the developmental model of the growing child and awakens each child’s full and unique potential. Waldorf education nurtures a sense of wonder and delight, and fosters the reverence for nature and humanity inherent in the young child. The public Waldorf curriculum develops the child’s active will, creative imagination, and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction and purpose to their lives and leadership to their community.

History of SBS
SBS, previously known as Napa Valley Charter School, has been offering an alternative education, based on the principles of Waldorf education, to the children of Napa Valley since 2000. Founded by a group of parents and teachers committed to offering this alternative education program in a public school system, SBS has a rich and on-going history of parent dedication, participation, and involvement. For a more detailed history of the school’s formation, please see Appendix A.

Relation to Napa Valley Unified School District
By definition, a charter school follows a particular curriculum and educational program and receives authorization to deliver that curriculum, most typically from the school district in which it resides. SBS’s charter sets forth the mission of our public Waldorf program and how it will be organized and operated within applicable California laws. Since 2005, the Napa Valley Unified School District (NVUSD) has authorized SBS, and our school and NVUSD share a joint responsibility to ensure that the commitments made in the charter are adhered to.

SBS is an independent, direct funded charter school. In contrast to dependent charter schools, this means that our school is completely responsible for: governance, finances, hiring and management of human resources, state reporting and compliance, school and administrative operations, and determination of our curriculum and educational program. We purchase services as needed from NVUSD, and enjoy a positive and cooperative working relationship with them.

Our charter is a living document and must be renewed every five years to ensure consistency with state laws and to ensure that the school continues to meet the needs of our students. SBS’s charter was reauthorized by NVUSD in 2015. The current charter is available in the office and on the school’s website.

Inspiring Waldorf Education at School and Home
We have developed our school philosophy and program from what we believe to be a rich and effective educational model - the principles of Waldorf education. Based on the child development model and educational philosophy created by Rudolf Steiner, our school values the natural development of the child
and works to provide a physical, emotional, and intellectual environment to foster age-appropriate growth and learning.

Observers will note unique aspects found in our school. The arts: drama, music, painting, drawing, modeling, etc. are integrated throughout the academic curriculum, which includes language arts, mathematics, history, social studies, foreign language, and science. This model of educating on the wings of art awakens the imagination and creative capacities, bringing vitality and wholeness to learning along with academic excellence. Each topic of study is presented with deep regard for its inherent value to the children in relation to their developmental stage.

Classrooms create an environment that expresses an appreciation for beauty and nature and change throughout the school year to reflect seasonal and curricular themes. The classrooms have a nurturing and imaginative ambience, which supports the younger children’s transition from home. The walls are painted in pastel colors, the lighting is muted or softened with draped fabrics, and play spaces integrate folklore and the natural elements of the seasons. Chalkboard drawings and a seasonal nature table (in the early grades) help create an aesthetic environment and remind us to respect and appreciate nature.

Meals and snacks in the classroom provide additional opportunities to acknowledge our appreciation for the natural world. An emphasis is placed on eating wholesome, healthy foods, whether in daily snacks, celebrating festivals, birthdays, or special events. Families are encouraged to place importance on good nutrition. Snacks prepared at school made of wholesome ingredients express a respect for a healthy earth and for healthy bodies.

The public Waldorf educational program of SBS is based upon a deep understanding of child development and we have adopted a position on media and the developing child. The school is committed to nurturing each child’s unique qualities so that his/her academic abilities may flourish. We believe that television and other media can serve as a source of information and entertainment for adults; however, children are not operating in the same developmental stage as adults. We believe that exposure to media can be harmful to a child’s developing mind and body, and can significantly shorten attention span. Recent research has shown that the use of media entertainment for young children has a negative effect upon their self-image, energy levels, psychological health, creativity, social behavior, and their ability to concentrate. Studies also illustrate a correlation between media exposure and a diminishment in quality relationships, values establishment, keen physical skills, and reading skills. We ask parents to eliminate, or at least significantly reduce their children’s screen (television, videos, video games, computer games and feature movies) time in order to enhance their ability to explore their inner selves. We ask that all parents regard this request seriously and make every effort to consciously diminish, and ideally eliminate, their children’s use of screen media.

Some suggestions to help your children transition away from an abundance of media influence:

- Purchase toys that leave room for the child’s imagination without the suggestion of media images:
  - board games
  - blocks and natural building supplies
  - dress-up clothes (easily found at thrift stores!)
  - outdoor games and equipment
  - kits and construction projects
  - art supplies
  - ask your child’s teacher and other SBS parents for other age appropriate suggestions
- Resist buying food and other items with media driven packaging
- Resist buying shoes and other clothing with media driven images
Please refer to the SBS Media Guidelines (Appendix I) for more information on this topic.

Another way that families can enhance the educational experience is by attending to rhythm in the child’s life. Children flourish in environments that are not only loving but also orderly and predictable. Knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children, and prepare them for restful sleep. Once this routine is established, the ritual may become parents’ most treasured time with their children.

Toys from home are not permitted on campus. Personal toys that are allowed are those made in handwork classes, things found in nature, or toys provided by the teacher from a classroom collection. Always check with your child’s teacher before bringing toys or other items to school.

Additional ideas for incorporating and inspiring Waldorf education at home can be found in the recommended reading section of this handbook (Appendix B), can be obtained by participating in educational opportunities offered by the school, and will regularly be discussed by your child’s teacher.

Ongoing participation in class and community meetings and other parent educational events will ensure a strong basis for parents to understand the curriculum and support the school’s goals at home.

**ORGANIZATION & ADMINISTRATIVE STRUCTURE**

**Admission Requirements and Enrollment**

As a public school, SBS is open to all students who reside in California. The school shall not discriminate against any student on the basis of race, religion, ethnicity, national origin, gender, sexual orientation, perceived orientation, home language, or disability, nor shall it charge tuition. We strive to enroll a student body representative of the demographics and diversity of the Napa Valley.

SBS does not enroll students on the basis of their knowledge of, or commitment to, Waldorf education. However, in the past, we have found that families who are not fully aligned with the educational philosophy of Waldorf education at school and at home are ultimately less happy at the school. For the benefit of the individual child and the school community at large, the importance of self-selection with an eye to a good fit with our educational approach cannot be overstated. SBS is a school of choice, and we ask that families making the choice to enroll at SBS do so with full understanding of the values and practices of our school.

Refer to Appendix C for our full enrollment policy and procedures, including age requirements, application procedure and enrollment lottery.

**School Office**

The school office is open from 8 a.m. to 4 p.m. on school days with a reduced schedule during the breaks and summer. The office staff is there to help you – if you have a question or concern see the section of this handbook entitled, “whom to talk to about what” on page 12. If you aren’t sure whom to contact, call the office and the staff will direct you.

Mailboxes for teachers and staff are in the office as well as a box to drop off Community Giving and Aftercare payments. Visitors (including parents who volunteer on campus during school hours) must sign our Visitor log in the school office and wear “Visitor” identification. Parents bringing or removing their children from school during school hours (for appointments, etc.) must visit the school office to sign the Student In/Out Log.
Governance and Decision Making
SBS has a collaborative model of governance in which the Charter Council, Faculty Council, and Parent Council work together to ensure the success of the school. Each group has a critical role to play to keep the school functioning well. The Charter Council is the final decision-making body. It consists of representatives from the community, faculty, parents, and the school administration. A brief description of each council and the administration can be found below.

Charter Council
SBS is a California 501(c)(3) nonprofit corporation. The Charter Council (CC) serves as the board of directors of the corporation, and is responsible for ensuring that the school’s practices and policies are fully legal, fiscally sound, and consistent with the charter of the school. It gives final approval to all personnel, budget, and appropriate policy decisions. The Charter Council also reviews SBS programs and practices to determine their effectiveness in supporting student outcomes and success as described in the charter.

The Charter Council is made up of seven members, who typically serve a two year term. There are:
- Two community members
- Two SBS faculty members
- Two parents of SBS students (a representative of the Parent Council and an at-large parent)
- One classified employee of the school

The SBS Administrator participates as a non-voting member. (A current list of Charter Council members can be found on the school website.) There is also a volunteer scribe who takes the minutes of the meetings.

Under California corporate law, Charter Council members must always act in the best interests of the whole of the corporation (school) in their decision making, and may not represent particular interests. The Charter Council nominates, elects, and is led by a Chairperson, who serves as the President of the Board. Other board positions are: Vice-President, Treasurer, and Secretary.

From September through June, the Charter Council meets monthly on the second Tuesday of the month at 6:00 PM at the school. If this monthly meeting is on an alternate day, ample notice is given. As a public agency receiving public funds, all Charter Council meetings are conducted in accordance with the Brown Act and applicable public meeting laws.

Agendas for regular meetings are posted a minimum of 72 hours in the glass case outside the school office and on the school’s website. Special meetings, set with a particular topic in mind, are required to be announced 24 hours prior to the meeting start time, and agendas are distributed and posted in the same way as the regular meetings. A recap of the meeting is published in the school newsletter, and the approved minutes can be found in the school office.

All parents are welcome and encouraged to attend these meetings as a way to learn more about the functioning of the school, and to provide feedback to the board. During each regular Board meeting, there are two opportunities for members of the public to address the Charter Council (CC).

1. At the time designated on the agenda, members of the public may bring before the CC, at a regular meeting, matters not listed on the agenda. This is the opportunity to express an opinion, cite a problem, or make a suggestion. During this portion of the meeting, the CC members listen to the speaker usually without commenting or answering questions. Members may elect to respond to issues or suggestions by directing further communication through the Administrator, staff, or faculty, asking for further discussion by the CC, or by directing study or action by staff. No action can be taken at this time except as allowed
by law. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board. (Ed Code 35145.5, Government Code 54954.2)

2. Members of the public have the opportunity to address the council member before the CC’s consideration of each item of business discussed at regular or special meetings. (Ed Code 35145.5, Government Code 54954.3)

**How to Address Charter Council**

Individuals desiring to address CC may do so under the following guidelines:

1) A person wishing to be heard by the Board shall first be recognized by the Chair and shall then proceed to comment as briefly as possible. Speakers are asked to be succinct, clear, and as brief as possible. Comments are limited to no more than two minutes.

2) If more than one person would like to speak on the same issue, CC may limit the total time for public comment. Upon a vote of the CC, the Chair may increase the time allowed for each topic depending on the number of persons wishing to be heard. Each speaker is asked to avoid being repetitive, and to present new information.

3) Public comments can be submitted in writing provided the correspondence is signed and dated by the person submitting the item. Public comments sent via email are not considered an acceptable form of written communication.

4) The Chair can also rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time or with a different audience, the Chair will indicate the time and place when the topic will be addressed.

5) The CC shall not prohibit public criticism of SBS policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) In addition, the CC may not prohibit public criticism of SBS employees. Whenever a public comment initiates specific complaints or charges against an employee, the employee has the right to be present and to have adequate notice of such complaints. The Chair may ask for the public comment to be postponed until the employee has been given adequate notice. It is the policy of CC to hear such complaints or charges in closed session unless other requested by the employee pursuant to Government Code 54957. (cf1312.1 – Complaints Concerning School Employees)(cf. 9321 – Closed Session Purposes and Agendas).

6) The CC Chair will not permit any disturbances or willful interruption of CC meetings. Persistent disruption from an individual or group will be grounds for the Chair to terminate the privilege of addressing CC. Disruptive individuals will be asked to leave the room and the meeting shall continue concerning only matters appearing on the agenda. (Government Code 54957.9)(cf. 9324 – Minutes and Recordings).

7) Speakers are encouraged to communicate from a place of respect for all parties involved. Comments should be as factual and constructive as possible.

**Faculty Council**

The Faculty Council is a community of teachers whose sole intent is to serve the academic and developmental needs of the children by teaching to the whole child (head, hands, and heart), and by offering educational experiences that inspire a joy for learning, and respect for the Earth, humanity, and our
surrounding community. Faculty members strive to work both individually and collaboratively in order to meet the needs of all the children as they evolve throughout the year.

Through their active involvement in the Parent and Charter Councils and through their committee work, the Faculty plays a key role in the direction of the school. Members of the Faculty serve on the Charter Council and the Parent Council and are involved in many school committees. It is the job of the faculty to ensure that the quality of the school’s programs is at its best by participating in financial, personnel, policy, and program decisions.

Faculty members meet weekly, as the Faculty Council, to further support the life of the school. During these weekly meetings they study pedagogical concepts; report on happenings within the school; announce forthcoming events; recognize the needs of the school; provide input as to how those needs can be met; do artistic work, or share a meal. The faculty co-chairs, along with the Educational Program Director and Administrator, set the agenda for and co-chairs who coordinate the weekly meetings. Faculty Chairs also serve as confidants and support for other faculty members. Along with the Administration, the co-chairs are available for parental questions and can serve as the voice of the school in case Administration is unavailable.

Our faculty consists of two Kindergarten teachers, each with an assistant, class teachers (Grades 1-8), classroom assistants (Grades 1-3), subject teachers (Spanish, Handwork, Eurythmy, Woodworking, Math, Music (voice, recorder, and strings), Games and Movement), Aftercare staff (director and assistants), a Farm director, Farm Teacher (Grades 1-8) and a team of teachers/professionals who provide remediation and support for academic, behavioral, and social needs.

The kindergarten teachers, class teachers, and core-curriculum teachers are all required to hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing, and the entire faculty is encouraged and financially rewarded to hold a certificate from a recognized Waldorf Teacher Training College or Institute. Members of the faculty are also expected to seek inspiration through continued education, and are strongly supported in their efforts to do so.

Parent Council
Parents at SBS are involved in all levels of the school to ensure that their children’s education is as rich as possible. Parents serve as members of the Charter Council and Parent Council, and also serve on Administrative and Parent Council committees where they perform a variety of tasks using their individual expertise.

Vision
The Parent Council (PC), with respect, trust, & integrity, brings together the community of parents to serve the children, parents, and teachers in the educational goals and ideals of the SBS.

Mission
The Parent Council facilitates the parents’ role in the smooth operation of the school. It is the organizational body for the parents, and serves as their ears and voice.

The Parent Council (PC) meets monthly, August through June, to conduct its business. Meetings are held on the first Tuesday of each month at 6:00 pm at the school and all parents are welcome and encouraged to attend. Each grade, including Kindergarten, is represented on the PC by two class representatives who serve as voting members of council. The Parent Council is headed by an executive board which is made up of a Chair (or co-chairs), Treasurer, and Secretary.
Each PC representative is nominated and elected by their class parents, and serve as a liaison/communication link between the parents in his/her class and the PC. Parents are encouraged, to discuss any school-related issues they may have with their PC reps. The PC reps may then provide guidance as to the best way to resolve any concerns or issues, and may relay questions, concerns, and suggestions to the PC. PC reps also have the role of keeping their class parents informed about PC activities.

The PC creates and works through committees to accomplish its goals. Each PC representative serves as the liaison to a committee. Through its communications with the PC liaison and the committee chair, the PC checks with each committee to ensure that the goals are on schedule, and strives to be alert to any assistance the committee might need.

On behalf of the school parents, the PC sets its goals each year in an effort to be consistent with the needs of the school as understood through its relationships with the Administration, Charter Council, Faculty Council and the school parents. Each class representative is responsible to communicate the goals of PC back to the parents and enlist the support of the class parents to assist in accomplishing these goals.

The PC determines the fundraising goals for all school and fundraising activities. The PC plans, organizes, and coordinates all fundraising activities, as well as those school activities for which PC is responsible, through the work of its committees. The PC creates its own annual budget using its fundraising income, and any alternate sources of income, to determine its expenses, including its financial support to the school.

The PC assists the Administration by striving to ensure PC committees are functioning efficiently and harmoniously and requests administrative assistance when needed. The Administration strives to keep the PC informed of major school issues, and the school Administrator reports at all monthly PC meetings.

The PC provides the Faculty Council with information pertaining to the parents’ roles, concerns, and ideas, and integrates direction from the Faculty Council. The Faculty Council provides a representative from its council to attend all monthly PC meetings. The Faculty Council Representative serves as a liaison between the PC and Faculty Council, keeping the PC informed of issues and business of the Faculty Council.

The procedures for election along with other information regarding PC can be found in the *Parent Council Bylaws* included as Appendix D. Executive board members for the current year can be found on the school website.

**Administration**

The administration plays a vital role in ensuring the smooth flow of communication among all groups of the school, and participates in the creation and implementation of the school’s policies and procedures.

**School Administrator**

The Administrator oversees the general operation of SBS, and works in concert with the school’s councils: Charter, Faculty, and Parent. It is the Administrator’s responsibility to oversee the day-to-day business of the School, including understanding and enforcing school district, county, and state charter school requirements; facilitating communication; authorizing procurement of school materials and supplies; overseeing building safety and maintenance, seeking legal advice when needed, addressing parent needs, and other operational practicalities. The Administrator creates and manages the School budget, makes staffing decisions and manages personnel, and plans for the future of the charter school. Relations with the public, governmental agencies, Napa Valley Unified School District, Napa County Office of Education, vendors, insurance providers, etc. are also handled by the Administrator.
The Administrator is available to answer any questions, and to hear concerns or ideas. You may stop in the office or call to make an appointment. The Administrator has an open-door policy and, time permitting, may be available for short, unscheduled conversations. If your communication contains a concern or conflict, please be sure to first speak directly with the person most immediately involved before seeking the Administrator’s assistance.

**Assistant Administrator**
The Assistant Administrator is the key contact for parents, and is also responsible for regular communication between the administration and the parent body, assistance in the development of the school budget, compliance with student testing and reporting, support of grant application submittals, oversight of the Safety/Emergency preparedness program, the establishment of policies and procedures, and maintenance of teacher credentialing.

**Educational Program Director**
The Educational Program Director provides support for classroom teachers and performs teacher evaluations. Teachers start the school year with professional goals and the EPD meets with them to discuss progress and provide feedback. The person holding this position is also the support provider for teachers attending Beginning Teacher Support and Assessment.

**Office Assistant and Office Coordinator**
The Office Assistant is the go-to person for most of your questions and needs. She/he handles attendance matters, student records, student medication, and fieldtrips, and is the person who greets those who enter our office. The Office Assistant also provides assistance to the students in the form of first aid, as well as handling a variety of other important tasks that help the School run smoothly.

The Office Coordinator is responsible for assisting in the development and management of the school budget, purchasing/ordering supplies, accounts payable, billing and accounts receivables (Community Giving, Aftercare, Summer Camp programs, etc.), payroll, and Livescanning. She/he also serves as Enrollment Coordinator and Facilities Manager. Concerns about school buildings, facilities, and facilities scheduling should be brought to the attention of the Office Coordinator so that repairs can be arranged and our school can be maintained as a safe place for students.

**Administrative Committees and Groups**
To provide help to the administration and to ensure strong faculty and parent participation in the governance of the school, standing and ad hoc administrative committees exist. These committees help create and implement policy, curriculum, budget, and personnel decisions within the school. Depending upon the function, an administrative committee may consist of faculty, parents, the Administrator, and/or classified staff.

The standing administrative committees are the Talking Heads Committee (chairs and co-chairs of the Charter, Faculty, and Parent councils along with the Administrator and Assistant Administrator), Finance Committee, Hiring Committee, and Outreach Committee.

From time to time administrative task forces (or mandate groups) are formed by the administration to study specific issues, or to carry out specific tasks, reporting their recommendations to the Administrator or Charter Council.
**Whom to Talk to About What**

It is normal for questions to arise during the course of your child’s education, and we are committed to helping you understand our unique program. Questions that arise through participation in our school community are best addressed at the point of origin through direct and clear communication, and it is important that you are guided to the proper source for answers. The chart on the following page is designed to direct you to the person most capable of addressing your concerns or questions. If your question or concern does not seem to be addressed below, please do not hesitate to contact the office for further direction. If you still aren’t sure, don’t hesitate to call the office again to get assistance.
Charter Council Chair:
- Questions about policies and procedures.

Parent Council Representative:
- Questions about events, fundraising, etc.
- Questions/concerns that you would like PC or Charter Council to consider.

Office Assistant:
- Questions about your child’s medical records or medications
- Questions about your child’s academic records, including forwarding to high schools
- Attendance
- Field Trip chaperone requirements

Administrator:
- Questions you feel have not been addressed through other means
- Legal, financial or other administrative topics.

Office Coordinator:
- Accounting questions (reimbursements)
- Community Giving Program
- Aftercare Program
- Volunteer Livescans

Assistant Administrator:
- Parent Concerns
- Testing
- Emergency Preparedness
- School Communication

Class Teacher:
- Questions about your child’s overall progress
- Questions about your child’s social experience at school
- Waldorf pedagogy – what we teach and why

Subject Teacher:
- Questions about your child’s experience in a subject class (some class teachers like to be contacted first, so make sure you know what your child’s teacher prefers)
- Your child’s progress in subject classes
Communication
Many avenues of communication are in place at SBS. These include:

- **School Newsletter**: The *SBS Newsletter* is published by administrative staff on a weekly basis and is emailed to SBS families. (You can get a paper copy in the school office.) This newsletter is the best place to get information about what is currently going on at school, announcements, insight into the Waldorf curriculum, and news of our community. It is the responsibility (and we hope, the pleasure) of the parents to read the weekly newsletter. Important information is contained in it and it is an essential way for the school to communicate with you. If you would like to submit something for posting to our community in the *SBS Newsletter*, you should email the Assistant Administrator at maria.m@stonebrideschool.org or place the information in her box in the school office by Thursday of the publishing week. We are happy to print information about events of interest to the community and classified ads for goods and services (as space permits). As with all information that is distributed to the school community, submissions must be approved by the Administration. We avoid religious and political content in the newsletter, and the school does not in any way endorse or accept liability for events or services listed in the newsletter.

- **Parent Boxes**: A box for each family can be found on the wall inside the entrance to the school. Please check your box regularly so you don’t miss any important information.

- **Bulletin Boards**: Information can be found on the parent bulletin board located on the wall inside the entrance to the school and on the school’s marquee box. With approval from the Administration and if space is available, parents may also post items of direct interest to the School community. A glass-covered bulletin board is located at the door of the school office and is reserved for school information and events only. Information such as Charter Council and Parent Council meeting agendas and minutes can be found there.

- **Web Site**: Please go to www.stonebrideschool.org to learn more about our school, check the calendar for events, receive current information regarding parent council and enrollment, and obtain information from your class teachers.

Communication Basics
SBS encourages proactive and open communication. Constructive feedback and concerns should be funneled through the appropriate channel. Talking directly to the person with whom you have a concern is the most efficient way of communication. This is especially the case when it comes to your child and the classroom teacher. Please direct any feedback or concerns regarding your child’s academic or classroom experience to the class teacher before fellow class parents, the Administrator, other faculty and staff, or council members. If you are not sure whom to speak with please refer to the section entitled “whom to talk to about what.” If you are still unable to determine whom you should talk with, please call the office.

Email Communication
Communication is most effective face-to-face, when eye-to-eye contact and other social cues are available to fully clarify the content of conversation. In order to encourage effective communication, email among parents about school matters should be reserved for information sharing only. Group discussion or discussion of sensitive topics or situations by email may be an incomplete form of communication and may lead to destructive misunderstandings. Please use email among your class and school community only to communicate objective information and do not forward emails without the consent of the original sender.
Email distribution lists of school families are for school related and personal communication ONLY and not for commercial or business use.

**Conflict Resolution**
Conflict is an inevitable part of life. Disagreement may arise in any community and such differences are an inevitable consequence of human interaction. Such situations can be the beginning of a valuable problem solving process if you are willing to listen and understand other points of view and share your own in a positive way. In a majority of disagreements, the parties involved resolve the problems amongst themselves. The procedure for Conflict Resolution, included as Appendix E in this handbook, is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

**STUDENT LIFE**

**Rhythm, Schedules, and Attendance**
Careful consideration has gone into creating the annual school calendar. We have chosen a modified traditional school calendar that offers a natural and rhythmic seasonal balance with logical pacing of instruction and regular breaks. This helps to maintain students’ joy and interest in learning. This also helps to develop lifelong skills as they approach learning and work with enthusiasm, purpose, determination, and balance.

Students attend school for a total of 175 days per year. Set in the spring of the current year, annual school calendars are distributed at the beginning of each school year and updated with events throughout the year. Winter and spring breaks are built into this calendar with various holidays and in-service days. This calendar provides multiple vacation opportunities and encourages families to plan vacations during those times.

Because SBS is primarily supported by average daily attendance (ADA) State funding, we strongly request that families take vacations during the calendared vacation times. The ADA funding model allows the school to receive monies only for students who are in the classroom. Absences directly affect our school’s funding. In addition to monetary loss for the school, children away from school lose out on valuable classroom learning and experience. Student absences also negatively affect the social fabric of the class.

**Daily Schedule**
Kindergarten 8:20 – 12:30 (Monday through Friday)
Grades 1 – 8 8:20 – 3:05 (Monday through Wednesday & Friday)
Grades 1 – 8 8:20 – 12:35 (Thursdays and minimum days)

Note: 1st grade follows the minimum day schedule from the first day of school until early November.

**Weekly Schedule**
Thursday is ALWAYS a minimum day for first through eighth grades. School ends at 12:35 p.m. on Thursdays.

**Curriculum Overview**
SBS believes that it is vital that the education a child receives at school continue in the home. To accomplish this, a child’s enrollment in the school is best supported by the parents’ understanding of the unique nature of the school’s curriculum. Our goal is to produce children with strong potential for academic
development, a commitment to improving their community, and the ability to think independently and act freely.

Below is a brief summary of the language arts, mathematics, history, and science curriculum presented in Main Lesson, grade by grade. Students and teachers develop a deep and enduring relationship through the shared experience of the main lesson curriculum, where one subject is taught for the first two hours of each day in blocks of three or four weeks (initiated in the 1st grade). During this uninterrupted time, the class teacher leads the students in a rhythmic component of the lesson composed of recitation, movement and music then presents the current academic subject, that the students question, discuss and recall. Textbooks are not used to introduce subjects since the children make their own books, full of illustrations, compositions, observations, maps, and diagrams from subjects presented by the class teacher. These colorful Main Lesson books are carefully crafted with attention to detail and artistic presentation. They are a unique and vital part of the student’s education. At the end of the year, these Main Lesson books are bound into one book.

**Kindergarten**
The kindergarten program is developmentally appropriate, non-academic, and play-based. The home-away-from-home feeling is the beginning stage of long-lasting friendships as the children advance together through SBS. In the kindergarten, the children are encouraged to develop and strengthen the use of their imagination through daily circle activities, story time, songs, games, plays, and puppet shows. There are specific activities for each day of the week, which may include painting, drawing, beeswax modeling, baking bread and/or making soup, as well as practical activities such as washing, sweeping, folding, digging, and hammering. Consistency and rhythm set a tone of assurance and security for the child, wherein the imagination—the foundation of intelligence—is free to grow. Kindergarten, “a child’s garden,” is a time to preserve childhood. Through imitation and imagination, SBS kindergartners recreate the world around them. Imaginative play is their work.

**First Grade**
Storytelling is a large part of the first grade curriculum, encompassing Fairy Tales, Folk Tales, and Nature Stories from around the world. Students may experience explorations of nature, pictorial and phonetic introduction of the alphabet, letter and word recognition, qualities of whole numbers, introduction to the four processes in arithmetic, mental math games, lower multiplication tables, form drawing, speech/recitation, music and drama.

**Second Grade**
Students are introduced to animal fables, Native American Indian legends, and biographies of noble peoples. Students focus on lower and upper case letters, beginning reading skills, basic elements of grammar and sentence structure, form drawing, broadening arithmetic processes, times tables, numerical patterns, mental math, introduction of cursive writing, continued observations of natural phenomenon (e.g., weather, seasons, etc.), speech/recitation, drama, and music.

**Third Grade**
Students are introduced to ancient legends and Hebrew and creation stories. They study practical life including farming and gardening, housing and house building, clothing, cooking and baking. They continue to explore reading, spelling, cursive writing, original compositions, grammar, punctuation, parts of speech, higher multiplication tables, weight, measuring, money, time, primary numbers, word problems, speech/recitation, music and drama.
**Fourth Grade**
Stories from Norse mythology and Celtic sagas and legends are explored by the students. Students study local geography and cartography, California history, zoology (animals in relation to humans), fractions, long division, averages, factoring, speech/recitation, music (reading and violin), and drama.

**Fifth Grade**
Students are introduced to ancient civilizations from India through classical Greece. They explore composition and poetry, spelling, reading, grammar, U.S. geography economics, decimals, ratio and proportion, freehand geometry, metric system, mixed numbers, botany (study of the plant kingdom), speech/recitation, music (reading and violin), and drama.

**Sixth Grade**
Roman and Medieval history are studied by the students. They continue with composition and poetry, reading, formal letter writing, grammar, spelling, North and South American geography, mineralogy, physics (including acoustics, static electricity, magnetism, optics and heat), astronomy, percentages, economics, ratios, proportions, geometric drawing with instruments, speech/recitation, music (reading, violin, combined chorus) and drama.

**Seventh Grade**
Students study the periods of Renaissance, Reformation, and the Age of Discovery. They continue to explore literature, epic poetry, and biographies and deepen their work with composition, complex grammar, spelling, and creative writing. World geography becomes a focus as well as more physics (including mechanics and current electricity), human physiology, chemistry (inorganic), business math, graphing, powers of numbers, pre-algebra, speech/recitation, music (reading, violin, combined chorus) and drama.

**Eighth Grade**
Students study the Industrial Revolution, French Revolution, U.S. Revolution, the U.S. Constitution, and world geography. Studies in physiology and anatomy continue, as well as explorations in physics, algebra, solid geometry, chemistry (organic), aerodynamics, meteorology, epic and dramatic poetry and current events, music (reading, violin, combined chorus), and drama. Students plan and present an 8th Grade independent research project (I-Search).

**The Curriculum beyond Main Lessons**
A recess and several forty-five minute periods follow the main lesson with subjects such as singing and instrumental music, drama, Spanish, handwork, form drawing, painting, clay and beeswax modeling, woodworking, speech, movement education, Eurythmy (a form of movement that makes speech visible) and gardening. (Slight variations in the general curriculum may occur depending on the teacher, the particular class, and financial resources.)

**The Curriculum and Child Development**
Running parallel to the age-appropriate subject matter of the Waldorf curriculum are insights into the phases of child development that correlate directly to specific physical growth milestones (e.g., the change of teeth, change of voice or onset of menses, and completion of bone formation). Implicit in the first phase is protection of the physical-sensory organs against over-stimulation. Appropriate work for the preschool- and kindergarten-age child is actually directed creative play that refrains from drawing upon intellectual powers before the child is sufficiently mature. In the middle phase, grades one through eight, the class teacher aims to present experiential lessons that evoke a healthy range of emotional responses and interactive explorations. In this lower curriculum, storytelling, heroes, and historical events are prominent
elements while the interdependent relationships between Man and The World are revealed in wonder, filled with life and imbued with meaning. During the third phase of child development, grades nine through twelve, intellectual prowess steps onto center stage. Teen years are spent in mental gymnastics, which dissect the surrounding world with pure logic and scientific scrutiny.

As the human capacities of willing, feeling and thinking unfold in orderly progression, the child's environment becomes a world continually enriched with goodness, beauty and truth. The impact produced by these powerful formative forces is immediately evident in Waldorf graduates. Their disciplined actions, artistic talents, and meaningful aspirations have produced numerous outstanding leaders in cultural, economic and political professions around the world.

Overview of Class Organization and Rhythm
Ideally the Class Teacher takes the same class of children through several years of elementary school, teaching all of the morning main lesson subjects. Practically, an individual teacher’s involvement with the class may last for a shorter period of two, three, or four years. The administration and the teacher are always evaluating which circumstances can best serve the students, but the continuity of a teacher leading a class for several years is a high priority. For the teacher, this means time to really know the children and help them unfold their gifts, as well as facing an enormous challenge of working with a new curriculum each year. The child finds camaraderie and commitment with fellow classmates, as well as stability and continuing guidelines from the long-term, dedicated relationship with the teacher.

Textbooks are not typically used in the elementary grades with the exception of math textbooks in the upper grades. Instead, the daily lessons are taught orally, with ample opportunity for active student participation in discussion and projects. The children carefully document each day’s lesson into their own personal Main Lesson books, incorporating narrative, artwork, and later, calligraphy. These books are not only a valuable tool for developing organization, neatness, attention to detail and appreciation for beauty, but they also serve as a life-long record of learning and are a source of self-esteem.

World Language (Spanish) is taught beginning in kindergarten, giving the children insights into other cultures. In first through third grade, languages are taught orally with songs, games, poetry and dialogues. In fourth grade, reading, writing and grammar are added and continue through eighth grade.

The Sciences are taught phenomenologically, that is, science is introduced through immersion in the phenomenal world and out of this immersion further inquiry arises so that (in the early grades) the students’ science experience is discovery-based. Through this process, the students can begin to recognize the interconnectedness of all living things and recognize their responsibility and respect for nature. In the early grades, a young child needs living pictures that fill their minds with wonder and surprise, not concepts. Then in the upper grades, when the students are introduced to mineralogy, physics or chemistry, the students are asked to precisely and accurately describe their observations, write them out clearly and draw them in picture. The class then discusses their observations, thinks about them, wrestles with them, and strives to arrive at a conclusion. They arrive at the scientific concepts through their own inner thought activity. Through this process, rigorous, independent thinking and sound judgment are trained and the students begin to learn to value their own thoughts.

The Humanities take the children through a full sweep of cultural heritage. Beginning with stories of ancient Hebrew cultures in third grade, students progress around the world and through history, arriving at WWII by eighth grade. By looking into these cultures and historical periods using their legends and their literature, students gain flexibility and an appreciation for the diversity of humankind. By the close of eighth grade, the students have journeyed from Greece and Rome to medieval history, the Renaissance, the Reformation, the Age of Exploration, up to our modern era. World religions are studied from an objective
point of view in conjunction with the cultures from which they arose. This study is intended to foster knowledge, understanding and compassion.

**Language arts skills** are acquired at a different pace for each child. Each child’s reading and writing skills are assessed in relation to their developmental stage.

First graders prepare for **writing** with rhythmic, gesturing exercises known as form drawing. In first grade, consonants are introduced with a story that connects the shape and sound to a related image. Hence, a capital letter “M” may take on the form of a mountain. The children learn that written language, far from being abstract and arbitrary, has its origins in the expression of universal form. In the course of human history, real experience leads to pictorial images and then moves to abstract symbols. Throughout the grades, the children are encouraged to develop a profound love for language through drama, recitation, reading and writing. Texts taken from the rich humanities curriculum provide a high standard of quality for reading practice.

**Music** is introduced in Kindergarten, where the children are exposed to music through the entire morning rhythm. Even their discipline can be guided through singing. In the first grade, children begin playing the pentatonic flute and continue playing instrumental music throughout the grades. In the 3rd grade, the students begin playing the C-flute. In the 5th grade, they begin playing recorders and by 6th grade, they are playing in recorder ensembles with bass, treble, alto, and soprano recorders. Concurrently, the children are singing throughout their whole education so that by 8th grade they are singing 4-part choral music.

**Handwork** is an integral part of the required curriculum in the grades. Students learn to knit in the first and second grade and crochet in third, creating many functional and colorful objects. Decades before brain research could confirm it; studies that led to the Waldorf educational model recognized that brain function was founded on body function. Learning to knit and crochet in the early grades develops motor skills, which metamorphose into lively thinking and enhanced intellectual development later on. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities included in the elementary school curriculum, such as sewing, woodwork, building and gardening give the children an understanding of how things come into being and a respect for the creation of useful items.

**Festivals** offer us an opportunity to experience deeply the changing rhythms of the season and to honor what has come before us. Annual festivals include the kindergarten Lantern Walk, Harvest Festival, Winter Festival, and Spring Festival. If you are interested in working on a festival, please contact your class parent, teacher, or member of the Festival Committee or Parent Council and volunteer to assist with festival preparations.

**Class Traditions**
A number of traditions exist at SBS from grade to grade. Each teacher has flexibility to decide what is best for their class but here is an example of some of what you and your children may experience:

- Kindergarten – Lantern Walk, Lavender Ceremony.
- 1st grade – Rose Ceremony.
- 3rd grade – Trip to an operating farm.
- 4th grade – Overnight trip to a living history program
- 5th grade – Greek Games Pentathlon (several Waldorf schools (charter and private) participate in a stylized, cooperative competition).
- 6th grade – Medieval Games (several Waldorf schools (charter and private) participate in a rollicking, cooperative competition).
- 7th grade – Explorer’s Tournament (several Waldorf schools (charter and private) participate in orienteering and cooperative competition.)
Homework
The faculty at SBS believes that true learning comes from within the child when guided by imaginative thinking. Faculty members work diligently to provide enlivening lessons that awaken the interest of the child and provide balance among head, heart, and hand activities. Homework, too, will be balanced in this manner, allowing the child to discover his or her own working style. Additionally, homework should produce independent work skills that are nurtured but not coerced. It is ideal if homework is continued learning, but not tiring; stimulates interest, but not fear; and also encourages innate human eagerness to learn. In this light, some homework activities will be more demanding and focused, while others will be more exploratory, open-ended and creative, providing a healthy rhythm and variety of activities.

Because SBS functions within a developmental model, the teaching staff always focuses on the question, “What do these particular children need at this particular time in order to grow into complete human beings?” Therefore, what the first grade child needs in homework is different from what the eighth grade child needs. Children in kindergarten through second grade live so fully in the current moment that they usually cannot connect what happened at school during the day to their home lives. It would not serve the child at this developmental stage to assign homework such as most of us understand it from traditional education. However, devotion to the teacher is a very typical attribute of the young child, and they will sometimes voluntarily produce something at home to be given as a “gift” to the teacher or class.

As students progress into the third and fourth grades, they move into a new capacity to connect the home and the school. They have a new-found separateness from the teacher and can also begin to work through at home what they have done at school. Homework at this stage should stay enlivening and creative but can now begin to connect the memory of where they have been as a class to an anticipation of where they are going.

Homework from grades three through eight is designed to:
- Help develop their habit life encouraging responsibility for bringing things to and from school
- Allow exploration of personal interests in a given topic
- Further enhance main lesson, practice periods, and specialty classes
- Provide additional, stress-free time for students who work at a slower pace
- Give additional practice time to develop academic, creative and musical skills.

Homework for grades three through eight may include but is not limited to:
- Reading, writing and mathematics to support main lesson or practice periods
- Continuation or completion of main lesson book pages
- Independent project (teacher assigned and/or student generated within teacher parameters)
- Projects or assignment as given by subject teachers
- Make-up work from days or classes missed
- Remediation activities as discussed during parent-teacher conferences

Parents can assist the school by supporting their child as he or she strives to complete the homework. In this manner, the bridge between the school and the home is strengthened, and parents can get a glimpse of what the child is completing during the day. Parents can assist their children by providing a work space clear of clutter, television and telephone at a rhythmical time in the day that is set aside for homework. Hopefully, the time that is set aside is earlier rather than later in the day. Each teacher will explain his or her particular
homework expectations to the class and the parents, including how homework will be evaluated. Parents are encouraged to support their child’s successful and timely completion of homework and to encourage the development of good work habits by reinforcing the teacher’s homework expectations.

**Student Assessment**

It is important for the development of young students that curriculum content relate directly to their level of maturity and that their imagination, creativity and artistic abilities be nurtured. At the same time, it is the teacher’s task to see that basic skills are developed. SBS will meet the statewide performance standards and conduct pupil assessments required pursuant to section 60602.5 of the Educational Code.

There is ongoing evaluation of student progress combining state and Waldorf education based measurements of specific grade/skill level standards. Assessments will include skills in the following areas:

- **Core Academic Skills**, including critical thinking and creative expression that underlie core skills;
- **Lifelong Learning Skills**, such as study techniques and the ability to plan and evaluate;
- **Social Interpersonal Skills**, such as citizenship, responsibility, and collaboration.

Progress is assessed by designated assessment tools, use of student work, including samples of the child’s main lesson books, various pieces of artwork, and practice papers. Parent conferences are generally scheduled in the fall. To assist in the development of the child, parent or teacher may request additional conferences. At the end of the school year, each class teacher will prepare an extensive written student report, which will assess the student’s progress during that year for the benefit of the student, the parents, and future faculty assessment. These assessments will articulate an evaluation of students’ work, performance assessments, and enumeration of subjects adequately completed, areas needing additional focus, and shall make reference to attitudes, study habits and social abilities.

**Students with Special Needs**

SBS strives to meet the needs of all children who come to us regardless of their physical or developmental challenges. One of the central aims of the faculty is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem, and well being. Specific practices relating to students with special needs can be found in the Charter and in a Memorandum of Understanding (MOU) between SBS and NVUSD. Copies of both of these documents are available in the school office.

**Classroom Behavior/Discipline Policy**

In order to provide a school environment that fosters cooperation, responsibility and respect, children will be expected to follow several basic rules:

- Courtesy is always expected toward other children, teachers and parents. Pushing, hitting, kicking, fighting, teasing, swearing, talking back, spitting, and biting are prohibited.
- Students are expected to participate in classroom activities and to refrain from playing or talking out of turn during lessons. Disruptive behavior of any kind will not be tolerated.
- Students are not allowed to bring inappropriate objects to school. This includes handheld video games, cell phones, iPods, personal toys, candy, illegal substances, or any other material deemed detrimental by the teacher. Students whose parents wish them to have cell phones must use them according to the cell phone rules found on page 25).
- Activities that are damaging or hurtful to the property of the school and others are not allowed.

One of the central aims of SBS is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential and fosters self-esteem and well being.
Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school. Teachers will communicate specific expectations, and the consequences of failing to meet such expectations to their students.

When there is divergence from these expectations, the teachers will seek age appropriate interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results will be sought.

When there exists a recurring pattern of abusive or acting out behavior a hierarchy of interventions may be called for, moving from the least restrictive procedures to more restrictive procedures. SBS’s policy regarding behavior and discipline is included in this handbook as Appendix F.

**Attendance**

For optimal success as a student, good attendance is necessary. The content of curriculum offered daily in the main lesson plan is presented orally and as a group interaction. There are no textbooks for students to read or refer to if he/she misses a lesson. A student who is frequently absent will find it difficult to make up work or fully understand the material. In addition, the student and the class lose their rhythm and momentum when there are frequent absences. Consistent attendance is crucial to your child’s success, and to the unity and success of the class.

Every absence also negatively impacts the school’s budget at a loss of approximately $40 per day. As with all public schools, our funding is calculated by our average daily attendance (ADA), not our average enrollment. In preparation for each new school year, our school budget is based on consistent, high attendance. Each day a student is absent, for whatever reason, our funding is reduced and our budget affected by the loss of funds already allocated. The financial health of the school supports your child’s educational opportunities. Your child’s consistent attendance is significant.

In addition, our children’s school day is enhanced by arrivals that are routine and on time. Punctuality and predictability help everyone in creating an atmosphere supportive of excellent work and mutual respect. Children who arrive after the school day has begun miss the opening of their classroom day, and feel the impact of this missed beat throughout their school day.

SBS’s Attendance Policy is included in this handbook as Appendix G.

**Medications at School**

Students are not allowed to bring prescription medication of any kind to school without a written doctor’s note and proper paperwork. Over-the-counter medications (Tylenol, Advil, etc.) may be administered by the office staff with written authorization from a parent. All medications must be kept in the school office and not in the possession of a student.

The California Education Code Section 49423, allows school personnel to assist students who are required to take medication during the school day under specific circumstances. Please call the school office for details. Emergency medicine such as EpiPen and asthma inhalers may be carried by the student when recommended by an authorized health care provider and parent. Parents and an authorized health care provider must fill out the appropriate form available in the office.
Parking, Arrivals, and Departures
Because of the limited parking options at the Carneros campus, the need for rules governing parking near the School, and the drop off and pick up of children are crucial to ensure student safety.

DO’s:
- Do use the articulated plan for drop-off and pick-up.
- Obey posted speed limits and drive safely, aware of pedestrian and children.
- Do make a point of being courteous to everyone. Complaints from neighbors can harm our relationship with the community.
- Do allow enough time to relax and make drop-off and pick-up time a pleasant experience for you and your children.
- Do use the crosswalks to cross the street into school.
- Do bike, or carpool to school whenever possible.

DO NOT:
- Do not during weekdays, park in the parking lots in front of SBS. These are for faculty, staff, and handicap use only.
- Do not jaywalk. Cross only at lined crosswalks.
- Do not park in any red zones or in front of fire hydrants.
- Do not block our neighbors’ driveways.
- Do not block the entrance or exits to the parking lots in front of SBS.
- Do not attempt a U-Turn if traffic is approaching within 300 feet.

Dress Code
At SBS, we are committed to creating a positive and respectful learning experience for our students. The purpose of the Dress Code is to support our commitment by providing an educational environment that:
- Is safe, age-appropriate, and conducive to learning (both indoors and outdoors).
- Is free from overt negative and distracting influences, including: media; advertising; content or references that are sexist, racist, violent, drug or gang related or otherwise inappropriate for a K-8 school setting.
- Promotes dignity and respect for self and others.
- Allows for age appropriate personal expression within clearly defined boundaries.

CLOTHING
- All clothing must be free of written messages, which include all forms of commercial advertising, logos, and cartoon characters.
- The Two Finger Rule: SBS recognizes that it can be difficult to find outerwear (jackets, sweaters, etc.) free of small brand names printed on the outside of the garment. Thus the “two finger rule” can be applied to outerwear only:
Two Finger Rule- If the brand name on the jacket can be completely covered up by two fingers (created by the middle and forefingers), the jacket is allowed.

- Stone Bridge School logo clothing is allowed.
- Clothing reflective of Waldorf activities directly attended by SBS students (Greek Games, Enchanted Village Faire, etc) are allowed.
- Clothing must be modest and non-revealing. Items of clothing must fully cover underclothes, cleavage, midriff, and buttocks. No bra straps may show, shirts may not have cut outs without an undershirt being worn, and pants must be free of cuts and holes above the finger tips.
- Clothing, including outerwear and shoes, must be in good repair, free of large holes, rips, and fraying.
- Shorts and skirts must meet the length of the finger tips extend at the sides even if worn over tights or leggings. Shorts must be worn under any skirts or dresses that are above knee length.
- When wearing leggings or yoga pants, a top must be worn that loosely covers buttocks in back and hangs at or below the lower hip level in front.
- Tank top straps must be a minimum of 1 ½ inches in width and may not reveal bra straps. Racer and open tank tops are not permitted.
- Shoes and outerwear must be seasonally and weather appropriate and allow for athletic movement inside and outdoors. Shoes that light up or have wheels are not to be worn at school. Non-athletic sandals are permitted only in grades 6/7/8 and must have an ankle strap to secure them to the foot. Grade 6/7/8 students must have athletic shoes available at all times. 5th through 8th grade students must have closed toe shoes for woodwork available at all times.
- Hats with bills or brims are for outdoors only and are to be removed while inside. Beanies are to be removed at the request of the class/subject teacher. Hoods may not be worn in class.

MAKE-UP, JEWELRY & HAIR

K-6th grades
- Make-up, of any type, including nail polish, is not permitted in grades K-6th.
- Students are expected to come to school with their own natural nails, no polish.
- Students are expected to come to school with their own natural hair. Hair dye, bleach and highlights are not permitted. Clip in/on dyed hair extensions or hair-pieces are not permitted. Hair must be restrained at the request of a teacher for safety or performance reasons.
- Jewelry must be simple and safe items. Appropriate jewelry items include:
  - simple, one per ear stud earrings
  - a wrist watch
  - friendship/simple band bracelets (no more than three)
  - short, non distracting necklaces that will not catch on play equipment
- No temporary or permanent body art is permitted.

7TH/8TH grades
- Limited, natural make-up is allowed in 7th/8th grade. Acceptable make-up includes:
  - Lightly applied mascara
  - Natural toned blemish cover-up
  - Light colored lip glosses
  - Nail polish
- Jewelry guidelines for 7th/8th grade include:
  - Earrings that are no larger than a half dollar and do not hang lower than the jaw line. Any dangling earring must be removed for physical activity or at the request of a teacher for safety reasons.
  - No other piercings, other than the ear, are permitted.
• Necklaces, rings and bracelets must not create a classroom distraction or safety hazard.
• Hair must be natural and non-distracting. Dying of hair, bleaching, peroxiding, henna and non-natural colors are not permitted, even as highlights. Clip in/on dyed hair extensions or hair-pieces are not permitted. Hair must be restrained at the request of a teacher for safety or performance reasons.
• No temporary or permanent body art is permitted.

If there are questions regarding the appropriateness of a child’s wardrobe, please check with the class teacher.

(Faculty approved revision Jan. 28, 2010, Charter Council approved February 9, 2010)

Lunch and Snacks
Please make sure your child has an adequate breakfast at home to provide energy for the morning. There are no cafeteria services provided at SBS and students need to bring enough food for a mid-morning snack (unless otherwise specified by your class teacher) and for lunch. These should be nutritious and well-balanced, avoiding gum, candy, and sugary foods.

Please pack lunches in baskets or soft lunch bags (cloth or insulated and free of advertisements such as cartoon figures, movies, rock groups, sports teams, clothing lines, soft drinks, radio stations and the like). Please include cloth napkins. In an attempt to be as green as possible, we encourage the use of reusable storage/beverage containers and utensils.

Due to the possibility of severe allergic reactions and a variety of other considerations, we request that children do not share food. Special allergy concerns may be brought to your attention by your class teacher and your cooperation with any special request is appreciated and will ensure the safety of all students.

Media Policy
Electronic media has become a feature of modern American life. The Waldorf philosophy, consistent with current expert research and advice, questions the value of a child’s exposure to technology. Children are deeply affected by everything in their environment. Television and media affect a child’s behavior and school performance, and can have lasting influence on development as well as on their peers’ school experiences.

Our faculty recognizes that media viewing falls in the domain of the family life and that it is the parents who will decide what role the (electronic) media will play in their child’s life. However, at SBS, we urge families to approach television, video watching and computer use with extreme caution, and commit to seek out alternative activities fully involving their children’s abilities to develop a healthy body, feeling and mind. Media affects not only your child but the other children in the classroom as exposure leaks into the play of the students. A more detailed explanation and guidelines can be found in Appendix I.

Cell Phone Policy
One of our objectives at SBS is to limit the exposure of our students to electronic media while they are on our school campus or engaged in school sponsored activities. We also recognize that some students may need cell phones in order to communicate with parents or summon help in an emergency. If it is absolutely necessary for a student to bring a cell phone to school, the following conditions apply:
• Cell phones must be turned off while on the campus.
• Cell phones must be stored in the designated box while in class.
• Cell phones with image recording capabilities may not be used for any purpose without written permission from the Administrator or the class teacher.
• After regular school hours, cell phones may be used outside of the immediate school grounds in designated area. (Currently, that area is near the flagpole in the front of the school)

Should any of these conditions be violated, the cell phone will be confiscated and held in the office for a parent/guardian to pick up from the Administrator. After a third offense, the student may be suspended.

We also ask parents to refrain from cell phone use while on campus.

Student Records
As required by law, the school maintains records for each student who attends our school. These records include such things as academic reports, attendance information, CAASPP test results, and discipline records. Parents may review their child’s cumulative file upon request made at the school office.

SBS never releases student records to another entity without written parent permission, unless dictated by law. SBS may release student records to another school upon written request from the school/district. If your child will be applying to a new school, that school will provide you with a form to sign. They will then send the records request to SBS. It is the policy of our school to send all records directly from school to school, never through a parent or other party. If the school to which you are applying has different practices, please have them contact the office directly.

CAASPP Testing
Each year in the Spring, a state-mandated test is administered. Beginning in 2014, the CAASPP (or Smarter Balanced Test), given online, is the mandated test. A provision for a paper pencil version of the test for three years is allowed by legislation. SBS has received the approval from the California Department of Education for our students to take the paper-pencil version of the test. Students in grades three through five will take the paper test and grades six through eight will participate in the online test through the use of Chromebooks. These tests are offered in a multiple choice format and cover language arts and mathematics. Grades 5 and 8 will also take the California Standards Test for science.

SBS does not “teach to the test,” nor do we view the test as an accurate or complete reflection of student achievement or the success of the curriculum, especially in the lower grades. Historically, our students have performed below grade level on the test in the early grades because of our non-academic kindergarten curriculum and the pacing of our curriculum due to our developmental approach to learning. As students move into the upper grades, test scores rise dramatically and typically surpass local and state scores.

Our curriculum focuses on developing capacities with lessons typically offered in a conceptual, thorough, and arts-integrated manner. These standardized tests are generally designed to measure and test for the acquisition of facts. Our primary goal at SBS is to meet the needs of the whole child through the Waldorf curriculum. Our teachers implement a multitude of authentic assessment measures that correspond to the curriculum and reflect the learning that occurs in the classroom. As it is necessary for us to also meet all applicable state and federal testing requirements for public schools, our intention is to make this testing activity a positive and easy experience for each student. Our students score well when they are encouraged to do their best and are not pressured to perform. In support of this, we also strongly request that you do not share your child’s test results with them in the early grades. Parents should model a positive and inquisitive approach to the tests, and encourage their child to do their best in this exercise. If you have any questions or concerns regarding your child and testing, feel free to contact your child’s teacher or the Administrator.
Although exemptions are available for this test, school funding and the continuance of the school charter are linked to full student body participation.

**After School Program - Aftercare**

Aftercare proves a childcare service for the families of SBS on a fee basis. It is open to all children from pre-K (four year old siblings) to 8th grade students. Whether a child needs a fun, safe place to go every day, or maybe just on an occasional afternoon, our Aftercare program is designed to meet the needs of SBS families.

At Aftercare, children get a chance to mingle and play with children of multiple ages in a warm, friendly environment. After a long day of classroom work, Aftercare provides time to relax and play in a less structured atmosphere. Aftercare offers a loosely themed week of crafts and snacks, along with additional materials for free exploration and creative indulgences. The purpose of the program is to provide after school activities, enrichment, recreation, and care for children that complement the school’s curriculum.

A contract and enrollment packet must be completed and be on file for every child attending the Aftercare program. There is an annual enrollment fee and monthly service charges corresponding with contracted attendance. Drop-in care is available, space permitting. Please request an enrollment packet if you need after school care for your child/children. Additional information about Aftercare will be provided in the packet.

**PARENT INVOLVEMENT**

**Parent Participation**

The success of our students is aided by active family participation in the child’s education and the life of the school. It is because of active parent participation that SBS can provide such high quality education. It is in the spirit of cooperation and mutual respect that we invite each family to participate in school events and committees by volunteering.

There are many ways to be an active participant at SBS, including:

1. Attend:
   - scheduled orientations,
   - all-school meetings,
   - parent-teacher conferences,
   - class parent evenings,
   - festivals, and assemblies
2. Join a committee or task group.
3. Volunteer to support school activities or in the classroom
4. Be a class representative or class assistant;
5. Help with field trips;
6. Participate in classroom or campus clean-up.

Joining in school activities is also the best way to understand the school community, and grow friendships. Studies have proven that parent involvement is associated with higher student achievement.

**Following is a bulleted list of what creates a successful partnership at SBS:**
- Attend an orientation of an overview of Waldorf education.
- Learn about Waldorf education and support the school’s educational philosophy at home by deepening your knowledge of the curriculum (see Recommended Reading List, Appendix B).
- Provide a rhythmic, quiet and safe home life with early bedtime and healthy foods.
- Ensure children are dressed in compliance with the dress code policy.
- Assume responsibility for the values, attitudes, and behavior of your children.
- Work towards the elimination of the young child’s exposure to all electronic media (TV, movies, video games, computers, tablets, and cell phones).
- Read and follow the Parent Handbook.
- Participate in school activities and events by volunteering.
- Be responsible for child’s attending school regularly and on time.
- Read and respond to all school communications in a timely manner.
- Ensure that the child abides by the school rules of behavior.
- Attend scheduled class parent meetings and conferences throughout the year.
- Attend parent education evenings.
- Participate in school fundraising activities.
- Support your child’s class teacher, who may have other recommendations or requests.

Parents are asked to complete a Parent Pledge form annually. The current form can be found in Appendix J.

**Class Meetings (Parent Evenings)**
Throughout the year, teachers schedule class meetings with the parents of their class. The purpose of these meetings is to come together as a class community in order to explore the meaning of the curriculum, particularly as it relates to the development of the child, provide a picture of what is happening in class, handle class business, and deal with issues the class may be facing. We believe that parents need to understand their children's developmental needs and how the teacher, through the Waldorf curriculum, is attempting to meet those needs. For the best success for your student, at least one of a child’s parents should attend all class meetings.

**Parent-Teacher Conferences**
At least once each year, an individual parent-teacher conference is held. The purpose of this meeting is to discuss your child’s overall social and academic progress. For the best success of your student, all parents and/or guardians of the child should attend this important meeting.

**Etiquette for Classroom and School Visits**
SBS encourages parents/guardians and interested members of the community to visit the school and view the educational program. No electric listening or recording devices or cameras may be used in a classroom by students or visitors without prior written permission from the teacher and Administrator.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established procedures to facilitate visits during regular school days. These procedures are available from the main office upon request.

The following two procedures are most relevant for the purposes of this handbook:
Visits during school hours should first be arranged with the teacher, and Administrator/or administrative designee, at least three school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance.

All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. For purposes of school safety and security, the Administrator or administrative designee may design a visible means of identification for visitors while on school premises.

**SCHOOL SAFETY**

SBS is committed to providing for the safety of the students and our community as a whole. Drills and practice events help us to be ready to put these resources to use.

**Emergency Contact Information**

It is of the utmost importance that the School has up-to-date emergency contact information for each child. If you move, get new phone numbers, or have a change in who can pick up your child, contact the office immediately. Please refer to the handbook section on Emergencies for further detail.

**Emergencies**

Each year, prior to enrollment, parents must fill out a new emergency release form to be kept on file in the school office and in the classroom. In addition, a copy of the emergency release form accompanies drivers on field trips. Telephone numbers of parents at home and at work, health insurance, and other important information are all used in case of illness or medical emergency or a disaster during school hours.

Not only do these forms authorize SBS to release a child to listed persons in the event of an illness, medical emergency, or disaster such as flooding or earthquake, they tell us whom to call if a parent has not arrived to pick up a child at the close of the school day. Remember to notify the office if any of this information changes throughout the school year. The School would not be able to locate you or your authorized persons in an emergency if you/they cannot be reached at the numbers indicated on the forms.

If parents or other authorized persons cannot be reached in a medical emergency, these forms give SBS permission to have the child treated. This would include consent to x-ray examination, anesthetic, medical or surgical diagnosis or treatment, hospital care or dental care. Parents also agree to cover the costs of such treatment as well as any ambulance services that may be required.

The teachers and administration have taken every precaution to ensure that the campus is free of safety hazards. Parents are encouraged to notify the office immediately if they observe unsafe conditions. In the unfortunate event of an accident at school, the School carries accident insurance to cover the cost of treatment which would not be covered by the student’s own medical insurance. All injuries must be reported to the office promptly. If necessary, inquires regarding the School insurance policy should be directed to the office.

If, in an emergency, you need to change the arrangements for picking up your child, please notify the office promptly.

**Emergency Operation Plan**

A copy of the schools Emergency Operation Plan can be found in the office.
Communicable Diseases
If it is discovered at home that a child has a communicable and contagious disease (e.g., pink eye, lice, ringworm) it is the parents’ responsibility to inform the school. It is also the parents’ responsibility to keep the school updated as to the status of the medical condition. If there are more than two children per classroom with the same condition, a letter will go out to the parents of all the children in that class. In some cases a medical clearance may be necessary for the child to return to school. The office staff will inform parents as to the protocol for the specific situation at hand.

If it is discovered at school that a child has a communicable disease, the child will be evaluated and parents contacted. The child may be sent home immediately or at the end of the day, whichever is appropriate given the specific situation.

The most important thing when dealing with communicable diseases is to maintain honest and open communication with our office staff. Our duty is to treat every situation with professionalism and compassion and to protect the health of all of the children at SBS. We greatly appreciate your assistance in achieving that goal.

Immunizations
State Law dictates that in order to attend school, all students must be current on all mandated vaccinations or a valid medical waiver must be on file. While we understand it is a parental right to forego these immunizations, parents of non-immunized students must be aware that in the event of an outbreak their child(ren) may not be able to attend school.

Dogs on Campus Policy
Bringing dogs onto our SBS campus can be problematic. Dogs are prohibited from being on campus for the general public, for both safety and hygienic reasons. For SBS community members, dogs are permitted on campus for the following reasons:

- While walking onto campus to drop off or pick up a student.
- For “show and tell” purposes.
- To perform their duties as service animals.

If a dog is being walked onto campus for any of these reasons, the dog must:

- be on a leash (no longer than 6ft) and under the complete control of someone 16 years or older.
- be well behaved, which means it must not be barking, snarling, or scaring children in any way. (Please remember that even normally well-behaved dogs can become agitated or animated when around large groups of people.)
- be current on all its shots.

The person walking the dog must:

- closely monitor the dog and the behavior of the children near the dog.
- keep the dog away from crowded areas.
- immediately take care of any messes the dog makes.

Through common sense handling of this situation, we can continue to enjoy the privilege of having dogs on campus in the ways described. Please contact the Office if you have any questions about this policy.
SCHOOL FINANCES & FUNDING MODEL
SBS provides a tuition-free public education, offering a public Waldorf curriculum to all enrolled families. As an independent, direct funded charter school, we receive funding from the State of California on a per-student basis according to their grade level and actual attendance (i.e. based on Average Daily Attendance (ADA)). This funding is consistent across all California charter schools and it is comprised of a portion coming from local property taxes and the remainder from other State revenues.

It is important to understand that California per-student funding currently ranks in the bottom 5 States nationwide and it is insufficient to fully support the cost of our Public Waldorf program. As a result we need to annually supplement the State funding by typically 15 – 20% in order to balance our operating budget. This is done through fundraising, grants, and our volunteer pledge program.

Community Giving Program
Community Giving donations to SBS have been one successful way to support the growth, continuity, and full programming of our school. It is through Community Giving donations that we are able to offer the breadth of programs: handwork, woodwork, world language (Spanish), choral and instrumental music, movement, games, and Eurythmy classes for your children.

The Community Giving program is strictly voluntary and your child’s enrollment in SBS is in no way dependent on participation. All donations are tax-deductible to the extent allowed by law.

The health and vitality of SBS is sustained by families pledging and contributing what they can. Because many outside funding resources such as grant foundations look to the percentage of families pledging as an indication of the viability of SBS, your voluntary pledge at any level, whatever the size, is a strong indicator of our community commitment and our goal is 100% participation. Many employers have matching donation programs. Contact the office for more information about this valuable program.

Fundraising Events
Historically, parents have worked on fundraising events that have included the Enchanted Village Faire and an auction event. Additional events happen from time to time as parent initiatives. Fundraising events are coordinated through parent involvement and their success depends on school-wide support and enthusiasm.

Class Fundraising
It is the tradition of most Waldorf schools for the 8th grade to celebrate the culmination of their educational journey with a class trip. The trip is chosen by the class teacher and the Administrator and is approved by the Charter Council. SBS always considers safety and pedagogical appropriateness when choosing a trip. The trips require fundraising and the policy governing class fundraising is available upon request.

Scrip
The Scrip Committee oversees several cost-free merchant contribution funding programs known as Scrip Programs. The committee is responsible for seeking out and running these programs, publicizing the programs, and encouraging maximum participation from SBS parents and supporters.

Grants
SBS has historically been very successful with grant writing efforts and encourages volunteer opportunities for community members with grant writing skills. The Business Manager may know of opportunities to
apply for grant funding and oversees applications that are submitted. Interested parents are encouraged to contact the Business Manager if they know of available grants and if they are willing to assist with grant writing and submittal.

When you have finished reading the Handbook, please sign the signature page of the Parent Handbook Acknowledgement Form and return it to the Main Office.
2016-17 Parent Handbook Acknowledgement Form

Child’s Name____________________________  Grade _________

Please initial each statement, sign, and return this page to the office.

_____ I have read the SBS Parent Handbook.

_____ I understand the enclosed policies and procedures and understand to value in following these policies while my child is enrolled at SBS. (Any policies that I do not agree with, I will discuss with the school administrator.)

_____ I have discussed the discipline policy, media policy, and dress code with my child(ren).

_____ I understand that a copy of the SBS Parent Handbook is available in the school office and on the SBS website. The school’s charter and its attachments can be found in the school office.

Parent Signature ___________________________  Date __________

Parent Name ______________________________

Parent Signature ___________________________  Date __________

Parent Name ______________________________

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APPENDIX A

History of SBS

The history of SBS is one of adventure, faith, and determination. It has been a serial labor of love, nurtured by organizations, parents, teachers and other schools. The result is a wonderful educational experience for the children and parents of the Napa Valley and beyond.

Our school was founded by a group of parents and teachers who were committed to a Waldorf-inspired education for the children of the Napa Valley. Offering this curriculum within the context and spirit of a public school would allow this education to reach as many children as possible.

A small visionary group of parents, inspired and nurtured by their experience at Apple Garden, a Waldorf program for preschool and kindergarten-aged children, formed the Napa Valley Waldorf School Initiative Group. This group began the process of founding the school by hosting outreach and educational events for the community, connecting with Waldorf educators and pioneers and fundraising for the task ahead.

The Initiative group located Twin Ridges Elementary School District as a sponsoring district for the charter. With technical assistance and successful Waldorf inspired charter experience from Twin Ridges District, the Napa Valley Waldorf School Initiative Group applied for and received a planning grant from the State of California. This grant facilitated more community outreach and assessment, paid fees and expenses and moved the charter initiative into reality. In 1998 the State of California awarded a charter for the Napa Valley Charter School (later renamed SBS) to the Napa Valley Waldorf School Initiative Group through Twin Ridges Elementary School District.

With these steps completed, the Napa Valley Waldorf School Initiative Group refocused its mission and became the Napa Valley Waldorf Education Foundation. Its new purpose was to support all types of Waldorf programs and promote community awareness and education in order to expand the understanding of Waldorf principles and enable this model of education to flourish in the Napa Valley. This work continues to this day.

The Foundation transferred the specific activity of creating the school to the newly formed Development Group. Together, they wrote a vision and mission for the school. This laid the groundwork for the Development Group to apply for an Implementation Grant which was awarded in 2000.

At this point, efforts to open by the fall of 2000 began in earnest. The assistance of a consultant experienced in Waldorf-inspired charter schools provided the Development Group with an organizational framework on which to build a functional school. They divided the tasks into committees and invited interested families to join them in the work. During the spring of 2000, many people – known as Founding Families - worked countless hours and grappled with many difficult issues, compromises and realities in this complex and collaborative process. Undaunted by the challenges and obstacles, the Napa Valley Charter School opened in the fall of 2000 at the Napa Valley Expo, in the city of Napa. Originally housed in temporary tents, the classrooms were relocated to Merlot Hall and portable buildings in 2001.

The first few years were filled with the challenges of a new organization as many parts of the school were still developing, but gradually the organization gained stability along with a positive reputation in the community. In 2003, the Walton Foundation invited NVCS to apply for a $150,000 grant. Once awarded, this grant supported teacher training and enrichment, purchased materials and furnishings, funded our initial science program and subsidized several years of outdoor education.
In 2004, in response to a change in California charter law requiring charter schools to be authorized by their local district, the school embarked on a year-long process to update the charter and to apply to the Napa Valley Unified School District (NVUSD) for local authorization. During this process the school community, including students in grades four through seven (our lead class at the time), voted on a new name for the school; and henceforth the school became known as SBS. The name SBS is based on the fact that the Napa Valley was historically known for its abundance of unique stone bridges and the symbol of “a bridge” represents the passage of students from early childhood over to the years beyond elementary education. In addition, it also symbolizes the connections within our school between teachers, parents, and the administration as well as a bridge to the larger Napa Valley community.

Over the summer of 2007, SBS moved to its new site at Salvador Avenue, sharing a NVUSD campus with Salvador Elementary School and in the summer of 2010, SBS found its permanent home at the Carneros location. Through the on-going work and dedication of many, SBS today stands as a healthy, growing school with a promising future.
APPENDIX B

Recommended Reading List

Early Childhood

Education

General

Media

* Excellent introductory reading.
APPENDIX C

Stone Bridge School
Enrollment Policy and New Student Orientation Procedures
(Charter Council approved on 3/10/15)

I. Overview

Application and admission to Stone Bridge School (SBS) is open to any student residing in California who wishes to attend. However, if the number of students who wish to attend SBS exceeds the school’s capacity, enrollment shall be determined by a public lottery drawing. Existing pupils of SBS will be excluded from this drawing and will have guaranteed enrollment for the subsequent year.

A. Grade Assignment by Age

The Waldorf-inspired curriculum followed at SBS is based on a developmental model that is directly linked to the age of the student. Below is our grade assignment by student age (birth date) for each school year as approved by our governing board (Charter Council).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten (2-year)</td>
<td>5 by Dec. 2 (birthday after Jun 1 and by Dec 2)</td>
</tr>
<tr>
<td>Kindergarten (1-year)</td>
<td>5 by June 1</td>
</tr>
<tr>
<td>First Grade</td>
<td>6 by June 1</td>
</tr>
<tr>
<td>Second Grade</td>
<td>7 by June 1</td>
</tr>
<tr>
<td>Third Grade</td>
<td>8 by June 1</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>9 by June 1</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>10 by June 1</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>11 by June 1</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>12 by June 1</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>13 by June 1</td>
</tr>
</tbody>
</table>

Specific birth date ranges can be found in the current enrollment application.

Note: Our two year kindergarten program serves the needs of students eligible for and seeking a transitional kindergarten.

Students will be enrolled or considered for the lottery in each class according to the above chart. Parental concerns about grade placement must be submitted in writing with the student’s application.

B. Calendar and Deadlines

The annual Open Enrollment process begins in mid-January and ends in mid-February each academic year. The specific dates for each year’s open enrollment process will be announced by SBS Office prior to the beginning of Open Enrollment.

Open Enrollment periods will be advertised within the Napa community in both English and Spanish so that all interested students will have an equal opportunity to apply for admission. The deadline for accepting completed applications will be clearly stated on the “Enrollment Lottery Application” during the Open Enrollment period.
II. Open Enrollment and Applications

A. Class Size

The SBS Charter Council will approve the maximum capacity (class cap) for each grade level prior to the start of each year’s Open Enrollment period. The Charter Council determines appropriate enrollment limits for each grade, based on the pedagogical requirements of our Waldorf-inspired curriculum, faculty recommendations, budget considerations, and facility constraints. These class enrollment limits may be revised during the school year with the approval of the Charter Council.

B. Open Enrollment Period

The annual open enrollment process begins in mid-January and ends in mid-February each academic year. In the event that the annual enrollment process does not result in all available openings being filled, SBS reserves the right to conduct subsequent open enrollment periods to fill any remaining spots.

The enrollment period for the current year will end on the last school day before the scheduled Thanksgiving week break. Students will not be enrolled for the current year after this date unless approved by the class teacher and SBS Administrator.

C. Enrollment Priority

Students are considered for enrollment into SBS with the following Priority Status guidelines.

1. Students currently enrolled in SBS.
2. Children of employees who are currently contracted to work at SBS at least 0.75FTE.
3. Siblings of currently enrolled students or students who have graduated from SBS. (Siblings include children living in the same household who share at least one parent, step-parent or guardian).
5. All other applicants not listed in the above categories and who are California residents.

D. Open Enrollment Lottery

When the number of applicants for a particular grade exceeds the number of open spaces in that grade, applicants will participate in a public lottery held within seven (7) school days of the last day of the Open Enrollment period. All lottery drawings will be conducted between 9 a.m. and 11 a.m., with three (3) people present, at least one (1) of whom is not a school employee or current parent.

Open Enrollment lotteries are conducted as follows:

1. Lotteries are held per grade with applications chosen randomly from a general pool and numbered based on that draw.
2. Applicants are placed on a list in the order in which their lottery number is drawn.
3. The order of applicants on the list is then rearranged by the Priority Status categories outlined in Section II.C.
4. If there is more than one (1) applicant in a particular priority category, the applicants in that category are ranked in order of their initial lottery number, e.g. 3 above 4, 10 above 11, etc.
5. Applicants from this lottery list will be merged with any existing lottery lists based on priority status.
6. Open spaces are then offered from the priority-adjusted lottery list.
After all open spaces are filled in a particular grade, the remaining applicants will be placed on a lottery list preserved by the priority-adjusted ranking described above. If spaces become available, SBS will extend offers of enrollment to applicants in the order of their lottery-list position.

E. Special Conditions for Applying

1. Twins: Families applying for enrollment of twins for the same class must complete a separate application for each child. Each application will be entered in the lottery process as individual students but with the indication that the student has a twin also applying for the same class.
   a. During the lottery process, if one (1) of the twins is chosen, the second twin will be placed on the lottery list immediately after the first twin’s name.
   b. If a class spot is offered to one (1) twin student and not the other for the same class, the same time frame for accepting the class spot and participating in the enrollment process is required in order to reserve the class spot.

2. Early Kindergarten Enrollment: Students must be five (5) years of age before December 2 to participate in the annual lottery. Applications may be submitted once the student turns five (5) years of age.

F. Lottery List

Applicants not offered enrollment will remain on the lottery list in the order of their priority-ranking. Lottery-list applicants will be contacted at least once a year to confirm their continued interest. A new application must be submitted during the current year’s Open Enrollment to retain their position on the lottery list.

Applicants from subsequent lotteries will be placed after applicants on the existing lottery list, based on priority.

If spaces become available during the year, SBS will make offers of enrollment to applicants on this lottery list in order of their ranking.

Applicants on the lottery list will forfeit their spot if they decline a placement in class.

G. Changes to Priority Status

Current lottery-list applicants and post-Open Enrollment applicants may request a change in Priority Status during the year with written request from parent(s)/guardian(s) and proof of change. For example:

1. Change in Sibling Status: A family enrolling two or more children must complete the enrollment process with one child before a sibling Priority Status (#3) change can be requested for any remaining children. A change in Priority Status for a post-Open Enrollment applicant will allow the applicant to obtain a higher Priority Status in the next lottery.

2. Change in Residence Status: A family with an out-of-area Priority Status #5 may request a change to N.V.U.S.D. Priority Status #4 with two (2) proofs of new address.
3. Teacher Status Preemption: The children of teachers hired after the Open Enrollment Period will be granted Priority Status #2. This preemption is granted at the discretion of the Charter Council based on class size, available space, and class teacher input.

III. The Enrollment Process

A. Notification of Enrollment Offer

Offers of enrollment will be made by phone to the applicant’s family. The family has two (2) business days to respond. If the family does not respond, an additional phone call is made, and the family has twenty-four (24) hours to contact the school. If the family still does not respond, the applicant is considered “declined” and loses their position on the lottery list.

Families that accept the enrollment offer must complete an enrollment packet. This enrollment packet must be returned, fully completed (not including immunization records), to the SBS Office within five (5) business days. If the paperwork is not submitted in a timely manner, the enrollment offer will be withdrawn and the applicant will lose their place on the Lottery-list.

Upon timely completion of the Enrollment Packet, the applicant is considered an enrolled new student.

IV. Post-Open Enrollment Applications

Families interested in SBS may submit an enrollment application at any point in the year. Applications received by SBS outside of the open enrollment period are labeled as Post-Open Enrollment Applications. To ensure a consistent process for reviewing these applications, SBS will adhere to the following procedures:

A. Post-Open Enrollment Application Process

All interested families who reside in California may submit an application for enrollment. Applications received will be held in a post-Open Enrollment application file. Families with applications on file will be contacted at least once a year to confirm their continued interest. In order to participate in the next annual lottery, a new application must be submitted during the Open Enrollment period.

If there is an available space in the class with no applicants on the lottery list, the enrollment process as described in Section III will begin upon submission of a completed enrollment application.

If there is not an available space in the class, the application will be held.

B. Enrollment Process

If a space becomes available during the year, applications received post-Open Enrollment will be considered after any applicants on the current lottery list. While parents of post-Open Enrollment applicants may apply for a change in priority status as described in Section II.G at any point during the year, this will not alter their status in relationship to current lottery list applicants.

If there are no students on the lottery list and if there is more than one post-Open Enrollment applicant, SBS will conduct a public lottery—as described in Section I.I.D—to determine the order in which open spaces will be offered to applicants. Priority status will be applied to the results of this lottery as described in
Section II.C. A new lottery list will be compiled and remain in effect with any subsequent lotteries placed beneath the mid-year list. Spaces will be offered to students on this list based on priority.

V. New Student Orientation Process

The following meetings will take place as part of the New Student Orientation Process. The purpose of these meetings is to inform prospective parents about the educational program at SBS and to determine how to support the incoming student in achieving success at SBS. The Administrator may, at his or her discretion, alter the meeting timelines to accommodate school or family scheduling difficulties.

An initial meeting between parent(s) (preferably both) and the administrator will occur within ten (10) business days of the submission of the above documents. Meetings with the Administrator may be with an individual family or with groups of parents presenting them with a general overview of the school, including parent expectations, the Waldorf-inspired curriculum, special needs support (if applicable), the school’s Community Giving program, and the next step in the orientation process, etc.

A. Orientation Meetings

1. Kindergarten New Student Orientation Meetings
   Once a child is enrolled at the Kindergarten level, parent(s) will meet with one (1) or both Kindergarten teachers. At this meeting, families will be introduced to Waldorf-inspired education as it applies to the development of the young child. Rhythms established in the classroom and practices suggested at home will be discussed. The teachers will also speak about the Parent Enrollment Letter required for the child to proceed to the next step of orientation.

2. Grades 1 – 8 New Student Orientation Meetings
   For grades one (1) through eight (8), parent(s) may meet with the class teacher three (3) times.

All subsequent meetings must be held within fifteen (15) school days of the Administrator meeting unless otherwise determined by the SBS Administrator.

B. First Meeting with the Class Teacher

The Class Teacher and parent(s) meet to discuss the curriculum for the current and subsequent years. This includes: a commitment by the family to limit media exposure (television, video games, Internet access and computer use), homework expectations, the Outdoor Education experiences at SBS, as well as a preview of the year’s curriculum. The Class Teacher will inform the family of the Parent Enrollment Letter which must be submitted prior to the scheduling of the third meeting with the class teacher. The Parent Enrollment Letter provides the opportunity for parent/guardians to describe, in their own words, their understanding of the Stone Bridge School educational program and their commitment to supporting their child in this setting. This first class teacher meeting must occur within five (5) business days after the Administrator meeting.

C. Second Meeting with the Class Teacher

The Class Teacher, parent(s), and new student meet. The new student and family may be asked to bring samples of the applicant’s schoolwork from the previous year to review and discuss with the teacher or to demonstrate abilities during the meeting. This meeting must occur within five (5) business days of the first class teacher meeting.

1. For Grades 1-4, new students may be asked to:
a. create a drawing sample  
b. compose a writing sample (if applicable – original or copied from the board)  
c. participate in mental and/or written math exercises  
d. recite and/or sing a favorite verse  
e. follow short movement/coordination exercises.

2. For Grades 5-8, new students are typically required to provide a portfolio that contains the following:

a. final draft essay explaining why s/he would like to join the Stone Bridge community, in cursive (with working drafts attached).  
b. a musical piece to discuss, play or sing.  
c. a foreign language sample (written and spoken).  
d. an artistic work example (drawing, painting, sculpture, etc.) to discuss.  
e. new students will review their portfolio pieces with the Class Teacher, as well as write responses to math and writing prompts.

D. Third Meeting with the Class Teacher (if needed)

If needed, the third Class Teacher meeting is scheduled only after the Parent Enrollment Letter is turned in. This letter is due to the teacher within two (2) school days of the second Class Teacher meeting. This third meeting with the class teacher is held within five (5) business days following the second Class Teacher meeting, the purpose of which is to discuss any arrangements that would be necessary for a successful transition to SBS.

E. Completing the Orientation Process

If further meetings are necessary, they will be scheduled after the third meeting with the class teacher. Such meetings may include those with the NVUSD/SBS Special Education team and/or educational support staff in the case of a student with a current Individual Education Plan (IEP) or 504 Plan.

Once all meetings are completed, the new student will be expected to begin school on the first day of the school year, or in the case of a mid-year enrollment, on a date agreed upon by the Class Teacher, family, and Administrator.

VI. Process to Withdraw Enrollment

If at any time a family decides to withdraw their student(s) from Stone Bridge School, they are expected to provide written notification to SBS. SBS will then provide written confirmation of the withdrawal to the family.

revised 4-21-15 mam
APPENDIX D

Parent Council Bylaws

BYLAWS
OF
SBS PARENT COUNCIL

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is SBS Parent Council.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at P.O. Box 11108, Napa, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to operate exclusively for the benefit of the SBS (a California public charter school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

Specifically, the purposes of the Corporation are to:
1.1 Serve to represent the parents or guardians of the children enrolled at the school.
1.2 Serve as a forum for the discussion of matters of interest and concern to the parents or guardians of the children enrolled at the school. These discussions may result in actions designed to deal with the situation or recommendation to the faculty and/or administration for their consideration and/or action.
1.3 Provide a channel between the parents and other individuals and groups, both within and outside the school community.
1.4 Coordinate and sponsor the committees, clubs and other activities that contribute to the life of the school (See Appendix 1. Committees, Clubs and Activities).
1.5 Coordinate fundraising activities and oversee the allocation and disbursements of funds that have been raised; such disbursements are consistent with the established principles...
(see Appendix 2. Fundraising Principles and Fundraising Requests).

1.6 Provide, to the Charter Council, the designated number of Parent Council Representatives to additionally serve as members of the Charter Council. The Parent Council elects all Parent Council representatives to the Charter Council.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Non-profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the
“Board of Directors”). The Board may delegate the management of the corporation’s activities to any
person(s), management company or committees, however composed, provided that the activities and affairs
of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction
of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Vote to appoint and remove, at the pleasure of the Board of Directors, all corporate
   officers, agents, and employees; prescribe powers and duties for them as are consistent with
   the law, the articles of incorporation, and these bylaws; fix their compensation; and require
   them security for faithful service.

2. Change the principal office or the principal business office in California from one location
to another; cause the corporation to be qualified to conduct its activities in any other state,
territory, dependency, or country; conduct its activities in or outside California; and
   designate a place in or outside California for holding any meeting of members.

3. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed
   and delivered for the corporation’s purposes, in the corporate name, promissory notes,
bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences
   of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter
   the forms of the seal and certificates.

Section 3. DIRECTORS AND DUTIES. The Board is comprised of class representatives
from each class at SBS, as well as the President (Chair) of the Board. The number of directors shall be no
less than three. The number of directors serving as class representatives shall be no more than 20 or no
more than 2 directors per classroom. Each Director must have at least one child enrolled in the
            corresponding grade level he/she represents. Non-voting members may include a representative from each
            of the Faculty and Charter Councils, as well as the school administrator.
            The duties of a voting Director (Class Representative) are to:
            3.1 Create and maintain a channel of communication between the Board of Directors (The Parent
               Council) and the parents and teacher for the class. The purpose of such a channel is to assure that
               parents are apprised of any needs, activities and so forth.
            3.2 Provide necessary orientation for new parents.
            3.3 Maintain contact with the class teacher.
            3.4 Attend all class meetings.
            3.5 Attend all Parent Council meetings.
            3.6 Serve as a liaison to a Parent Council committee.
            3.7 Assist the Board of Directors in accomplishing the business of the Parent Council.
            The duties of non-voting members (the School Administrator and any Representatives from Faculty Council
            and Charter Council) are to create and maintain a channel of communication between the Board of
            Directors (The Parent Council) and that which they represent.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than
49 percent of the persons serving on the Board of Directors may be “interested persons.” An interested
person is (a) any person compensated by the corporation for services rendered to it within the previous 12
months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any
reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DIRECTORS TERM AND LIMITS. Each voting director shall hold office for Two (2) years (each class elects one new Director each year so that the terms are staggered) and until a successor director has been designated and qualified. A term is from the first day of July through the last day of June. There is no limit to the number of terms a class representative may serve; however, any class representative seeking reappointment is to be approved by a majority of the class parents. If a Director’s position is vacated prior to completing the two-year term, a new Director may be nominated to fulfill the remainder of that term.

Section 6. APPOINTMENT OF DIRECTORS. Class Representatives (Directors) are nominated from each class by a majority vote of the parents of the class by the end of the school year or at the time a Class Representative vacates his or her position. There shall be no more than 2 directors per classroom. The nomination process is determined by those class parents. The President of the Board and the Parent Council Representative to the Charter Council are appointed by a majority vote of the Parent Council Board of Directors. Non-voting representatives from the Faculty & Charter Councils are appointed by the Faculty Council and Charter Council respectively.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director’s resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. TEMPORARY APPOINTMENTS. The Board of Directors may vote to appoint a temporary representative to a vacant voting position on the Board of Directors. The temporary representative shall serve until such time as the class parents appoint a permanent Class Representative.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for
that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given to the Board of Directors. The class teacher will be informed that a new Director (Class Representative) is needed. The Board of Directors may appoint a temporary Director (Representative). Any director may be removed, with or without cause, by the vote of the majority of the class parents. The class parents must then appoint a new Director. Any vacancy caused by the removal of a director shall be filled as provided in Section 6 or 9 of this Article.

Section 13.    PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 14.    REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the 1st Tuesday of each month at 6:00 p.m., (except in July when there is no regular meeting) unless the 1st Tuesday of any month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. The Order of Business for Parent Council meetings is as follows: Reading and Approval of Minutes, Reports, Unfinished Business, New Business.

Section 15.    AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the board of directors vote that a situation warranting a special or emergency meeting exists.

Section 16.    MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. There will be no regular or special meetings by telephone or other telecommunications equipment.

Section 17.    NOTICE OF MEETINGS. Regular meetings of the board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, facsimile, or email to each Director. If sent by mail, the notice shall be deemed to be delivered on its deposit in the mails. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

The notice shall state the time of the meeting and the place, if the place is other than the corporation’s principal office and the business to be transacted at the meeting.

Section 18.    WAIVER OF NOTICE AND CONSENT TO HOLD MEETINGS. The transactions of any meeting of the board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent
to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

Section 19. ACTION WITHOUT MEETING. Any action that the board is required or permitted to take may be without a meeting if all board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an “interested director” as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the board. All such consents shall be filed with the minutes of the proceedings of the board.

Section 20. VOTING MEMBERS. The voting members are the Directors (appointed class representatives), including those whose appointments are temporary. The school administrator and the representatives from the Faculty Council and the Charter Council do not vote.

Section 21. QUORUM. A majority of the authorized number of voting directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 22. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 23. AMENDMENTS. Amendments require a two-thirds vote of all voting members.

Section 24. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that directors may receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the Corporation in any capacity other than director unless such compensation is reasonable and is allowable under the provisions of Section 4 of this Article.

Section 25. CREATION OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committee, clubs and other activities that contribute to the life of the school, to serve at the pleasure of the board. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may: (See Appendix 1 of the PC bylaws)

(a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) Fill vacancies on the Board of Directors or any committee of the board;

(c) Fix compensation of the directors for serving on the Board of Directors;
(d) Amend or repeal bylaws or adopt new bylaws;
(e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
(f) Create any other committees of the Board of Directors;
(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;
(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 26. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 27. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President (Chair), Vice President (Co-Chair), a Secretary, and a Chief Financial Officer (Treasurer).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Vice President, Secretary nor the Chief Financial Officer may serve concurrently as the President.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by a majority vote of the Board of Directors and shall serve at the pleasure of the board. The term of office is one fiscal year with no limit on the number of terms of service.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may vote to appoint and authorize any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer, the Board of Directors may vote to remove any officer with cause. If it is determined that an officer of the Board is not performing adequately, the officer may be recalled by a majority of the voting members of the
Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation from office shall not prevent the outgoing officer from continuing to serve as an elected Class Representative on the Board of Directors.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office.

Section 8. PRESIDENT/PC CHAIR. Subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers as fully described in any applicable agreement or job specification, as well as preparing meeting agendas for the Board of Directors. The President is the contact person for any individual or group, which has business to bring before the Parent Council Board of Directors and shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The Parent Council Board of Directors chooses to use Roberts Rules of Order which states that the Board President abstains from voting unless to break a tie.

Section 9. VICE-PRESIDENTS/CO-CHAIR. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require including maintaining an action calendar, if needed, coordinating the discussion of Calendar items at the appropriate times, and presiding at Council meetings in the absence of the President/Chair.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation’s principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members’ meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was general, or special, and, if special, how authorized; the notice given; the names of persons present at Board of Directors meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors that these bylaws require to be given. The Secretary shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation’s properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.
The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation’s funds as the Board of Directors may order; (iii) render to the President, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require including the ability to make emergency disbursements to a maximum of $100.00, in consultation with the President.

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation’s directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director’s financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board’s consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a
person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer’s, director’s, employee’s, or agent’s status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of the Board of Directors.

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request, furnish a copy of the articles of incorporation and bylaws, as amended to the current date.
ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation’s fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation’s revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation’s expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountants’ report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation’s books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report the corporation shall, within 120 days after the end of the corporation’s fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an “interested person” is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI
EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The board of directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into
any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the President of the Corporation, or the Vice President or Secretary or an individual authorized by the Executive Board that is an acting member of the Board of Directors.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The board of directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE XVII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the SBS, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on September 5, 2006; and that these bylaws have not been amended or modified since that date.

Executed on _________________ at Napa, California.

_____________________________
Tracy Dropping, Secretary
Appendix E

Conflict Resolution Policy
(Approved by CC 6-28-16)

Intention
The intent of this document is to detail the path to resolution when a difference of opinion occurs among members of our community. The foundation of this policy is supported by fundamental agreements and guidelines for healthy communication and interaction. The overall purpose of this policy is to perpetuate a climate of collegiality, mutual trust, and respect by resolving differences in a timely, impartial, and equitable manner.

Fundamental Agreements
- We demonstrate respect, in what we say and how we say it.
- We focus on issues, not individuals.
- We seek to find solutions understanding that the children are always the focus of what we do.
- We keep an open mind.
- We are positive and flexible and strive to presume positive intent from others.
- We honor confidentiality of information given in confidence, including group meetings.

Guidelines
- Communicate face-to-face.
- Refrain from third party conversation (e.g. gossip).
- Respect time and priorities of others in arranging conversations.
- Use email and texting thoughtfully, keeping our fundamental agreements in mind.
- Keep conflicts in the adult realm and do not involve children.

Definition of Conflict Resolution
Conflict is a normal and natural occurrence among people working together. These procedures are intended to deal with problems that are essentially interpersonal in nature; problems that are not interpersonal are normally referred to the appropriate committee and/or to a school administration.

Resolution can take a variety of forms, including:
- reaching mutual understanding
- recognizing need for further work
- agreeing to disagree, and agreeing, nonetheless, to treat each other with respect.

Basic Principle
Ideally, disagreements are resolved at the lowest level possible. It is expected that all parties in conflict, including teachers, parents, administrators, or students, in any combination, will adhere to the resolution procedure as outlined in this document.
Steps of Resolution

Step #1: Direct Resolution

The Direct Resolution consists of a face-to-face meeting or meetings between the parties involved. Direct communication, with respect and sensitivity, is the groundwork for all conflict resolution. Speaking to the person directly is the best way to clear any conflict or challenge. A clarifying question is often all that is needed to solve an issue.

A face-to-face conversation offers the opportunity for mutual understanding that does not exist in emails or text messages. It supports active listening skills, brings clarity to communication as less is left open for interpretation, and provides the “give-and-take” that can aid resolution.

If a request for Direct Resolution meeting is made to an SBS employee, the request will be responded to within two working days. Every effort will be made to bring people together for the meeting within two weeks of receiving the request (sooner if possible).

If an attempt at Direct Resolution has been made and resolution as defined in the Definition of Conflict Resolution section of this policy has not been reached, Administrative Resolution (Step #2) can be activated.

Step # 2: Administrative Resolution

If the matter is not resolved through Direct Resolution, the Administrative Resolution process may be requested. This consists of a meeting between the parties involved facilitated by a school administrator or designee. The Request for Administrative Resolution form shall be completed by both parties that are seeking resolution. Administration will acknowledge the request for assistance within two working days by phone, email, or in writing to schedule a meeting time. Every effort will be made to bring people together for the meeting within two weeks of receiving the request (sooner if possible).

Minutes will be taken at this meeting and copies of the minutes will be provided to all people present at the meeting. Included in the minutes will be the next steps in the process. The parties will be asked to sign a copy of the minutes to indicate that they are a true reflection of the conversation.

If attempts at Direct Resolution and Administrative Resolution have been made, and resolution as defined in the Definition of Conflict Resolution section of this policy has not been reached, the conflict can move to Mediated Resolution (Step#3).

Step 3: Mediated Resolution

The Mediated Resolution process consists of a meeting or meetings between the parties involved with a neutral third party in attendance. A member of the school community may serve as mediator with the express approval of all parties involved. If necessary, the mediator may be a trained professional without any direct connection to the school. It is expected that the parties involved
will commit in good faith to the process of Mediated Resolution and will strive for a mediated resolution.

All requests for Mediated Resolution must be in writing through use of the Mediated Resolution Request form. Included on this form shall be a description of the conflict, as clear and simple as possible, with relevant background to the dispute, efforts already taken to resolve the matter, why previous steps were not considered successful and the additional input required to achieve resolution. If a request for Mediated Resolution meeting is made, the request will be responded to within two working days. Every effort will be made to bring people together for the meeting within two weeks of receiving the request (sooner if possible).

Minutes will be taken at this meeting and copies of the minutes will be provided to all people present at the meeting. Included in the minutes will be the next steps in the process. The parties will be asked to sign a copy of the minutes to indicate that they are a true reflection of the conversation.

**Action Plan**
Positive improvements can only come about if we follow through on the commitments we make during the meetings to resolve differences. The meeting facilitator is responsible for documenting the action plan for the meeting (noted in the minutes), citing the names of responsible parties for following through on issue, plans, and strategies that arise from the meetings, as well as deadlines and a date for a closure meeting. Any participant may raise a concern about follow through with the school administration if they believe these agreements are not being put into action.

**Student Advocacy**
If the needs of students are not being met, there is the option of convening a Student Success Team (SST). The Student Success Team meetings are overseen by the school’s Educational Support Specialist and also includes the parents, the teacher, and a representative of the SBS Administration. Parents can initiate this group by written request. (Forms are accessible in the school office.) Once established, this group is tasked with assisting the student, by creating an action plan for success.

**Administrative Concerns**
For concerns involving the administrator, please contact the Charter Council chair or co-chair. Contact information can be found in the SBS Parent Handbook.

**Exceptions**
This process is designed to moderate the effects of and to assist in the resolution of conflicts that may arise within the school community. In the case of conflicts involving students, every effort will be made to resolve the conflict at steps 1 or 2.

Complaints alleging discrimination, harassment, intimidation, or bullying will be addressed per the Uniform Complaint Policy (UCP), its requirements, and guidelines.
APPENDIX F

Behavior and Discipline Policy
Revised May 12, 2009

“Loving authority needs to precede freedom of thought and independent judgment.”
– Rudolph Steiner

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

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

Classroom Behavior Expectations
In order to provide a school environment that fosters safety, respect and responsibility, students will be expected to follow these basic rules:

- Courtesy is always expected toward other children, teachers and parents. Pushing, hitting, kicking, fighting, teasing, swearing, talking back, spitting and biting are prohibited.
- Students are expected to participate in classroom activities and to refrain from playing or talking out of turn during lessons. Disruptive behavior will not be tolerated.
- Students are not allowed to bring inappropriate objects to school. This includes handheld video games, personal media-players, personal toys, candy, illegal substances or any other material deemed detrimental by the teacher. The use of cell phones is specifically described in this handbook on page 25.
- Activities that are damaging or hurtful to the property of the school and others will not be allowed.

Teachers will communicate specific expectations, and the consequences of failing to meet such expectations, to their students.

Progressive Discipline Process
One of the central aims of Stone Bridge is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential, fosters self-esteem and well being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school.
In situations where these behavioral expectations are not being met, the following progressive discipline process will be followed:

1. The teachers will seek age appropriate, class-based interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results are sought and expected.

2. If the student continues to behave inappropriately despite the class-based interventions, the teacher will use an OFFICE SLIP/BEHAVIOR REPORT detailing the situation and will send the student to the office. The teacher may request that the student speak to the administrator (or the administrator’s designee) and may request that the OFFICE SLIP/BEHAVIOR REPORT is signed by the parents and the student and returned to school the subsequent day. The administrator’s primary role is to support the teacher’s authority with the student. A teacher will also issue an Office Slip/Behavior Report if a student is involved in an incident that is inappropriate and that falls short of suspension, or if the student willfully intends to harm another student or damage property.

   The accumulation of three OFFICE SLIP/BEHAVIOR REPORTS within seven (7) school days may result in a required suspension of one or more days.

3. If the incident is of a very serious nature, the NVUSD Suspension and Expulsion processes will be followed (as described below).

In addition to this progressive response to specific behavioral incidents, chronic discipline issues may require an individualized behavior support plan (BSP). In these cases, the teacher will create a plan designed to meet the specific needs of the child, with the help of remedial, resource, behavior or movement specialists or other professionals as necessary. The Student Success Team (SST) process may also be utilized to support a student in conducting themselves with appropriate behavior while at SBS.

   The character of interventions should at all times be congruent with the school's perception of the developmental stages of the child. While imitations, re-directions and non-invasive interventions are appropriate for younger children, more direct interventions may be required for older students. We at Stone Bridge oppose all forms of corporal punishment, public ridicule, shaming or any other form of psychological, emotional, or physical abuse.

Suspension and Expulsion Summary
At times, it becomes necessary to send a student home for a while to work on personal self-control. When this situation occurs, the time away from school should be viewed not as a punishment or long-term problem solving, but as a time to be used by the student to reflect upon personal attitudes regarding positive conduct at school. In the situation where a student's conduct on the school grounds has warranted suspension, and the possible recommendation for expulsion, the following procedures should be utilized:

   - The administrator or administrator’s designee may carry out disciplinary procedures involving suspension of any kind; all suspensions will be documented in the student’s permanent cumulative file
• A teacher may recommend suspension of a pupil from his/her classroom for the day or part of the day as part of an on-campus suspension, where the pupil may be sent to a designated classroom or the office, where he or she will be supervised; this is still recorded as a suspension in the student’s permanent file.

• A “Reentry Conference” will typically be held at 8:00 AM on the morning a student returns to school following suspension, and will include the administrator, the student, the parents, the student’s class teacher and any specialty or other teachers involved in the suspension. The administrator will lead this conference and will review the reasons why the student was suspended, ensure that the student understands his/her infraction, and assure the student that he has completed his/her consequences and now begins with a fresh start and all expectations for future behavioral success.

As per the SBS Charter and the Memorandum of Understanding (MOU) between SBS and NVUSD, SBS shall adhere to the NVUSD Student Suspension and Expulsion Policies and Procedures. Specifically these are Board Policies BP5144 (Suspension and Expulsion/Due Process) and Administrative Regulation AR5144.

In the case of an expulsion, the SBS administrator shall, upon approval of the SBS Charter Council, prepare and forward to the appropriate district administrator a report of the recommendation to expel (per NVUSD AR5144). The NVUSD Board will conduct all hearings, dispositions, and other Due Process actions related to the matter. SBS acknowledges that the District may charge SBS for the actual costs of District administration of SBS pupil expulsions per the MOU.
APPENDIX G

Attendance Policy
(Approved by CC 06/28/13)

Stone Bridge School does NOT receive funding for ANY day that a student is absent, whether “excused” or “unexcused”. Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons. Each day that a student is absent results in over $40/day of lost revenue for the school and has a negative impact on learning.

Absences
Please call the school at 252-5522 on or before the day of the absence to notify the school that your child will not be present that day. Please state a reason for the absence; if no reason is given, the absence will be unexcused.

Reasons for absences to be excused:
- Personal injury or illness (Doctor's note required for absences over 3 consecutive days.)
- Healthcare service appointment (Please try to schedule during non-school hours.)
- Attendance at funeral services for a family member
- Religious holiday observances
- Justifiable personal reasons approved by the Administration

Tardies
School starts at 8:20am. If students are not in class ready to begin their day by 8:20am, they are considered tardy. All tardy students must obtain an “late slip” from the office prior to entering the classroom.

Unexcused tardies after 8:50am count toward truancy with consequences listed below. California Education code states that any “student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority.” Tardies will be excused or unexcused based on the same criteria as absences.

Truancy Consequences
- After three unexcused absences and/or tardies, a first Notification of Truancy letter will be sent home.
- After one or more additional unexcused absences and/or tardies, a second notification letter will be sent home and a Student Success Team (SST) meeting may be called.
- After a total of five or more unexcused absences and/or tardies, a referral to the School Attendance Review Board (SARB) will be made.

(Based on California Education Codes: §48200, 48260, 48261, 48262, 48263 & NVUSD Policies)

Clearly children are most successful when regular rhythm is upheld; when they arrive at school well rested, well fed, and with adequate time to get settled; and when unnecessary absences are avoided. Both the individual student and the class as a whole are affected by chronic tardiness and absences. Thank you for supporting your child’s education by having them on time and present every school day.
APPENDIX H

Field Trip Policy
(Approved by CC March 12, 2013)

Class field trips are a vital and enriching aspect of our curriculum. They are selected and planned by the teacher with collegial and parent input, and are designed to enrich the students’ understanding and appreciation of some aspect of the curriculum. While specific field trips may often be associated with a particular grade, the selection and timing of field trips are at the teacher’s discretion.

Funding: Field trips are funded in various ways: family support, grants, and fundraising. The 8th grade trip is funded by a combination of sources – family contribution, student contribution, class contribution (via fundraisers over previous years), and contributions from a general ‘8th grade fund’ supported by collective fundraising by other classes. The general school budget does not include funding for any class field trips; however, no student will be excluded due to finances. Scholarships are available for those families requiring financial assistance. (See Scholarship Policy for application and instructions).

Field Trip Checklist
• The ‘Field Trip Checklist’ form is completed by the teacher, ensuring that the key steps, as described below, are taken prior to a field trip.

Initiation of Field Trips
i. Field trips are initiated by teachers. The ‘Field Trip Request Form’ is completed in a timely manner (2 weeks prior to day trip, 5 weeks prior to overnight trip) and submitted to the Administrator for approval. When scheduling field trips, teachers check the school calendar first to ensure that there are not significant conflicts with other scheduled school or class events. The mode of transportation is noted on the ‘Field Trip Request Form’, including the list of approved drivers and the route with any scheduled stops.
   a. Mode of transportation may include: parent/drivers vehicles, chartered bus, and/or public transportation.
      i. Parent Drivers: drivers must obtain a ‘Parent Automobile Transportation Form’ from the SBS Office, complete and return it to the SBS Office minimally 24 hours prior to the day of the field trip.
      ii. Chartered Bus: arrangements are made through the SBS Office staff. Fees are incorporated into the full cost of field trip.
      iii. Public Transportation: route and details must be defined and approved prior to field trip. Fees are incorporated into the full cost of field trip.

Communication Prior to Field Trip
Once approved by the Administrator, the teacher communicates details and any requests or requirements to students and/or parents. Parent assistance is appreciated and necessary for both the preparation and chaperoning of field trips. The teacher may select parent helpers to drive or accompany the class or to help with specific tasks. The teacher is in charge of the curriculum and activities, the menu and food, the route, and the specific parent helpers needed for the trip. Parents
may request to participate in a particular field trip, however, final decisions regarding parent participation are made by the teacher.

• All Field Trips:
  i. The teacher distributes the ‘Parent Permission for Student Participation in Off-Campus School-Sponsored Events’ form to parents at least one week prior to field trip. A faxed permission slip or equivalent authorization letter is acceptable; phone-in permission is not acceptable.
  ii. A ‘Waiver of Claims by Adult Participating in an Off-Campus Activity’ form is also completed by any adult participating in field trip.
  iii. Parents must return paperwork and any required fees to the teacher by deadline requested. If a scholarship is being requested, parents must notify the teacher and complete the necessary requirements for a scholarship per the Scholarship Policy so that the payment deadline may be met. Failure to do so may result in student not attending the field trip.
  iv. If required, any supplies or gear required for the field trip must be in place by the deadline requested by the teacher. Failure to do so may result in the student not attending field trip.
  v. The teacher must make arrangements for any non-participating student (assignments, location, supervising teacher, etc.). These details are provided to the SBS Office prior to the field trip.
     a. If parent(s) choose not to have their child participate in a field trip, this decision must be conveyed to the teacher at least 24 hours in advance of a daylong field trip, or at least one week in advance of an overnight field trip in order to give teacher adequate time to prepare alternative arrangements. If payment has been paid prior to cancellation, fees paid are non-refundable.
  vi. Children under 18, not enrolled in the class attending the field trip, are not allowed on class field trips. Specific exceptions may be permissible with the approval of the teacher and/or administrator.
  vii. Pets are not allowed on class field trips.
  viii. All parents chaperoning a field trip must attend a pre-trip meeting if one is scheduled.
     a. Prior to the field trip, the teacher conveys to chaperones the goals and activities of the field trip, communication/emergency protocols, chaperone expectations (see section below), and specific student information as required.
  ix. If parent transportation is used, the teacher will assign students to particular vehicles. The ‘Vehicle Passenger Assignment’ form must be completed prior to the field trip, detailing these assignments as well as driver/vehicle information and cell phone contact information. (This form is due to the SBS Office no later than 24 hours before the trip.) Any seat assignment changes are made by the teacher only. Students may or may not be assigned to their own parents’ vehicles (in the upper grades, students are frequently assigned to other parent drivers).
     a. The teacher provides each chaperone with any required information, including a mapped driving route, copies of all drivers’ passenger assignments, and cell phone
contact numbers. Chaperones are requested to have this information at hand during the trip.

b. Any individual, who has a total of 2 or more points on their driving record, including any pending offenses, is not allowed to transport students.

c. Transportation to and from a field trip destination is still considered school time. Therefore, car rides must be media free (iPods, phones, iPads, etc). Parents are requested to refrain from playing music or books on tape unless approved by the teacher.

• Overnight Field Trips:
  i. All parents chaperoning an overnight field trip will be required to attend a pre-trip meeting:

   a. Prior to the field trip, the teacher will inform chaperones of the goals and activities of the field trip, communication/emergency protocols, chaperone expectations (see section below), and specific student information as required.

  ii. Parent chaperones are required to pass a LiveScan screening for which they must arrange and pay for.

Medical/Special Needs

a. A fully-stocked First Aid Kit will accompany each field trip, suitable for the trip with any special supplies, if needed

b. An epi-pen must accompany each field trip. This is in addition to any medically prescribed epi-pen that accompanies a student with known allergies.

ii. Parents must communicate directly with the teacher regarding any special student needs or concerns (e.g., anxiety separation, fear of water, sleeping difficulties, etc.). Such communications must be made at least 48 hours in advance of a daylong field trip, and at least one week in advance of an overnight field trip.

iii. Parents must inform the teacher of any student’s medical needs prior to field trip. Any required medication (over-the-counter or prescribed) must be in its original packaging and be given to the teacher at least 48 hours prior to the field trip. Any prescription medication must be accompanied by a doctor’s written instructions as appropriate. Any over the counter medication must be accompanied by written permission and instructions from the parent.

   a. Medication remains in the possession of the teacher at all times unless there is an alternative agreement ahead of time between the teacher and parent. Such agreement must be in writing and signed by parent and teacher.

   b. If a parent chaperone has medical needs that should be known in the event of an emergency, he/she shall give the teacher the same advance notice as described above.
During Field Trips

i. Communication
   a. Teacher(s) and chaperones communicate directly at all times.
   b. Cell phones or other electronic communication devices are permitted only:
      i. In the event of an emergency
      ii. For logistical purposes (to arrange meeting time/place, contact destination, etc.)
   c. Teacher communicates with SBS Office regarding: arrival and departure times, daily check-ins for overnight trips, change of route or student seating, return times, and any emergency situations.
   d. Non-attending parents may contact the SBS Office for updates and news. A non-attending parent may be designated by the teacher to receive and convey news to the class parent body in the event of multi-day trips.

ii. Chaperone Expectations: Parent chaperones must be willing to oversee the students and to help with any needed chore or activity from the beginning to the end of the trip. Parent chaperones should be prepared to give attention to all students equally and refrain from focusing on their child. Teachers and parents alike will ensure that the guidelines below are observed during all field trips.
   a. Promptness – All chaperones need to be prompt at all expected times.
   b. Driving Safety: Drivers are requested to:
      i. Observe all traffic regulations and seatbelt laws.
         1. Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
         2. Children under the age of 8 who are 4’9” or taller may be secured by a safety belt in the back seat.
         3. Children who are 8 years and over shall be properly secured in an appropriate child passenger restraint system or safety belt.
         4. Passengers who are 16 years of age and over are subject to California’s Mandatory Seat Belt Law.
      ii. No cell phone use while driving. If a phone call must be made or an emergency arises, the driver needs to pull off to a safe zone prior to calling the teacher or 911. However, the teacher or lead driver in each vehicle may appoint an adult or age-appropriate student to receive or place necessary phone calls while in route.
      iii. Always follow the designated route. If any change is made in the route, drivers and teacher must communicate the alternative route with each other and the SBS Office.
         1. Any change to the designated route must be communicated to the SBS Office.
         iv. Stay together en route if requested by the teacher. At teacher’s discretion, drivers may be allowed to proceed independently, checking in as requested
by the teacher. The teacher may choose to drive in the last vehicle, serving as a “sweep” when caravanning.

v. Refrain from bringing or purchasing special snacks for the students in their vehicles. Snacks or meals are scheduled and planned for by the teacher

c. Other driving guidelines:

1. The following are allowed or prohibited, at teacher’s discretion:
   a. Consumption of drinks, food, in vehicle
   b. Listening to recorded music or books-on-tape (previewed and approved by the teacher)

2. The following are not allowed at any time:
   a. Video games, radio, television, movies
   b. Student cell phones, cameras, or other electronic devices

d. Social expectations of chaperones:

i. Model appropriate behavior for the students. Use appropriate language only.

ii. Support positive conversation and social behavior. Students and adults should not discuss other classmates or non-present peers.

iii. Follow the SBS dress code for students.

iv. Always be present with the group (within eye/voice contact of students), unless directed otherwise. The teacher may request chaperones to supervise a specific group of students (e.g., their ‘car groups’).

v. Minimize social conversation with other adults when engaged in class activities.

vi. Support, guide, and redirect students as indicated by the teacher. Any “on campus” rules apply to off-campus field trips (e.g., dress code, no candy/gum/soda, behavior and language, etc.).

vii. Participate fully in all group activities – model engagement and have fun!

e. Cell phone and electronic device use: (See above for cell phone use guidelines) Adults may not use cell phones or other devices for personal or work purposes while chaperoning field trips. However, overnight trips may include “off-time” for chaperones to attend to personal or work communications.

f. Photography: the teacher will designate a parent photographer(s) or him/herself to take photographs during the trip. Students will not be taking photos unless specifically given permission by the teacher.

g. Drugs and alcohol are forbidden for all adults and students.

iii. Student Expectations:

a. Use respectful language, good manners, and appropriate voices.

b. Follow “on-campus” rules (e.g., dress code, no candy/gum/sodas, etc.).

c. Follow directions of the teacher and chaperones at all times.

d. Stay within eye and voice contact of the teacher and/or adult chaperone at all times, unless otherwise directed by the teacher.
e. If buddy system is used, be aware of the whereabouts and safety of assigned classmate.
f. Keep track of your own belongings.
g. Be a respectful listener and participant with any docent or adult leader.
h. Do not purchase anything at snack bars or shops unless permitted by the teacher.

Upon Return to School
i. The teacher and/or chaperones will check in with the SBS Office upon returning to SBS.
ii. The teacher will have designated a location for chaperones and students to gather upon returning to SBS.
iii. The teacher remains ‘custodial parent’ until student has been appropriately dismissed to parent/guardian. The teacher may designate another adult to release students to their parents/guardians or Aftercare upon returning to SBS. A sign-out sheet may be used to document the release of students.
iv. The teacher may request drivers/chaperones to check in with him/her at the end of any field trip.
APPENDIX I

Media Guidelines for Parents

Grades K-5

Electronic screen media (TV, movies, video games, computers, tablets, smart phones, iPods, etc.) is a prominent feature of modern American life. The Waldorf educational approach practiced at Stone Bridge School asserts that while instruction in and use of these devices is appropriate in later grades, exposure to electronic media in Grades K-5 detrimentally affects a child’s imagination, healthy development and social interactions. This position is corroborated by the American Academy of Pediatrics and current childhood research. Children are deeply affected by everything in their environment. Television, video games and other electronic media have a lasting influence on children’s behavior, development, and school performance as well as on their peers’ school experiences.

Our faculty recognizes that media viewing falls in the domain of the family life and that it is the parents who will decide what role electronic media will play in their children’s life. As part of the community of Stone Bridge School, which is a school of choice, we ask families to limit their children’s exposure to screens and to commit to seeking out alternative activities fully involving their children’s capacities to develop a healthy mind, emotional life, and physical body. We strongly prefer that children in grades K-5 not use electronic media; we specifically ask that they not use electronic media on school days/evenings.

In order to facilitate well-informed decision making regarding the role of electronic media in your family’s life, we encourage you to explore media’s effect on the developing brain. Below is an article to start your search:

Children, Adolescents, and the Media Policy Statement From the American Academy of Pediatrics http://pediatrics.aappublications.org/content/132/5/958.full?sid=a00db594-ee22-4268-9b7c-baeab10d209e

Grades 6 - 8

Social media and the devices/technology through which we access them continue to proliferate in our society. Many children are growing up with significant Internet exposure via YouTube, social media sites, smart phones, online gaming, and an ever-expanding array of choices. While there are power and convenience in these technologies, parents are increasingly challenged to monitor and manage their children’s media experiences. Parental concerns generally revolve around the amount of time online, age-appropriate content, and issues regarding privacy, and potential victimization (e.g., cyberbullying).

The staff and faculty of Stone Bridge School also share concerns about these technologies and their effects on our middle school students’ social, intellectual, and emotional development. While many of these students are adept at using these technologies, their social skills and developmental
level are not yet sophisticated enough for the on-line freedom frequently available to them. For these reasons, the SBS faculty suggests the following parental guidelines:

- **Establish family rules that clarify when and where a digital device is appropriate.**

For example, consider requiring **all** family members to stow their digital devices when:
  - Talking face-to-face with another person
  - Sharing a meal together
  - Attending school performances, meetings, and activities
  - Doing homework
  - Preparing for bed

The above practices emphasize the value of face-to-face, interpersonal interactions. It has been remarked that Stone Bridge graduates excel in their abilities to interact with others in a genuine, present, and articulate manner. It is our belief that this is supported by significant personal interaction with other students and adults.

These guidelines also support your child’s ability to concentrate, requiring them to do homework without the distraction of texting, chatting, or online games. It is strongly recommended that digital devices not be allowed in bedrooms or bathrooms where their use cannot be monitored. Computers used for homework are best accessed in a public space (e.g., the living room or kitchen).

Electronic lights have been shown to disrupt the chemicals in the brain, making it more difficult to fall asleep and sleep soundly. It is recommended that children “dock” their devices in living room or kitchen chargers (away from temptation) at least thirty minutes before bedtime.

- **Supervise and monitor your child’s use of digital devices.**

We feel that online behavior should be as exemplary as person-to-person behavior, and that important values (honesty, compassion, discretion) are maintained in both arenas. With the reality that online behavior and communications are generally not considered private, it is vital that our children understand that anything communicated online has the potential to be public forever. These are critical points to make with your child.

To ensure the above, it is important to supervise and monitor your child’s use of digital devices by asking for your child’s passwords in order to be aware of his/her online communications. As your child demonstrates digital responsibility and citizenship over time, you will likely negotiate trust, but we recommend retaining your prerogative to check in on their use of digital media.

We also acknowledge that monitoring children's use of "smart phones" is extremely difficult. For this reason, we recommend that your child **not** use a phone that connects to the Internet until he or she reaches high school.
• **Ask your child to seek your help immediately when something goes wrong.**

  Children make mistakes. This is how they (and we) learn. Assure them that they will not be punished for any online mistake or miscommunication, but that it is critical that they tell you about it. Help them be comfortable seeking adult help to repair damaged relationships or address unintended consequences resulting from media misuse.

• **Model the digital behavior you expect from your child.**

  Children learn more from ‘what we do’ than ‘what we say’. They also have a keen sense for what is “unfair.” Consequently, it is critical that adults enforce the rules set for our children and *model responsible use of our own digital devices* with regard to our interpersonal relationships and use of time. Emphasize that digital devices, while powerful tools, can also be a distraction from fully living our lives.

The teachers and staff at Stone Bridge School realize that the well-being and education of your children is a partnership and encourage you to discuss your concerns, thoughts, and experiences regarding media usage with your child’s teacher(s). We can all benefit from the breadth of experience and knowledge that resides within our entire community, and together ensure that our students leave Stone Bridge School with the skills, common sense, and values necessary for navigating the complexities of the wider world.

• **For more information:**

"Tablet and Smartphone Boot Camp for Middle School Parents" at HYPERLINK http://greatergood.berkeley.edu/raising_happiness/post/tablet_and_smartphone_boot_camp_for_middle_school_parents
APPENDIX J

Parent Pledge

Our philosophy as an alternative “school of choice” is that families, students, faculty, staff, and administration work in collaboration to help each student reach his/her potential. Towards the success of each child:

The School Will:
- Provide a safe and positive learning environment.
- Offer a quality Waldorf program.
- Maintain regular ongoing communication with the parents through a school newsletter.
- Inform parents of the progress of the class through communication from the teacher and parent meetings. Through these letters and meetings, the parent community will be informed and encouraged to be actively involved in their children’s education.
- Provide time for at least one parent/teacher conference per child per year.
- Involve teachers in ongoing professional development and mentoring.
- Resolve conflicts by following the Conflict Resolution policy as described in the Parent Handbook.
- Provide opportunities for parent education throughout the year.

As a Parent/Guardian, I Will Do My Best To:
- Talk to my child regularly about the value of education, in an age-appropriate manner.
- Read to my child and/or encourage my child to read every day.
- Make sure that my child attends school every day, on time, with homework completed.
- Monitor my child’s progress in school.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Plan family vacations/outings during school holidays and scheduled vacation time.
- Attend school and community events.

As a Parent/Guardian, I Agree To:
- Model respect for staff, students, and families.
- Ensure that at least one parent attend all parent-teacher conferences and class meetings.
- Participate in the activities and needs of the school.
- Abide by the media policy to minimize and monitor media exposure (TV, VCR/DVD, computer, video games, smart phones, etc.).
- Support the school’s discipline and dress codes.
- Communicate directly with the school faculty, staff, and administration when I have a concern.
- Read and adhere to the Parent Handbook.

_________________________________________            ________________________
Signature of Parent/Guardian                        Date
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