Alice Birney TK-8 Public Waldorf School

Sacramento City Unified School District

Parent and Student Handbook

2026-2027

6251 13th Street
Sacramento, CA 95831
(916) 395-4510

Alice Birney Waldorf

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.

Principal: Mechelle Horning

Cancy McCarn, Superintendent SCUSD
Rick Flores, Instructional Assistant Superintendent
Taylor Kayatta, School Board Member for Alice Birney

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Alice Birney Waldorf 2026-2027 School Calendar

August	
6	New Parent Orientation, 6 p.m.
8	Gregor / Williams Parent Meeting, (2)
9	Gillespie Parent Meeting (K)
10	Staff In-Service Day for Staff / No School
11	**First Day of School**
12	Balladares / Russell Parent Meeting (8)
13	Hearing and Vision Screenings Dunbar / Schaffer Parent Meeting (7)
14	Hearing and Vision Screenings Opening Rose Ceremony, 8:15 a.m.
18	Pichinino / McColl Parent Meeting (6)
19	Melman / Lincoln Parent Meeting (1)
25	Turpin / Green Parent Meeting (K)
26	Guild Meeting Hall-Sandlund / Farren Parent Meeting (3)
28	Follow-up Hearing and Vision Screenings
31	Olmsted / Ferrer de Morias Parent Meeting (5)

September	
2	Soules / Sarlis Parent Meeting
7	Holiday - Labor Day
9	Back to School Night, 5:30-7:00 pm

October	
3	Turpin / Green Parent Meeting
4	Gillespie Parent Meeting
7	Picture Day
9	Early Dismissal Grades 7-8 Only
12	Holiday - Indigenous Peoples' Day
13	Pichinino / McColl Parent Meeting (6)
14	Balladares / Russell Parent Meeting (8)
19	Guild Meeting
30	Harvest Festival





November	
1	Gillespie Parent Meeting
4	Turpin / Green Parent Meeting
4-10	Early Dismissal Grades 1-6, 12:20 pm: (Thursday, 1:12 pm)
5	Dunbar / Schaffer Parent Meeting (7)
9	Melman / Lincoln Parent Meeting (1)
11	Holiday - Veterans' Day
12-13	Early Dismissal Grades 1-6, 12:20 pm (Thursday, 1:12 pm)
12	Make-up Picture Day
13	Ruby Bridges Celebration
17	Olmsted / Ferrer de Morais Parent Meeting (5)
18	Balladares / Russell Parent Meeting (8)
19	Soules Class Play
20	Early Dismissal Grades 1-8, 12:20 pm
23-27	Holiday - Fall Break

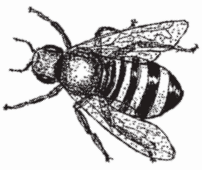
December	
5	Winter Faire
6	Gillespie Parent Meeting
14	Guild Meeting
16	Gregor / Williams Parent Meeting (2)
18	Early Dismissal Grades 1-8, 12:20 pm
12/21	Winter Break (December 21 - January 4)

January 2027	
4	Staff In-Service Day / No School
5	Students Return
8	Knit-A-Thon Distribution
13	Melman / Lincoln Parent Meeting (1)
18	Holiday- MLK and National Day of Service
19	Pichinino / McColl Parent Meeting (6)
20	Gregor / Williams Parent Meeting (2)
21	Visitation Day Ferrer de Morais Class Play
26	Guild Meeting
27	Hall-Sandlund / Farren Parent Meeting (3)
28	Dunbar / Schaffer Parent Meeting (7)

February	
3	Soules / Sarlis Parent Meeting (4)
7	Gillespie Parent Meeting
8	Holiday - Lincoln’s Birthday
12	Sarlis Class Play
15	Holiday - Washington’s Birthday
24	Gregor Parent Meeting
25	Pichinino Class Play
26	Early Dismissal Grades 1-6, 12:20 pm

March	
1-5	Early Dismissal Grades 1-6, 12:20 pm (Thursday, 1:12 pm)
3	Williams Parent Meeting (2)
7	Gillespie Parent Meeting
9	Turpin / Green Parent Meeting
11	McColl Class Play
12	Early Dismissal Grades 7-8 Only, 12:20 pm
13	Earth and Vine
16	Olmsted / Ferrer de Morais Parent Meeting
19	Volunteer Tea
19	Early Dismissal Grades 1-8, 12:20 pm
22-29	Spring Break
30	Guild Meeting
31	Gregor / Williams Parent Meeting







April	
1	Dunbar / Schaffer Parent Meeting (7)
2	Knit-A-Thon Ends
3	Turpin / Green Parent Meeting
4	Gillespie Parent Meeting
7	Melman / Lincoln Parent Meeting (1)
12-23	CAASPP Testing
13	Pichinino / McColl Parent Meeting (7)
14	Soules / Sarlis Parent Meeting (4)
16	Balladares Class Play
22	Williams Class Play
23	Middle School Dance
28	Hall-Sandlund / Farren Parent Meeting (3)

May	
2	Gillespie Parent Meeting
5	Open House
7	Russell Class Play
11	Guild Meeting
13	Pichinino / McColl Class Picnic
21	Gregor Class Play
26	8th Grade Promotion
27	Closing Rose Ceremony & Last Day of School, Short Day 1-8

History of Striving

Through a history of striving, Alice Birney is constantly engaged in reflective practices dedicated to improvement.

- In the fall of 2015, Alice Birney undertook Vision Planning using a strengths-based process of inquiry led by long-time Waldorf teachers, leaders, mentors, and professional facilitators George Hoffecker 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. Ms. Staley, a founding professor at Rudolf Steiner College, an author, and mentor to Waldorf teachers and schools around the world, started the first Waldorf public school in the nation, and then started our school. Liz Beaven is the former Director of Sacramento Waldorf School and is currently the President of the Alliance for Public Waldorf Education. With a look back at the impulse that birthed the school, its biographical history, and organizational systems, this collaborative mentorship turned the collective gaze 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 (KJP) presented the Three Care Streams of Student Support (TCS) at the Alliance for Public Education Conference. KJP is an author and psychologist as well as a mentor. We recommend his books to families who want to read more about parenting and discipline. 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 (also known as "Care Streams").
- The 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. The Care Streams of Student Support is a tiered system that provides approaches for responding to student support needs. In 2022, this work was merged with the SCUSD Multiple Tiered Support System (MTSS) and continues today as a blend with MTSS.
- In 2023, staff and parents worked collaboratively with Raven Tahara, a Certified Technology of Participation (CTF) Facilitator, to create a new vision plan which would specifically address students' post-COVID needs and focus on strengthening the community.

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 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 (SSAC), 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: Imagine Peace

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

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

A ll involved can be

G iven the chance to truly be seen and heard

I nstead of dismissed, ignored, or left alone;

N ow is the time to

E ncourage each other toward peaceful, compassionate solutions.

P icture our school as a place where

E ach one knows the worth and value of the other; where

A cceptance is demonstrated with big and small acts of kindness; and where

C ompassion is present and practiced by

E veryone, everywhere, everyday.

Care Streams (CS) Approach and Structure

The Care Streams approach to student support was developed by Waldorf school counselor, adult educator, and author, Kim John Payne, M.Ed. The Care Streams is composed of teams of staff members: the **Behavior Care Group, Social Care Group** and **Academic Care Group**. These care groups identify students needing additional supports in these areas and calibrate their use of tools and strategies based on students' individual 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 Care Streams paradigm, unexpected behavior is viewed as disorientation and discipline as guidance toward reorientation. The **Behavior Care Group** uses tools such as ADD (Affirm - Discover - Do Over), Crossing the Line, Individual Playground Plans, and the Check in and Go/Stay/Walk with Me system to reorient the student.

Alice Birney strives to be a radically inclusive community. We recognize that with differences conflict may arise. We are learning to see conflict as a normal occurrence and working to avoid what Kim John Payne calls "harmony addiction" and instead, embracing conflict--and its resolution--as normal, healthy, 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 are trained to support fellow students in resolving conflicts and support students within the school day.

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 strategies.

Care Streams (CS) Support Strategies

Kim John Payne offers many strategies as part of the 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 dysregulated 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 safety supervisor and then go play. “Check in and stay” means the student will check in with the designated safety supervisor, tell the safety 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 safety supervisor for a portion of their recess until they are reoriented and ready for a check in and stay.

Crossing the Line

This exercise addresses 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. An adult, such as the Student Care Coordinator interviews the students involved separately prior to the meeting. 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/SST Meetings are convened for a variety of reasons. Participants include the parents of the student, the class teacher, and other support staff. 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 follow up meeting is scheduled to monitor progress and make necessary changes.

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 CS support 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.

Vision Plan

In November 2023, the Alice Birney staff and Executive Parent Guild began a Vision Planning Workshop with professional facilitator, Raven Tahara (CTF). The planning work continued through the Spring of 2024. The vision is intended to be realized in the next three to five years.

The three major areas of focus are:

- Creating an Engaged and Informed Waldorf Community
- Sustaining and Supporting the Longevity and Vitality of the Staff
- Recognizing and Celebrating Student Voices

Action steps and strategies accompany each focus area. Alice Birney Staff and the Parent Guild engage in partnerships across our campus and community to bring breath, life, and limbs to the Vision which drives our work.

Thank you for choosing Alice Birney Waldorf School for your child.

Welcome to our family.

Alice Birney Staff

Mechelle Horning, Principal
Corey Weaver, Office Manager
Monica I Cruz, Clerk
Michael Newman, Plant Manager
Lisa Hall, Food Service Manager
Ixsa Reyes Salazar, Amandeep Kaur Takhar, Food Service
Zoila Arevalo, Custodian
Desiree Stroble, Outdoor Supervisor

Teacher	Grade / Subject	Room #
Margaret Gillespie **Alicia Teasley**	TK / Kindergarten	1
Stephanie Turpin	TK / Kindergarten	2
Peggy Green	TK / Kindergarten	2
Nathaniel Melman	1	4
Amy Lincoln	1	5
Jennifer Williams	2	6
Jennifer Gregor **Ms. LaRay**	2	7
Karen Hall-Sandlund	3	11
Megan Farren	3	12
Rheanon Sarlis	4	9
Bryon Soules	4	10

Teacher	Grade / Subject	Room #
Christine Olmsted Lynda Haenggi	5	14
Abigayle Ferrer de Morais	5	15
Jamie McColl Nellya Ostapenko	6	16
Holly Pichinino	6	18
Gretchen Dunbar	7	21
Hanna Schaffer	7	20
Kayla Russell	8	23
Susan Balladares	8	22
Nola McCaleb, Page Drucker, Sally Goodwin; Genevie Lau, Rytina Heyne	Resource/Intervention	Room 8
Mae Arambel	Speech	Office/Speech
Chandra Vander Klay	Reading Intervention	Office
Lauren White	Psychologist	Room 17
	ERMHS	Room 17
Kalue Thaoxaochay	Social Worker	Room 17
	School Counselor	Room 17

Teacher	Grade / Subject	Room #
Frances Sullivan	Occupational Therapist	Room 3
(Joshua) Atiba Starr	Strings	19
Jolie Terrazas	Spanish	Room 3 Traveling
Keriann Fylling	Handwork	Room 17 Traveling
Elizabeth Ghiroso	Librarian	Room 3 Traveling
Lynnette Weaver	Student Care Coordinator, Student Social Action Committee Leader	Room 13

Teachers & Placement

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 change 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.

Bell Schedule for Alice Birney Public Waldorf TK-8 School

TK/K Bell Schedule

GRADE: **TK/K AM**	REGULAR SCHEDULE		EARLY RELEASE THURSDAY SCHEDULE		SHORTENED DAY SCHEDULE	
	START	END	START	END	START	END
Breakfast	7:30	7:55	7:30	7:55	7:30	7:55
Daily Schedule	8:00	11:20	8:00	11:20	8:00	11:20
AM Recess	8:00	8:30	8:00	8:30	8:00	8:30
Lunch	11:20	11:40	11:20	11:40	11:20	11:40

GRADE: **TK/K PM**	REGULAR SCHEDULE		EARLY RELEASE THURSDAY SCHEDULE		SHORTENED DAY SCHEDULE	
	START	END	START	END	START	END
Daily Schedule	11:15	2:47	11:15	1:47	11:15	2:47
Lunch	10:55	11:15	10:55	11:15	10:55	11:15
Recess	11:15	11:45	11:15	11:45	11:15	11:45

Grades 1-3 and 4-6 Bell Schedules

GRADES 1-3	REGULAR SCHEDULE		EARLY RELEASE THURSDAY SCHEDULE		SHORTENED DAY SCHEDULE	
	START	END	START	END	START	END
Daily Schedule	8:00	2:12	8:00	1:12	8:00	12:20
Breakfast	7:30	7:55	7:30	7:55	7:30	7:55
AM Recess	9:55	10:15	9:55	10:15	9:50	10:15
Lunch	11:45	12:05	11:45	12:05		
Recess	12:05	12:40	12:05	12:40		

GRADES 4-6	REGULAR SCHEDULE		EARLY RELEASE THURSDAY SCHEDULE		SHORTENED DAY SCHEDULE	
	START	END	START	END	START	END
Daily Schedule	8:00	2:12	8:00	1:12	8:00	12:25
Breakfast	7:30	7:55	7:30	7:55	7:30	7:55
AM Recess	10:15	10:35	10:15	10:35	10:15	10:31
Lunch	12:05	12:20	12:05	12:20		
Recess	12:20	12:40	12:20	12:40		

Grade 7-8 Bell Schedule

GRADES: 7-8	REGULAR SCHEDULE		EARLY RELEASE THURSDAY SCHEDULE		SHORTENED DAY SCHEDULE	
	START	END	START	END	START	END
Daily Schedule	8:00	2:12	8:00	1:12	8:00	12:20
Breakfast	7:30	7:55	7:30	7:55	7:30	7:55
AM Recess	10:15	10:35	10:15	10:35	10:15	10:35
Lunch	12:35	12:50	12:35	12:50		
Recess	12:50	1:10	12:50	1:10		



TK - 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 students 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 beginning in transitional kindergarten and small group and independent reading progress through the grades. 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 stories. 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, form drawing and handwork (knitting) begin. The four processes of arithmetic are introduced.

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 more independently. Math concepts build to include the place value of large numbers.

Third Grade:

Stories of the Hebrew people and cultural creation stories 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, time, measurement and money.

Upper Grades

Our teachers use images and feelings 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 multiple 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 edited for a final copy by the teacher. Students 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 cultural sagas, composition and letter writing. California history, indigenous people, geography and map-making are a focus. Science includes the study of the animal kingdom. Mathematics builds to include fractions.

Fifth Grade:

Ancient civilizations and myths (including Mesopotamia, India, Persia, Egypt, and Greece) are studied, as well as some American geography and history. Language Arts 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 and geography curriculum includes South America, Ancient Rome and the Middle Ages. Mathematics includes geometric drawing with tools and business math. Astronomy and physics (sound, light, electricity, heat and magnetism) are experienced through science.

Seventh Grade:

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

Eighth Grade:

The study of Asia, as well as early American history is introduced in social science. 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. 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 easily 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, it is uncomfortable to enter the room late. It is an unfair disruption 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: online at alicebirney.scusd.edu, by phone, written note, or by completing a form in the front office **for each and every day** the student misses.

Please call the Alice Birney **Attendance Line** at **395-4510** and **press 1**. Leave a message and include the following information:

- Parent’s name
- Child’s full name
- Teacher’s name
- Date(s) of absence
- Reason for absence
- Include any medical notes or documents

1. You have five days from the first day your child is out to clear and 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.

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

3. 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.

4. 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. If your child is being dismissed early from school or coming in late due to a medical appointment, please provide the office with a note from the service provider.

5. 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).

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 one week**. After one week, the school is unable to clear absences or a medically excused tardy.

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, line up at the single black gate next to the cafeteria. At 7:30 AM, the gate will be open for them to go directly to the dining area. They are to remain in the cafeteria until dismissed to the playground at 7:45 AM when supervision begins outdoors.
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 at 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.

Care Programs at Alice Birney

Because the City of Sacramento's 4th R and NorCal Arts programs 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 of Sacramento's 4th R** program, call **916-433-6318**. For the **NorCal Arts** program, **916-212-5147.**

Drop off and Pick up 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 cafeteria. Students can be dropped in the circle driveway, in the white zone near the crosswalk, walk up, or ride their bicycle or scooter. 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 crosswalk, 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 has updated parking violations at bus stops and crosswalks.

- **Please note that you will be ticketed if you are stopped/parked within 60 feet of a bus stop. There are several bus stops on both sides of the streets so be mindful of where you are parking or waiting for students.** We have bus stops on both sides of 13th Street and 43rd Avenue. Several of our parents received costly tickets. There are also 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.
- Sacramento enforces a **$25 fine** for parking, stopping, or standing within **20 feet** on the approaching side of any marked or unmarked crosswalk, or within **15 feet** if there is a curb extension. This rule applies strictly to the approach side of the crosswalk and is enforced even if the curb is not painted red or marked with signs. (Assembly Bill 413)

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 or Norfolk 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**.**

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 may exit through the front black gate. Grade one students are picked up at the front of school near the flagpole.

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 child's 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 2:20 or 1:20 on Thursday will need to be signed out by an authorized adult in the front office.

Behavior and Social Guidelines

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 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 physical, social and behavioral boundaries, students are encouraged to extend themselves with actions that are kind, considerate, and compassionate.

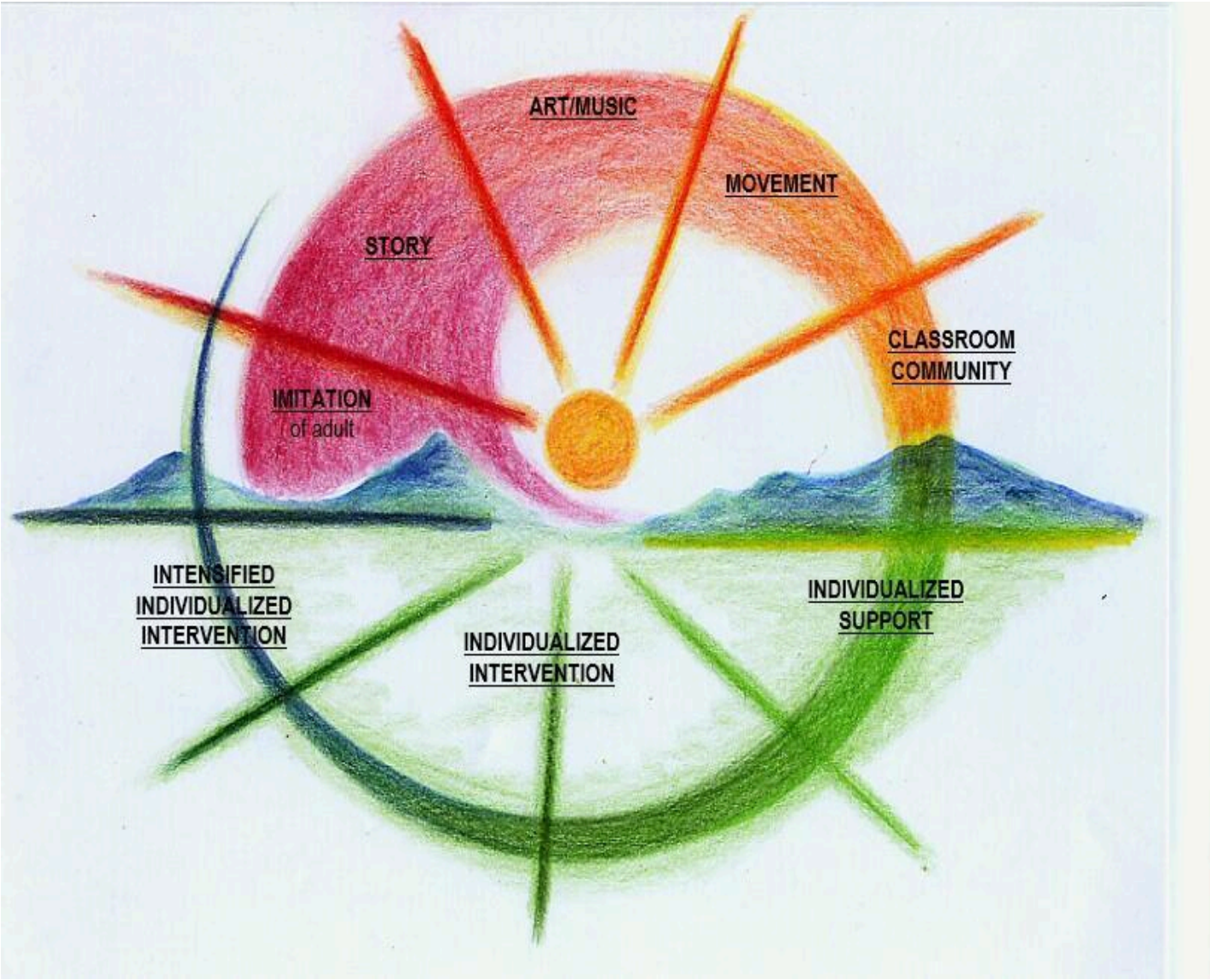
Classroom Expectations

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 Care Streams approach.



School staff use a wide range of Implicit and Explicit Strategies for developing a positive learning environment and strong social connections. Of course, this list is inexhaustive, and teachers move fluidly between and among a variety of strategies to address the needs of individual students and the whole class. It truly is an Art form.

Implicit strategies include those which are embedded into the curriculum and do not overtly direct a student's attention to a specific behavior. Young children imitate the movements, motions, gestures, attitudes, tone, and language of vibrant and attentive adult models. The oral tradition of storytelling in a range of genres and traditions provide further examples and archetypes and work on the child's formation often pre- or subconsciously. Teachers select, craft, memorize, and present stories with great intentionality for their effect on the being and development of the whole child. Art, music, movement, games, and the social activity of the class and school work similarly and implicitly.

Explicit strategies directly address specific behaviors with overt language and communication around expectations, intentions, or procedures through coaching, rehearsal, review, practice, redirection, reminder, support meetings or check-ins.

Implicit	Explicit
Imitation Of Adults: for example, in tone, manners, attending to the needs of and caring for others and our environment **Story** Pedagogical, Biographical: for example, richly told oral stories, often crafted by teachers, provide further sensory-ladden and imaginative experiences which support students' social-emotional development (their heart and will) in addition to thinking and executive function **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	**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** Communication home for family support No Blame Meeting Support Circle Meeting
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	

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 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:

- **Telephone call to parents**
- **Email to parents**
- **Documentation of behavior in Infinite Campus followed by email to parents**
- **Parent / Teacher / Principal conference or SST**
- **In-house suspension**
- **Teacher / Administrative 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 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 (see Appendix A)* 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 (unless an adult provides written permission) and out from behind the buildings during recess
- ❖ Stay on the playground side of the red lines
- ❖ Students may place personal belongings at the front of the class line before school and after lunch
- ❖ Middle School Quad area and bathrooms and drinking fountain are for grades 7-8 only

Bathrooms are for personal needs, not for playing or socializing.

- ❖ Only one student is allowed in each stall at a time.
- ❖ If more than one person is waiting, form a line outside the restroom.
- ❖ The large bathroom door is to remain open.
- ❖ Students are not to climb on fixtures, look over or under doors, flush toilets repeatedly or waste paper products and water.
- ❖ Flush toilet paper only; no food, sticks, rocks, etc., should be flushed in the toilet.
- ❖ The bathrooms closest to the office are for grades 1-3. Grades 4-6 use the bathrooms closest to the field, and the middle school bathrooms are for grades 7-8.
- ❖ There is a single use, gender neutral restroom located on the south end of the playground.

Care for our grounds

- ❖ Leave our outdoor spaces better than you found them.
- ❖ Vegetables, fruits, flowers, sticks and critters remain outside unless an adult gives you permission to remove them and bring them indoors.
- ❖ Clean up after yourself when eating and put garbage and utensils in the appropriate container.
- ❖ Sit on the benches of the tables only-do not climb or jump on the benches or sit on table tops

Observe safe boundaries

- ❖ The Adventure Playground behind the A-Frame is for use only with an adult
- ❖ The area to the West of the 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 trees
- ❖ Stay at least 10 feet back from exposed fence lines
- ❖ Stay within boundaries as teachers or outdoor supervisors outline.
- ❖ Grade 1 students do not go past the play area with the swings.
- ❖ The white cement and ramp around & behind 4th R are off limits during the school day.

Use the outdoor space and equipment safely.

- ❖ Do not sit on top of the red and blue play structure bars.
- ❖ Keep balls, ropes, stumps and sticks out of the play structure areas and off the hills
- ❖ Use swings in a safe and appropriate manner: no twisting, standing, hanging upside down or jumping off. Wait for swings on the cement boundary and do not push another student on the swings.
- ❖ Climbing is appropriate on the structures that have the green fall protection under them.
- ❖ Walking feet only in the green play areas.
- ❖ 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 and in the designated area along the east fence line.
- ❖ Structure building with logs and stumps takes place between the two play structure boxes and against the east fence.
- ❖ 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 staff supervision.
- ❖ Tackle games are not allowed during recess and need direct staff supervision.
- ❖ Balls are thrown below the waist.
- ❖ Balls are kicked on the field areas only.
- ❖ Use common sense, if something does not seem safe, do not participate and tell an adult.
- ❖ Teachers must directly supervise chalk use and remove all pieces when finished.
- ❖ In the sandbox, share the space respectfully and be mindful of what others are working on.
- ❖ Sand stays in the sandbox and does not belong in the air.
- ❖ Use walking feet and do not lay down in the green padded areas under the play equipment.

Respect Personal Space

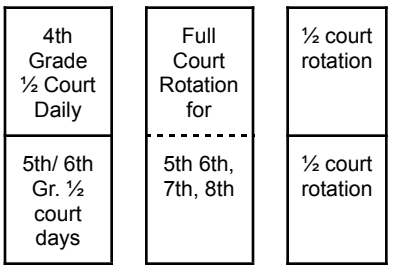
- ❖ Respect the personal or "bubble" space of others.
- ❖ You must ask and only touch someone with their permission and consent.
- ❖ Respect a "No" response.
- ❖ Give someone a choice about touching them.
- ❖ No one should touch you without your permission.
- ❖ If someone is making you uncomfortable, report it to the nearest adult.

Competitive Sports are reserved for students in grades 4-8 at Alice Birney

As developmentally appropriate, teachers will introduce approved competitive recess games.

Basketball courts are reserved according to the following schedule:

- ❖ Grade 4 exclusive daily use of half-court nearest cafeteria & office
- ❖ Monday: Grade 5 plays full court; all other grades play half court
- ❖ Tuesday: Grade 6 plays full court; all other grades play half court
- ❖ Wednesday: Grade 7 plays full court; all other grades play half court
- ❖ Thursday: Grade 8 plays full court; all other grades play half court
- ❖ Friday: All grades play half court



Communication

The Alice Birney office will be open from 7:45 AM – 3:30 PM Monday-Friday on regular school calendar days.

Use 916-395-4510 for all telephone communication. Before 7:45 AM and after 3:30 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 in the office, 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 Calendar on the web page is intended to keep parents informed about important dates, activities and programs. Information will be available **digitally through Parent Square** so please make sure that you have updated your email address with the nonprofit parent guild and through Infinite Campus.

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

Communication is a significant 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 rather than during the school day. Please inform teachers in advance as well. This relieves stress on your child and on the office staff.

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 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 and avoid the lunch period when it is difficult to locate an individual child. 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. Please email the teacher. Each teacher will notify you of the best ways to reach them. 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 or instruments. 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 a problem or concern related to your child and school, please discuss it with **your child's teacher first**. If there is not a resolution, let the teacher know. If necessary, talk with the Principal by scheduling an appointment with the office manager. 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 must have outerwear to keep them dry (raincoats/poncho, head covering, boots). Umbrellas are not allowed for students.

Students must bring a water bottle, daily, to stay hydrated for their best learning!

Please write student's name on all clothing, boots, lunch pail, and water bottle.

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 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 items that may cause 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, corporate pictures and logos, or team names larger than a tennis ball. 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 Information

Each child must have **current** emergency information on file in Infinite Campus. If at any time your emergency information changes, please change it through Infinite Campus and notify your class teacher. **In addition to the parent phone number, each child 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 for emergency use. In case of an accident requiring medical services, 911 will be notified first and then parents called. 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 their emergency contacts in Infinite Campus. The office staff will ask for proof of identification before releasing your child.**

Safety and 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 system through Parent Square. If your contact information has changed since registration, please update it in Infinite Campus. Unless instructed to do so by first responders, please do not walk on school grounds during an emergency or during a drill. This includes 4th R and the NorCal Arts Extended Learning 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 by first responders. 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 emergencies. Please allow them to do their job and keep students safe.

To maintain safety while students are on campus (7:00 AM-6:00 PM), all visitors and volunteers must enter and exit through the front office and sign in and out. When signing in, you will obtain a sticker/badge that must be worn while on campus. Before volunteering, please check with the office manager to ensure your clearance is up to date for this school year. If you are not currently a cleared volunteer, then you are considered a visitor. A parent or guardian visitor does not have the same definition as a volunteer.

A visitor is limited to 10 visits in a school year that last 30 minutes or less. You may NOT be alone with students other than your own child. You must remain in view of school staff at all times. You must follow the SCUSD Visitor Code of Conduct, which includes making an appointment with your teacher to visit the classroom in advance. The complete Code of Conduct can be found in the SCUSD Annual Parent and Student Rights Notification and Standards of Behavior.

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. All specifics around the Open Enrollment process are available on the SCUSD web site **(www.scusd.edu)**.

Please note that although **siblings** living in district boundaries have priority in lottery placement, participation in the **district's Open Enrollment** process is required for attending Alice Birney. Enrollment at Alice Birney is not complete until registration occurs with the enrollment center. Specific dates and times will be communicated for registration by the SCUSD Enrollment Center. Please check your emails frequently. Accepting the enrollment is different from completing registration.

Items Brought to School

Except with prior principal approval for extenuating circumstances, students are **not** to bring personal items or valuables including, but not limited to: electronic devices, money, jewelry, cell phones, toys, stuffed animals, trading cards 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 written permission from the principal and has brought a cell phone or personal electronic device on campus (tablet, smart watch, lap top, etc.), it must remain in a secured location in the classroom 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 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 while on campus.
- 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, racquet or tennis balls are allowed), or a developmentally appropriate game 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. **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 at the school.

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**. Lunch is 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 to school for any occasion**.

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 carried into the office by an adult and given to the school nurse 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

Parent participation is not mandatory. The participation of parents is essential for Alice Birney Waldorf 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/Eurhythmy, Multicultural Dance, Woodworking, Gardening, Athletics, Games, and Music/Flutes.

Foreign Languages: Spanish

In Waldorf education, foreign language learning begins in first grade to foster holistic human development, self-knowledge, and personal growth. Via acquisition-driven instruction, students begin to learn practical fluency and cultivate intercultural empathy while deepening perspective on their own identity, language, and values.

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 / Dance

Alice Birney students typically receive one session of Eurythmy/Movement per week taught by a specialist beginning in grade 1 and continuing through grade 8. 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. Expected behavior, attendance, and good 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.).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 – Cross Country, Volleyball, 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.

Alice Birney Parent Guild

Executive Committee

Shannah Andrade, Chair

Ryan Johnston, Co-Chair

Michelle Taylor, Co-Treasurer

Kate Ortega- Co-Treasurer

Kelsey Carter, Secretary

Beth Santizo, Passive Fundraising Coordinator

Karin Lecocq, 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. 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 and field trips.

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 Auction.

The Guild Steering Committee consists of the Executive Committee, Staff Liaisons, Committee Coordinators, 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, Movement, 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 welcome 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 us 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 parents is essential for Alice Birney Waldorf 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 TK-8 School is to provide a public Waldorf education to students regardless of a family's ability to pay. Our student body typically consists of 30-40% 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 TK-8 School participates in several passive fundraising programs. What is passive fundraising? Earning money by doing stuff you'd 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?
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.

Super easy! Here are some of the programs:

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 pick up – 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 E-scrip supporter. Just buy groceries there with a card registered to your E-scrip 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, escrip.com, click on "sign-up" and follow instructions. Our school ID is **6521824** or you can just search under **The Alice Birney Parent Guild**. 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

Farm Fresh To You provides 10% of subscription costs back to Alice Birney! If you or a family member/friend are an existing subscriber or want to start subscribing, our school can earn 10% of our community's subscriptions. If you currently subscribe, please call **1-800-796-6009** or click the link to add our promo code to your account: http://www.farmfreshtoyou.com/how-it-works/school-fundraising. (Go to account summary and scroll to the bottom of the page. Click Apply Promo Code. Enter **ALICEBIRNEY** in the box.) New customers will provide our promo code **ALICEBIRNEY** at sign up.

goodsearch.com

Goodsearch is the search engine for good. Just like other search engines, Goodsearch generates ad revenue with every search you conduct, then $0.01 of that revenue is credited to your search bank. When you earn enough money through searching, you can donate it to the charity of your choice. Head over to goodsearch.com to register Alice Birney Waldorf Inspired K-8 as the charity of your choice and begin supporting today!
Questions? Contact Beth at elizabethsantizo@gmail.com

goodshop.com

Earn donations towards our school with your everyday purchases! Go to goodshop.com to get the latest coupons and offers from thousands of top retailers. When you shop with Goodshop, a percentage of your purchase is donated to your chosen cause. Head over to goodshop.com to register Alice Birney Waldorf Inspired K-8 as your cause and begin supporting today!

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 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.

Raise Right

Buy gift cards from over 750 popular brands and earn money for Alice Birney!

Visit RaiseRight.com/enroll or download the RaiseRight mobile app. Complete the quick sign-up form and enter our unique enrollment code (7JCFMUNHDRSW) to tie earnings to our school. When you purchase gift cards, you will get the full value, and the brands will give back a percentage to Alice Birney!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.

Shutterfly



Attention Shutterfly users! You can now help our school receive a donation of your order amount just by going through our Shutterfly affiliate link. Take a moment to check it out and be sure to share with your family and friends.

Rev. 8/2023

Appendix: SCUSD Report of Suspected Bullying

DATE: _____

Report of Suspected Bullying (E5145.4)

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)

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

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

- ☐ Classroom
- ☐ Hallway
- ☐ Lunch room
- ☐ Restroom
- ☐ Playground/field
- ☐ Field trip/activity/event
- ☐ Off school property
- ☐ Email/text/computer
- ☐ Other: _____

When did the incident happen?

- ☐ During class time
- ☐ Passing period
- ☐ Recess
- ☐ Before/after school
- ☐ Lunchtime
- ☐ Other: _____

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

☐ Appearance or Weight ☐ Sexual Orientation or Gender Identity ☐ Special needs or disability ☐ Race or Ethnicity ☐ 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: