

Alice Birney TK-8 Public Waldorf School

Sacramento City Unified School District



Parent and Student Handbook 2022-2023

6251 13th Street
Sacramento, CA 95831
(916) 395-4510
Principal: Mechelle Horning

Jorge Aguilar, Superintendent SCUSD
Tuan Duong, Instructional Assistant Superintendent
Darrell Woo, School Board Member for Alice Birney

2022-2023 Calendar

August	2	National Night Out
	30	Mandatory Parent Meeting
September	1	First Day of School
	2	Opening Ceremony 8:15
	5	Labor Day No School
	13	Guild Meeting 5:30
	28	Picture Day Grades TK-3
	28	Bike Back to School Night Bike Rodeo Family Folk Dance
	29	Picture Day Grades 4-8
October	18	School Site Council 3:30
	28	Kinder Harvest Festival Grades Harvest Festival
November	1	Guild Meeting 5:30
	4	Early Dismissal Grades 7-8 7-8 End of Quarter
	10	Picture Makeup Day
	11	Veterans Day No School
	17	Visitation Day 8:15
	21-26	Fall Break No School

December	3	Winter Faire 12:00-4:00
	13	School Site Council 3:30
	15	Visitation Day 8:15
	15-23	Grades 1-6 Early Dismissal
	23	Grade 7-8 Early Dismissal
	26 - Jan. 6	Winter Break No School
January	13	Knit-a-Thon Kick Off
	16	MLK Holiday No School
	17	Guild Meeting 5:30
	19	Visitation Day
	24	School Site Council 3:30
	27	Early Dismissal Grades 7-8
February	13	Washington's Birthday No School
	20	President's Day No School
March	3	Knit-A-Thon Ends
	14	Guild Meeting 5:30
	21	School Site Council 3:30
	24-31	Grades 1-6 Early Dismissal
	31	Early Dismissal Grades 7-8
April	TBD	Earth and Vine Dinner and Auction
	3-7	Spring Break No School

May	9 23 29 31	Guild Meeting 5:30 School Site Council 3:30 Memorial Day No School Open House/Whole World Festival
June	14 15	Early Dismissal for grades 7-8 8th Grade Promotion Grades Closing Ceremony Early Dismissal Grades 1-8

Mission Statement

The Alice Birney School Mission is to receive every child with open eyes, open arms, and an open heart, recognizing that each one brings unique qualities, gifts, and talents that can be fully realized when the essence of the education offered is imbued with gratitude for sacred learning, love for the endeavor, and respect for the child's autonomy and freedom. Throughout their journey, Alice Birney students are prepared to do their best and most beautiful work in all subject areas so they may apply to the high school of their choice. By 8th grade promotion, students are expected to be proficient in core academic areas as well as visual and performing arts as demonstrated in their culminating 8th grade projects. Alice Birney students will be prepared and motivated to continue as lifelong learners.

History of Striving

Alice Birney is constantly striving to examine itself and to improve. In the fall of 2015, Alice Birney undertook Vision Planning using a strengths-based process of inquiry led by George Hoeffcker and Donna Burgess. In 2016, with generous support from its community through Earth and Vine's Fund-A-Need, staff began mentoring with Betty Staley and Liz Beaven with a look back at the impulse that birthed the school, its biographical history, organizational systems, and a look forward to how Alice Birney Public Waldorf will evolve to meet the emerging challenges of our time and the needs of a contemporary student body. This work, in part, came about as a result of what staff learned from the study by Stanford Center for Opportunity Policy in Education which highlighted Alice Birney's achievements but also made recommendations for continued growth. In January of 2018, Kim John Payne presented the Three Care Streams of Student Support (TCS) at the Alliance for Public Education Conference. Alice Birney staff recognized this enhanced student support approach as a deep and rich response to the changing needs of students and by April of 2018, parents and community members raised over \$20,000 at Earth and Vine to fund the adoption and implementation of Three Care Streams at Alice Birney. The Care Streams of Student Support is a tiered system that provides approaches for responding to student support needs.

School Wide Vision

At Alice Birney, learning is akin to a radiant, warm campfire. The wonder and awe of the fire keep many students within its ring of warmth, but sometimes students wander into the surrounding forest, or become so disoriented that they end up clear across the stream, or even over the hills in a forest far away. The work of the Three Care Streams is not to punish these disoriented students, but rather to guide them back to the fire using teams of staff, students, and parents as well as a set of tools and resources. Disorientation is an opportunity for growth and transformation as students are re-oriented socially, behaviorally, and/or academically.

The Code of Compassion, written by the 2018-19 members of the Student Social Action Committee, is the vision we hold and the values we embody as a school community. Its powerful message promoting compassion, kindness, and empathy walks hand in hand with its inconspicuous but resolute vision of peace.

CODE OF COMPASSION

In a conflict, if you stop and take a step back and look at the situation from all points of view

Most often, empathy and compassion can emerge and change the course of an interaction so

All involved can be

Given the chance to truly be seen and heard

Instead of dismissed, ignored, or left alone

Now is the time to

Encourage each other toward peaceful, compassionate solutions

Picture our school as a place where

Each one knows the worth and value of the other, where

Acceptance is demonstrated with big and small acts of kindness, and where

Compassion is present and practiced by

Everyone, everywhere, everyday

Three Care Streams (TCS) Stages of Implementation

At Earth and Vine in spring of 2018, the Alice Birney community generously raised funds for the Three Care Streams approach to student support for Alice Birney by Kim John Payne. The Three Care Streams approach was in its “nesting” stage of development during the 2018-2019 school year, in which staff received training by Kim John Payne, piloted various strategies, and assembled teams to respond to students’ remedial/academic, social, and behavioral needs. Due to the interruptions caused by school closures, the Three Care Streams strives to move beyond the “fledgling” stage of development in which support strategies are more widely and deeply implemented across campus.

The Three Care Streams (TCS) Approach and Structure

The Three Care Streams approach to student support was developed by Waldorf school counselor, adult educator, and author Kim John Payne, M.Ed. The Three Care Streams is comprised of three teams of staff members: The **Behavior Care Group**, **Social Care Group** and **Academic Care Group**. These care groups identify and support students struggling in these areas and calibrate their use of tools and strategies based on students’ needs. The care groups are led by the **Confluence**, a leadership body that oversees student care. The **Student Care Coordinator** serves as a liaison between the care groups and the Confluence. Communication flows between the care groups and the Confluence to maximize effectiveness and support.

In this Three Care Streams paradigm, misbehavior is viewed as disorientation and discipline as guidance toward reorientation. The **Behavior Care Group** uses tools such as DADD (Disapprove - Affirm - Discover - Do Over), Crossing the Line, Individual Playground Plans, and the Check in and Go/Stay/Walk with Me system to reorient students struggling behaviorally.

Alice Birney strives to be a radically inclusive community. We recognize that with differences comes conflict. We are learning to see conflict as a normal occurrence and working to avoid what Kim John Payne calls “harmony addiction,” instead embracing conflict--and its resolution--as normal, good, and a rite of passage. In the 2019 training, Kim John Payne encouraged teachers and parents to expect conflict and difficulty and to have plans and processes in place to help guide students to the rich learning that can occur through difficult times. To this end, the **Social Care Group** (SCG) uses strategies such as The Way We See It exercise and No Blame Meetings to advance this learning.

The Social Care Group also helps coordinate the work of the **Student Social Action Committee** (SSAC), a group of 8th grade leaders who trained to support fellow students in resolving conflicts.

The **Academic Care Group** continues the work of Student Support Teams (SST), Individualized Education Plans (IEP), and 504 Plans, and, where appropriate, augments this support with Waldorf Remediation.

Support Strategies

Kim John Payne offers many strategies as part of the Three Care Streams approach. At this point in the implementation process, Alice Birney has chosen to adopt the following:

Check in and Go/Stay/Walk with Me

Students who are struggling to regulate themselves at recess will either: “check in and go,” “check in and stay,” or “check in and walk with me,” depending on what level of support they need. “Check in and go” means the student will check in with the designated yard supervisor and then go play. “Check in and stay” means the student will check in with the designated yard supervisor, tell the yard supervisor which area they have chosen to play in, and then go to that area to stay. “Check in and walk with me” means the student will walk alongside the yard supervisor for a portion of their recess until they are reoriented and ready for a check in and stay.

Crossing the Line

This exercise can be used to address a variety of challenges. In it, students discuss and define actions that remain within the bounds of what is socially comfortable and those that “cross the line” and become uncomfortable. For example, joking around “crosses the line” when not all parties find the joke funny.

No-Blame Meeting

No-Blame Meetings are convened following a moderate or severe incident involving students. The students involved are interviewed separately prior to the meeting by an adult such as the Student Care Coordinator. They then participate in a meeting, facilitated by the Student Care Coordinator and

accompanied by another neutral student. In the meeting, they each share their perspective, brainstorm solutions, and plan next steps. The adult then follows up with them after a predetermined amount of time to see how the plan is working.

Support Circle/SST Meetings

Support Circle Meetings are convened by the Confluence for a variety of reasons. Participants include the parents of the student of concern, the class teacher, and members of the Confluence. In the meeting, they each share their perspective of the student's strengths and challenges, brainstorm support strategies, and create a plan of action. After a predetermined amount of time, a member of the Confluence follows up with the parents.

Student Social Action Committee

The Student Social Action Committee is a group of 8th grade students chosen to support and guide younger students and to contribute to the healthy social life of the school community under the guidance of the Student Social Action Committee leaders.

How to Access TCS for your student

If you have an academic, social, or behavior concern about your child, contact your child's class teacher and together identify what interventions have already been implemented and determine what the next steps should be.

Alice Birney Staff

Mechelle Horning, Principal

Sophia Thomsen, Office Manager

Monica Cruz, Clerk

Mike (Ralph) Cinciripino, Plant Manager

Lisa Hall, Food Service Manager

Ms. Ixsa Reyes Salazar, Food Service

Sergio Magana, Custodian

Maribel Labrado, LVN

Taylor Chatman, Health Aide

David Pickens, Jessica Clinkenbeard, Jennah Whitcaneck Yard Supervisors

Teacher	Grade	Room #
Margaret Gillespie	Transitional Kinder/ Kindergarten	1
Stephanie Turpin	Transitional Kinder/ Kindergarten	2
Peggy Green	Transitional Kinder/ Kindergarten	2
Christine Olmsted Lynda Haenggi	1	4
Abigayle Ferrer de Morais	1	5
Felipe Ferraz	2	6
Holga Olivares	2	7
Nicole Baradat	3	11
Sylvia Rodriguez	3	12
Susan Balladares	4	10
Chandra Vander Klay	4	9
Nathaniel (Enny) Melman Paraprofessional	5	14
Amy Lincoln	5	15

Jennifer Snyder Paraprofessional	6	16
Karen Roos	6	18
Karen Hall-Sandlund	7	20
Rochelle Reed Nelly Ostenpenko	7	21
Rheanon Sarlis Paraprofessional	8	23
Bryon Soules	8	22
Douglas Dopkins, Nola McCaleb, Page Drucker, KC Fong, Gretchen Dunbar, Rose Ramirez, Jamie McColl	Resource/Intervention	Room 8
Katherine Delaney Mae Arambel	Speech	Office/Speech
Robyn Valerio Elise Mejia	Psychologist Social Worker	Room 17
Elizabeth Hernandez	Strings	19
Jamie McColl	Handwork	Traveling
Vicky Schroeder Miyoung Schoen	P.E./Movement	3
Lynnette Weaver	Student Care Coordinator Student Social Action Committee Leader	Room 13

Alice Birney Public Waldorf TK-8 School

Bell Schedule for Monday, Tuesday, Wednesday and Friday

AM TK and Kinder 8:00-11:20

PM TK and Kinder 11:20-2:40

Primary (Grades 1-3)

8:00-9:55	Instruction	115 minutes
9:55-10:15	Recess	(20 minutes)
10:15-11:45	Instruction	90 minutes
11:45-12:40	Lunch/Recess/Prep	(55 minutes)
12:40-2:12	Instruction	92 minutes

Total: 297 instructional minutes

Intermediate (Grades 4-6)

8:00-10:15	Instruction	135 minutes
10:15-10:35	Recess	(20 minutes)
10:35-12:05	Instruction	90 minutes
12:05-12:40	Lunch/Recess	(35 minutes)
12:40-2:12	Instruction	92 minutes

Total: 317 instructional minutes

Early Thursday Bell Schedule

AM TK and Kinder 8:00-11:20

PM TK and Kinder 11:20-1:40

Primary (Grades 1-3)

8:00-9:55	Instruction	115 minutes
9:55-10:15	Recess	(20 minutes)
10:15-11:45	Instruction	90 minutes
11:45-12:40	Lunch/Recess/Prep	(55 minutes)
12:40-1:12	Instruction	32 minutes

Total: 237 instructional minutes

Intermediate (Grades 4-6)

8:00-10:15	Instruction	135 minutes
10:15-10:35	Recess	(20 minutes)
10:35-12:05	Instruction	90 minutes
12:05-12:40	Lunch/Recess	(35 minutes)
12:40-1:12	Instruction	32 minutes

Total: 257 instructional minutes

**Middle School Bell Schedule (Grades 7-8)
For Monday, Tuesday, Wednesday and Friday**

8:00-10:15	Instruction	135 minutes
10:15-10:35	Passing/break	(20 minutes)
10:35-12:34	Instruction	119 minutes
12:34-1:10	Lunch/Recess	(36 minutes)
1:10-1:12	Passing period	2 minutes
1:12-2:12	Instruction	60 minutes

Total: 316 instructional minutes

Middle School Early Thursday Bell Schedule

8:00-10:15	Instruction	135 minutes
10:15-10:35	Passing/break	(20 minutes)
10:35-12:34	Instruction	119 minutes
12:34-1:12	Lunch/Recess	(38 minutes)

Total: 254 instructional minutes

Short Day Bell Schedule Grades 1-6

Primary (Grades 1-3)

8:00-9:55	Instruction	115 minutes
9:55-10:20	Recess	(25 minutes)
10:20-12:20	Instruction	120 minutes
12:20	Dismissal	
12:20	Lunch	

Total: 235 instructional minutes

Intermediate (Grades 4-6)

8:00-10:14	Instruction	134 minutes
10:14-10:30	Recess	(16 minutes)
10:30-12:25	Instruction	115 minutes
12:25	Dismissal	
12:25	Lunch	

Total: 249 instructional minutes

Short Day Middle School Bell Schedule (Grades 7-8)

8:00-10:15	Instruction	135 minutes
10:15-10:35	Passing/Break	(20 minutes)
10:35-12:20	Instruction	105 minutes
12:20	Dismissal	
12:20	Lunch	

Total: 240 instructional minutes

Transitional Kindergarten - Eighth Grade Curriculum Highlights

Lower Grades

In the lower classes, students develop oral language by repeating and memorizing poems and stories rich in new vocabulary. Students integrate advanced language in songs, puppet plays, role-play, and group recitation. In Transitional Kinder/Kindergarten, students experience cumulative stories to increase listening skills and comprehension. Oral language is also advanced during handwork and other practical work when multiple instructions are given and practiced by students.

In all grades, thematic instruction (main lesson subjects) helps student focus on and connect various skills to a central theme. Listening, speaking, writing and reading are all developed in the course of a balanced main lesson.

Shared stories occur daily in transitional kindergarten through second grade, while small group or independent reading occurs in grade 3. Pleasure reading is expected and encouraged.

Comprehension is assessed by retelling, drawing, sculpting, enacting and otherwise sharing the content of the reading.

Transitional Kinder/Kindergarten: The Transitional Kinder/Kindergarten is a transition from home to school. Its goals are to help the child master developmental milestones, and to lay a foundation for success in the grades curriculum. Play-based, it provides a rich sensory environment for oral language, artistic, and motor activities. These activities include watercolor painting, beeswax modeling, storytelling, puppet shows, and acting out fairy tales. Practical activities in the kitchen, garden, and classroom encourage the child to imitate work done by adults. These activities serve as preparation for the structured academic curriculum in the grades.

First Grade: Fairy tales and nature stories are used to introduce the pictorial and phonetic qualities of letters. Reading is approached through writing. Number concepts, from drawing and handwork (knitting) begin. Introduction of the four processes of arithmetic are covered.

Second Grade: Language arts blocks include legends and animal fables, stories of inspirational people from around the world and nature stories. Children begin to read and write independently. Math concepts build to include place value of large numbers.

Third Grade: Stories of the Hebrew people introduce history. A large block on practical life (farming, housing, clothing, etc.) is integrated into academic work. Language skills include reading, spelling, writing original compositions, grammar, punctuation and parts of speech. Cursive writing is taught, and crocheting begins. Math blocks include higher multiplication tables, weight, measure and money

Upper Grades

Our teachers use images and feeling in the stories shared with the students. Teachers and students may dramatize stories to add interest and context. All content is retold by students or expressed by students in an artistic way (clay, beeswax, painting, and drawing). Content is delivered in a three-day rhythm to ensure enough repetition of new vocabulary and concepts. Reading comprehension is evaluated by using study questions, summaries, class discussions, artistic representation, dramatization, and group presentations. Student writing is frequent and is usually edited for a final copy by the teacher. They sometimes experience peer editing, story sharing and other elements of the writing process. They read pieces to each other to gain a better understanding of grammar, voice, and structure. Grammar and conventions are taught constantly in the context of main lesson writing or in response to literature.

Fourth Grade: The language arts curriculum includes Norse mythology and sagas, composition and letter writing. California history, geography and map-making are covered. Science includes the study of the animal kingdom, and mathematics builds to include fractions.

Fifth Grade: Ancient civilizations and myths (including Mesopotamia, India, Persia, Egypt, and Greece) are covered, as well as American geography and history. Language skills include composition, grammar, spelling, and reading. Mathematics includes decimals, ratio and proportion, as well as free-hand geometric drawing. The science focus is botany.

Sixth Grade: The history curriculum includes ancient Rome and the Middle Ages. The geography and culture of South America are studied. Mathematics includes geometric drawing with tools, and business math. Astronomy and physics (sound, light, electricity, heat and magnetism) are covered in experiential science work.

Seventh Grade: Historical studies include Arthurian legends, voyages of discovery and the Renaissance with African culture and geography. Science includes physics (mechanics), physiology (blood and muscles), astronomy and inorganic chemistry. Instruction continues in composition, grammar, spelling, literature and arithmetic.

Eighth Grade: Literature selections include short stories, letters and dramatic contrast in Shakespearean drama. Advanced instruction in composition, grammar, and spelling rounds out the language arts curriculum. Mathematics includes arithmetic (review of solids and measurement), algebra and geometry. The geography of Asia, as well as early American history is introduced in social science. Hard sciences include physics (hydraulics), organic chemistry and physiology.

Alice Birney School

Policies and Procedures

Attendance

Alice Birney Public Waldorf TK-8 School provides a unique educational experience for its students. Rudolf Steiner described Waldorf Education simply as, "The teacher with the child in the moment." Unlike traditional education or home study, the success of this "living" education depends upon the presence of the child at school. As you know, we do not depend on textbooks or worksheets which can be sent home if the student misses school. At our school, the artistry of the teacher inspires the child's genius.

Your child is sincerely missed by their teacher and classmates when they are absent or tardy. It is difficult for them to recapture the threads of the social fiber that were woven by the group on the day of their absence. This is strongly felt by the child when they reenter the classroom after an absence or when they come in late. Being late interrupts the classroom and interferes with the learning environment for all students. Timely arrivals build good habits and help establish a rhythm for the day that includes opening activities. Timeliness is a virtue that helps to build the child's physical and moral strength. Aside from that, we all know how uncomfortable it is to enter the room late, and what an unfair disruption it causes for the teacher and the class.

Our goal is to educate children and prepare them for life. In order for students to be successful and fully participate in our experiential curriculum, they must be present each day and on time. Please make every effort to plan medical appointments after school and plan family vacations during days when school is not in session. If an early dismissal from school is necessary, avoid recess and lunch periods when it is more challenging to locate children.

Students absent from school are required to have a parent or guardian report the absence by phone, email, or written note for **each and every day** the student misses. Please call the Alice Birney **Attendance Line** at **395-4510** and **press 1** or **email alicebirneyattendance@gmail.com**. Leave a message or include in the note the following information:

- Parent's name
- Child's full name
- Teacher's name
- Date(s) of absence
- Reason for absence
-

If a student's absence has not been cleared, office personnel or an automatically generated recorded message will call home. Please note: If your child has missed a day that is considered an unexcused absence (vacation, car trouble, etc.), you will still receive a call.

Being more than 30 minutes late (on three separate days), is considered a truancy.

Students will be dropped from the school's enrollment list if they are absent for a ten day period and the school has not been contacted.

If your child has any contagious ailment, such as Strep Throat, Whooping Cough or COVID, please notify the school so that the proper measures can be taken in regard to your child's classmates.

Children are allowed 10 days during the school year for health related absences. **After 10 days of health-related absences, each additional health related absence must be cleared by a doctor's note or they will be considered unexcused absences.**

The State of California considers a student with 3 or more days of unexcused absences as truant. A tardy of 30 minutes or more, three or more days, are also truants. The 1st Truancy Letter will be sent to parents after 3 unexcused absences or 3 tardies of 30 minutes or more or any combination of the two. The 2nd Truancy Letter will be sent to parents after 1 additional unexcused absence or tardy over 30 minutes. If attendance issues are not resolved, a 3rd Truancy Letter will be sent after 1 additional unexcused absence or tardy over 30 minutes. The 3rd Truancy Letter includes a SART (Student Attendance Review Team) meeting. A contract will be signed at the meeting. If the contract is not upheld, there will be a referral for a SARB (School Attendance Review Board). Since Alice Birney is a "school of choice," **poor attendance can result in having to leave the school.**

Please Note:

Excused absences include: illness of the student, medical appointment, medical absence (absent with medical verification), court appearances, funeral service (1 day in state/3 days out of state), and religious holiday. Arriving late to school due to a medical or dental appointment **must be excused with a note from the healthcare provider, or the late arrival will be posted as tardy.**

Unexcused absences include: vacations, going to work with a parent, and transportation issues. Unexcused absences must also be reported to the school to clear an unverified status. **Absences must be cleared within two weeks.** After two weeks, the school is unable to clear absences or a medically excused tardy.

Students who will be absent 5 or more days due to extenuating circumstances may apply for short-term independent study. Please speak with the principal and Clerk to make arrangements.

You can monitor your child's absences by accessing Infinite Campus.

Before and After School

The instructional day for students in grades TK-8 begins at 8:00 AM. Students should arrive no earlier than 7:45 AM because staff supervision is not available. The exception is for those participating in the Alice Birney free breakfast program and those registered in a before school program. Students participating in the free breakfast program can go directly to the dining area at 7:30 AM each morning where they are to remain until dismissed to the playground at 7:45 AM.

If students arrive late to school, they **must** enter through the front office and check-in before walking to class.

The instructional day ends at 2:12 PM and 1:12 PM on Thursdays. Unless students are participating in an authorized, pre-arranged, school-sponsored activity, students must leave the campus and surrounding areas or be picked up daily before 2:30 PM and by 1:30 PM on Thursdays. School staff

are unable to provide supervision after that time. As stated in Penal Code Section 11165.2, it is the responsibility of the parent/guardian of the student to provide care and supervision. If students are continuously left after 2:30 PM, we will have no choice but to report the concern to Child Protective Services.

Because the City of Sacramento's 4th R and Alice Birney Enrichment provide care on our campus from the time school is dismissed until 6:00 PM, it is essential that students not enrolled in either program leave the campus immediately upon dismissal. This will allow the staff to clearly identify which students are under adult care. For more information on enrolling students in the **City's 4th R** program, call **433-6318** or contact **Alice Birney Enrichment** by phone at **583-0071**.

Drop off and Pickup Procedures

We encourage families to carpool, walk, or ride bikes to school whenever possible. If you must drive to and from school, please **do not let your vehicle idle while waiting**.

All students in grades 1-8 will enter through the black gate near the office and cafeteria. Students can be dropped in the circle driveway, in the white zone near the crosswalk, walk up, or ride their bicycle. If using the driveway, it is wide enough to have a left side-passing lane for an easy exit. When entering the driveway, please pull all the way forward before stopping to let children out. Please do not let children exit your vehicle from the driver's side. Vehicles dropping students off near the crosswalk should pull forward in the white zone, say a quick goodbye as students exit, and pull out onto 13th Street. **Do not park in the white or red zones**. If you will need to park or need extra time to say goodbye, please do so past the white zone.

Transitional Kindergarten and Kindergarten students will enter through their own teacher designated gate near the front circle driveway. Each teacher will detail their drop-off and pick-up procedures and locations.

Recently, the City of Sacramento painted solid double lines in front of the school to increase safety. Please remember that you may not make a U-turn in front of the school or through a double line. Moving violation tickets are expensive and it is a safety hazard for our families and our neighbors.

The parking lot is reserved for **STAFF ONLY** and **must not be used for dropping off or picking up** students or parking. **DO NOT** park or block the disabled parking spots, even temporarily, to run into the office or wait for your child.

If you want to walk your children up, please park along 13th Street and use the crosswalk. Do not block our neighbors' driveways, move their garbage cans, park on their piles, or allow children to walk or play on their landscaping.

If you arrive and the gates are locked, do not allow your child to climb over or squeeze through the opening. They must walk around to the front office **to be checked-in**.

Each class has an assigned pick-up location along 13th Street or 43rd Avenue where they will wait with their teacher. Your class teacher will inform you of the location. Unless a student is biking or walking home, they will exit with their class to the designated pick-up location. Bikers and walkers will exit through the black gate.

Caregivers who are picking up can wait to the south of the West Gate and then go to their child's class designated location to receive them from their teacher (Please do not block the West Gate, sidewalk, or crosswalk area). If a sibling or an alternate caregiver will be picking-up, please notify your teacher.

Students attending an aftercare program on campus will not go out front during dismissal. Please let your teacher know if your child will be attending one of the programs on campus.

Students picked up late after 2:30 or 1:30 on Thursday will need to be signed out with front office staff.

Behavior and Social Guidelines-Please Review With Your Child

Having a clear understanding of expected behavior allows us to determine when a particular behavior falls outside of that. We can simply ask, "Does that behavior align with our stated expectations?" When the answer is "no" our response will be guided by the practices within the Three Care Streams as well as school and district requirements.

At Alice Birney...

We are safe.

We are responsible.

We are respectful.

We are kind.

For the safety of all, students are expected not to harm themselves or others. Students are expected to remain in areas that are designated for them. Students are expected to be responsible, taking care of their learning environment and taking responsibility for their actions. At all times, students must show respect to themselves, to each other, to all adults, and to the materials and physical environment of the school. Beyond simply respecting social and behavioral boundaries, students are encouraged to extend themselves with actions that are kind, considerate, and compassionate.

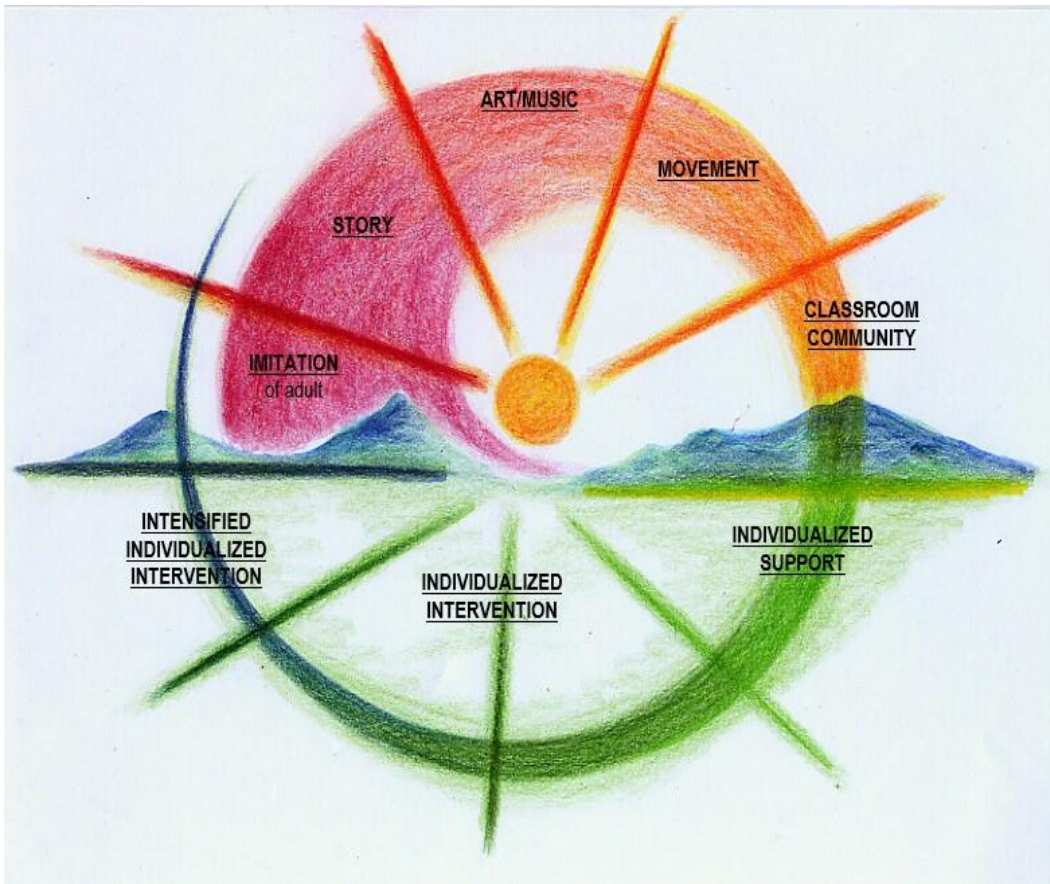
Classroom Expectations

Each teacher has expectations for their class, but there are also expectations that apply broadly across campus:

Students are here to learn, and teachers are here to teach. To this end, students are expected to follow instructions, engage in the work of their class, and to conduct themselves in a way that enables themselves and their classmates to learn. Refusals, disrespect, and avoidance of work detract from learning. Enthusiasm, striving, inquiry, collaboration, and persistence create a lively and fun learning environment and allow the class to function and thrive. Parent support in upholding these expectations is essential.

Disorientation and Discipline

When students make mistakes or become disoriented, school staff calibrate their response along a range of implicit to explicit strategies, some of which are common practice at Alice Birney and some that are being introduced and practiced as we integrate more of the Three Care Streams approach.



IMPLICIT

Imitation
of adults

Story
Pedagogical, Biographical

Art/Music
Form Drawing, Painting, Modeling, Drawing, Poetry/Verses, Music (to develop a sense of beauty, goodness, and truth)

Movement
Games, Teamwork, Drama, Role Play, Puppetry, Play, Movement, Time in Nature

Classroom Community
Class Agreements/Golden Rules
Repetition and practice of respectful behavior
Crossing the line discussion
Preview and Review
Mindful transitions from one subject or activity to the next
Class Meetings

EXPLICIT

Individualized Support

Individual Conversation/Redirection/Verbal reminder
Invitation to move to another desk/space in the room ("time in")
Written/Artistic Redirection
Individual practice or break
Coaching

Individualized Intervention

Individual preview and review
Alternate space/work environment (such as a buddy class)
Check in and go/Check in and stay/Check in and walk with me
Child Study with faculty

Intensified Individualized Intervention

Office Referral
Communication home for family support
No Blame Meeting
Support Circle Meeting

Restorative practices

The behavior of a disoriented student could manifest in a number of different ways. It could manifest as disobedience of rules or disruption of social conventions. The Three Care Streams response to disoriented behavior includes restorative justice practices that seek to restore what was broken rather than to simply punish. These restorative measures may include writing a letter, serving the school community, repairing damaged property, or some other form of making amends. These restorative measures could be the result of agreements made in a No Blame meeting.

If the above strategies prove unfruitful, or in moderate or severe cases, the following strategies may be used:

- Documentation in Infinite Campus
- Restriction from special events, field trips, or certain activities until readiness to return is demonstrated
- Parent/Teacher/Principal conference
- In-house suspension
- Formal suspension
- Expulsion from the school or district
-

Threshold Events

We recognize that at times an egregious act such as extreme verbal or physical aggression toward other students, teachers, or faculty members and/or extreme disrespect toward or destruction of property/community/environment may warrant an immediate reaction that bypasses response levels. The class teacher or other staff member, in conjunction with the principal, may at these times find it necessary to deviate from the order of responses laid out above or to take other steps not outlined here.

Infinite Campus Notifications

Families will receive a notification from their teacher and through Infinite Campus if a student is involved in a behavioral incident that warrants formal documentation.

Please Note-Bullying (the act of intimidating a weaker person to make them do something) is a serious offense. Bullying includes behavior and actions that are verbal, physical and/or anti-social, such as exclusion, gossip and non-verbal body language. It can occur at school, in transit between home or school, and off-campus. Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil, or school personnel, is prohibited. Sacramento City Unified School District defines bullying behavior as a severe or pervasive aggressive behavior intentionally directed at one or more students. The bullying behavior causes fear of harm to personal property, detrimental effect on physical or mental health, substantially interferes with academic performance, and substantially interferes with the ability to participate or benefit from school services, privileges or activities. Anyone aware or concerned about bullying should complete the *Bullying Incident Form* and return it to the principal. The site administrator or designee will investigate and determine if the report meets the definition for bullying. If it is determined that bullying behavior has occurred, a *Student Safety and Action Plan* may be created and communicated with parents/guardians or other necessary steps may be taken as outlined by SCUSD.

Outdoors – Please review with your child

Walk in the hallways

- Students are not allowed in classrooms without adult supervision
- Students are to stay out of the halls and out from behind the buildings during recess
- Students may place personal belongings at the front of the class line before school and after lunch
- Middle School Quad area is for grades 7-8 only including middle school bathrooms and drinking fountain

Bathrooms are for personal needs, not for playing.

- Only one student allowed in each stall at a time.
- The large bathroom door is to remain open.
- Students are not to climb on fixtures, look over/under doors, or waste paper products and water.
- The bathrooms closest to the office are for grades 1-3.
- Grades 4-6 use the bathrooms closest to the field
- Middle school bathrooms are for grades 7-8.

Care for our grounds and leave our school in better shape than you found it.

- Vegetables, fruits, flowers, sticks and critters remain outside unless an adult gives you permission to remove them.
- Clean up after yourself at lunch and put garbage and utensils in the appropriate container.

Observe safe boundaries

- The Adventure Playground behind the A-Frame is for use only with an adult
- The area to the West of the old oak trees and North of the middle school is off limits at lunch and recess.
- For clear visibility, stay to the East of the large Oak tree on the grass.
- Stay at least 10 feet back from exposed fence lines
- Stay within lunchtime boundaries as teachers or yard supervisor outline.

- The small jungle gym is for students in grades 1-3 only.
- The large exercise gym and swings are for grades 1-8.
- Grade 1 students do not go past the box with the swings.
- The shed and the white cement and ramp around and behind 4th R are off limits.

Use the yard and equipment safely.

- Do not climb or sit on top of the play structure or monkey bars.
- Keep balls, stumps and sticks out of the mulched play structure areas.
- Use swings in a safe and appropriate manner: no twisting, standing, hanging upside down or jumping off.
- Wait for swings on the cement ramp and do not push another student on the swings.
- Climbing the trees, fences, poles or buildings is prohibited.
- Sticks, logs and rocks are for digging and building only. These items stay off the blacktop
- Ropes are for jumping.
- Tag and chase are not allowed at recess on the blacktop, lumps, patio, or in play boxes. (One person's touch is another person's shove.) These games are allowed on the open grass area only and with direct teacher supervision.
- Tackle games are not allowed during recess and need direct supervision.
- Balls are thrown below the waist
- Balls are kicked on the grassy areas only
- Use common sense, if something does not seem safe, do not participate and tell an adult.

At Alice Birney, competitive team sports are reserved for students in grades 4-8. As developmentally appropriate, teachers will introduce approved competitive recess games.

Basketball courts are reserved according to the following schedule:

- Monday- 4-6 play half court
- Tuesday-Grade 4 gets a full court and grades 5/6 play half court
- Wednesday-Grade 5 gets a full court and grades 4/6 play half court
- Thursday-Grade 6 gets a full court and grades 4/5 play half court
- Friday- 4-6 play half court

Grades 7-8 will have use of the regulation basketball court. If another grade level is using it, they can politely wait for the bell to ring or ask to use the court.

Communication

The Alice Birney office will be open from 7:45 AM – 3:45 PM Monday-Friday on regular school calendar days.

Because there are a high number of calls each day, to report an absence, please use the **Attendance Line** at **916-395-4510** and **press 1** or email at alicebirneyattendance@gmail.com.

Use 916-395-4510 for all communication. Before 7:45 AM and after 3:45 PM, a message can be left on the school voicemail. Please allow 24-48 hours to receive a return call. Because students,

teachers, and parents on campus take first priority and there may be only one person on duty, you may reach the voicemail during regular office hours.

If you prefer to communicate with the principal by email, please use mechelle-horning@scusd.edu. Every attempt is made to respond to messages within 48 hours. While students are on campus, the principal's main objective is to be outside and in classrooms with the children. Meetings and returned messages will most likely occur after the students leave campus.

The Alice Birney Monthly Calendar/Wednesday Reminder is intended to keep parents informed about the important dates, activities and programs. This will be sent home **digitally** so please make sure that you have updated your email address with the parent guild and office staff. The calendar will also be posted on the school web page for easy access.

Parent meetings are scheduled by the class teacher. These meetings are educational and essential to stay connected to your child's teacher and solidify the sense of class community.

Communication is an essential part of the education program. It is important for parents to keep in close contact with their child's teacher concerning their progress. The teacher schedules conferences at the end of the first trimester, and parents are encouraged to contact the teacher at any time during the school year. You will receive a schedule prior to the conference period. Report cards are prepared at the end of each trimester/semester. In addition, your child's teacher may request a home visit with your family.

We ask that you make arrangements for carpools, play dates and other appointments in advance. This relieves stress on your child and in the office. There are times when parents need to communicate with their children during the school day. In order to facilitate communication while also protecting instructional time, we ask that you use the following procedures to help us in minimizing classroom interruptions:

- **IF YOU NEED TO GET IN TOUCH WITH YOUR CHILD:** Please call the school office and leave a message. We make every effort to not disrupt classroom activities.
- **IF YOU NEED TO PICK UP YOUR CHILD EARLY OR LEAVE SOMETHING FOR YOUR CHILD:** Please call the school office. The office staff will help you. To protect each child's safety, you must sign your child out before leaving. Please schedule appointments for after school. Once children have arrived at school, they are not permitted to leave the school grounds without parent permission. For your child's safety, the teacher will not release a child to anyone who has not obtained permission from the office.
- **IF YOU WISH TO COMMUNICATE WITH YOUR CHILD'S TEACHER:** Please do not interrupt teachers before class unless it's really an emergency. Please email the teacher. Each teacher will notify you of the best ways to reach her/him. The office staff will take emergency messages and the teacher will contact you as soon as possible.
- **IF STUDENTS NEED TO CALL HOME:** Students will only be allowed to call home for health reasons, emergencies or upon teacher request. Children should not expect to call home to arrange for play dates or get homework. Please help them to organize their day to avoid wasting

class or office time. Students who are picked up late will be allowed to use the phone only after supervision ends.

- **IF YOU HAVE A CONCERN:** The Alice Birney staff is interested in effective communication for problem solving. Should you have any kind of problem or concern related to your child and school, please discuss it with **your child's teacher first**. If there is not resolution, let the teacher know. If necessary, talk with the Principal after the first steps have been taken. If appropriate, a follow-up meeting and/or student study team meeting will be scheduled with the teacher, parent and administrator.
- **IF YOU HAVE A COMPLIMENT:** If your child has a particularly good school experience, be sure to let us know. We would like to share your joy.

Dress Code

Students are actively involved in their learning both inside and outside of the classroom. Clothes worn to school must be comfortable, properly fitted, and simple. Students will get dirty so plan accordingly. Often, shoes are removed in the classroom and comfortable slippers are worn. Shoes or boots must be worn at all times when outside. Alice Birney students have many opportunities to play in the rain and should have outerwear to keep them dry (raincoats, poncho, head covering, boots). Umbrellas are not allowed for students.

Students' clothing must not present a health or safety hazard nor a distraction which would interfere with the educational process of themselves or others. A student who violates these standards shall be subject to appropriate disciplinary action. In keeping with California State Law, SCUSD policies, and in accordance with ACLU guidelines, we specifically expect the following to be observed by all students while on the school campus or other school related activities including, but not limited to, field trips:

- Shoes worn must have back straps and toes covered. Shoes must be free of lights, high heels, or wheels. Shoes must be suitable for all school and physical education activities and meet comfort and safety requirements.
- Clothing must be worn that covers the torso when bending over, sitting, or participating in the day's activities. Clothing should fit such that undergarments (bra straps excluded) and the body parts those undergarments are designed to cover, should not be visible.

Clothing must be free of the following:

- references to drugs, cigarettes, weapons or alcohol
- indecent, obscene, lewd words/pictures
- nudity, profanity
- violent or offensive words
- any depiction of an illegal item or activity
- any item that causes a substantial disruption defined as the school administrators or teachers being unable to proceed with regular school activities due to the interference of students' violation of dress code

As a school of choice, the Alice Birney community recommends supporting the healthy development of our children by reserving nail polish and hair coloring for grades 6-8. We ask for clothing to be free of commercial or corporate pictures and logos larger than a tennis ball and team names. We encourage our older students to recognize and hold dear their responsibility as models for the younger children and consider how their clothing style choices may be received by these students.

Emergency Cards

Each child must have a **current** emergency card on file in the school office. If at any time your emergency card information changes, please notify the office immediately.

In addition to the parent phone number, each card must have **at least two** different numbers listed in case of an emergency.

If your child is seriously ill or injured at school, you will be called immediately. If you cannot be reached, attempts will be made to contact another number that is listed on the emergency card. In case of an accident requiring medical services, 911 will be notified first and then parents called. For this reason, it is important that parents inform us immediately if there is a change in address or phone number.

School district insurance will not cover any student who might suffer an injury while at school. For this reason, parents are encouraged to provide their own student accident insurance.

For their protection, your child will only be released to someone listed on his/her emergency card. The office staff will ask for proof of identification before releasing your child.

Emergency Procedures

Although safety is our number one concern for students while on our campus, natural disasters and other emergencies may arise. In the event of a whole school emergency on campus, parents will be notified by an automated telephone system. If your telephone number has changed since registration, please update it in the front office. Unless instructed to do so by first responders, please do not walk on school grounds during an emergency situation or during a drill. This includes 4th R and the Enrichment program.

If you arrive at school for drop off and the school is locked down, do not leave students. Wait in a safe designated area off campus until the school is cleared. If you arrive for pick up and the school is locked down, please wait off campus in a safe designated area. Students will only be released when the situation has been cleared by law enforcement or other first responders.

School personnel are trained and have responsibilities during emergency situations. Please allow them to do their job and keep students safe.

Enrollment

Alice Birney is a school without neighborhood boundaries, meaning that all students enter through the Sacramento City Unified School District Open Enrollment process. This allows diverse students from throughout all Sacramento city neighborhoods the opportunity to attend a tuition-free Waldorf school. The school district sets a date when **parents must register students online through the district site (scusd.edu)** or by walk-in at **Open Enrollment Center** (5735 47th Avenue). All specifics around the Open Enrollment process are available on the district web site.

Because our school curriculum and methods of teaching are different, in addition to participating in the district Open Enrollment process, Alice Birney has parent **criteria** that must be met to be included in the district lottery. The first step is to schedule and participate in a school visitation. School visits are scheduled for Thursdays in: October, November, December, January, and February. To **schedule a visit**, please call **395-4510**. Due to COVID-19, visitations may be virtual or hybrid this school year. Visitations are for **adults only**. At the conclusion of the visitation, there is a question/answer session and the opportunity to complete an interest form. Incoming students are expected to have excellent attendance, positive behavior, and a strong academic history. Once district registration **AND** the Alice Birney criteria are met, the child can be entered into the lottery. Families will be notified if their child has been chosen by lottery.

Please note that although **siblings** living in district boundaries have priority in lottery placement, participation in the **district Open Enrollment** process is required for attending Alice Birney. Enrollment at Alice Birney is not complete until registration occurs at the site level. Specific dates and times will be communicated for registration at the school.

Homework

The Alice Birney staff views homework as an extension of the classroom. It gives students practice in using what they are learning in class and allows them to develop skills. Homework provides students with an opportunity to work independently and develop a sense of responsibility. Homework can take many forms beyond traditional assignments. Homework may include taking a walk and making observations, helping to chop vegetables for dinner, or retelling a story.

Generally, homework is assigned in grades 3rd – 8th. The rigor of homework increases as students progress through the grades. The amount of time a child spends on homework depends on the difficulty of a particular assignment and the individual ability of the child.

Parents are encouraged to read to or listen to their child read a minimum of 20 minutes per day. Students in grades 4-8 are required to practice their string instrument each week and turn in a practice log detailing their work. The strings teacher will post and discuss due dates with students. Practicing is a large portion of a student's grade.

Items Brought to School

Except with prior principal approval for extenuating circumstance, students are **not** to bring personal items or valuables including, but not limited to: electronic devices, large sums of money, jewelry, cell phones, toys, or family keepsakes to school (see Cell Phone and Electronic Device Policy below). Many tears are shed each year when things disappear that should not have been brought to school in the first place. The school is NOT responsible for items brought to school under ANY circumstances.

Cell Phone and Electronic Device Policy:

- If a student has obtained permission from the principal and has brought a cell phone or personal electronic device on campus, it must remain in a secured location and in the off position
- Students are not authorized to use cell phones or other personal electronic devices while on campus. If a student has a cell phone ring or personal electronic device is in use while on campus, it will be taken by school personnel. The cell phone or personal electronic device can be picked up by the parent at the end of the day.
- If the cell phone or personal electronic device is used on campus a second time, it will remain with the principal and be picked up at the end of the next semester.
- If there is a third cell phone violation, the phone or personal electronic device will be kept until the end of the school year.
- Only for official school business will school personnel use cell phones in the presence of students
- Parents should refrain from using electronic devices in the presence of students
- Students must be on the public sidewalk to be “off-campus.”

Toys and Games

If a student has obtained permission from their classroom teacher and the principal, students can bring a ball (no baseballs, softballs, footballs, golf or tennis balls are allowed), developmentally appropriate game, or jump rope to school. All items should be clearly labeled with the child's name and they must be willing to share. Students and parents assume the risk that the object may be lost or broken.

Lost and Found

Please clearly label clothing, backpacks, lunch boxes, hats and gloves, boots, slippers and other items brought to school. Adding the child's teacher's name is helpful as well. Each year, literally hundreds of articles go unclaimed and are periodically donated to charity. **Please check the lost and found regularly.**

Other Found items such as jewelry, purses and wallets will be kept in the office. Students are encouraged to turn in items found in the schoolyard. The student's name and the date are placed on the item and if it is unclaimed for a period of one month it will be returned to the student who found it. If claimed, the owner will be given the name of the student who found it so he/she can be thanked.

Meals

Our cafeteria is open daily 7:30 a.m. – 7:55 a.m. to serve breakfast. Breakfast and lunch are **free for all students**.

Lunches are free to students daily. Many students choose to bring their own lunch from home. Please label lunch baskets, bags, and boxes as well as containers with the child's name. For health reasons, students are not permitted to share food from their lunches. Healthy nutrition is promoted at Alice Birney. Students are not allowed to have junk foods, candy, gum, energy drinks, or soda. Please refrain from sending sugary treats. Because there are a high number of students with airborne nut allergies, **Do NOT send nuts or nut butters**.

Medications

All medications to be administered at school, including aspirin, cough drops, over the counter, and vitamins require a signed medical consent to be on file. If a student is required to take prescription medication during school hours, a medication permit signed by both the physician and the parent is required. The medication, along with the form, will remain in the office. Students are not allowed to have any form of medication with them to self-medicate. Please do not send medication in lunches. All medication must be given to a staff member for proper storage. Students who require an inhaler or Epi-Pen may get a note from their doctor stating that they are trained in how to use the medicine and that they may carry it on their person.

Parent Participation

The participation of **ALL** parents is essential for Alice Birney School to provide the many opportunities and activities for students that make the school unique and students successful. An important aspect of our education is that children see parents and teachers working together in the classroom, the gardens, at school festivals and in the home. Children learn directly the value of group cooperation, dedication, problem-solving and hard work. School staff and parents work together to be worthy of imitation and to set the example for children to follow. Parent participation develops and maintains a naturally beautiful environment for the children inside and outside of the school.

Parent participation is not limited to being present on campus. There are several ways that parents can be involved: laundering rags, making telephone calls or sending emails, helping to plan and organize field trips, soliciting donations of funds or materials, building, gardening, and much more. If you are struggling with how to be involved, please speak with a teacher. They always have wonderful opportunities and ideas.

Photographs and Taping

Each year, photographs and videos are taken of students at school and events. Some of these pictures may be used outside of school for promotional purposes. Please notify your child's teacher and the principal in writing if you do not want your child's image used.

Parents and other volunteers must obtain permission from the classroom teacher and other school personnel before photographing or taping on campus.

Specialty Programs

Alice Birney offers several specialty classes that are embedded into the students' regular school day. The specialty classes contribute to building a balance in students' capacities of intellect, imagination, and will. This balance is achieved through stimulating academic studies, challenging activities in the arts, and the development of physical and practical skills as part of the experiential curriculum. Some are taught by our classroom teachers, parent or community volunteers, and others by specialists in each area. These may include: Strings (Violin, Viola, Cello, Bass), Handwork (knitting, crocheting, needlework, sewing), Movement/Eurythmy, Multicultural Dance, Woodworking, Gardening, Athletics, Games, and Music/Flutes.

Handwork

In Handwork class, knitting, crocheting, and sewing in various forms are taught in two sessions per week by the Handwork specialty teachers. The curriculum is designed with the same important developmental considerations that inform the grades curriculum.

The purpose of handwork class is to develop and strengthen the will forces of the child. To begin a project, work to one's best ability, and finish beautifully brings the love of work into the child's nature. But beyond what we can outwardly observe, Handwork is building brain development in physiological ways.

What the fingers explore the mind must ponder. Neural pathways are built and thinking is enhanced. The balance between precision work and creativity integrates the left and right hemispheres of the brain which supports reading comprehension. Spatial awareness, counting, tracking and problem solving, all work to improve understanding in mathematics.

Ultimately a strong will leads to expansion of thinking capacities.

The students are engaged in this important work through the beauty, creativity and joy of accomplishment.

Eurythmy/Movement

Alice Birney students typically receive one session of Eurythmy/Movement per week taught by a specialist beginning in grade 1 and continuing through the upper grades. Structured artistic movement is important in helping students develop their capacity for focus and attention by connecting language centers using spoken word, poetry, and gesture. Mathematical understanding is enhanced by connecting abstract geometrical forms with physical movement and by combining step patterns, rhythm and beat. Spatial awareness and connection with the other are fostered as dynamic forms emerge. Movement supports sensory-motor learning, visual and auditory tracking and processing, balance and coordination, cooperative learning, physical fitness, social awareness and courteous behavior (Donna Burgess, 2010).

Strings/Orchestra Instruments

Music is an important element of the Alice Birney curriculum. Because every child has the innate capacity to sing and to make music, this is developed as much as it can be by the classroom teacher in the younger grades and at least two additional periods a week with a strings music teacher beginning in grade 4 and continuing through grade 8.

According to Rudolf Steiner, the human being is a musical being, and the making of music is essential in experiencing what it is to be fully human. Music in the curriculum awakens and nurtures the deep inner life of the child. Engaging the soul activities of thinking, feeling, and willing in the child, the study and experience of the various elements in music arouse and cultivate the very forces necessary to be able to meet the challenges of the world with enthusiasm and confidence. Beginning in grade 4, children start to play a stringed instrument with a credentialed teacher at least twice a week. Music notation blends with the main lesson block on fractions nicely complementing the learning of the time signatures. Various meters are experienced and studied. Children begin to sight-read simple melodies. As students progress through the upper grades, deeper work with an instrument begins. The music curriculum in the upper grades brings the children ever more sophisticated and challenging musical experiences that are appropriate to their stages of development. Playing an instrument helps develop memory and fine motor skills, builds self-esteem, fosters self-discipline, and calls the children to a greater awareness of others as they work together to create something beautiful for the listener. Performing at a Winter and Spring assembly gives the students the opportunity to celebrate their hours of practice with an audience.

Students strengthen responsibility by caring for a district instrument. A liability contract must be signed by parents prior to distribution. Parents are liable for any lost or damaged instruments. Students are welcome to bring their personal rented or owned instrument to school. Instruments are only brought to school on the days their strings class is scheduled. The instrument remains at home for practice on all other days.

Small Group Ensembles

Playing in the additional small orchestra ensembles for festivals, ceremonies, or celebrations is a privilege. Appropriate behavior, attendance, and academic standing in all classes, including other specialties, will be considered in determining student participation in ensembles. If a student misses two rehearsals, they will not be allowed to participate in the ensemble performance.

Athletics

At Alice Birney, we save competitive sports until grade 4 (soccer, basketball, baseball, etc.). We believe this is healthy because it allows children to stay in the world of imagination and practice skills using their whole body before the confines of rules, teams, and scores. After grade 4, children are more developmentally ready to play competitive games when referees/umpires are not present and they must self-regulate. Playground rules are followed for all games.

District Team Sports – Basketball and Track

Competitive team sports are played in middle school, grades 7 and 8. Students must be able to manage the demands of an extra-curricular activity while maintaining all of their class work. This will be monitored by having students take the responsibility to complete classwork, have positive behavior, and complete expected responsibilities. The teacher or parent may communicate with the coach if a student is not meeting the expectations and should not participate.

Teachers

Looping

Alice Birney teachers loop with their children (Transitional Kinder to Kindergarten and 1st- 8th grade). Looping means that students will have the same teacher that will journey with them through each grade level. **Students will not be permitted to swap teachers within a given grade level.** The classroom is a community and conflicts are bound to arise. Modeling commitment, loyalty, and dedication is a gift for our children.

Preferences

Teacher preference will not be considered in placing students. School administration makes the decisions on student placement.

Parents' preference for AM or PM Kindergarten will be honored whenever possible. Once a student is placed for Transitional Kinder, they will continue on that same schedule with the same teacher for their Kindergarten year. Requests for change will not be honored.

Parents, teachers, and administration will work together to place twins or multiples in the most developmentally appropriate classroom configuration as possible. Once a decision is reached, twins and multiples will remain in that classroom(s) to minimize the disruption in both communities. The recommendation of the Alice Birney staff is to have twins or multiples in different classes.

Thank you for choosing Alice Birney Waldorf School for your child. Welcome to our family.

Alice Birney Parent Guild

Executive Committee

Deena Karagianes, Chair

Christine Cabrera, Co-Chair

Deanna Orr, Co-Treasurer

Ryan Johnston, Co-Treasurer

Tracy Mistry, Co-Secretary

Beth Santizo, Passive Fundraising Coordinator

Sacha Monpere, Social Activities Coordinator

Any and all questions for the Executive Committee can be sent to alicebirneywaldorf@gmail.com and it will be forwarded to the appropriate contact.

The Alice Birney Parent Guild is a nonprofit organization governed by parents. Teachers and administrators are also members of the Guild. The purpose of the Guild is to form a strong and nurturing community around Alice Birney students and to support the educational and social goals of the school. One of the Guild's main functions is fundraising. While public funds from federal and state sources cover the school's basic operating costs, specialty classes are funded entirely by the Guild. In addition to paying for the specialty programs, the Guild funds classroom and campus upgrades as well as Waldorf lesson materials.

Each year the Guild sponsors a variety of fundraising activities and supports school festivals including: the Annual Giving/Materials Donation Campaign, the Winter Faire, and Earth and Vine Dinner and Auction.

The Guild Steering Committee consists of the Executive Committee, Staff Liaisons, Committee Coordinators, Principal and one Parent Representative per class.

A Message from the Guild

Supporting your child at Alice Birney

You have chosen to give your child the gift of attending Alice Birney Waldorf School. As you know, our education focuses on the whole child and encourages them to reach their full creative potential. Alice Birney is a nurturing and loving environment with a team of teachers, staff and volunteers that focus on the healthy development of each child. Alice Birney School offers a balanced curriculum which includes activities of the head, heart, and hands. The cognitive, artistic, and practical lessons are designed to develop the capacities that reflect individual students' experiences. The children's wills and temperaments are honored as the whole child is educated. This environment comes with a time and financial cost. Read below to find out how you can support your child's education at Alice Birney.

Alice Birney Parent Guild Annual Giving/Materials Donation

The Annual Giving Campaign/Materials is the foundation of Alice Birney Parent Guild's fundraising effort. Every year we ask that families donate a tax-deductible lump sum or a tax-deductible payment plan to the Guild. These funds directly pay for Alice Birney's specialty programs such as: Eurythmy, Music, Handwork, Woodwork and Athletics. This funding provides materials such as: main lesson books, beeswax block and stick crayons, modeling beeswax and clay, colored pencils, watercolor paints, brushes, calligraphy pens and paper. In addition, this funding also provides classroom and campus upgrades.

The suggested donation to cover the cost of our specialty programs and materials is \$350 per student per year. The goal of the Annual Giving Campaign/Materials Donation is 100% participation: with this amount our Specialty Programs can be fully funded. We realize that families in our community have different financial circumstances. If the suggested amount does not work for you, give what you can. Our goal is to have 100% of our families participate at whatever level works with your financial situation. Families are always welcomed to sponsor another child attending Alice Birney by donating extra funds with the knowledge that it is also tax deductible.

How to make a contribution:

Your family Annual Giving & Materials contribution can be made in multiple ways. It can be paid via cash or check in the guild safe in the front office. It can also be paid online via a credit card here: <https://alicebirneywaldorf.org/support-alice-birney/annual-giving-drive> When selecting the credit card payment option, payment can be made in a single transaction for a lump sum amount or spread out in automatically recurring monthly or quarterly payments.

You can also pay via automatic payment through your bank's bill pay service. Simply put "Alice Birney Parent Guild" as a "payee" just like you do many of your household bills and your bank will send us a check in the mail.

Check Return Policy

Any returned checks for insufficient funds will be assessed by the bank's returned check fee along with the amount of the check. Once a family has had one returned check, they forfeit the right to write a personal check for the remainder of the year. Credit cards, money orders, cashier's checks or cash will be accepted. You will be notified by a Guild Treasurer upon the receipt of a returned check.

All checks submitted to the Guild must have name, address and telephone number preprinted.

Ways to support your child's education at Alice Birney

Attend Guild Meetings

Guild meetings are held five times a year. Please refer to the calendar for specific dates. All Guild meetings are open to all members of the school community. Please join us to learn how the Guild supports our programs and school events.

Volunteer

The participation of ALL parents is essential for Alice Birney School to provide the many opportunities and activities for students that make the school unique and students successful.

We ask each parent to volunteer for three things during each school year. If everyone would help with three things, we would have the support needed for EVERYTHING at our school. There are HUNDREDS of opportunities at our school. Some can be done from home, some can be done on your own time, some are larger in scope and require more commitment and time. The thing to remember is that no matter what your schedule, there are three things you can do for your community. Studies have shown there is a great benefit to children who have parents that are actively involved in school. Let us help you find the three ways that you can help. Feel free to email alicebirneywaldorf@gmail.com or talk with your teacher if you have any questions about how to get involved.

Volunteer to be a Guild Class Parent Representative

It is *mandatory* for each class to have one parent representative. The Parent Representative will attend Guild meetings to report on class events, receive information and then share gathered information with the class via email, hardcopy, and/or at parent class meetings. In addition, parent representatives will help with and attend fundraisers, festivals, assist at mandatory meetings, and participate in Annual Giving Week. They should also act as a buddy or mentor to any new families joining the classroom. Choose your parent representative carefully and look for commitment, good communication skills, and leadership qualities.

Shop at Alice Birney's "Little Shop"

The "Little Shop" is located in the front office of our school. The store offers a wide array of hand-crafted goods and gift items made by parents of our school community and other local artisans. You will also find a nice selection of art and knitting supplies for your child to bring Waldorf into the home. Proceeds directly support our school. Parents are encouraged to donate handmade items to support the Little Shop. Reach out to talented friends and family and help us keep this amazing resource well stocked. Please contact the guild at alicebirneywaldorf@gmail.com for more information.

If you need further information or have any questions, please contact us at alicebirneywaldorf@gmail.com

PASSIVE FUNDRAISING

One of the goals of the Alice Birney Public Waldorf EK-8 School is to provide a public Waldorf Inspired education to students regardless of a family's ability to pay. Our student body typically consists of 40% of families with income eligibility for free and reduced lunch programs. Fundraising helps cover the annual giving and material fee for these students.

Alice Birney Public Waldorf EK-8 School participates in several passive fundraising programs. What is passive fundraising? Earning money by doing stuff you would do anyway, like buy groceries, surf the web, dine out, shop, etc. Passive fundraising is a great way to earn our school free money with no extra cost to the purchaser!

HOW DO I DO IT? HOW DO I GET MY FRIENDS AND FAMILY TO DO IT?

Super easy! Here are some of the programs:

Amazon Smile

Please add the Alice Birney Guild to your [Amazon Smile](#) account – this has to be done separately on your browser or in the app for the Guild to get credit for your purchases. Then just use smile.amazon.com as your way to access Amazon for the Guild to get 0.5% of your eligible purchases back in easy money! It should say “*The Alice Birney Parent Guild*” and be located in Sacramento. Invite your friends, family and neighbors to register for us as well.

benefit-mobile.com

Escrip has partnered with the Benefit Mobile Application for smart phone devices to pay a percentage of purchased electronic gift cards that are delivered to your phone within seconds. The link above shows how it works and the site lists the hundreds of retailers who participate in the program, including Starbucks, Safeway, Whole Foods, Home Depot, Regal Theatres and many more. You can also purchase electronic gift cards that can be sent as a gift to someone else. The initial set up takes a day or two to confirm your account information for your security – **be sure to list the Alice Birney Waldorf Inspired K-8 as your beneficiary as part of your set up.**

[Box Tops for Education \(General Mills\)](#)

Box Tops for Education has gone digital! Download the Box Tops app on a mobile device, shop as you normally would, then use the app to scan your store receipt within 14 days of purchase. The app will identify Box Tops products on your receipt and automatically credit our school’s earnings online. Visit the website boxtops4education.com to sign up and be sure to select ALICE BIRNEY WALDORF INSPIRED K-8 SCHOOL.

[CARS donations](#)

Do you have a vehicle you no longer wish to own, even if it doesn’t run? Donate it to us through CARS. Just click on the link above and schedule a pickup – they do the rest. They will even provide the receipt for your taxes once the vehicles sells. careasy.org/nonprofit/Alice-Birney-Parent-Guild

[Escrip](#)

Once you register your debit and/or credit cards, portions of purchases from participating merchants start coming in. The Sacramento Natural Foods Co-op is our local escrip supporter. Just buy groceries there with a card registered to your escrip account and you’re good to go. You can also check your contributions online and see just how much you spent for the month. Just go to website, click on “sign-up” and follow instructions. Our school ID is **6521824** or you can just search under **Alice Birney Waldorf Inspired**. Please enter VISA/MasterCard debit cards twice; once as an ATM and once as a credit card, so purchases via both networks are credited. Like Goodsearch, you can also shop online through this site through participating merchants and a portion of your purchase will be donated to the school. E-scrip also has a downloadable toolbar for brain-free saving!

[E-Waste 4 Good](#)

They accept electronic waste in any condition, working or not. You can donate 1 piece or 100 pieces. The more you gather from your home or office the more you will help Alice Birney in our fundraising efforts. Please fill out the quick and easy form. One of the eWaste representatives will contact you shortly to schedule your free pick up and help a good cause. You can collect for your neighbors too – just be sure to have them complete the log sheet to turn in with the items. ewaste4good.com

[Farm Fresh To You](#)

Alice Birney has teamed up with Farm Fresh to You to raise funds for school. If you or a family member are an existing subscriber or want to start subscribing, our school can earn 10% of our community subscriptions. If you currently subscribe, please call **1-800-796-6009** or click the link to add our promo code to your account: farmfreshtoyou.com/how-it-works/school-fundraising. (Go to account summary and scroll to bottom of page. Click Apply Promo Code. Enter **ALICEBIRNEY** in the box.) New customers will provide our promo code **ALICEBIRNEY** at sign up. *Questions? Contact Laura at alicebirneyfundraising@gmail.com or 916-804-8796.*

[GoodSearch.com](#)

This program donates about .01 for every search through their yahoo powered search engine. If you shop online, by going through this site first and shopping through stores on their links, a portion of your purchase is donated to the school. You can also download a tool bar to capture all the donations without having to think about it. Go to the website and search for Alice Birney Waldorf Inspired K-8 and follow the instructions and you'll be all set.

[Nugget/Food 4 Less Scrip Cards](#)

Nugget has started up a scrip program similar to Raley's Quality of Life card program. Just pick up a card at our front office, register the card at the above website, and swipe your card at checkout for a portion of your purchase amount to come back to the school. Pick up cards for your family, friends, co-workers, neighbors and anyone else you know who shops at Nugget or Food 4 Less. Remember to renew via Nugget's website every August. Here's the link: <https://scrip.nuggetmarket.com/>

[Office Depot – Give Back to Schools Program](#)

Earn 5% back in credits for your school. Once your school has earned more than \$10 in credits within the quarter, we will mail them a merchandise certificate they can redeem at officedepot.com, at their local Office Depot store or at 1-800-GO-DEPOT.

Simply complete your online purchase and enter your school's ID on the Thank You Confirmation page. Shopping in store? When you check out, simply provide your school's name or school's ID to associate. Search for 95831 Zip Code, or enter Alice Birney's ID: 70013393.

Shutterfly

Attention Shutterfly users! You can now help our school receive a 13% donation of your order amount just by going through our Shutterfly storefront: <http://alicebirneywaldorf.shutterflystorefront.com>. This includes the websites tinyprints, Borrowlenses, and Wedding Paper Divas. Take a moment to check it out and be sure to share with your family and friends.

SPREAD IT AROUND

Remember the shampoo commercial, “and they told two friends, and they told two friends, and so on and so on....”? The key to passive fundraising is to have a wide base of participants. All of us have family, friends, co-workers, neighbors, and associates. People like to help, so ask them – this is the easiest fundraising you can do for our school.

If you have questions or additional ideas for a school-wide fundraiser, please give me a call or send an email. Thanks for all you do for our school.

Beth Santizo – elizabethsantizo@gmail.com

Rev. 8/2022



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Report of Suspected Bullying (E5145.4)

DATE: _____

Directions: Complete this form to report alleged bullying. Please forward one copy to the principal and one copy to Bullying Prevention Specialist **immediately**. An investigation will be conducted to determine if bullying occurred and corrective actions needed.

Date of Alleged Incident(s): _____	School: _____
Name of Student Targeted: _____	Grade: _____
Name of Student Aggressor(s): _____	Grade: _____
Name: _____	Grade: _____
Name: _____	Grade: _____

What happened? (chose all that apply)

<input type="checkbox"/> Direct physical aggression/fighting	<input type="checkbox"/> Excluding or rejecting the student
<input type="checkbox"/> Getting another person to hit or harm student	<input type="checkbox"/> Sexual name calling
<input type="checkbox"/> Teasing, name-calling, threatening	<input type="checkbox"/> Intimidating, exploiting or extorting
<input type="checkbox"/> Making rude or threatening gestures	<input type="checkbox"/> Spreading harmful rumors or gossip
<input type="checkbox"/> Using racial or religious slurs	<input type="checkbox"/> Other: _____

Where did the incident happen? (chose all that apply)

<input type="checkbox"/> Classroom	<input type="checkbox"/> Restroom	<input type="checkbox"/> Off school property
<input type="checkbox"/> Hallway	<input type="checkbox"/> Playground/field	<input type="checkbox"/> Email/text/computer
<input type="checkbox"/> Lunchroom	<input type="checkbox"/> Field trip/activity/event	<input type="checkbox"/> Other: _____

When did the incident happen?

<input type="checkbox"/> During class time	<input type="checkbox"/> Recess	<input type="checkbox"/> Lunchtime
<input type="checkbox"/> Passing period	<input type="checkbox"/> Before/after school	<input type="checkbox"/> Other: _____

Please indicate if the incident involved aggression toward a student based on these actual or perceived characteristics:

<input type="checkbox"/> Appearance or Weight	<input type="checkbox"/> Sexual Orientation or Gender Identity	<input type="checkbox"/> Special needs or disability	<input type="checkbox"/> Race or Ethnicity	<input type="checkbox"/> Immigration Status
-----------------------------------------------	----------------------------------------------------------------	------------------------------------------------------	--------------------------------------------	---------------------------------------------

Please describe the incident in more detail: (Please attach a sheet if more space is needed)

Person Reporting Alleged Incident (may not be the person completing this form)		
Name: _____	Phone: _____	Title: _____
Person Completing Form		
Name: _____	Phone: _____	Title: _____
Signature: _____	Date Completed: _____	